

Oconee County Schools

Watkinsville, Georgia

Three-Year Technology Plan
July 1, 2012 - June 30, 2015

Superintendent
Jason L. Branch, Ph.D.

Table of Contents

I. Technology Planning Process	1
II. Student Academic Needs	2
A. Academic Needs of Special Populations	4
B. Academic Needs of Students Enrolled in Special Education.....	4
III. Vision for Technology Use	5
A. System Mission Statement, Vision, and Motto	5
B. System Goals	5
C. Technology Mission Statement.....	6
D. Technology Vision Statements	6
E. Technology Access for Instructional Delivery.....	6
F. Equitable Access Strategy.....	7
IV. Current Reality	8
A. Access to Technology/Data Sources.....	8
B. System Readiness and Support for Technology	10
C. Technology Use	10
1. Instructional Uses of Technology.....	10
2. Administrative Uses of Technology.....	11
3. Parent/Community Uses of Technology.....	11
D. Gap Analysis	12
V. Communication and Marketing	13
VI. Professional Development	14
A. Professional Development for Enhancing Teaching and Learning.....	14
B. Professional Development for Using Data to Improve Student Achievement	15
C. Professional Development for Maintaining Instructional and Technical Support Personnel	15
D. Professional Development for Promoting and Enforcing Privacy, Security, and Online Safety.....	15
E. Professional Development for Improving the Quality and Availability of Information	15
F. Professional Development for Improving Communication Through the Use of Technology	15
VII. Eighth Grade Technology Literacy	16
A. Student Technology Literacy Needs	16
B. Target Areas for Technology Literacy	17
C. Strategy for Assessing Literacy Skills	17

VIII. **Goals, Strategies, Benchmarks, and Evaluation**..... 17

- A. Goal 1: Increase student technology experiences to support standards-based instruction. 17
- B. Goal 2: Meet new curriculum requirements for CCGPS and E-Rate funding. 19
- C. Goal 3: Monitor security across all levels of the school system..... 19
- D. Goal 4: Enhance technology usability for system staff and stakeholders. 20
- E. Goal 5: Enhance communication for stakeholders..... 21
- F. Goal 6: Facilitate system growth and efficiency in administrative and instructional technology. 21

Appendix 23

- A. Policies for Ensuring Interoperability and for Redeploying Equipment 23
- B. Board Policy IFBGA: Electronic Communications 23
- C. Acceptable Usage Agreement - Administrative Regulation IFBGA-R(0) 23
- D. CIPA Policy 29
- E. Operational Procedures..... 30
- F. Definitions 36

Oconee County Schools
'Committed to Student Success'
2012 - 2015 Technology Plan

Technology Planning Process

This technology plan was developed through input from administrators, teachers, parents, students, technology support personnel, and the system technology panel. The teacher technology panel consisted of representatives from each school, Instructional Technology Specialists, and the Director of Technology. The committee members gathered information from the local schools about their status and needs. Other input and comment was solicited from school administrators, the Title I/ESOL Coordinator, and the Special Education Director. Teachers and students, who were not a part of the committee, had the opportunity to provide input through their building representatives and technology surveys.

To coordinate technology planning and the school improvement planning process, the System Technology Advisory Group contained members from each school. Some members were also a part of their school's school improvement and school technology committees. The inclusion of teachers on the committee provided direct input from schools to the technology planning process. In addition, the Director of Technology met monthly with the principals and Executive Cabinet. The System Technology and Media Committee consisting of parents, teachers, media specialists, and administrators reviewed the technology plan and provided feedback.

System Technology Advisory Group FY12

Name	Location
Sandy Jungman	CFES
Adam Crawley *	HSES
Julie McCullers	MBES
Katie Dirr *	MBMS
Julie Memler	NOHS
Greg Julian *	OCES
Carole Black	OCHS
Jeremy Connell	OCHS
Stefani Legall	OCHS
Dedra Cooper	OCMS
Jennifer Mangleburg	OCPS
Angela Harris	RBES

* School improvement and/or school technology committee members.

System Technology and Media Committee FY12

Committee Member	Role
Dr. Biaoh He	Parent at MBES
Cindy Dowis	Parent at RBES
Mindy Burke	Parent at CFES
Rosalyn Beckstead	Parent at OCMS
Stacy Johnson	Parent at RBES
Susanne Hayes	Parent at HSES
Teresa Davis	Parent at OCMS
Erin Frey	Teacher at MBMS
Sandy Bradshaw	Elementary Math Coach
Mindy Doler	Media Specialist at NOHS
Deana Devine	Media Specialist at OCPS
Chuck Cunningham	Administrator at CFES
Brian Deitz	Administrator at OCHS

Co-Chairs (non-voting members): Dr. Michael Hale and Scott Gordon

Student Academic Needs

Oconee County School (OCS) students perform very well academically. The schools continuously receive awards for having the highest percentage of students meeting or exceeding standards on the state's Criterion Referenced Competency Tests. We are proud of our schools for receiving recognitions awarded by the Governor's Office of Student Achievement for "Highest Performance" in the Single Statewide Accountability System (SSAS) for their performance on state assessments.

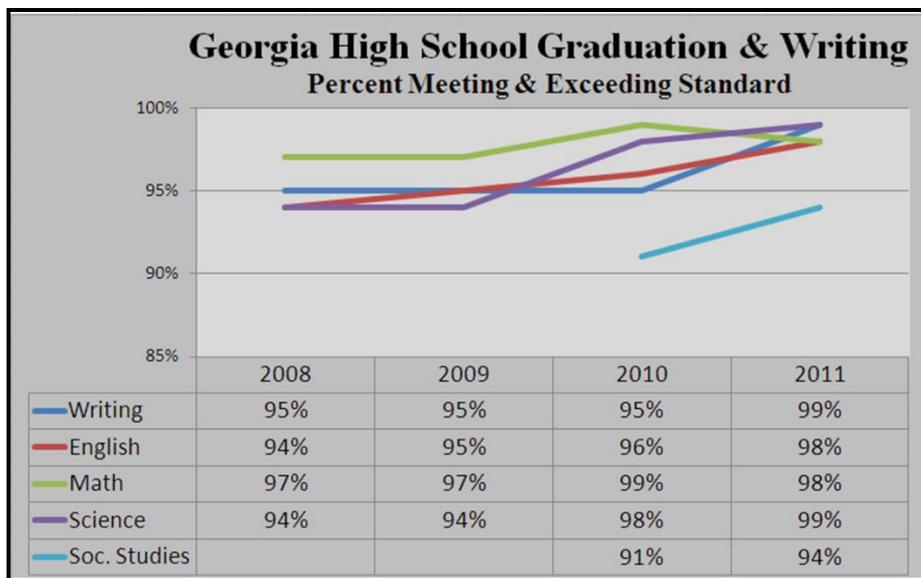
Governor's Office of Student Achievement "Highest Performance" Awards

Oconee County Schools	2008	2009	2010	2011
Colham Ferry Elementary School				Bronze
High Shoals Elementary School				Bronze
Malcom Bridge Elementary School			Bronze	Bronze
Oconee County Primary School				
Oconee County Elementary School	Bronze	Silver	Silver	Platinum
Rocky Branch Elementary School	Gold	Silver	Silver	Gold
Malcom Bridge Middle School				Bronze
North Oconee High School		Bronze	Gold	Platinum
Oconee County High School	Bronze	Silver	Bronze	Silver

In 2009 Rocky Branch Elementary School, Oconee County High School, and North Oconee High School were given the state superintendent's "Top Ten Distinguished Achievement" awards. Oconee County Primary School, Colham Ferry Elementary School, Oconee County Elementary School and Oconee County Middle School were named 2011-12 Title I Distinguished Schools. Title I schools have a higher percentage of students in poverty than other schools in the system, yet their academic performance demonstrates that it is possible to overcome these challenges. Federal money is provided to these schools to help support classroom instruction. Oconee County Primary School has been a Title I Distinguished School for the last 13 years, while the other three schools on the list have carried this distinction for the past nine years .

In 2011, 99 percent of Oconee County students taking the GHSGT met or exceeded the standards in both Writing and Science. In English and Math 98 percent met or exceeded the standards, and 94 percent met or exceeded the standards in Social Studies. North Oconee had the highest percentage of students exceeding the standards on the U.S. History End of Course Test, and Oconee County High School received the award for having the most eleventh grade students exceeding the standards on the 11th Grade Georgia Writing Test. North Oconee High School was honored with an award for the Greatest Gain on the GHSGT for 2009-2010.

Georgia High School Graduation Test



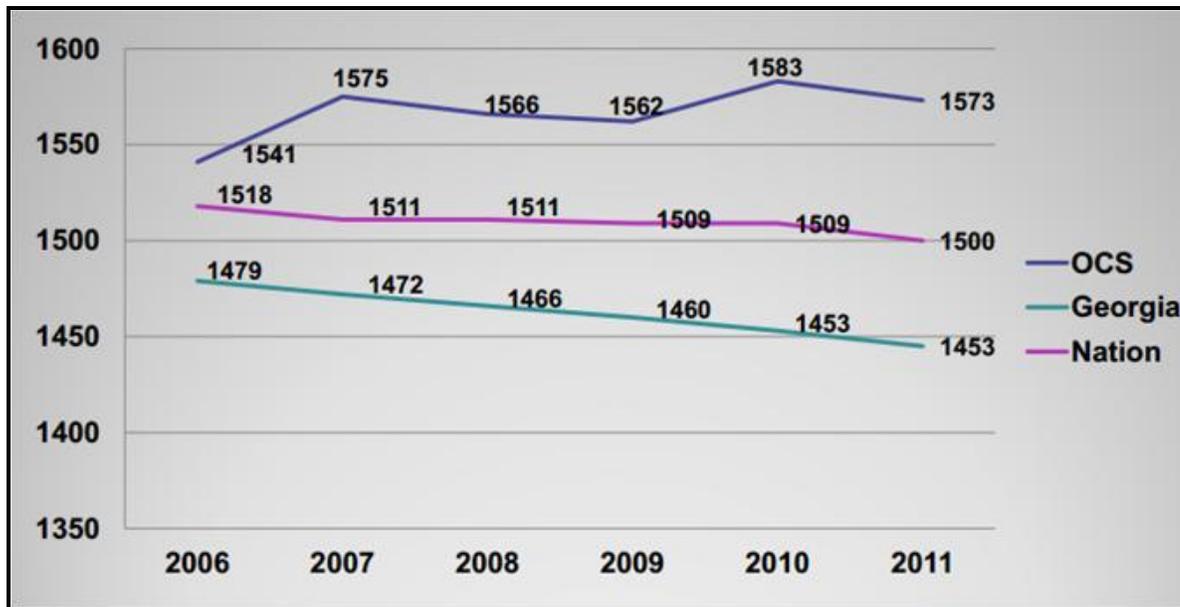
One of the cornerstones of the NCLB Act is Adequate Yearly Progress (AYP). It is a measure of year-to-year student achievement on statewide assessments. In 2011 Oconee County was the only school system in Georgia with multiple high schools to make AYP.

Another area in which the OCS students excel is in SAT scores. In 2010 the average SAT was 1583, and in 2011 the average SAT was 1573. Oconee County's SAT scores are consistently above the state and national averages.

FY2011 SAT Data

	TOTAL SCORE	MATH	CRITICAL READING	WRITING
NOHS	1583	538	533	512
OCHS	1561	533	520	508
SYSTEM	1573	536	527	510
STATE	1453	487	485	473
NATION	1500	514	497	489

FY2011 SAT Comparisons



OCS high schools offer many advanced placement courses. Both high schools have been named AP Merit Schools. To earn this distinction, schools must have at least 20 percent of their students taking AP exams, and half of those tested must earn a score of “3” or higher.

Academic Needs of Special Populations

Oconee’s student population consists of 17 percent minority groups. The percentage of Oconee students who are considered economically disadvantaged is 22.95. The majority of Oconee students’ needs can be met through regular education classes. Special education services are appropriate for 11 percent of the student population. The percentage of students requiring English language assistance is 3 percent, and the percentage requiring EIP services has remained low as well.

CRCT data from the past three years indicates that a higher percentage of economically disadvantaged students do not meet standards. Also, higher percentages of Hispanic and Black students do not meet standards. The challenge to OCS is to increase the achievement of lower performing subgroups. Several goals in this plan describe the school system’s proposal to increase availability and access to technology resources. The strategies are designed to address the academic needs of our special populations, thereby increasing achievement for all learners.

Academic Needs of Students Enrolled in Special Education

In 2011 OCS was awarded the 2011 Pacesetter Award for achieving outstanding results for students with disabilities. As previously noted, approximately 11 percent of the student population in the school system has been identified as eligible for special education. Of the 672 students eligible for special education, 83 percent receive specialized support in the general education environment. Regardless of disability category or special education placement, special education and general education teachers utilize a continuum of technology supports based on the demonstrated need of the student. Programs such as Solo, OpenBook, Co:Writer, Write Out Loud, PaperPort and flatbed scanner, voice activated software, and math pads are used for students to access standards. Additionally, devices such as iPads, Neo Alpha Smarts, Fusions, personal laptops, talking calculators, specially designed computer screens, and electronic organizers are provided to those students whose Individual Educational Plan (IEP) requires that an alternative format be utilized. Also, Books-on-tape are provided by the Recording for the Blind, and playback equipment is provided by the school system for students with IEP or 504 plans indicating that such technology is required to receive an appropriate education. The school system participates with the National Instructional Material Access Center (NIMAS) and Book-Share to ensure that students with print disabilities have alternative formats for accessing traditional textbooks. Whether

through podcasts, audio streaming, or other formats, students with disabilities have access to ranges of supports to assist them in appropriately accessing the standards. In order to support students with disabilities in their environments, technology supports consisting of amplified classrooms, Easy Listeners, Frequency Monitoring devices, and closed captioning are available for students with identified disabilities. Overall, students with disabilities have technological supports available to them to ensure opportunities for accessing the standards.

Vision for Technology Use

The mission statement of the Oconee County Schools provides the lens for making and implementing actions throughout the district, including the use and purposes of technology.

System Mission Statement, Vision, and Motto

The mission of the Oconee County Schools is to provide a safe and challenging learning environment that inspires all students to capture their dreams.

Vision: Oconee County Schools will be a nationally-recognized leader in academic achievement by ensuring all students receive rigorous, balanced education that will enable them to compete in and contribute to a global society.

Motto: Committed to Student Success

System Goals

The system goals were developed by the system leadership team. The leadership team includes the superintendent, assistant superintendents, directors, and principals. The current system goals were developed during the spring and summer of 2011. These goals are included in the System Improvement Plan.

Current Operational Goals

Curriculum

- a. IE² plan – continue work on plan
- b. Explore means of providing additional gifted support by evaluating how to maximize the resources at the curriculum office and increase the number of gifted-endorsed teachers
- c. Increase percentage gains in “meets standards” and “exceeds standards” by concentrating on increasing test scores in Social Studies
- d. Refine the standards-based report card for better understanding by parents and students; continue to define a standards-based grading system at middle and high school levels; and incorporate uniformed grading procedures at the middle school level
- e. Continue to improve benchmarking and unit planning with classroom teachers
- f. Review the current CTAE program and focus on courses that prepare for current job market trends

Professional Development

- a. Continue the study of differentiated instruction and assessment as it pertains to the standards-based classroom
- b. Keep the focus on instruction with technology the means by which it is delivered
- c. Reinstate the Aspiring Leaders Program
- d. Provide more training for teachers on the block schedule

Class Keys

- a. Use specific exemplars shared for CLASS Keys (ex. videotape or sample lessons available for teacher viewing)
- b. Incorporate best practices (LFS, Backwards Design, collaboration, etc.)
- c. Adopt Class Keys as the official teacher evaluation instrument system-wide in 2011-12
- d. Develop a comprehensive process that includes cross-school and cross-classroom observations using Class Keys by promoting classroom observations between transitioning teachers, i.e., fifth to sixth grade and Eighth to ninth grade
- e. Use GTEP (Georgia Teacher Evaluation Program) components for evaluation of other positions

Fiscal Provisioning

- a. Continue to work on maximizing resources by looking for opportunities to outsource services including the alternative program
- b. Evaluate how much money has been saved through consignment and outsourcing
- c. Develop a plan for SPLOST that focuses on projects that are essential to the academic success of our students; and determine which projects will be “pay as you go” and which, if any, will need to be financed
- d. Technology: stay on the 5-year replacement cycle and assess whether ALL teachers are making use of technology in the classroom

Communication

- a. Continue to send out system-wide e-mails on major issues
- b. Explore opportunities for additional public relations to be assigned to specific departments
- c. Continue the mass communication to all of our stakeholders; with one focus being information on the new graduation rate criteria
- d. Increase accountability for consistent communication at all levels

Technology Mission Statement

The OCS Technology Department is dedicated to supporting the effective integration of technology into all aspects of teaching, learning, and school administration.

Technology Vision Statements

- The Technology Department will support teachers as they incorporate technology into instruction to enhance the learning process.
- Technology can enable the teachers to implement research-based instructional practices such as formative assessment, differentiation, or project-based learning.
- Instructional technology can be used as a tool for engaging learners.
- Technology tools can effectively support data collection and use.
- Technology can assist with effective communication with stakeholders.
- The district’s stakeholders including students, parents, teachers, and community members will value the role of technology in teaching and learning.
- The Technology Department will support the organization through appropriate means such as monitoring technology use, maintaining technologies, providing school and district data, and offering professional development.
- Technology can enable the district to operate both efficiently and productively.

Technology Access for Instructional Delivery

Students and parents in Oconee County expect the school system to provide a quality modern educational environment that will prepare their children for the modern world. Technological tools are vital to this process. Having access to real world tools helps students gain the technology skills needed to be lifelong learners and prepares them for successful careers. These issues are addressed as students are engaged in instruction that uses technology to support data collection, differentiation, and authentic projects.

Technology is a tool for teachers and students. It increases student engagement, teacher productivity, content differentiation, and the amount of readily available student learning data. Interactive whiteboard and wireless tablet technology is used to support rigorous instruction in all content areas. Classroom response systems are used throughout grades 3 - 12 to instantly assess whether or not the students are learning the content being taught. This formative assessment data helps teachers to immediately change the instruction being offered. The response systems also help teachers identify individual needs of students and allow students to monitor their own learning. Tools such as clickers, when used for formative assessment, can help teachers to provide follow-up instruction that meets the needs of all students in our system. Computer benchmark assessments further enable teachers to gain information about individual student performance. Email, teacher maintained web presences, and the introduction of VoIP classroom phones help teachers efficiently communicate with parents, students, and other teachers. Additionally, the introduction of Google Apps throughout the system provides a forum for student publishing online in a secure environment. With all of our students having access to Google Apps, students with Internet access are able to complete projects at home without the purchase of traditional word processing, presentation, or spreadsheet software. This platform also assists teachers with infusing collaborative projects into their curriculum.

Oconee County Schools is using multiple strategies to increase the use of technology to support instructional practices that differentiate instruction and/or lead to increased student engagement. Of the 233 middle school respondents to the 2011 Speak-up survey, 52 percent agree that their school is doing a good job of using technology to enhance their learning.

Wireless Network

During the first year of this technology plan, the elementary and middle schools will receive a wireless network infrastructure. This wireless access for teachers and students will facilitate use of wireless devices such as laptops, netbooks, and eReaders. Additionally, the wireless network at the schools will accommodate the needs of our Bring Your Own Device (BYOD) plan.

Bring Your Own Device (BYOD)

A 2010 Pew Research study indicated that more than 75 percent of American children ages 12 to 17 own cell phones. Our rationale for implementing the BYOD plan is as follows:

The *Bring Your Own Device* Plan:

- Allows students to use familiar devices to enhance their learning
- Gives students instant access to information
- Frees up district and school funds for purchasing devices for student checkout if needed
- Encourages students to practice using their digital tools for learning
- Bridges students to the outside world
- Provides students with a 21st Century learning environment at school
- Increases student engagement during instruction

Out of 667 respondents in the 2011 Oconee County Parent Technology Survey, the vast majority of parents indicated that they are comfortable allowing their child to use personal technology in class for instruction. Based on data from 233 middle school students who answered the 2011 Speak-up survey, 76 percent said that they wanted to be able to use their own device during instruction. Additionally, 55 percent said that they wanted Wi-Fi access throughout the school, and 81 percent said that Internet access anywhere in the school would have the greatest positive impact on their learning.

Equitable Access Strategy

Oconee County Schools has a plan in place to address equitable access to technology across the schools. The first component is a classroom model at each level - elementary, middle, and high. This model, located in the appendix, is referred to when making technology purchases. The Technology Department uses the model as a guide, but also provides flexibility in allowing schools to purchase technology that is (1) a part of the model

before their school is designated to receive it, and (2) not a part of the model as long as it is a part of a pilot for future consideration of the technology. Since some schools are able to fundraise more than others, OCS places a 15 percent cap on the amount of technology purchases allowed beyond the system model.

Current Reality

Access to Technology/Data Sources

Elementary schools are allocated three desktop computers, a document camera, a projector, and an interactive whiteboard for every classroom. Classrooms serving grades 3 - 5 are equipped with student response systems. Classrooms serving grades K - 2 have student response systems that may be checked out for classroom use. Elementary art and music classrooms are equipped with one desktop computer, a projector, and an interactive whiteboard. Physical Education teachers have a computer for their office and access to checking out a projector from the media center. Elementary students have access to modern computers in the classroom, media center, computer labs, and at several schools via mobile carts. All of the computers are connected to the network. Standard middle and high school classrooms are equipped with one desktop computer, a projector, an interactive tablet, and a student response system. Connections classrooms at the middle school, and elective or vocational classrooms at the high school, may have more or less technology depending on the instructional needs. Middle and high school students have access to modern computers in the computer labs, media center, and via mobile carts. We have wireless access in designated locations at the high schools and via wireless carts at the elementary and middle schools. Currently, a few schools have networked projectors. As part of the replacement cycle, the current non-networked projectors will be replaced with networked projectors.

Oconee County Schools provides many web resources to elementary teachers and students. These web resources include BrainPop, Discovery Streaming, Destination Reading, Destination Math, Google Apps, Moodle, Blogger, and Pearson SuccessNet. Middle school teachers and students have web access to BrainPop, Discovery Streaming, Google Apps, Moodle, Blogger, and ITCenter21. High school teachers and students have web access to Discovery Streaming, Google Apps, Moodle, and Blogger.

To help alleviate the cost of the wide area network, Oconee County Schools uses E-Rate funds to offset telecommunication charges. Our system average for students receiving free and reduced lunch is 22.95 percent. This low percentage only allows OCS to receive a 47 percent discount on the cost of its WAN. Our E-Rate funding is too low to receive funding for internal connections.

The Georgia Department of Education has provided our Internet service for the schools through E-Rate. This has been contracted to AT&T under the E-Rate program. This connection has been upgraded through the State E-Rate grant, and our current connection's bandwidth is 30 megabits.

All teachers and students have logins and networked folders to save their work. This allows them to access their documents and files from any computer in the school. As the multimedia literacy of teachers and students has grown, the district has required increased network storage space. As part of the disaster recovery plan, a centralized backup system with a capacity of 17 TB is used. Due to increased size of the full backups, the retention period of backups over the past three years has dropped from one year to two weeks.

Network logins and shared network folders have been established for all students to save their work. This allows them to access their documents and files from any computer in the school. To extend student and teacher capabilities and storage capacities, Oconee County Schools created four student Google Apps domains and one teacher domain in 2010. This gave students and teachers the ability to engage in cloud computing both at home and at school, offering them even greater access to their files and collaboration tools. Students at all levels have the resources necessary to produce materials that demonstrate their acquisition of both basic skills and higher order thinking skills using modern technology tools.

Our technology inventory data indicates that access to computer technology has increased as we have created 21st century learning environments. This increase was made possible by the Board of Education's decision to use SPLOST funds to increase the technological tools available to teachers and students. The number of

instructional computers in the Oconee County Schools is now over 2700, with 77 percent of these less than five years old. This gives us a district average ratio of three students per computer. We have an even lower student to computer ratio at the secondary level. The high school average ratio is two. All of the aforementioned computers are connected to the Internet. In addition, all of our classrooms have a mounted projector. The elementary school classrooms are all equipped with interactive whiteboards. The middle and high school classrooms have interactive tablets and student response systems.

Students per Computer by School

School	# Students Enrolled	Instructional Computers			Students to Computer Ratio (Total Computers)	Students to Computer Ratio (Computers < 5 Years Old)
		5+ Years Old	< 5 Years Old	Total		
CFES	518	63	128	191	2.7:1	4:1
HSES	454	1	188	189	2.4:1	2.4:1
MBES	478	70	140	210	2.3:1	3.4:1
MBMS	752	38	216	254	3:1	3.5:1
NOHS	1026	71	424	495	2.1:1	2.4:1
OCES	446	1	166	167	2.7:1	2.7:1
OCHS	994	188	344	532	1.9:1	2.9:1
OCMS	807	56	243	299	2.7:1	3.3:1
OCPS	471	76	107	183	2.6:1	4.4:1
RBES	601	66	142	208	2.9:1	4.2:1
Total	6547	630	2098	2728	2.4:1	3.1:1
* Data as of 4/27/2012 reported to D.O.E.						

The variation in desktop computers is accounted for by the size of the schools and the order of the computers purchased with replacement funds. The replacement cycle can address this variation and allow for greater equity. The preceding chart represents the student to teacher ratio based on instructional computers only as reported on the state inventory.

Charter Cable previously connected our three schools at Butler's Crossing with single-mode fiber as well as the two Malcom Bridge schools and the North Oconee/Rocky Branch schools. This donated fiber has made it possible to reduce the number of WAN circuits for which the school system must pay.

Local and E-Rate funds were used to expand Network connectivity. Charter Cable added equipment and took over our previous AT&T contract for our WAN at each of the locations. The 100MB Metro Ethernet circuits were replaced with switched fiber connections. Most sites now have a 1 GB connection to the WAN. Our E-Rate funding is too low to receive funding for internal connections.

The Georgia Department of Education has provided our Internet service for the schools through E-Rate. This has been contracted to AT&T under the E-Rate program. This connection has been upgraded through the State E-Rate grant. Our current connection's bandwidth is fourteen megabits; however, for the FY2010 school year the bandwidth will be increased to 30 Mbs.

There are many services provided through the network. File storage and printing are the dominant services provided on the school-based servers. File storage space is used primarily for user home directories, shared areas, as well as support software.

Our current telephone system is a mix of traditional phone lines and voice over IP (VoIP). Five schools have local phone systems. Some of these systems are over 15 years old. There are approximately 86 traditional phone lines spread throughout the district. To reduce our monthly phone expenditure, we updated four sites (BOE, OCHS, OCES, and OCMS) to a VoIP system and added a central PRI. This change allowed for the elimination of 32 traditional phone lines. The newest school, High Shoals Elementary opened with the VoIP system in place. Oconee County Schools receives E-Rate funds for the PRI, local, and long distance phone service.

OCS uses a county-wide radio system to provide communication to busses and emergency communication services to schools. Cellular phone service using a mix of phones, iPhones, BlackBerries, and Windows Mobile devices provides an additional method of emergency communication. E-Rate helps offset the cost of the cellular service.

System Readiness and Support for Technology

In FY 2009, ten technical support technicians were hired through local funds to increase the availability of technical support at each school. These technicians provide the initial tier one layer of technical support. Tier two support is provided by two technology assistants, a technology specialist, and one installation specialist. Tier three support is provided by two technology specialists, a network specialist, and an administrative technology coordinator. Additional specialized technology support is provided on a per incident basis from different vendors as needed. During FY 2011, the system gave all employees access to create their own help desk tickets to expedite the support process. In FY2012, the system was upgraded to include the ability for employees to Email their issues to the help desk.

There are four Instructional Technology Specialists (ITS), who provide continuous teacher support for the integration of hardware, software, and web-based applications into teaching and learning. These specialists conduct ongoing needs analysis to determine the instructional technology needs of teachers for supporting student achievement. The data collection includes use of teacher surveys, review of student achievement data and school improvement plans, as well as consideration of system goals. The data collected helps the Instructional Technology Specialists provide appropriate and effective support to teachers, which in turn helps the teachers to use technology to enhance teaching and learning.

The design and implementation of the technology-based professional development incorporates NETS-T and Technological Pedagogical Content Knowledge (TPACK) to help teachers acquire the knowledge and skills needed for effective technology integration and research-based professional development strategies to facilitate acquisition and implementation. Sessions are offered throughout the year during planning and occasionally after school and on professional learning days. This continuous support helps infuse technology into teaching and learning. Additionally, opportunities for hands-on learning and collaborative discussion help teachers actively engage with technology and gain ideas for adapting and infusing the tools into instruction.

Technology Use

Instructional Uses of Technology

Oconee County Schools currently utilizes a wide variety of technology-related tools to enhance the instructional process. Through the use of the wide area network connecting all 12 campus locations and offices, OCS is able to provide collaboration, communication, and instructional resources. Hardware resources at all schools include computer labs and/or mobile carts, student and teacher workstations, network printers, and mounted LCD projectors. Elementary school classrooms are also equipped with interactive whiteboards. At the start of the 2009-2010 school year, middle and high school academic content area teachers received interactive tablets and classroom response systems.

Currently, software resources in all schools include MS Office Suite, Discovery Streaming (web-based media service), various online textbook resources, OAS (Online Assessment System), Moodle (content management system), PowerSchool and PowerTeacher (student information system, system attendance, and grade book), Inspiration, Destiny (school media services), and Google Apps for students and teachers to use for communication and collaboration. Based on student population, curriculum, and grade level, schools utilize GA Virtual High School (credit recovery and online instruction), Geometer's Sketchpad, Read Naturally, A3, Rosetta Stone (ESOL), SMART Notebook, and Career Tech related applications (AutoCad, Adobe Creative Suite, Adobe Premier Pro, Photoshop, etc.).

Oconee County Schools continues to use Moodle to increase collaboration, communication, and course management in a secure environment. Moodle is an integrated suite of php server capabilities that improves organizational effectiveness by providing comprehensive content management, accelerating shared educational processes, and facilitating the sharing of information across boundaries for better instructional insight. Moodle supports all intranet, extranet, and web applications across an enterprise within one integrated platform. For FY13, we will use two Moodle sites for two purposes: teacher web presence and teacher professional learning communities. ITS have offered ongoing training to increase the use and effectiveness of this content management system.

Similar efforts are being conducted at the school level to facilitate collaboration and use of blogs for school-home communication. During the 08-09 school year, Oconee County launched WordPress on an internal server to facilitate blog usage for teachers and parents. Starting in 2012, we are transitioning over to Google Blogger and Google Sites as an option for increasing communication to stakeholders. ITS continue to offer ongoing training to increase the use and effectiveness of these web 2.0 applications.

All professional learning opportunities are made available at the county and school level to support instructional technology. The Technology Department works with the administrators, teachers, and Central Office personnel to deliver professional learning as determined by system and school teaching and learning goals.

Administrative Uses of Technology

In past years, teachers could only access student standardized test data electronically via Excel spreadsheets provided by the Director of Assessment. During FY11 the system purchased Measures of Academic Progress, an assessment tool that provides stakeholders including parents, students, teachers, and administrators with data for helping improve instruction. A variety of reports are available in addition to manipulating data in the Excel spreadsheets of standardized test scores. Additionally, GaDOE representatives trained our teachers and administrators to use the state-level Student Longitudinal Data System (SLDS). With accountability on the rise for teachers, it is essential that they have access to state summative data, formative assessment results, and other key performance indicators throughout the year. Teachers need to know early on which students need help meeting standards.

OCS strives to protect the privacy of student education records by password protecting access to data. Employees will continue to receive training to increase their awareness of security concerns and procedures. In addition we have added security certificates (SSL) to the web-based student information system (PowerSchool).

In the fall of 2008, Oconee County Schools began implementing MUNIS. The MUNIS system currently allows for centralized accounting for Student Activity Accounts for schools and provides a method for accounting for principal accounts, club accounts, and athletics. Additional modules will be added to the MUNIS system to allow for centralized receiving documentation, employee self-serve human resource accounts, centralized work orders, and multiple additional points of integration with district applications.

Parent/Community Uses of Technology

Better communication with the Oconee community, and especially parents, has been a priority. Oconee County parents have a high level of Internet access based on spring 2010 survey data. This makes web applications a flexible and useful means to foster parent/teacher communication and a continuation of academic support in

the home. OCS web resources provide parents, students, staff, and the community with the latest news, upcoming events, contact information, and links to helpful resources. Parents may subscribe to the district and/or school-level listservs to receive updates from administrators about the news and events of our school system. To further facilitate communication, OCS provides teachers and administrators with a locally hosted PHP website, blogs, Google Sites, and content management tools. Schools, grade levels, and or departments use PHP websites to communicate news, events, and ways to contact teachers and administrators. Blogs and Google Sites allow teachers to quickly post class information, photos, and reminders of upcoming classroom events. Content Management Systems, such as Moodle, provide teachers with a tool for creating a blended learning environment.

At all grade levels, parents have the ability to Email teachers directly and view district, school, and teacher websites. Parents of students have access to PowerSchool, which allows them to view student progress and daily attendance. In addition, parents can update demographic information stored in the student portal.

The elementary movement toward standards-based report cards necessitated further changes in PowerSchool. The Georgia Performance Standards were added to PowerSchool and the PowerTeacher Gradebook application was upgraded, allowing teachers to report mastery of standards. Title peek was recently added to Destiny. It allows parents and community members to view the library collections of individual Oconee schools via the Internet.

Gap Analysis

Several gaps exist between where we are and our vision and goals. These gaps became apparent as we reviewed data collected from our stakeholders. The goals in this plan address our need for the following:

- Increasing student technology experiences
- Meeting new curriculum requirements
- Monitoring security
- Increasing usability
- Enhancing communication
- Showing growth in administrative efficiency with technology

We plan to improve student experiences by providing opportunities for students to extend their learning and availability to technology resources beyond the classroom walls. Since we are conducting system-level and state assessments on our computers, student access to computing devices is limited during these assessment windows. Our wireless and BYOD plans will help to address this limitation. While we have made great strides in increasing access to technology tools, Oconee's technology could be used more effectively during instruction. There is a continuous need for professional learning in technology integration. Research demonstrates that appropriate professional development will impact the way in which teachers use technology. It is our goal to help teachers develop learning experiences for students that give them hands-on access to technology for achieving the highest level in Bloom's Taxonomy.

With the introduction of CCGPS, there are new curriculum requirements that OCS must work to meet. One of the requirements is related to keyboarding skills of younger students. Our technology plan goals address how we will work to increase the keyboarding skills of our elementary students. The second curriculum requirement that is addressed in this plan is that of developing and maintaining an operational Internet Safety curriculum. We are working to develop this curriculum, which will address the requirements of Children's Internet Protection Act (CIPA), and to design a plan for implementing the curriculum over the long-term.

With the introduction of a BYOD initiative, it is essential that we have the proper tools to monitor the devices on our system to not only meet the requirements of auditors, but to monitor Internet access according to CIPA regulations. Maintaining network visibility will also allow us to troubleshoot network problems for a more reliable user experience.

System readiness gaps demonstrate a need to improve technical support for all schools. To help provide a better user experience, the technology department is working to reduce the time required to login to machines

and response to tasks. In the spring of 2011, OCS added a new helpdesk system to document and prioritize response time to tasks. A new feature of this system is the ability for users to create help tickets via Email . We are also striving to implement single sign-on operations for all devices and applications on the network. This will decrease the number of username and password combinations that users must remember. The need for network storage space has increased with the use of multimedia software and hardware. We will increase storage amount and efficiency as part of our redesign of our disaster recovery plan. Finally, our goal is a five year replacement cycle for technology in the schools. This replacement goal has not been met in recent years as a result of severe budget constraints. With the high priority technology has in the new SPLOST, we hope to meet the five year replacement goal.

To facilitate improvements in communication with parents, the district must continue to make improvements to the student information system (by increasing security student personal and medical information), mass messaging system, as well as other communications tools. The current range and quality of information provided by the teachers varies greatly. Additional guidelines and training are needed to add consistency among teachers in their use of online parent communication tools. Better communication with the Oconee community, and especially parents, has been a priority. Past survey results indicated that a high percentage of Oconee County residents have Internet access. This makes web applications a flexible and useful means to share system progress and encourage broad stakeholder involvement.

The last of the goals includes showing growth in administrative efficiency with technology. The needs assessment identified the importance of optimizing administrative tasks, data collection, and analysis for items such as SBR, POI, and RTI. Furthermore, assessments indicated a need to optimize analysis of formative data (i.e., better use of clickers, Performance Assessment Tasks, etc.) to facilitate its use for increasing the amount of differentiated instruction offered. The procurement process paperwork is also an area of concern that will be addressed. Finally, due to the multitude of video and other multimedia created and used by teachers, we are investigating the purchase of a live streaming/multicast video hosting solution.

Communication and Marketing

Oconee County Schools works to communicate to all stakeholders the importance of technology as an enabler for the teaching and learning process. The system implements strategies to further assist with marketing the role technology has in helping students achieve in innovative ways, as well as increase stakeholder involvement. Information concerning the instructional use of computers is provided online and at curriculum nights at each school. For the past several years, the middle schools have held a Parent College that included sessions on the instructional technologies available to students and the importance of parent awareness of Internet safety measures. Several schools have Technology Committees that work to communicate system and school technology goals to the school community. The status of technology integration at each of the school levels is reported during Board of Education sessions by the Technology Department as well.

System progress and evaluation results are shared via the system web site, a public mailing listserv, and the Superintendent's weekly Email to all faculty and staff. The Superintendent issues a weekly press release to the local newspaper as a communication tool to the citizens of Oconee County. Community members subscribing to the school district's listserv also receive updates from the Superintendent regarding the status of OCS technology. Printed copies of system progress and evaluation results are made available to the public at the Office of Instruction. The district encourages broad stakeholder participation through electronic and paper surveys made available to the community, parents, students, faculty, and staff. The OCS website and all school websites are updated often to include current events, school council actions, and press releases. Additionally, the number of teachers using Moodle, PHP websites, blogs, and Google Sites to communicate with parents and the community has greatly increased in the past two years. The system collects web traffic statistics using Web Analyzer software. This allows OCS to better monitor its communications to ensure that they are reaching its targeted audience.

Multiple groups are involved in development of the district's technology plan goals. As described in the planning process section of this plan, technology personnel conducted a needs analysis to determine desires among stakeholders. The plan's goals were developed from the results of this needs analysis. During the development of the goals, several stakeholder groups were involved in reviewing the goals and providing

feedback. These contributors include the Teacher Technology Advisory Panel, comprised of representatives from each of the schools, and the System Technology and Media Committee, which includes parents and other community members. Technology updates are provided to the Teacher Technology Advisory Panel several times throughout the year. Each of the representatives is responsible for distributing the minutes from these meetings to their schools. Lastly, the technology plan goals were disseminated for feedback to the district's leadership group, which includes principals, curriculum personnel, and other administrators.

All student standardized assessment results are disseminated in a timely manner through secure electronic means. Results are placed in electronic folders accessible only by school administrators. These results are disaggregated by system and school personnel to analyze trends within the school as a whole, as well as subgroups of students. Disaggregated results are shared with grade-level teachers and departments who use the results to plan strategies to address any weaknesses. Teachers may access standardized test and criterion referenced test scores for their current students at any time via the student information system by clicking on the SLDS link.

Parents and guardians have access to school information through the school website and a school mailing list. Parents may subscribe to the Superintendent's listserv to receive system-related weekly updates. For specific information pertaining to the progress of their child, parents may login to the student information system (PowerSchool) using the login credentials given to them at the beginning of the year. Parents and guardians may also contact teachers and administrators by Email or phone.

Professional Development

Professional Development for Enhancing Teaching and Learning

Oconee County Schools employs four Instructional Technology Specialists (ITS) to provide professional learning and support for integrating technology into curriculum and instruction. These specialists support teachers, administrators, and other staff through district trainings, local school trainings, online tutorials and resources, small group sessions, and individualized support opportunities.

The professional learning is designed to target specific growth areas based on school and district improvement plans. The ITS work with their assigned schools to develop instruction that meets the school and district identified needs. This work includes developing and implementing strategies such as Professional Learning Communities and instructional coaching. Teachers participate in professional learning designed to increase their proficiency, literacy, web presence, and instructional use of technology. Additionally, the ITS help support teachers as they integrate the available technology resources into the Georgia Performance (GPS) and Common Core Georgia Performance Standards (CCGPS).

Professional Learning in the district is linked directly to established instructional processes, programs, and procedures that support student achievement. Our instructional technology professional development strategy is to identify and deliver effective technology training to assist educators as they help students achieve high academic standards.

Currently, teachers and paraprofessionals are afforded the opportunity to self-assess their technological needs and sign up for professional learning offered by the ITS throughout the year. All of the professional learning offered is designed to provide skills needed to integrate and model technology skills. Classes are offered both at the district level and the local school level. Topics for trainings are determined through a variety of means. At the district level, topics are determined through surveys, classroom observations, and identified school or district needs. Survey data is collected every spring and fall. In the spring, teachers and students are surveyed on the instructional uses of technology. This survey information influences the Technology Fair workshop offerings. In the fall, teachers are surveyed at the end of the district Technology Fair for evaluation purposes and for planning future district and school-level workshops and events. Throughout the school year administrators, curriculum specialists, the Director of Technology, and ITS monitor the frequency and range of technology use across grade-levels and GPS areas and make recommendations for future technology trainings. Schools assess their school improvement plan needs and work with the ITS to plan school level technology trainings accordingly.

Teachers new to the system are provided a technology overview during new teacher orientation. The training involves processes, programs, and procedures to support all instructional settings. Following the orientation, new teachers are encouraged to meet with their school's ITS for further assistance with technology proficiency or integration.

The OCS Technology Department hosts a Technology Fair on the fall professional learning day. Elementary, middle, and high school teachers are offered a variety of technology-related professional learning workshops that have been developed around teacher, school, and district identified needs. All teachers are required to participate in a minimum number of workshops.

Professional Development for Using Data to Improve Student Achievement

All middle and high school teachers received a set of CPS clickers. The expected uses for these clickers include increasing student participation, monitoring student learning, providing instantaneous feedback about student learning, and benchmarking. Teachers and administrators received training in the use of the clickers and the reporting features of the CPS software. Teachers are creating and sharing question banks to use on a regular basis. The CPS software can generate many reports based on the data collected from the student response devices (clickers). Teachers are using this data to make instructional decisions and report student progress to parents and administrators. Administrators will use the information to determine professional learning needs, track students for possible acceleration or remediation, identify school trends, set goals, and report data to the Superintendent and the Assistant Superintendent of Curriculum and Instruction.

Administrators currently report data in many different ways. There is a need for consistency in the data that each school collects and reports. As the system adopted Measures of Academic Progress (MAP) during Fiscal Year 2012, administrators received professional development in data collection, analysis, and reporting. Teachers were also trained on the gathering and implementation of the MAP data. The technology department will continue to support teachers and administrators in accessing and using this, and other, data.

Professional Development for Maintaining Instructional and Technical Support Personnel

There are fewer professional learning opportunities available for technology staff members than for teachers and administrators. Professional learning is of great importance since technology is constantly improving and changing. The Director of Technology is committed to providing his staff with adequate training and training resources. Training will be provided through vendor trainings, conferences, webinars, and district study groups.

Professional Development for Promoting and Enforcing Privacy, Security, and Online Safety

Every year all teachers and new hires receive training concerning the OCS Technology Usage Agreement, FERPA, and the Professional Standards Commission's Code of Conduct. These trainings are provided online as of Fiscal Year 2011 to allow staff flexibility in completion of the training and to facilitate data tracking.

Professional Development for Improving the Quality and Availability of Information

Office staffs typically enter work orders, track PLU's, provide accounting for school financial records, and keep track of purchase orders. Any time there is a change in software systems, a need for training is created. Training on these systems is typically provided by the vendors. Staff members who are hired after the initial training receive instruction from another person within the system who uses the software. Employees will receive a small amount of training to learn to use the employee self serve feature in MUNIS.

Professional Development for Improving Communication Through the Use of Technology

ITS will provide instruction in the use of our new mass communication system, maintaining a web presence, and VoIP phones. The administrative technology coordinator and the technology specialist will conduct trainings on the new features in PowerSchool. The ITS will continue to conduct website trainings for teachers. Instruction on the use of Google Apps for communication and collaboration is also offered. Tutorials for these

technologies will be made available through district websites. We also recently created a Moodle site specifically for professional learning resources.

Eighth Grade Technology Literacy

Student Technology Literacy Needs

Oconee County Schools follows the state definition for Technology Literacy, which is defined as the ability of students to use the tools of their society with skill in an ethical, accurate, and insightful manner to meet the demands of the 21st Century workplace and world. This includes the ability to use appropriate technology responsibly to solve problems and to create knowledge through assessing, managing, evaluating, analyzing, integrating, and synthesizing information.

Teachers at all grade levels integrate technology literacy skills throughout content areas. At the elementary level (K-5), technology literacy is primarily focused on awareness. Students are introduced to technology through their classes and are encouraged to explore the use of technology through classroom assignments. Students leave the elementary school with the ability to create documents and presentations containing pictures and information gathered from a variety of multimedia resources. They also enter middle school having learned rudimentary Internet search and navigation skills.

To ensure that all students are technologically literate by the end of 8th grade, the LEA requires all students to take a business/computer course at each middle school grade. Keyboarding skills are addressed in the sixth grade computer exploratory. All seventh and eighth grade students take basic computer applications. These classes address word processing, spreadsheets, presentation and web page creation using the ITCenter21: Introduction to Computers and Information Technology curriculum. This computer-based curriculum is based on ISTE's NETS and is aligned with the Georgia technology standards. ITCenter21 contains meaningful performance-based assessments. These assessments are used to determine if students have achieved the No Child Left Behind technology literacy proficiency level. Beyond business/computer courses, technology is interwoven throughout the middle level academic areas through the completion of assignments and classroom research. Students leave the middle schools with the ability to keyboard at 35 wpm, use common software programs to complete assignments, and conduct Internet searches to acquire information. Learning.com's 21st Century Skills Assessment is used to track each middle school student's progress in acquiring technology skills and serves as the benchmark for OCS to measure technology literacy.

In high school, the technology literacy of students is assessed both directly and indirectly. Courses in the areas of business education and information technology have standards that specifically focus on technology awareness and mastery, thus allowing direct assessments of student technology literacy. Students wishing to further advance their technological skills may enroll in elective courses in graphic design, architectural drawing and design, broadcast and video production, computer programming, and web design. As with the middle school, technology is used in the academic courses. For these areas, students use technology to access course materials, conduct research, complete assignments, and participate in online learning activities.

Another component that addresses technology literacy is that of digital citizenship. Students across grades K-12 are instructed on the various components of digital citizenship including digital etiquette, rights and responsibilities, as well as keeping themselves and others safe online. Each level (K-5, 6-8, and 9-12) is implementing a digital citizenship and Internet safety curriculum that focuses on increasing the students' technological literacy.

As evidenced by the 8th Grade 21st Century Technology Literacy Assessment scores, general technology literacy appears high in Oconee County. Access to technology beyond the school is a significant factor in this area. A high percentage of students have access to computers and the Internet outside of school. Of the 233 middle school respondents for the 2011 Speak-up survey, only three percent report that they only have access to the Internet at school.

Target Areas for Technology Literacy

The system determined the following as target areas for technology literacy.

2012 - 2015 Elementary students will develop the skills necessary to:

- Complete independent projects and cooperative group projects utilizing technology and media resources to enhance the learning experience.
- Use technology and media resources to acquire information, solve problems, and publish information and original works.

2012 - 2015 Middle school students will develop the skills necessary to:

- Access a variety of media types to be used as resources to facilitate individualized learning and evaluate the accuracy, relevance, appropriateness, and bias of the resources.
- Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts.

2012 - 2015 High school students will develop the skills necessary to:

- Efficiently use technological resources to meet needs for collaboration, research, publishing, and communicating.
- Select and utilize technology tools for research, information analysis, problem solving, decision-making, and the development of creative works and models in content learning.

Strategy for Assessing Literacy Skills

Oconee County Schools is using the 21st Century Technology Literacy Assessment to determine the students' knowledge of skills and concepts learned in grades K-8. We are administering the assessment during the computer applications course completed by 8th grade students. The assessment, purchased by the Georgia Department of Education through Learning.com, has provided our school system with data to compare over the previous two years. Our students demonstrate proficiency in their technology literacy as their scores on this assessment were above the state average for FY2011. Oconee was proud to learn that of the participating school systems, only three scored in the "proficient" range on the 8th grade technology assessment: Oconee, Forsyth, and Fulton.

Oconee County 8th Grade 21st Century Technology Literacy Assessment Results

	FY 2011 Testing Period: 4/26/11 - 5/09/11 (n=134)	FY 2012 as of March 22nd Testing Period: 10/05/11 - 2/29/12 (n=280)
Advanced	11 %	12%
Proficient	60 %	49%
Basic	26 %	36%
Below Basic	2 %	3%

Goals, Strategies, Benchmarks, and Evaluation

Goal 1: Increase student technology experiences to support standards-based instruction.

Strategy	Benchmark	Evaluation Method	Funding Source	Person Responsible
Provide a <i>Bring Your Own Device (BYOD)</i> environment for teachers and students, and provide training	Year 1: Provide wireless access in all schools for integration of mobile devices.	Year 1: Wireless access points throughout all schools.	SPLOST \$600,000	Director of Technology Instructional

<p>and/or support for integrating wireless devices into instruction.</p>	<p>Years 1-3: Devise and implement BYOD plan at all levels. Develop and provide training for teachers on strategies for using student personal devices.</p> <p>Document strategies to supplement devices for students who do not have their own devices.</p>	<p>Years 1-3: Data showing use of mobile devices on the network.</p> <p>Documentation of trainings.</p> <p>School inventory of devices for student checkout.</p>		<p>Technology Specialists</p> <p>Building Administrators</p>
<p>Provide adequate equipment and resources for delivering instruction and online assessments (PARCC, MAP, EOCT, CRCT re-tests).</p>	<p>Year 1: 100% of classrooms equipped with 21st century tools.</p> <p>Year 2: All schools have sufficient computer access for efficient test administration.</p> <p>Year 3: Continue 5-year replacement cycle.</p>	<p>Year 1: 100% of equipment is considered modern by the state's definitions of Modern Instructional Classroom devices.</p> <p>Years 2 & 3: Reviews of computer inventory and student count indicate that each school can administer online assessments within the testing window.</p>	<p>SPLOST \$800,000</p>	<p>Director of Technology</p> <p>Instructional Technology Specialists</p> <p>Assessment and School Improvement Director</p>
<p>Monitor teacher use of accessible technology as described by the CLASS Keys (SBI 1.5) to assess professional learning and resource needs and determine additional support strategies.</p>	<p>Years 1-3: Administrators monitor the frequency and range of technology use.</p> <p>Administrators communicate their building's resource and professional learning needs with the Director of Technology and ITS.</p> <p>ITS monitor the type of tools utilized.</p>	<p>Years 1-3: Teacher evaluations on SBI 1.5</p> <p>Administrative DROP visits once a year.</p> <p>ITS Walk-through three times a year to monitor the types of tools used most frequently during instruction.</p>	<p>No additional funding.</p>	<p>Director of Technology</p> <p>Administrators</p> <p>Assistant Superintendent of Instruction</p> <p>Instructional Technology Specialists (ITS)</p>
<p>Provide a tool for teachers, media specialists, technology integration specialists, and curriculum specialists to collaboratively create and host instructional materials.</p>	<p>Year 1: Research currently used content management tools and other available tools.</p> <p>Create templates and samples for preview and discussion.</p> <p>Select format for creating, sharing and/or hosting instructional resources.</p> <p>Years 1-3: Implementation of instructional portal.</p>	<p>Years 1-3: Tool usage report to indicate collaborative authoring.</p> <p>Site traffic report to indicate access of information.</p>	<p>\$1,000 per year</p>	<p>Director of Technology</p> <p>Assistant Superintendent of Instruction</p> <p>Curriculum Directors</p> <p>Instructional Technology Specialists</p>
<p>Promote use of and provide training on cloud-based tools for collaboration among students and staff.</p>	<p>Years 1-3: Monitor use of cloud-based collaborative tools.</p>	<p>Years 1-3: Reports from system supported tools, i.e., Collaboration Summary Report displaying total number of Docs creators and</p>	<p>No additional funding.</p>	<p>Director of Technology</p> <p>Instructional Technology Specialists</p>

		collaborators.		Assistant Superintendent of Instruction Administrators
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Goal 2: Meet new curriculum requirements for CCGPS and E-Rate funding.

Strategy	Benchmark	Evaluation Method	Funding Source	Person Responsible
Establish district guidelines for elementary students' keyboarding skill development and provide needed training.	Year 1: Develop keyboarding skills benchmarks for 3rd - 5th grade aligned to Common Core Standards. Gain feedback and revise as needed. Year 2 & 3: Evaluate middle school keyboarding curriculum and revise as needed.	Year 1: Keyboarding skills benchmarks for 3rd - 5th grade. Years 2 & 3; Revised middle school keyboarding curriculum.	No additional funding.	Director of Technology Assistant Superintendent of Instruction Instructional Technology Specialists
Review keyboarding curriculum and select appropriate tool(s) for implementation.	Year 1: Research currently used keyboarding tools and other available tools.	Years 1-3: Tools selected and implemented for elementary and middle school keyboarding curriculum.	\$5,000	Director of Technology
Implement an Internet Safety and Digital Citizenship curriculum and provide training on its delivery.	Years 1-3: Provide training as needed for the Internet Safety Curriculum. Teachers will start actively teaching lessons concerning the topics identified for their grade level.	Years 1-3: Reports documenting use of the online Internet Safety and Digital Citizenship instructional resources.	No additional funding.	Director of Technology Assistant Superintendent of Instruction Instructional Technology Specialists

Goal 3: Monitor security across all levels of the school system.

Strategy	Benchmark	Evaluation Method	Funding Source	Person Responsible
Monitor and control bandwidth to protect the network for instruction.	Year 1: Review systems for monitoring and controlling bandwidth. Year 1: Purchase new system.	Years 1-3: Bandwidth reports from new system.	SPLOST and Local \$40,000	Director of Technology
Implement network access control for both wireless and wired networks and provide technical training for staff.	Year 1: Purchase network access controls for wireless and wired networks.	Year 1: All wireless and wired network access controls in place. Years 1-3: All staff offered training	SPLOST \$200,000	Director of Technology

		as needed.		
Review and update storage and disaster recovery plan.	Year 1: New draft of storage and disaster recovery plan. Year 2-3: Implement hardware.	Year 2: Approved disaster recovery plan in place.	SPLOST \$160,000	Director of Technology
Seek to raise our security standards closer to being compliant with HIPAA.	Year 1: Review HIPAA to see how we can raise our standards to increase our security. Years 2-3: Provide information security training to employees.	Year 2: Training materials and procedures for securely maintaining information.	No new funding.	Director of Technology Network Security Officer Instructional Technology Specialists

Goal 4: Enhance technology usability for system staff and stakeholders.

Strategy	Benchmark	Evaluation Method	Funding Source	Person Responsible
Increase system Internet bandwidth and monitor use.	Year 1: Upgrade bandwidth to 100 Mbs.	Years 1-3: Bandwidth reports in Gbs.	E-rate and Local \$425 per month	Director of Technology
Continue to look for additional methods and providers of Internet bandwidth.	Year 1: Report to System Technology and Media Committee	Year 1: List of possible strategies and cost.	No additional funding.	Director of Technology
Investigate options for single sign-on and LDAP authentication of system supported user accounts.	Year 1: Review options for single sign-on of user accounts.	Year 1: Report outlining recommended options for consideration.	No additional funding.	Director of Technology
Host online professional learning in a central repository.	Year 1: Install Moodle 2.2 Begin migrating professional learning and professional resources to the new Moodle 2.2. Years 2 & 3: Complete Migration and continue adding resources.	Years 1-3: Increase the number of professional learning resources.	No additional funding.	Director of Technology Assistant Superintendent of Instruction Instructional Technology Specialists
Optimize the network login process.	Year 1: Decrease the number of desktop icons that are pushed out through the network. Years 1-3: Utilize Application Explorer and Windows 7 in replacement cycle to decrease startup time.	Year 1: New computer image. Years 1-3: Average computer login time recorded at 2.5 minutes.	No additional funding.	Director of Technology Network Specialist
Monitor response time to customer help desk tasks, as well as identify and address problem trends.	Year 1: Technology Specialists configure Help Desk options to support timely response to tasks.	Years 1-3: Reports from Help Desk System.	No additional funding.	Director of Technology Technology Specialists

Goal 5: Enhance communication for stakeholders.

Strategy	Benchmark	Evaluation Method	Funding Source	Person Responsible
Modernize the school web sites for mobile devices and the incorporation of social networking media.	Year 1: Review options for social networking feeds, RSS, and mobile platforms. Select options that meet the district's needs.	Years 1-3: School websites contain the selected social media options for stakeholder communication.	No additional funding.	Director of Technology Assistant Superintendent for Human Resources Administrators
Communicate guidelines for teacher web presence and support teachers in maintaining their sites.	Years 1-3: Provide professional development that helps teachers update their site and communicate with stakeholders.	Year 1: Web reviews indicate overall growth over the baseline from FY2012. Years 2 & 3: Increase the percentage of teachers at the Proficient level or beyond.	No additional funding.	Director of Technology Assistant Superintendent of Instruction Instructional Technology Specialists Administrators
Convert district and schools from PHP Website to Drupal Open Source CMS.	Year 1: District and school sites will begin migrating information. Year 2: All sites will complete the migration process.	Year 1: All district and school websites will be in the new platform.	No additional funding.	Director of Technology Technology Specialists Administrators
Review the quality and consistency of the current mass communication tools.	Years 1-3: Monitor the use and accuracy of the current mass communication tools. Describe and advertise the available mass communication tools for communications to students, parents and community. Identify and implement alternate communication methods for parents without Email, phone or Internet access.	Years 1-3: Review usage data and user issues or complaints.	\$1.35 per student per year.	Assistant Superintendent for Student Services Director of Technology Administrators
Continue to install VoIP phone service in all district locations.	Year 1: Install VoIP at NOHS, RBES, MBES, OCPS, & CFES.	Year 1: All schools have VoIP.	SPLOST \$225,000	Director of Technology

Goal 6: Facilitate system growth and efficiency in administrative and instructional technology.

Strategy	Benchmark	Evaluation Method	Funding Source	Person Responsible
Provide staff with training in tools, methods and procedures for gathering, compiling, and analyzing data to inform instructional	Years 1-3: Research methods and procedures for helping with interventions, as well as monitoring progress at all	Year 1: Document and communicate to staff the methods and procedures for helping with these	No additional funding.	Assessment and School Improvement Director

<p>decisions.</p>	<p>levels.</p> <p>Administrators and teachers trained in the use of SLDS, MAP, Eduphoria, Excel, Student Response Systems, or other tools.</p> <p>Trainings will address use of the software, research-based formative assessment strategies, and data analysis.</p> <p>Administrators trained in use of mobile devices for data collection.</p>	<p>processes.</p> <p>Years 1-3; Training administered.</p> <p>Sign-in sheets and reports documenting access of tools.</p> <p>Administrator feedback on status of training needs.</p>		<p>Assistant Superintendent of Instruction</p> <p>Instructional Technology Specialists</p>
<p>Provide and maintain student response technology for gathering assessment data.</p>	<p>Years 1-3: Distribution of student response technology in accordance with the Classroom Inventory Model.</p> <p>Replacement of student response technology in accordance with the Replacement Cycle.</p>	<p>Years 1-3: All teachers designated by the model have access to student response technology based on inventory and/or software availability.</p>	<p>SPLOST Replacement Cycle \$100,000</p>	<p>Director of Technology</p> <p>Instructional Technology Specialists</p>
<p>Implement and monitor procedures for paperless documentation of the delivery of items purchased.</p>	<p>Year 1: Paperless procedures are communicated to all involved.</p>	<p>Year 1: Scanners are in place, personnel are trained, and paperless procedures are followed.</p>		<p>Director of Technology</p> <p>Assistant Superintendent for Financial Operations</p>
<p>Monitor and improve the efficiency of ordering hardware and software.</p>	<p>Year 1: Establish an Intranet purchasing web page with current items that may be bought, quantity, and purchase price.</p> <p>Year 2: Train stakeholders on procedures.</p> <p>Develop satisfaction survey.</p>	<p>Years 1-3: Yearly satisfaction survey for the process.</p>	<p>No additional funding.</p>	<p>Director of Technology</p>
<p>Provide a live streaming/multicast video hosting solution and offer trainings in its use.</p>	<p>Year 1: Review and select a solution.</p> <p>Start using the new system.</p> <p>Years 2 & 3: Increase use of the system.</p>	<p>Years 1-3: Multicast usage data reports.</p>	<p>SPLOST \$300,000</p>	<p>Director of Technology</p> <p>Instructional Technology Specialists</p>

Appendix

A. Policies for Ensuring Interoperability and for Redeploying Equipment

The Oconee County Schools has standardized its desktop selection to Microsoft Windows. In addition, a single vendor is selected each spring for all the desktop purchases for the next fiscal year.

For multimedia devices and printers, a list of previously tested equipment is provided internally. This list allows the district to standardize equipment purchases and decrease the amount of time needed for troubleshooting and supporting the peripheral devices.

As equipment is upgraded or no longer needed at a school, the older equipment is marked for surplus in a web-based inventory system. Other schools may view these items online and request that the equipment be transferred to their school. Every few months any items not claimed by other schools are submitted to the Board of Education for disposal or recycling.

As servers are replaced, the replaced equipment is re-purposed for use as utility servers running Linux. These servers provide network based services such as DHCP and DNS.

When requesting help to resolve technical issues, users post requests to an internal web database. As requests are resolved, the solutions are posted, with the descriptions of the issue, in a searchable knowledge base.

B. Board Policy IFBGA: Electronic Communications

Computer Assisted Instruction: Appropriate Use of Computer Networks

The Superintendent will develop administrative procedures as necessary and appropriate to govern all computer network use in the school system.

Use of any information obtained through computer networks is at the user's own risk. Oconee County Schools shall implement procedures and technology, which are designed to restrict minors' access to materials "harmful to minors," as that term is defined in section 1721(C) of the Children's Internet Protection Act of 2000.

The Board, through its administrative staff, reserves the right to monitor all computers and network use on school property or with school equipment. Users will be informed that privacy in the use of computer technology is not guaranteed.

Failure to comply with the procedures established for computer and computer network use, or failure to abide by the guidelines established therein, may result in disciplinary action against employees and students, including but not limited to, revocation of computer privileges.

C. Acceptable Usage Agreement - Administrative Regulation IFBGA-R(0)

Oconee County Schools (OCS) strives to make advanced technology tools and resources available to students and staff. These efforts support engagement in the classroom and prepare students for today's world.

The purpose of this document is to enumerate acceptable and list unacceptable uses of the school's technology resources and to educate staff and students about their responsibilities. Although some specific examples of prohibited uses by users are stated, they are intended as illustrations only and do not purport to be an all-inclusive list of inappropriate behaviors. The technology resources covered by this agreement include all computers, devices, and networks owned and/or operated by OCS, whether accessed from home or school and any privately owned devices used on the OCS network or at an OCS campus/activity.

PROPER AND ETHICAL USE: With technological learning tools, users must understand and practice proper and ethical use. All OCS personnel must read and agree regarding procedures, ethics, and security in using school system provided technology resources.

This usage agreement must be available to all parents and students.

TERMS AND CONDITIONS USE

1. Acceptable Use

The purpose of OCS technology resources is to support adopted curricula by providing access to unique and current information resources. To continue to have access to the school system technology resources, your use must be consistent with the approved educational objectives of OCS. Use for personal activities is generally not acceptable. Use for commercial activities, product advertisement, or political lobbying is expressly prohibited.

2. Privileges

Inappropriate use, including any violation of the procedures in this agreement, may result in cancellation of your access and disciplinary action. The building principal or designee, under this agreement, is delegated the authority to determine appropriate use and may restrict any user's access at any time.

3. Monitoring

OCS reserves the right to review any material stored and transmitted with school system technology or on school provided network resources. This monitoring is intended to determine whether specific uses of the network are appropriate.

School issued cell phone records are monitored and available to public inquiry. Abuse of cell phone minutes may be cause for disciplinary action. Using personal cell phones and personal e-mail accounts to conduct school business may be subject to open records requests; therefore, all electronic communications should be conducted through the OCS account.

4. Network Etiquette

You are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

1. Be polite and use appropriate language
2. Use of technology resources to circulate chain letters and pyramid schemes is not permitted
3. Deceptive communication, in which your messages appear to come from another specific person, is never allowed.
4. Do not use technology resources in such a way that you would disrupt other users (sounds, and/or excessive bandwidth usage - radio/audio streaming, video streaming)

5. No Warranties

OCS makes no warranties of any kind, whether express or implied, for the technology resources it is providing. OCS will not be responsible for any damages you suffer. This includes loss of data resulting from hard drive failures, mail delays, no-deliveries, or service interruptions caused by system negligence or by your errors or omissions. Use of any information obtained via the Internet is at your own risk. OCS specifically denies any responsibility for the accuracy or quality of information obtained through its technology resources.

OCS has no responsibility for a student's personal device if stolen or damaged at school. Help and support will not be provided for any technology resource not purchased/leased by the system.

6. Security

Your password is confidential and should be protected. Giving your password to an unauthorized person can be a crime under Georgia law. Avoid falling prey to phishing scams that request your password. Each user has a unique ID. No one should logon to the network using another person's ID. If you find a station logged in, log off and then login with your own credentials.

OCS has a differentiated filtering system for employees and students. All employees and students must lock their computer when not in direct view of the workstation. OCS employees may not use their login to give another person access to a networked resource, as this may provide access to an inappropriate level of information. You are accountable for all actions taken under your login.

If you identify a security problem on a computer, you must notify a teacher, who will contact the Technology Department. Do not demonstrate the problem to other users.

Employees must password-protect or encrypt all student information stored on laptops, USB drives or other portable storage devices. Electronic communications are not guaranteed to be private. All electronic transactions are monitored by OCS and are subject to open records requests and discovery motions.

If there is reasonable suspicion to believe that students have violated school policies, regulations, or guidelines, OCS may examine students' devices brought on school property or on school-sponsored activities and search their contents.

7. Vandalism and Harassment

Vandalism and harassment will result in cancellation of your privileges.

Vandalism is defined as any malicious attempt to harm, modify, or destroy data or hardware. This includes but is not limited to modifying settings or installing malicious software. If you have information regarding a case of vandalism, report it to the school.

Harassment is defined as the persistent annoyance of another user, or the interference of another user's work including unwanted electronic communications. Uninvited amorous or sexual messages are likely to be construed as harassment. Harassment should be reported to a teacher or school administrator.

Cyberbullying is defined as any electronic communications done with the intention to cause mental or emotional harm and may result in legal action. When evidence of cyberbullying is brought forward to the administration, the administration may investigate and discipline the sender as warranted by the student code of conduct or, if warranted, refer the matter to the proper authorities. If you feel that you have been a target of cyberbullying, speak with a teacher, counselor, or law enforcement officer. (See Oconee County Schools – Student Code of Conduct, 241 *Bullying* for more information.)

8. Procedures for Use of the Internet

Student users must always get permission from their teachers before using the network or accessing any specific file or application.

Staff and students of OCS may connect their personal wireless devices to the system network after the student/staff member has signed and returned this agreement annually.

All students with personal wireless devices must use the district provided wireless, which is filtered according to the Children's Internet Protection Act (CIPA) requirements. **Students are not to use non-district wireless service providers while on district property.** Personal network devices are not to be connected to the **wired** network. Use of personal devices are at the discretion of the principal and at the direction of the teacher in the classroom.

9. Encounter of Controversial Material

You may encounter material that is controversial and which users, parents, teachers, or administrators may consider inappropriate or offensive. It is your responsibility not to initiate access to such material or circumvent any filtering software.

Any decision by OCS to restrict access to Internet material shall not impose any duty on the system to regulate the content of material on the Internet. OCS has implemented measures to be in compliance with the Children's Internet Protection Act. If you have received controversial material through electronic communications, do not forward or duplicate it in any form. Notify your teacher or building administration.

10. Staff Supervision

Staff should enforce the rules concerning appropriate use when their duties include supervision of students using technology resources.

During class time, each student's access to, and use of, approved technology resources (personal and district provided) will be directly under the teacher's direction and monitored as a regular instructional activity. (During non-instructional times on campus, students may use their approved technology resources but must remain in compliance with this agreement.) At no time should a teacher's direction supersede the intention of the district's filtering system in blocking certain Internet sites.

If staff members become aware of student violations, they should correct the student and address the matter in accordance with this agreement and the Board of Education's general disciplinary policies and procedures. Observed staff violations of this agreement should be reported to a building administrator.

11. Copyright

All users must respect the copyrights of works accessible through technology resources connected to the network. Users may not install software on OCS owned and operated computers without evidence of a valid software license.

Do not make copies of copyrighted music, video, and/or software without permission of the copyright owner.

12. Publishing Online

OCS provides web publishing mediums for all teachers: Moodle, Blogs, Google Sites, etc. Any site that represents OCS in any capacity not hosted on system servers cannot be linked to or referenced by teachers UNLESS the school system has been granted administrative permissions to such an external site. OCS retains full editorial control of any site.

1. All posts must be moderated
2. All web publishing should strive for the highest standards of grammar and conventions; any outside references should be appropriately cited
3. All web pages should be in support of the classroom and school mission without advertisements to any other services or products
4. Online publishing must follow all FERPA guidelines and be ADA compliant
5. Any copyrighted materials must be posted within password-protected areas
6. Individual teachers will review their students' material before publication; the quality and completeness of any published work should be such that both student and teacher are proud that a larger audience can experience it
7. District-sponsored teacher pages must link back to campus websites; campus websites must link to district sites
8. All websites should maintain current information
9. Names and contact information of staff persons or volunteers maintaining the page should be readily accessible to technology personnel
10. Each page will post this disclaimer: "Any link beyond this website does not constitute an endorsement by Oconee County Schools. Oconee County Schools takes no responsibility for and exercises no control over the organizations, views, or accuracy of the information presented by other sites. If you have difficulty accessing anything on this site, please call 706-769-5130."

13. Safety Guidelines

Parents may elect to authorize consent for information about their child to be posted in standard and electronic publications, including the Internet, by signing the Consent to Publish Media Standard Release and the Directory Information Consent found in the OCS handbook.

1. Pictures, videos, or other media that include the heads of students, as well as student work, should be posted online only if a Consent to Publish Media Standard Release has been signed by parents.
2. Unless parents opt out, OCS may publish the following directory information:
 - a. Student's name

- b. Parent or lawful custodian's name
 - c. Grade level classification
 - d. Students participation in officially recognized activities and sports
 - e. Weight and height of athletic teams
 - f. Diplomas, certificates, awards, and honors received
3. No telephone numbers for students will be published

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PENALTIES FOR IMPROPER USE

Using a computer without permission is theft of services and is illegal under state and federal laws. Specific computer (just computer) crimes are defined by state law O.C.G.A. 16-9-93.

In addition, there is a specific law against electronic distribution of obscene material to minors (O.C.G.A. 16-12-100.1).

Federal law (18 USC 1030) provides for fines and imprisonment up to 20 years for unauthorized or fraudulent use of computers that are used by or for the federal government (which includes many of the computers on the Internet), and for unauthorized disclosure of passwords and similar information when this affects interstate commerce. (Recall that e-mail, as well as long-distance phone calls, constitute interstate commerce and thus fall under this law.)

The Electronic Communications Privacy Act (18 USC 2701-2709) and other wiretap laws prohibit unauthorized interception of electronic communications, including electronic mail.

You must also obey laws against private use of state property, divulging confidential educational records, copyright infringement, fraud, slander, libel, harassment, and obscenity. Laws against obscene or harassing telephone calls apply to computers that are accessed by telephone.

The Georgia Open Records Act applies to information stored in technology resources. This act gives citizens the right to obtain copies of public records, including any record prepared, received, or maintained by OCS in the course of its operations. Some kinds of records are exempt; among these are student records (including tests and homework), medical records, confidential hiring evaluations, trade secrets, and material whose disclosure would violate copyright laws. The Open Records Act is not a license to snoop; requests for information must be made through proper administrative channels.

Primary Level (K-2)

Ways to use technology at school

Your school has computers, SMART Boards, and other technology tools to help you learn. Technology at school is only used for this purpose and should not be used to play games that are not educational. Your teacher must give you permission to use technology, and you must only use it in the way your teacher tells you to use it.

You may lose your permission to use technology

If you choose not to follow technology use rules, your teacher or principal may tell you that you may no longer use the computers, SMART Boards, or other technology in the school.

Teachers can see what you do on computers

Your teachers may watch everything you do on the computer and can look back at what you have done, even if you have left the computer.

Manners

1. Use nice words when typing messages on the computer or writing on the SMART Board
2. Only teachers should make changes to the way the computer screen looks
3. Only print when your teacher has given you permission to print

Saving your work

Your teacher will tell you how and when to save your work. Sometimes work on computers is accidentally lost. If your work is lost and cannot be found, you may not blame your teacher or school.

Internet Use

You may only use websites that your teacher has said for you to use.

Bad things on the computer screen

If you see something bad on the computer screen, turn off the monitor and tell your teacher.

Intermediate Level (3-5)

Technology Use

Your school has computers, SMART Boards, and other technology tools to help you learn. Technology at school is only used for this purpose and should not be used to play games that are not educational. Your teacher must give you permission to use technology, and you must only use it in the way your teacher tells you to use it.

Loss of Use

If you choose not to follow technology use rules, your teacher or principal may tell you that you may no longer use the computers, SMART Boards, or other technology in the school.

Monitoring

Your teachers may watch everything you do on the computer and may look back at what you have done, even after you have left or logged off the computer.

Manners

1. Be polite and use appropriate language when typing on the computer or writing on the SMART Board
2. Only teachers should make changes to a computer's settings
3. Only print when your teacher has given you permission to print

Saving your work

Your teacher will tell you how and when to save your work. Sometimes work on computers is accidentally lost. If your work is lost and cannot be found, you may not blame your teacher or school for the loss.

Internet Use

You may only use websites that your teacher has said you can use. You may only conduct Internet searches for topics that have been assigned by your teacher.

Bad things on the computer screen

If you see something bad on the computer screen (monitor), turn off the monitor and tell your teacher. Do not show other students.

Security

Your password is confidential and should be protected. Giving someone your password can be a crime under Georgia law. No one should logon to the network using another person's ID. You are accountable for all actions taken under your login.

Take care of technology equipment

You should always treat the technology equipment with care. Do not break or write on technology devices. If you have information regarding a case of vandalism, report it to your teacher.

Cyberbullying

Cyberbullying is defined as any electronic communication that hurts someone's feelings on purpose. If you feel that someone has said something hurtful to you on the computer, speak with a teacher or counselor.

Copyright

Do not make copies of copyrighted music, video, and (or) software without permission of the copyright owner. It is illegal to copy a picture, video, or music file without the permission of the owner.

Revised 05.07.12

D. CIPA Policy

The OCS policy regarding CIPA is to filter according to CIPA regulations. In section 8 of the Technology Usage Agreement, Procedures for Use of the Internet, we address its applicability to teachers, students, and staff.

Board Policy IFBGA Electronic Communications

Computer Assisted Instruction: Appropriate Use of Computer Networks

Use of any information obtained through computer networks is at the user's own risk. Oconee County Schools shall implement procedures and technology, which are designed to restrict minors' access to materials "harmful to minors," as that term is defined in section 1721(c) of the Children's Internet Protection Act of 2000.

The Board, through its administrative staff, reserves the right to monitor all computers and network use on school property or with school equipment. Users will be informed that privacy in the use of computer technology is not guaranteed.

Procedures or guidelines shall be developed by the Superintendent, administrators, and/or other appropriate personnel that provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are (i) obscene, (ii) child pornography, or (iii) harmful to minors, as those terms are defined in Section 1703(b)(1) and (2) of the Children's Internet Protection Act of 2000. Such procedures or guidelines shall be designed to:

- a. Provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web
- b. Educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response as required by the Children's Internet Protection Act
- c. Prevent unauthorized access, including so-called "hacking" and other unauthorized activities by minors online
- d. Prevent the unauthorized disclosure, use, and dissemination of personal identification information regarding minors
- e. Restrict minors' access to materials "harmful to minors" as that term is defined in Section 1703(b)(2) of the Children's Internet Protection Act of 2000.

Failure to comply with the procedures established for computer and computer network use, or failure to abide by the guidelines established therein, may result in disciplinary action against employees and students, including but not limited to revocation of computer privileges.

7/19/10

E. Operational Procedures

User Accounts

(Account Creation and Deletion)

Teacher Account Creation

Upon notification of a BOE approved hire, the following accounts will be created for the newly hired teacher.

- Novell
 - This account should be created first.
- PowerSchool
 - After the Novell acct is created, the Technology Department Administrative Assistant is sent the username to create the teacher's PowerSchool account
- Google Apps
 - User accounts are manually created from the Google Apps Control Panel
- Ocone Task Management
 - Imported from LDAP or manually created
- Georgia OAS (Benchmark Testing)
 - Accounts are imported from PowerSchool data
 - OAS accounts are managed by the school AP
- A3 (Special Education System)
 - User accounts are automatically created from PowerSchool data
 - A3 admin accounts are created by the Administrative Assistant for Special Education
- Destiny (Library management system)
 - Accounts are imported from PowerSchool data once a year/mid-year
 - At other times, accounts are handled manually by media specialists using their PowerSchool id as their patron id.
- MUNIS Self Serve Portal (Employee Information System)
 - User accounts are manually created by the Administrative Technology Coordinator per request
- Moodle
 - User accounts are created through LDAP
- Eduphoria
 - The Director of Technology creates these accounts.

Teacher Account Deletion

Two weeks after the effective end of employment date, the following accounts will be deleted. Special requests to maintain files or Email must be completed prior to the two week period in order for the account files or Emails to be saved.

- Novell
 - Delete account
 - Delete home directory
- Google Apps
 - Delete account manually
- Georgia OAS – User accounts are automatically cleared annually
- A3 – Accounts are managed by the Administrative Assistant for Special Education
- Destiny – clear all accounts every year
- Moodle
 - Transfer ownership, if special requests have been made to do so
 - Delete account and courses (except in the case of a long-term substitute)

Staff Account Creation

Upon notification of a BOE approved hire, the following accounts will be created for the newly hired staff member.

- Novell
 - This account should be created first
- PowerSchool
 - If the newly hired staff member's job requires PowerSchool access (registrar, secretary...), the Technology Department Administrative Assistant is sent the username to create the PowerSchool account

- Google Apps
 - User accounts are manually created from the Google Apps Control Panel
- Oconee Task Management
- MUNIS Self Serve Portal (Employee Information System)
 - User accounts are manually created by the Administrative Technology Coordinator

Staff Account Deletion

Two weeks after the effective end of employment date, the following accounts will be deleted. Special requests to maintain files or Email must be completed prior to the two week period in order for the account files or Emails to be saved.

- Novell
 - Delete account
 - Delete home directory
- Oconee Task Management account – manually deleted
- Google Apps
 - Delete account manually

Long Term Substitute Account Creation

Upon notification from Human Resources and the completion of a Request for Special Accounts form by a school administrator, the following accounts will be created or modified for long term substitutes:

- Novell
- PowerSchool
 - The current teacher's password is changed and given to the long term substitute. The substitute must then create a new password.
- Google Apps
 - User accounts are manually created from the Google Apps Control Panel

Long Term Substitute Account Deletion

Two weeks after the effective end of employment date, the following accounts will be deleted. Special requests to maintain files or Email must be completed prior to the two week period in order for the account files or Emails to be saved.

- Novell
 - Delete account
 - Delete home directory
- PowerSchool
 - The long term substitute's password is changed and given to the teacher. The teacher must then create a new password.

Student Teacher Account Creation

Upon notification from Human Resources the following accounts will be created for student teachers:

- Novell
 - Indicate the department and supervising teacher in the field
 - Set the account to expire on the date indicated for the completion of the student teaching
- Google Apps (if needed and requested)
 - User accounts are manually created from the Google Apps Control Panel
- Moodle
 - User accounts are created through LDAP

Student Teacher Account Deletion

- Novell
 - Removed based on expiration date (manual periodic cleanup)
- Google Apps (if it was created)

Transportation Staff Account Creation

Upon notification of a BOE approved hire, the following accounts will be created for the newly hired staff member.

- Novell
 - This account should be created first.
- Google Apps
 - User accounts are manually created from the Google Apps Control Panel
- MUNIS Self Serve Portal (Employee Information System)

- User accounts are manually created by the Administrative Technology Coordinator
- VersaTrans – Transportation system
 - District and bus shop employees created manually

Transportation Staff Account Deletion

Two weeks after the effective end of employment date, the following accounts will be deleted. Special requests to maintain files or Email must be completed prior to the two week period in order for the account files or Emails to be saved.

- Novell
 - Delete account
 - Delete home directory
- VersaTrans – manually deleted
- Google Apps
 - Delete account manually

Student Account Creation/Deletion

Upon notification from the registrar the following accounts will be created for students:

- Novell
- PowerSchool (Accounts are not deleted. Students become inactive).
- Google Apps – imported or created manually, deleted manually
- Moodle
 - User accounts are created through LDAP, deletion through removal of Novell account

Staff Transfers - (upon BOE approval notification)

- Update Novell acct with new group membership information
 - Change group memberships
 - Change environment
 - Move home directory – using movehome.exe
 - Change group(s) in Oconee Task Management
- Moodle and Google Apps – determine if anything needs to be changed. Notify ITS to make any necessary changes to these.

Account Changes

Name Changes

After documentation received from HR (**NO NAME CHANGES AFTER THE 15TH OF THE MONTH**)

- Technology notified via Email from HR
- Novell Account: Change eDirectory and GW acct name, change home directory, change environment
- Google Apps: New account created to reflect name change. User and ITS contacted to proceed with mail copy from old Google Apps acct. Once mail has been copied, old account to be suspended.
- Oconee Task Management: Change acct name and Email address
- Moodle: Send info to Brian
- A3: Notify Special Ed Dept
- Web Acct: Notify Amy of change in case they already have an existing acct
- Confirmation of change/Email sent back to HR

Administrative Regulation EF-R(1) Data Management-Disaster Recovery

The Disaster Recovery (DR) plan is a set of procedures designed to prevent severe disruption to information services supporting Oconee students and employees. These procedures are maintained by the Disaster Recovery (DR) Team. Members of the DR Team are:

- Superintendent
- Director of Technology
- Assistant Superintendent of Finance

Scope of Plan

The critical applications covered in this DR Plan are the following:

- MUNIS Payroll/Personnel/Accounting System
- PowerSchool Student Information System
- Food Service POS Data
- A3 Special Education Records
- Email

The following data records are non-critical district files but must be retrievable within a reasonable period of time in the event of a disaster:

- User and School File Storage
- Inventory/Equipment Records
- Employee Evaluation Records
- Staff Development Records
- Webserver Data
- Media Center Data

In the event of a disaster, all other data systems (including schools) should prepare to operate on a stand-alone basis until operations become normal, by planning to accommodate their informational processing needs during a disaster situation.

Data Recovery Strategies

If a disaster occurs, the DR Team will convene as quickly as possible and follow these outlined steps as appropriate:

- Select a Location with Network Services to Restore Critical Data to an Operational State
- Procure Server and Storage Hardware
- Prepare and Configure Hardware
- Restore Data
- Configure Secure User Access

Plan Maintenance

The DR Team will convene annually to review and/or revise the above procedures.

4/2/12

Unblocking Websites

Procedure for Access to Technology-Based Instructional Resources

(Software purchase/download for labs/mobile carts and website approvals)

1. Teacher or administrator creates ticket
2. Ticket goes to TST
3. TST assigns ticket to Desktop Support Coordinator
4. Desktop Support Coordinator Email s appropriate set of questions (see below) to the requestor and notes in the task that the Email has been sent
5. Desktop Support Coordinator Emails the request to principal for approval and notes in task that Email has been sent
6. Desktop Support Coordinator posts copy of Email from principal stating whether approved or not into the task

7. Desktop Support Coordinator coordinates with appropriate personnel for an instructional review of requests
8. Desktop Support Coordinator coordinates with appropriate personnel to conduct a technical review of the requests (technical analysis for request)
9. If approved, software is purchased/installed or website is unblocked

Questions for Requesting a Website to be Unblocked

- What is the exact URL (web address) of the site that you would like to have unblocked?
- Was a blocked page message displayed?
- If a blocked page message was displayed, include the following information about the type of block:
 - URL/Content
 - Description
 - Group Number
 - IP Address
- If not, please describe the behavior that you are experiencing?
 - Part of the page is not displaying
 - Part of the site is not accessible (a link of the site doesn't work)
 - Site spins and spins but never loads
 - Other (please describe) _____
- Which groups will need to have access to this site?
 - Teachers/Staff
 - Students (9th-12th)
 - Students (K-8th)
 - Administrators ONLY
 - Other (please specify) _____
- Are there any subareas of the site that would be inappropriate for the identified group(s) to access?
- If applicable, what curriculum standards will this site support?
- What is unique and valuable about this site?
- Have you explored other alternatives? If so, what makes this site a better instructional tool than the alternatives?

Software Installation Requests

Questions for users to answer regarding requests for the Installation of Software in a School Lab or on Mobile Cart Computers

- If you are a teacher, with what subject/grade level(s) will you use this software?
- What is the name of software you are requesting to be installed?
- On which computers will the software be installed?
- Are you aware of any licensing restrictions (quantity or time limitations) on the software? If so, please describe.
- What curriculum standards does this software support? Please write out or copy the entire objective(s).
- Will you need training to use this software? Please explain.
- On what date were you hoping to begin using the software if it is approved?

Prioritizing Tasks

The Help desk system allows managers of tasks to prioritize the tasks placed by school system employees. The overriding factor in prioritization is whether it affects instruction. Instructional tasks go to the top of the list whether they come from an administrator, teacher or student. Our system-level technology specialists review the task list and assign the tasks to the school or system based on the

information in the task. Then, the TST at the school prioritizes the tasks based on the impact the task has on instruction. Administrative tasks are also reviewed carefully and completed in a timely manner.

Inventory Replacement

The goal is to replace 20 percent of the inventory each year. The number of replaceable computers and inventory for each year is accomplished according to the models listed below. Out of the complete system inventory, the oldest technology is replaced first. Schools may purchase up to 15 percent in additional CPUs beyond the system model. This additional 15 percent is not a part of our system replacement cycle. This is to keep equity between the schools. Personal printers, eReaders, and other slates are at the discretion of each school and are not a part of the model for each school.

High School Model

The High School Model includes one computer per general classroom for teachers, two computers per teacher workroom, one computer per administrator, and one computer per clerical position. Lab sizes vary based on the area of instruction and subsequent needs. The following tables demonstrate both the General Education and CTAE models showing the number of computers per lab.

Academic Labs	Number of Desktop Computers
Science	24
Math	29
English	58
Foreign Language	29
Media Center	28
Visual Art	7

CTAE Area Labs	Number of Desktop Computers
Business Education	29
Marketing	13
Professional Foods	7
Early Childhood Education	7
Agriculture / Horticulture	15
Drafting	25
Health Occupations	7
Commercial Art	29
Career Center	10

The High School model for laptops includes two mobile carts, each equipped with 14 laptops and three additional laptops for general use.

For special education areas each school receives six office area desktops for interrelated support teacher use, three computers for severe and profound classrooms, and two computers for learning

disabilities classrooms. Five computers are also available in a pull-out location for student use in a small group setting.

Middle School Model

The Middle School Model includes one computer per general classroom teacher, seven computers for ESOL teacher and student use, one computer per grade level workroom, one computer per administrator, and one computer per clerical position. Lab sizes vary according to the following table:

Lab Area	# of Computers
Research Lab	28
Ag Tech	15
Computer Education	29
Resource Room	9
Media Center	8 look up and 2 administrative stations

For special education areas, the model includes three computers per interrelated classroom for student use including one station available for the teacher.

Elementary School Model

The Elementary School Model includes three computers for each classroom and one computer for each grade level workroom. Each school will have one computer lab with 30 computers. There is one designated computer for each administrator, clerical position, and teacher without a 'classroom' (i.e. PE). The model will equip media centers with six computer lookup stations, and four additional computers for supporting instruction (i.e. video, distribution, and broadcast).

Area	# of Computers
Classrooms	3 per room
Computer Lab	30 per lab
Media Center	6 look up stations

F. Definitions

A3

A3 Education Software helps to automate the identification of at risk students and manage the intervention process on an individualized basis.

Blog sites

Blog (Google's Blogger or BlogSpot) sites serve the same purpose as the school and departmental websites but are simpler in use and allow parents and the community to contribute their comments as well. Blog sites are more often used in our system as classroom websites.

Destiny

Destiny library manager combines circulation, cataloging, searching, reporting and management, accessible to faculty and students.

Eduphoria

Eduphoria is comprised of two web based management systems. The Eduphoria:Appraise system allows administrators to electronically report and track teacher evaluations. The Eduphoria:Workshop system allows for the creation of professional learning courses, online course registration, and professional learning credit tracking.

Google Apps for Education

Google Apps for Education allows staff to access and manage Email, Google Sites, and Google Documents through the public Internet using any browser.

Help desk system

The help desk and task management system is used by staff to submit and manage help tickets for the Technology Department.

Inventory system

The central inventory system manages the physical inventory of school system facilities. It also serves to report technology hardware inventory data to the Georgia Department of Education each year.

Moodle sites

Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS). Teachers can use this software to create effective online learning sites for their classes.

MUNIS self-service portal

This employee self-service website offers employees ways to access their employee information, and in some cases to make changes. The site is also capable of doing registration for PL courses, requesting days off, and tracking time for hourly employees that flows into payroll, Cannon benefit enrollment, and, in the future, is where one could apply for jobs.

PowerSchool

PowerSchool is a student information system (SIS) that integrates and automates critical functions like attendance, complex scheduling, classroom grading, reporting, and more. It provides staff, teacher, student and parent portal access. The parent and student portals communicate the student's schedule, grades and attendance.

School and departmental websites

School and departmental websites serve to communicate to parents, students, staff, and the community the latest news, upcoming events, contact information, etc. as well as links to resources available to them.

Special purpose data collection websites

Google surveys are used to collect data needed to organize events and for planning of training and technology needs in the system.

Virtual Private Network

The Virtual Private Network (VPN) provides secure communications through the public Internet to the system wide area network (WAN), enabling access to resources on the system WAN to remote users.