

Chickamauga City Schools

Chickamauga, Georgia

Three-Year Technology Plan

July 1, 2016 – June 30, 2019

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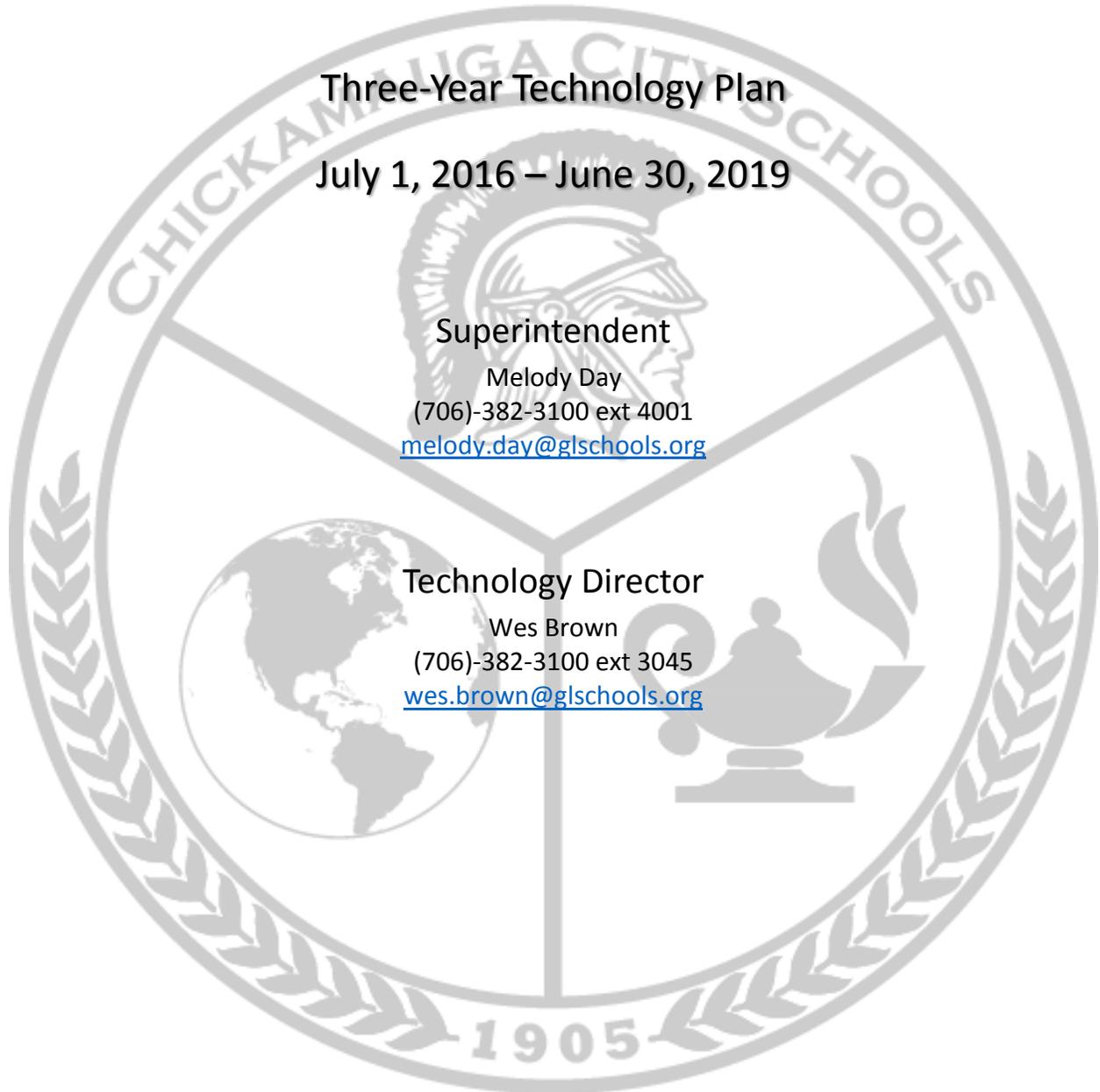


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1. *Vision for Technology Use*

Chickamauga City School System Mission Statement:

The mission of the Chickamauga City School System is to provide a challenging and engaging educational program to meet the needs of all learners. The students are to be educated in a safe, caring, personalized environment that promotes healthy self-esteem, traditional values, and concern for others. It is the goal of the Chickamauga City School System to make technology available for Instructional and Administrative uses throughout the system. All instructional and administrative personnel will be provided with technology training necessary to implement a 21st century classroom. Instructional and administrative personnel will also be prepared to utilize student information software on a daily basis. An instructional goal of the school system is for all students to show improvement in math, writing, and overall student literacy. Technology plays a vital role in instruction as technology literacy skills are aligned with Georgia Performance Standards in an effort to maximize student achievement in the 21st century classroom. The impact of technology implementation will be monitored through frequent classroom observations.

Technology Department Mission

The Chickamauga City School System Technology Department recognizes that we are living in a rapidly changing world; technology is at the forefront of this ever-changing world. We believe that in order to achieve and adhere to the highest learning standards and technology literacy we need to have high quality staff, involved parents, and a supportive community.

Technology Department Vision for Technology Use

The vision of the Chickamauga City School System technology use is to develop all students, even those with disabilities, into life-long learners and productive citizens in information driven, global society. Daily instruction will be driven by the transparent use of technologies such as interactive whiteboards and student response systems, to name a few. The Chickamauga City School System will continue to consistently invest in advanced technology devices, peripherals, and software in order to stay current with ever-changing technological trends.

The Technology Department believes in the following uses of technology to support our vision:

Teacher:

Technology will be a tool used by the teacher to support more effective and efficient instruction. In order to accomplish this, teachers will use technology in the following ways:

- Use resource tools to access information that supports their instructional efforts.
- Teach lessons using technology resources that provide for diverse student populations.
- Use software that supports their administrative tasks (grade book, instructional materials).
- Use adaptive/assistive technology for special needs students.
- Model responsible, ethical, and legal uses of technology.
- Implement basic troubleshooting techniques.
- Utilize features bundled in Office 365 subscription pack.
- Utilize social media platforms to facilitate better, more efficient communication with students and parents.

Staff development will be provided for the teacher to appropriately integrate technology into the curriculum.

Student:

Technology is a resource that students will use to facilitate learning and improve achievement, which extends beyond the walls of the school.

- Use resource tools to access information that supports the students' learning efforts.
- Use software that supports the students' learning tasks.
- Use technology resources to help support student achievement of the GPS Standards.
- Demonstrate computer literacy skills as outlined in the NETS-S
- Demonstrate responsible, ethical, and legal uses of technology.
- Students grades 6 – 12 will utilize their, District managed, student portal via Office 365. This includes an email address, Office Online with five downloadable copies of the Office Suite, 1 TB of cloud storage via OneDrive, and Microsoft Classroom.

Instructional support and supervision will accompany all student uses of technology.

Administrative:

Technology is a tool that school administration will use throughout the school system in support of more accurate and timely records management and more powerful data reporting.

- Student records management
- Personnel records management
- Financial records management
- Food services
- Transportation services

- Maintenance services

Training will be provided to all school administration personnel to become proficient in using technology to manage schools and the services they provide.

Parent/Community:

Parent and community members will use technology as a link to schools to help support and improve student achievement.

- Monitor student progress through a secure, password-protected, online database.
- Communicate with teachers via email, social media, and video conferencing.
- Access information through school website.
- Professionals in the community will use communication tools to share their knowledge and provide schools with real world applications for the concepts they are studying.

A training course will be offered for parents and community members on how to use technology to interact with the schools. In order for the vision of the Chickamauga City School System to become a reality, modern technology equipment must be provided along with up to date engaging software. A network is in place for sharing information within the school system and around the world. An Internet Safety Policy and an Internet blocking and filtering system is in place that is compliant with the Child Internet Protection Act. Supporting student achievement of the GPS is the theme throughout our technology program.

2. Current Reality

Data Sources

Chickamauga City Schools utilizes the following data sources to make informed technology planning decisions.

- Annual technology budget which identifies:
 - i. Capital purchases, on-going support contracts, and training
 - ii. New and alternative funding sources
- Annual Technology Inventory submitted to the GADOE which includes:
 - i. Definition of “modern computer” which aids in replacement strategy of dated equipment.
 - ii. Ratio of student to computers to ensure adequate technology access in all school settings.

- Ongoing gap analysis of equality of technology resources between schools.
- Annual technology literacy assessment to evaluate students.
- Annual training needs survey used to determine the quantity and content of technology professional development.

Instructional Technology Use

Chickamauga Elementary School

CES has one computer lab (30 computers), Windows Tablets (100), Surface RT (100), and Google ChromeBooks (82) which are utilized by students on a daily basis. Classroom teachers or para-professionals are required to accompany students in the lab in order to assist and instruct on an as needed basis. Mobile devices (tablets, Surfaces, ChromeBooks) are available for teachers to check-out for either classroom sets or for small group work. All of the aforementioned devices, excluding the Surface RT, are utilized during Georgia Milestones testing. In addition, each classroom is setup according to the 21st Century Classroom model (Smartboard, projector, DVD/VCR, CCTV, student response system, and teacher laptops).

Available software programs include but not limited to:

Renaissance Place	Study Island
MS Office 2013	Key Skills
Math Seeds	Hooda Math
Reading Eggs	ABCYA
ELLis	iXL
Geology for Kids	Nasa Kids

Gordon Lee Middle School

GLMS currently has one instructional computer lab (30 computers), one supplemental lab (20 computers), and Google ChromeBooks (60) available for classroom teachers to reserve for classroom instruction or projects. All of the aforementioned devices are utilized during Georgia Milestones testing. Also, each classroom is setup according to the 21st Century Classroom model (Smartboard, projector, DVD/VCR, CCTV, student response system, and teacher laptops).

The instructional lab hosts a computer application connections class taken by the middle school students which exposes students to a variety of desktop publishing and productivity software including available hardware devices as scanners, projectors, and digital cameras.

The supplemental lab hosts a study skills connection class.

The ChromeBook labs are available for teachers to reserve for whole class projects, research based lessons, and logion to the Online Assessment System to practice course content skills. Some of the available software programs are:

MS Office 2013	Inspiration
Study Island	EduTyping
ELLis	Office 365

Gordon Lee High School

GLHS is equipped with seven computer labs that provide extensive opportunities for students to develop technology skills based on the GPS standards.

There are two labs available for teachers to reserve for whole class research and project based assignments.

The Vocational/CTAE Department has total of two stationary labs (Advanced Computer Apps and Engineering Technology) and two mobile labs (Agriculture/Horticulture and Health Occupations).

GLHS has one Drivers Education lab available for any student age 15 or older.

In addition, the media center has a mini-lab consisting of six computers that students can utilize anytime of the day.

All computer labs, excluding the mobile labs and Drivers Ed, are utilized during Georgia Milestones testing.

Each classroom is setup according to the 21st Century Classroom model (Smart board, projector, DVD/VCR, CCTV, student response system, and teacher laptops).

MS Office 2013	Inspiration
Study Island	ELLis
MS IT Academy	Office 365

All Schools

All schools in the system are completely networked with CAT-6 wiring in each building and all outlying buildings tying back the district MDF via fiber connections. Network drops are present in all classrooms, computer labs, media centers, offices, conference rooms, auditoriums, cafeterias, and other instructional areas. Classrooms have Internet access along with data and video capabilities via the local area network or wireless local area network. Chickamauga City Schools employs one Technology Director and one full-time Technology Specialist to take care of all day-to-day operations, technical or instructional needs through an online system of work orders.

Instructional Gap Analysis

Since our last Technology Plan, the Chickamauga City School System has taken great strides in utilizing and implementing all of our current classroom technology to its utmost potential. At present, our biggest concern and pain point is aging and/or dying SmartBoards; this is a major area of concern since all of our teachers have grown very comfortable using them and very dependent on them for classroom instruction. The Technology Department and the Technology Steering Committee are actively researching and evaluating replacement options for this classroom necessity. An overwhelming concern of this replacement project is the purchase of these devices. Whereas before we purchased SmartBoards all at one time utilizing E-SPLOST, private donations, and general budget funds; this time around we do not have the benefit of E-SPLOST funds, so we will have to rely on other ways to finance this large purchase. We are exploring all avenues in this regard since an upfront purchase is not an option.

To aide in classroom instruction, one of our more ambitious goals, CCS is exploring 1:1 by implementing BYOT for students. This has been a slow process, but we have been making great strides over the past two years. With the help of GOSA, GaDOE, and new E-Rate regulations; we have completely rebuilt and improved our wired and wireless infrastructure. We have more than doubled our wireless capacity and tripled our outbound bandwidth to the internet. Currently, our wired network is in the process of moving from a 1 Gbps internal speed to 10 Gbps between all MDFs and the district demark. For BYOT to be a reality/success, all of the aforementioned needed to be in place prior to students bringing devices

and attaching to the network. There are still other improvements needed for BYOT to be truly successful, but the Technology Staff and the Superintendent are committed to see this a reality. It is the hope of the Chickamauga City School System, that with the BYOT initiative, it will aide in accomplishing other technology goals we have such as increasing the number of online test takers for the Georgia Milestones test, the use and expansion of online resources used in the classroom, and also a greater knowledge and appreciation of technology.

The Chickamauga City School System is dedicated to improve its communication with parents and the community. The Chickamauga City School System provides parents, students, and the community several ways to stay up to date with all three schools and the district. Everyone has access to view the District and all three school's webpages along with following us on Facebook and Twitter. Parents and students have two additional options: Infinite Campus Parent/Student Portal and OneCallNow for mass communication/announcements.

The Chickamauga City School System is actively addressing all issues and is doing everything we can to bring these problems to light and rectifying the problems. The Technology Staff strives to be of the greatest assistance to teachers and staff, but with a limited amount of personnel and the addition of new technologies and equipment this has become increasingly more difficult. We currently employ one full-time employee that assists in day-to-day technical support; this has seemed to keep us from getting behind on basic technical issues. At each school, we have one staff member that assists the Technology Staff with break/fix and trainings for teachers. The recommendation of hiring an additional full-time Computer Technician is still the best option and best solution for our mounting technological needs at the Chickamauga City School System, but the addition of our technology "helpers" has been a welcome addition.

Administrative Technology Use

Administrative applications are installed and supported at the district level. The majority of these applications are available to all schools and includes student information management, food services, personnel information, employee attendance and applications, school finances, and purchasing.

All administrators have high-speed access to all applications via fiber backbone that connects all schools and the central office to the application server. All Chickamauga City School personnel have an e-mail address and can access this either from the desktop via Microsoft Outlook or via the internet using Office 365 to promote better communication between schools, staff, and parents.

All administrators either have a laptop, smartphone, Microsoft Surface Pro, or iPad and some have a combination of the four. We are slowly adopting Surface Pros for use by administrators; these devices are for evaluations and other administrative tasks currently, but we are evaluating their uses for additional areas. All smartphones carried by administrators are synched to their Office 365 mailbox for constant connections to teachers, staff and parents.

The student information system used in Chickamauga City Schools is Infinite Campus, we currently do not run this in-house and have no plans of doing so in the near future due to financial and personnel issues. Teachers, administrators, students and parents have 24/7 access through the Infinite Campus website. All teachers, K-12, are required to keep online attendance current and in real-time since

parents have alerts set-up to inform them if their child is tardy or absent from school. Teachers are also required to keep their online grade book current and must update it at least once a week.

Administrative Gap Analysis

Over the past few years the Chickamauga City School System has made many changes in administrative software deployments and improvements. There is still a great need for continued training on all of these systems in order to fully utilize them to their maximum potential.

While some administrative applications are available online, there are quite a few that are not. We need to survey our administrative employees to gauge the usage and benefits of providing more access from home to applications that have traditionally only been available at the desktop. If it is determined that such a solution is needed, then there will be a need for additional training for administrative personnel.

Parent / Community Uses of Technology

Chickamauga City Schools utilizes e-mail, websites, social media, OneCallNow, telephones in the classroom, and newsletters to promote better communication between schools, staff, parents and community members. Parents are given secure usernames and passwords to access their children(s) information via the Infinite Campus Parent Portal. In Infinite Campus they can access attendance information and setup e-mail alerts for when their child is either tardy or absent.

Parent / Community Gap Analysis

Over the past few years, CCS has determined that one the best ways to “get the word out” is a combination of social media and OneCallNow; when used in conjunction, we can easily and quickly get pertinent information out to the community, parents and students in a matter of minutes. Our “gap” seems to be actual classroom communication or more accurately put; classroom webpages, social media groups, etc. CCS still has very few of these out there, but they are the most effective tools available. Whereas the webpage would be public facing; social media groups would be more controlled and moderated by the teacher, only allowing authorized participants (i.e. students and/or parents). There are obviously pros and cons related to both options, and CCS is actively researching how other districts are handling social media groups and the feasibility/liability of such groups. CCS still stresses the importance of teacher webpages and communication with parents and the community, but the most important thing is offering something that is efficient and easy to use, monitor, and update.

Goals, Benchmarks, and Strategies

Goal: Enhance and expand learning opportunities utilizing technology in the classroom.

A. Strategy: Update and maintain equipment and infrastructure to support technology in the classroom.

Action Step: <i>Expand capabilities and resources for students and teachers to utilize their own devices, or devices provided for them</i>				
Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
7MM Grant, Tech Staff, Vendor Tech Support	Training for technology staff, administrators and teachers	Technology Director	Ongoing	Technology inventory, usage documentation of devices
Action Step: <i>Continue to increase the percentage of students testing online</i>				
Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Upgraded data infrastructure	None	Technology Director, System Admins, Testing Coordinator	Ongoing	Data reviewed
Action Step: <i>Upgrade data infrastructure (upgrade Wi-Fi, replace network hardware, increase bandwidth, replace old servers, upgrade fiber cables)</i>				

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Technology	None	Superintendent, Technology Director, Technology Staff	Annual review	Upgrade plan

Action Step: Annually apply for E-Rate

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
K-12 Consultants	E-Rate webinars	Superintendent, Technology Director	Annually	USAC website

Action Step: Establish BYOT guidelines

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Online resources, other K-12 districts guidelines and best practices		Superintendent, Technology Director, Technology Staff		Review of guidelines and procedures

Action Step: Annually review and revise a replacement system for technology hardware

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Industry standards and Best Practices		Technology Director and Technology Staff		Technology inventory, warranty info

Action Step: Continue utilizing the technology committee to effectively evaluate technology department annually and determine priorities for the next school year

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Technology Staff, Technology Committee		Technology Director	Quarterly meetings	Meeting minutes, sign-in sheets

Action Step: Achieve server/client virtualization

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Technology whitepapers, vendor Tech Support	None	Superintendent, Technology Director, Technology Staff	Ongoing	Final product

B. Strategy: provide teachers and students access to technology tools and digital resources

Action Step: Continue to increase the number of devices at each school

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Technology Staff, vendors Tech Support Staff	None	Technology Director	Annually	Technology inventory

Action Step: Provide high quality prof learning designed for integrating technology into classroom instruction through a variety of tools and digital resources (ex. SmartBoard, CPS, flipped classroom, online resources, GoIEP, PD360, GaDOE teacher resources, Office 365)

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Technology hardware and software	Integrating technology training	Curriculum Director, Technology Director, Technology Staff	Quarterly/Annually	Walk through, lesson plans, student work, PL evaluations, Tech Trainings offered by Tech Staff

Action Step: Explore possibility of implementing an IT Pathway

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
GaDOE resources and guidelines	None	School Administrators, CTAE Director		Review of guidelines, coursework

Action Step: Implement and train teachers and students on cloud storage and email

Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
Upgraded data infrastructure	Student training	Technology Staff	November 2016 – May 2017 then ongoing	Online usage analytics
Action Step: <i>Expand capabilities and digital resources for teachers and students to integrate technology into classroom instruction and assessment (SLDS tunnel, GaDOE teacher resources, flipped classroom, Study Island, and Office 365)</i>				
Resources	Professional Learning	Person Responsible	Timeline	Monitoring & Evaluation Measure(s)
GaDOE digital resources, upgraded data infrastructure	Utilizing digital resources	Superintendent, Technology Director	Annual Review	Lesson plans, walk through, and surveys

3. Communication and Marketing

The Chickamauga City School System uses a variety of communication methods in order to get information to the community stakeholders. Regular updates to the district / school websites, social media, newsletters, newspaper articles, and e-mails are used to the community informed about school activities and progress within the district and schools. The websites (district and schools) contain information pertaining to, but not limited to, the school calendar, athletic events, start and release times, lunch menu, announcements, assignments, and course syllabi among other information.

The Infinite Campus Parent Portal allows parents and students to view academic progress, discipline incidents, and attendance. Testing results, accreditations, and honors awarded are also available on the system website, in the local newspaper and in newsletters that are sent out periodically.

Regular and consistent technology planning occurs through collaboration between the Chickamauga City School System technology department and system-level staff development, curriculum, media, Title I, special education, and ESOL personnel. Monthly meetings allow stakeholders to develop successful strategies to insure that all stakeholders have input into a system-level plan. Chickamauga City Schools also communicates regularly with other area district personnel to share ideas and best practices through e-mail ListServ's, conference calls, and webinars.

4. Professional Development

The bodies of research on technology integration should be disaggregated to allow policy makers, school administrators, and classroom teachers access to the most consistent data to make informed decisions. These decisions should revolve around two critical components:

- 1) The type of technology-focused professional development needed for classroom practitioners to integrate technology in a manner that would increase student achievement and
- 2) The type of hardware and software needed to maximize achievement.

Chickamauga City School System seeks to provide high-quality professional development programs with follow-up and support that promotes knowledge and enhances skills related to the use of technology for productivity, teaching, and learning. To accomplish these goals, courses, conferences, workshops, site visitations and other related activities are results-driven, standards-based, job-embedded, and aligned with system level goals. Aiding in this endeavor are staff members of the Northwest Georgia RESA located in Rome, GA. Available throughout the year for assistance with grant writing, training and development, involvement with the RESA insures that the Chickamauga City School System complies with current best practices in educational technology. Professional development in the technology area is provided through the RESA, at each school, and at the system level. At the system level, experienced trainers facilitate professional development opportunities in the area of technology for all Chickamauga City personnel. Trainers consider curriculum standards when designing classes that will be offered to the teachers and administrators. These classes are offered on a regular basis. In addition, any school or group (and even an individual) within a school can request specific training on any and all technology applications available within the classroom. Course participants may view course offerings, register, and print transcripts through a web based professional development software system. Professional learning courses are offered that promote current system initiatives, increase skill and productivity in specific applications, provide strategies for using technology to enable or enhance learning, provide hands-on training of emerging technologies in accordance with the Georgia Performance Standards, instruct teachers how to access the LDS tunnel, utilize longitudinal data, formative data & benchmark data in planning & evaluating student performance.

Funding for technology equipment, software, and training comes from a variety of sources including Title program funding and local funds. Using best practices research, curriculum standards, technology plan documentation, and recommendations from technology department members, school personnel make decisions about system-level equipment purchasing that will maximize student achievement.

5. 8th Grade Technology Literacy

All students of Gordon Lee Middle School have at least one year of Technology Connections Class. In sixth grade the primary focus is on developing keyboarding skills and minimal use of Microsoft Word. Seventh graders are exposed to the Microsoft Office Suite (Word, Excel, and PowerPoint) and are taught the many uses of each program. Eighth grade Technology class is more projects based, where the student is required to do a multitude of mini-projects using multiple online resources to complete. The eighth grade projects range from balance sheets using Excel to elaborate presentations using PowerPoint with embedded sound and animation.

The Chickamauga City School System currently tests all 8th graders for basic technology proficiency. The test we have adopted covers basic computer skills, keyboarding, Microsoft Office (Word, Excel, and PowerPoint), and internet usage.



6. IAUP – CIPA Notes:

Chickamauga City School System, in an ongoing effort to adhere to CIPA compliance and to better protect our students from online threats, we use a Fortinet firewall and iBoss hardware device for our internet content filtering.

Appendix

BOARD POLICY

DESCRIPTOR CODE: IFBG

Internet Acceptable Use - CIPA Policy

Internet Safety

It is the belief of the Chickamauga City School District that the use of telecommunications, including the Internet, in instructional programs is an educational strategy which facilitates communication, innovation, resource sharing, and access to information. Use of the Internet must be in support of education and research and consistent with the educational mission, goals, and objectives of the school system. It shall be the policy of the Chickamauga City Board of Education, in accordance with the Children's Internet Protection Act (CIPA) passed by Congress in 2000, that the school district shall have in continuous operation, with respect to any computers belonging to the school having access to the Internet:

- 1) A qualifying "technology protection measure," as that term is defined in Section 1703(b)(1) of the Children's Internet Protection Act of 2000; and
- 2) Procedures or guidelines developed by the superintendent, administrators and/or other appropriate personnel which 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
 - (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 and the revisions made in 2011. Such procedures or guidelines shall be designed to:

- 1) 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;
- 2) Promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- 3) Prevent unauthorized access, including so-called "hacking," and other unauthorized activities by minors online;
- 4) Prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
- 5) 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.

- 6) Provide and certify that minors are being educated about appropriate online behavior. This should include information about cyber bullying, the sharing of personal information, and online communication.

CHICKAMAUGA CITY SCHOOL SYSTEM Student Internet Acceptable Use Agreement

Internet users are expected to use the Internet as an educational resource. The following procedures and guidelines are used to help ensure appropriate use of the Internet at the Chickamauga City School System.

Student Expectations in Use of the Internet

- 1) Students shall not access material that is obscene, pornographic, child pornography, "harmful to minors", or otherwise inappropriate for educational uses.
- 2) Students shall not use school resources to engage in "hacking" or attempts to otherwise compromise system security.
- 3) Students shall not engage in any illegal or unethical activities on the Internet.
- 4) Students shall only use electronic mail, chat rooms, and other forms of direct electronic communications for school-related purposes.
- 5) Students shall not disclose personal information, such as name, school, address, and telephone number outside of the school network.

Any violation of school policy and rules may result in loss of school-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Enforcement of policy

The Chickamauga City School System uses a technology protection measure that blocks or filters Internet access to block access to some Internet sites that are not in accordance with the policy of the Chickamauga City School System.

- 1) The technology protection measure that blocks or filters Internet access may be disabled by a Chickamauga City School System staff member for bona fide research purposes by an adult.
- 2) A Chickamauga City School System staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.

- 3) The Chickamauga City School System staff will monitor students' use of the Internet, through either direct supervision, or by monitoring Internet use history, to ensure enforcement of the policy.

The signature(s) on the attached agreement and application is (are) legally binding and indicate(s) that the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Student

I have read the terms and conditions of the Chickamauga City School System Internet Acceptable Use Agreement. I understand and will abide by the stated terms and conditions. I further understand that any violation of these regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be pursued.

Parents are notified that filtering technology does not block access to all inappropriate sites one hundred percent of the time. Due to the nature of the Internet, it is neither practical nor possible for the Board of Education to enforce compliance with user rules at all times. Since the Internet opens up the world to unrestricted access, teachers cannot assume the responsibility for monitoring every document to which a student may gain access. Therefore, teachers are not to be held accountable for what the student may access through the Internet beyond instructional directives. All users are fully responsible for their own actions, including legal, financial, or otherwise. All users are responsible for reporting inappropriate materials and location to the teacher in charge immediately.

Accordingly, parents and students must recognize that students will be required to make independent decisions and use good judgment in their use of the Internet. Therefore, parents must participate in the decision whether to allow their children access to the Internet and must communicate their own expectations to their children regarding its use.

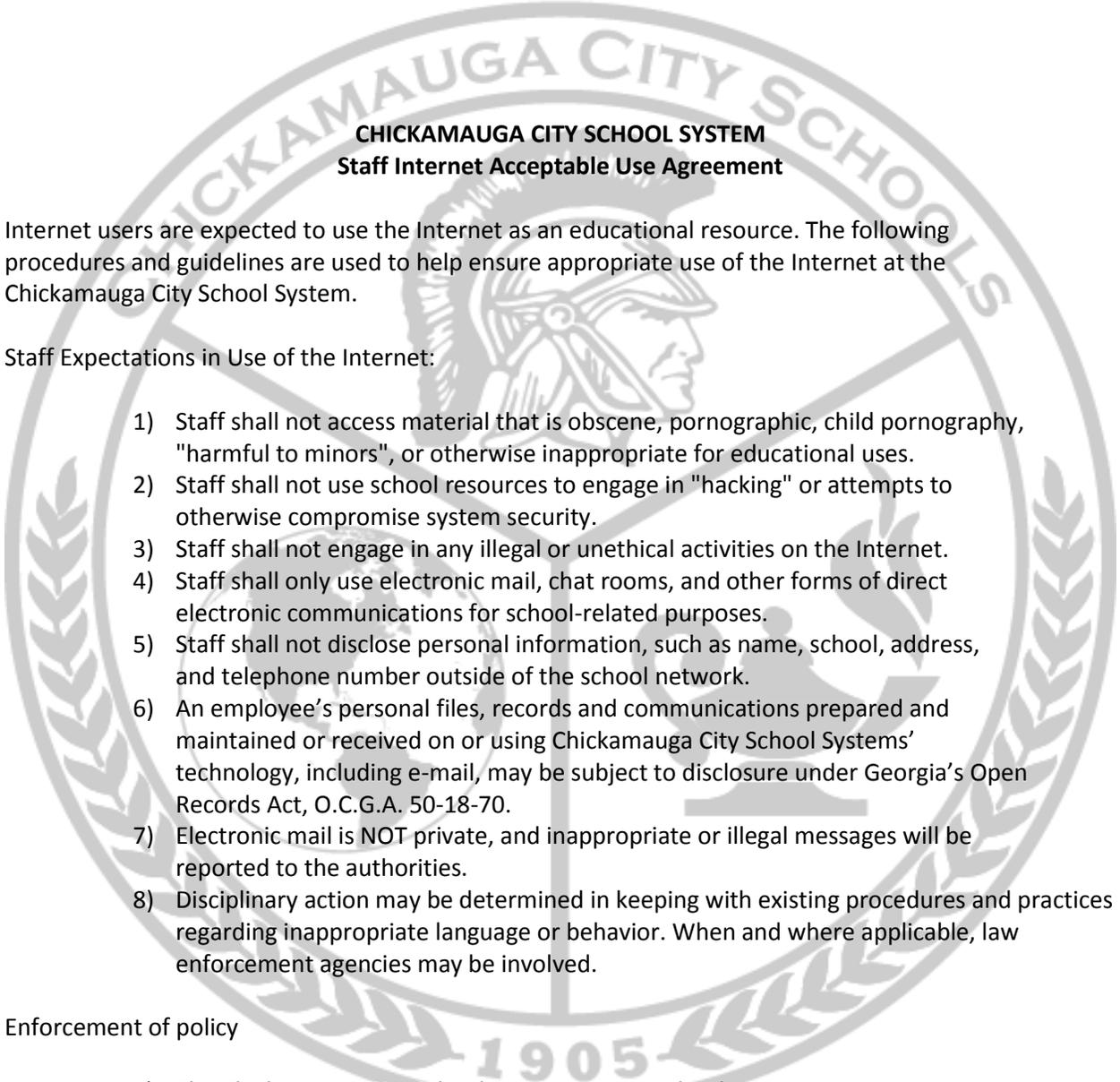
Student Name: _____
(Please Print) (Last) (First) (MI)

Student Signature: _____ Date: _____

Student Date of Birth: _____

Parent Signature: _____ Date: _____

If the applicant is under the age of 18, a parent or guardian must also read and sign this agreement and application.



CHICKAMAUGA CITY SCHOOL SYSTEM
Staff Internet Acceptable Use Agreement

Internet users are expected to use the Internet as an educational resource. The following procedures and guidelines are used to help ensure appropriate use of the Internet at the Chickamauga City School System.

Staff Expectations in Use of the Internet:

- 1) Staff shall not access material that is obscene, pornographic, child pornography, "harmful to minors", or otherwise inappropriate for educational uses.
- 2) Staff shall not use school resources to engage in "hacking" or attempts to otherwise compromise system security.
- 3) Staff shall not engage in any illegal or unethical activities on the Internet.
- 4) Staff shall only use electronic mail, chat rooms, and other forms of direct electronic communications for school-related purposes.
- 5) Staff shall not disclose personal information, such as name, school, address, and telephone number outside of the school network.
- 6) An employee's personal files, records and communications prepared and maintained or received on or using Chickamauga City School Systems' technology, including e-mail, may be subject to disclosure under Georgia's Open Records Act, O.C.G.A. 50-18-70.
- 7) Electronic mail is NOT private, and inappropriate or illegal messages will be reported to the authorities.
- 8) Disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Enforcement of policy

- 1) The Chickamauga City School System uses a technology protection measure that blocks or filters Internet access to block access to some Internet sites that are not in accordance with the policy of the Chickamauga City School System.
- 2) The technology protection measure that blocks or filters Internet access may be disabled by a Chickamauga City School System staff member for bona fide research purposes by a staff member.
- 3) A Chickamauga City School System staff member may override the technology

protection measure that blocks or filters Internet access for a staff member to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.

- 4) All Chickamauga City School System network use may be monitored by logging Internet use history, or other means to ensure enforcement of the policy.

The signature on the attached agreement and application is legally binding and indicates that the party who signed has read the terms and conditions carefully and understands their significance.

I understand and will abide by the attached Terms and Conditions for Internet/Computer Usage, including electronic mail (e-mail), as listed in the Chickamauga City Board of Education Policy IFBG, Internet Use. I further understand that any violation of the regulations listed in the stated policy may be unethical, a breach of The Code of Ethics for Educators, and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, disciplinary action may be taken and/or appropriate legal action may be initiated. Further, as a faculty member, I will instruct and monitor students on acceptable use of the Internet/computer.

Name: _____
(Please Print) (Last) (First) (MI)

Signature: _____ Date: _____

