

Carrollton City School System

Carrollton, Georgia

Three-Year Technology Plan

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Superintendent

Dr. Kent Edwards

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I. VISION FOR TECHNOLOGY USE

Technology Mission Statement – The Carrollton City Schools and community nurture and empower individuals to be life-long learners who take personal responsibility for improving our world.

Technology Vision Statement – The Carrollton City Schools and community will lead the state by ensuring students success in providing them with the technological knowledge, skills, and experiences to be life-long learners in a global world that is increasingly dependent upon technology.

The system's technology vision enables Carrollton City Schools to meet and exceed the technology expectations of the people we serve. Our vision is to use technology in order to provide:

- A safe, healthy environment for student, teachers, and staff
- A challenging curriculum and learning opportunities
- The best prepared teachers, administrators, and staff
- The highest quality instructional resources and tools
- A plan of continuous improvement
- A plan for developing and supporting school and community partnerships

Specifically, Carrollton City Schools will use technology to:

- Seamlessly integrate 21st century technology into all classrooms with the highest quality instructional resources and tools
- Create and uphold a plan of continuous improvement and/or replacement for existing technologies
- Maintain an effective, user friendly form of communication between the school system and the supporting community
- Provide continuing education in the area of technology to encourage teachers to use technology to its maximum potential

Carrollton City School students will use technology to:

- Acquire the knowledge and skills, as outlined by state and national technology standards
- Become proficient at finding, synthesizing, analyzing, applying, and sharing information in new ways
- Develop knowledge and skills in the areas of basic operations and concepts; social, ethical, and human issues; productivity tools; communications tools; research tools; and problem-solving and decision-making tools
- Access high quality technology programs that allow them to connect to activities that transforms learning into meaningful concepts

Teachers will use technology to:

- Acquire the knowledge and skills to seamlessly integrate technology into their teaching practices, through on-going comprehensive research-based professional development. The state and national technology standards will be incorporated into professional development goals and activities
- Access data and information to individualize instruction and assessment and make instructional management decisions
- Support the teaching of the curriculum across all subjects while addressing the diverse needs of students

Administration will use technology to:

- Support the management of operations and administrative functions thereby channeling the systems' energy on the students' education
- Increase instructional uses of technology for administrators to enhance communication, observation, and safety

Parents and community members will use technology to:

- Increase community support for Carrollton City Schools vision to infuse 21st century equipment and skills into the classroom
- Continue on-going partnerships with local community members to ensure we stay abreast of the changing needs of the workforce
- Enhance student learning through readily available technology resources
- Conduct basic business operations, communicate with educators, and monitor their child's academic status

CURRENT REALITY

Access to Technology/Data Sources/Technology Use

Data sources used to determine the current reality of access to technology include:

The 2012 System Technology Inventory Survey

	CES	CMS	CJHS	CHS	N.H.
Classrooms with high speed internet	102	36	54	58	5
Classroom Computers	539	232	468	634	39
Mobile Labs	0	0	29	6	0
Stationary Labs	1	1	3	13	1
Tablets	17	5	9	9	1
School Website	Yes	Yes	Yes	Yes	Yes
Data/Video Projectors	71	38	41	55	5
Digital Cameras	2	5	4	13	0
Digital Video Cameras	2	7	3	17	0
Document Camera	68	30	29	50	5
Interactive Slate	30	6	25	10	0
Interactive White boards	74	38	35	53	5
Portable Media Players	0	0	0	0	0
Student Response Devices	1,760	448	576	672	0

Number of Students per computer for 2011-2012

	# OF STUDENTS	# OF INST. COMPUTERS	STUDENTS PER COMPUTER
Carrollton Elementary	1,622	539	3.01
Carrollton Middle	721	232	3.11
Carrollton Junior High	1,030	468	2.20
Carrollton High	1,297	673	1.93

Review of Data Sources Show:

- Carrollton High School has the lowest student to computer ratio.
- All schools student to computer ratios are comparable.
- 100% of instructional classrooms have access to the internet.
- CHS and CMS have almost 100 percent of instructional classrooms with interactive white boards.
- Every school has a stationary lab in place for student access.
- There are not significant gaps between the schools.

Gap Analysis

- An additional instructional computer lab at CES would address the lower student to computer ratio.
- Wireless access points need to be installed in all schools in order for wireless devices to have seamless internet access.
- Additional instructional technology training is needed for teachers, administrators and support staff in order to stay abreast on the latest trends and technologies.
- Additional equipment could be added to each school in order to have 100% of instructional classrooms completed with 21st Century Technology.
- Further research is needed to address the needs of portable media players at all schools.

Goals, Benchmarks, and Strategies

INSTRUCTIONAL uses of technology

GOALS	Engage all educators in professional learning to strengthen their understanding of expected technology competencies related to their subject area.			
STRATEGIES	BENCHMARK	EVALUATION PLAN	BUDGET	RESPONSIBILITY LIST
Facilitate integration of the NETS into the CCSS SBLE	<p>a. Provide on-going teacher training on all elements of the 21st Century Classroom technology as it correlates to the K-12 standards-based learning environment in grades K-12</p> <p>b. Utilize eWalk to assess the integration of technology with in the standards-based learning environment elements to identify areas of strength and weakness</p> <p>c. Utilize Atlas Curriculum Mapper to develop instructional technology professional development units at the school and/or system level</p> <p>d. Develop and provide teacher training on the Common Core GPS as it relates to technology.</p>	<p>Technology E-walk checklist will indicated the use of technology using NETS standards</p> <p>Atlas Curriculum mapper units reports will indicate Net-s standard integration</p> <p>Professional learning evaluations will be completed by staff members</p>	<p>EWalk License \$2750 Annually</p> <p>Professional Learning; Atlas Curriculum Mapper-\$10,000 Annually</p>	Principals, Assistant Principals, Director of Curriculum/Instruction and School Improvement, Director of Student Services, Teachers, Instructional Technology Coach
Increase educator effectiveness of using 21 st Century classroom tools such as Promethean boards, Document Camera, Sound Systems, and Student Response Devices	Complete needs assessment to identify and prioritize technological learning needs	Teachers Needs Assessment will be completed by staff members	No additional funding required	Instructional Technology Coach

<p>Systemically implement data analysis processes and protocols to support and further student learning and achievement</p>	<p>a. Provide training on the implementation and interpretation of common formative and summative assessments, benchmarks and universal screeners in grades K-12</p> <p>b. Provide educators with training on how to administer, interpret, and utilize diagnostic, benchmark, summative, & standardized technology assessment and universal screeners such as GRASP and Classworks.</p> <p>c. Assist with the development of electronic horizontal and vertical data analysis processes to identify and support instruction</p> <p>d. Utilize appropriate district technology assessment scores from state, school, and grade level for local comparison</p>	<p>Teacher survey results</p> <p>Professional learning evaluation method</p> <p>Electronic horizontal and vertical data analysis processes are in place</p> <p>Accurate understanding of assessment scores measured through teacher survey</p> <p>Instructional Technology annual system report</p>	<p>Scantron Achievement Series-\$19,500</p> <p>Classworks</p> <p>GRASP</p> <p>Survey Monkey-\$ 200.00 Annually</p> <p>SchoolInSites</p> <p>Scantron</p>	<p>Instructional Technology Coach, Principals, Assistant Principals, Director of Curriculum/Instruction and School Improvement, Director of Student Services, Teachers</p>
<p>Equip remaining classrooms with 21st Century tools including Projectors, promethean boards, document cameras, and sound systems</p>	<p>Provide professional development related to the integration of 21st century instructional technology skills to effectively support student achievement</p>	<p>School 21st century technology inventory</p>		<p>Chief Operating Officer, Technology Department, Principals, Assistant Principals</p>
<p>Maintain programs for student assessment, remediation, and practice</p>	<p>Install and maintain Classworks, Odyssey Ware, TestNav, Accelerated Reader, Renaissance Math, Scantron</p>	<p>Student usage reports</p>	<p>Classworks-</p> <p>OdysseyWare-</p> <p>TestNav-</p> <p>Accelerated Reader-</p> <p>Renaissance Math-</p> <p>Scantron-</p>	<p>Instructional Technology Coaches, Principals, Assistant Principals, Director of Curriculum/Instruction and School Improvement, Director of Student Services, Teachers</p>

ADMINISTRATIVE uses of technology

GOALS	To increase the use and understanding of technology by all administrators in order to support the management of operations and administrative functions to improve student achievement.			
STRATEGIES	BENCHMARK	EVALUATION PLAN	BUDGET	RESPONSIBILITY LIST
Complete wireless saturation in order for wireless devices to have more reliability	Install wireless access point throughout the district	Topology map of each school location, identifying access point details	\$100,000-average	Assistant Superintendent, Technology Department
Implement a wireless infrastructure in order to provide multiple levels of access to users	Install wireless system that is centrally managed by school technicians.	Monitor usage and performance reports provided by wireless management system	\$100,000-average	Assistant Superintendent, Technology Department
Prioritize resources with identified needs to improve academic success	Ensure up-to-date technology is available and maintained to support student achievement and enhance instruction.	Annual technology audit State Computer Inventory	No additional funds needed	Assistant Superintendent, Technology Department
Ensure a safe environment conducive to learning	a. Maintain school safety by promoting the use of researched based programs to address cyber- bullying, digital citizenship, Cybersafety and safe and healthy living. b. Provide digital citizenship and Cybersafety instruction for faculty, staff and students.	Cybersafety Course descriptions for faculty, staff and students	No additional funds needed	Assistant Superintendent, Instructional Technology Coach, School Counselors, , Director of Student Services, Technology Department
Continue to provide up-to-date computers to all schools and administrative offices every 3-5 years	All desktops computers will be replaced every 3-5 years.	Computer Inventory	\$350,000- annually for lease	Assistant Superintendent, Technology Department
Implement a virtual server/client system in order to centrally deploy software and manage end stations	Acquire license and additional storage in addition to thin clients to deploy throughout district	Completion of inventory and installation log	\$200,000- estimated	Assistant Superintendent, Technology Department

PARENT/COMMUNITY uses of Technology

GOALS	Increase stakeholder involvement through technology to ensue academic success.			
STRATEGIES	BENCHMARK	EVALUATION PLAN	BUDGET	RESPONSIBILITY LIST
Increase communication and transparency related to expenditures, resource allocations and budgetary constraints to increase stakeholder understanding	Preserve and utilize technology to support the management, operations and administrative functions of the school system. (School Website, Internet access, E-mail)	Attendance log from monthly Webmaster meetings Website Usage Report	SchoolInSites Microsoft Outlook	Assistant Superintendent, Instructional Technology Coach, System and School Webmasters
Sustain, increase, and improve business and community collaborations to enhance instructional programs	Promote and expand initiatives which increase opportunities for community and businesses to work in collaboration with the Carrollton City School System to support system and school improvement efforts related to STEM and technology instruction	Attendance log from S.T.E.M. Advisory Board meetings Attendance log from community information sessions on the 21st century classroom	No additional funds needed	Assistant Superintendent, Instructional Technology Coach, System and School Webmasters, Principals, Assistant Principals, STEM teachers, Director of Curriculum/Instruction and School
Provide transparency throughout the system, from the Board to the classroom level, to ensure pervasive implementation of system focus and improvement efforts	Build awareness and understanding of system focus and system improvement efforts among core audiences using , but not limited to: - Website - eBoard - Facebook - SchoolCast	Program Usage Reports Parent and Stakeholder survey results	SchoolInSites- Annually Eboard Annually SchoolCast- Annually	Assistant Superintendent, Instructional Technology Coach, System and School Webmasters, Principals, Assistant Principals. Communications Director, Director of Curriculum/Instruction and School

SYSTEM Readiness

Technology-based services, processes and trainings are made available through the Carrollton City Schools Technology Department under the management of the Assistant Superintendent. The staff is certified in all technical and instructional areas needed to assist all staff with daily functions.

The Technology Department trains, troubleshoots, manages and implements district and school technology initiatives. The Technology Department provides district-level support in the areas of administration, networking, data communications, training, planning and media services. Six staff members provide daily

technical and instructional on-site support within the schools. Schools are further supported with a work order system. Training and individual support is given as needed.

The Technology Department Consists of:

- 1 Assistant Superintendent
- 1 Lead Technical Support Analyst
- 3 Technical Support Assistants
- 1 Audio Visual and Technology Support Specialist
- 1 Instructional Technology Coach

II. COMMUNICATION/MARKETING

Carrollton City Schools has multiple ways of sharing system progress; disseminating evaluation results, encouraging broad stakeholder involvement and marketing the role technology can have in helping students achieve in innovative ways:

- District and School Website
- SchoolCast Communications
- Newspaper Articles
- Facebook Post
- eBoard
- School Newsletters
- Parent Nights
- PowerSchool

Carrollton City Schools will continue to explore communications through other Social Media platforms.

Integration/Coordination with long-range planning initiatives:

- The Technology Department meets weekly with the Assistant Superintendent to discuss the planning and implementation of schools and district initiatives. In addition, the Instructional Technology Coach serves on the System Curriculum team that meets with all schools frequently presenting on current trends and issues.
- A system Technology Committee that consist of Assistant Superintendent, Lead Technical Support Analysis, Audio/Visual Technician, Instructional Technology Coach, and Curriculum Director, school and system level staff will be formed. This committee will meet regularly to discuss school and system technology needs. Instructional Technology will be the initial focus bases on feedback received from various surveys from teachers and stakeholders.

III. PROFESSIONAL LEARNING

- All professional learning is clearly outlined via a detailed course description, evaluated and approved by the Advisory Committee for Professional Learning.
- All professional Learning is developed as a result of stakeholder feedback via guidance from the Advisory Committee for Professional Learning.
- Technology based learning is directly coordinated with System and School Improvement Plan goals
- All professional learning is evaluated via end of course surveys.
- The Instructional Technology Coach and Chief Operating Officer works collaboratively with the Title II-A Coordinator to budget and allocate Title II-A monies for professional learning needs related to technology.
- All professional learning is researched based best practices and models standards based learning environments.
- Technology professional learning incorporates the NETS standards which actively engage students in their own learning.
- All professional learning programs are structured around data based decision making regarding curriculum assessment and instructional needs associated with CCGPS unit design.

IV. 8TH GRADE TECHNOLOGY LITERACY

Evidence and Strategies defining technology Literacy:

- Technology Benchmarks will be added to each student's report card in grade K-5, in order to ensure technology skills are being taught at the elementary level.
- Assessment of Technology skills will be conducted in grades 2, 5, and 8 in the form of a Technology Portfolio.
- All students at CMS have a 6 weeks STEM Lab rotation where they are exposed to NETs and 21st century ideas.
- At CJHS students have the opportunity to enroll in classes such as Business/Computer Science, Technology Systems, Exploratory Engineering Technology, and Inventions/Innovations. These classes integrate NETS Standards into the daily curriculum.
- Students continue to evolve their technology skills at the high school level through classes such as: Computing in the Modern World, Business Law, Educational Careers, Entrepreneur, and Banking, Economics, Accounting, Work-based Learning, Business Essentials, Web Design, Computing in the Modern World, Advanced Web Design, Graphics and Journalism, CAD, Broadcast Video Production, and STEM I, II and III.

Student technology literacy needs are based on the ISTE National Educational Technology Standards for Students. Student technology literacy skills will be measured in each grade level.

- In 2010-2012 students were evaluated on Technology Literacy Skills if they participated in the STEM Program. Participants were assessed using Learning.com.
- All 8th grade students participate in the 8th grade technology assessment annually. This is a school created assessment.

Carrollton City Schools 8th Grade Technology Literacy Results 2010-2012	2010	2011	2012
Number of Students Tested	284	309	311
Number of Students who scored >70%	N/A	265	292
Number of Students who did not meet mastery	N/A	44	39
Mean Score	79%	85%	86%
	2010	2011	2012
A.4 Operates basic technology tools and applications.	69%	68%	67%
A.5 Diagnoses and corrects a variety of common technology problems.	69%	68%	67%
B.6 Creates modifies and edits documents using word processing and desktop publishing tools.	73%	74%	74%
B.10 Uses basic design principles to communicate effectively and enhance the message.	81%	84%	87%
B.11 Uses multimedia tools to express ideas.	80%	85%	87%
C.14 Uses telecommunication tools and online resources to correspond with students locally and globally.	66%	80%	82%
D.16 Recognizes the appropriate use of information and information technology.	80%	88%	89%
D.17 Demonstrates and advocates ethical and legal use of technology and information.	80%	88%	89%
E.18 Uses technology and telecommunications tools to locate, analyze, synthesize, evaluate, apply, and communicate information.	86%	90%	91%
F.19 Uses a variety of technology tools to solve problems.	87%	91%	92%

Internet Safety Policy (IFBGE)

Introduction

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

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

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

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Inappropriate Network Usage

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

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Bullying

Provide for students age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other internet services, behaviors that may constitute cyber bullying, and how to respond when subjected to cyber bullying.

Supervision and Monitoring

It shall be the responsibility of all members of the Carrollton City School System staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Assistant Superintendent or designated representatives.

Carrollton City Schools Technology Protocols

Fast Facts:

- ✓ *Username and passwords should NEVER be shared with others and should be changed frequently.*
- ✓ *All electronic documents created, stored, and/or transmitted on the school system's network are NOT private and are subject to the Open Records Act.*
- ✓ *All student computer screens should be in the teacher's view at all times unless Netop is utilized.*
- ✓ *All digital content should be previewed and added to Atlas before being shown to students.*
- ✓ *All social media and digital learning sites (blogs, wikis, etc.) should be approved by the School Media Specialist and then forwarded to the Instructional Technology Department before being utilized for classroom instruction.*
- ✓ *Software passwords (Test Prep USA, Classworks, etc.) should not be posted publicly on school or teacher webpages thereby violating software licensing agreements or copyright laws.*
- ✓ *Personal electronic devices (laptops, ipads, printers, personal cell phones, etc.) or other unauthorized technology must be approved by the Technology Department before being connected to the system's network. These devices may be without approval if accessing a personal internet/data plan other than the school system's internet.*
- ✓ *Carrollton City School Systems web filter should NOT be intentionally bypassed under any circumstances.*

Appropriate Use of Internet/Network and Instructional Technology

Carrollton City Schools encourages and strongly promotes the use of information technologies across grade levels and curricular areas. All Carrollton City School System classrooms are equipped with modern computers and other technology tools. Teachers are expected to utilize instructional technology resources where appropriate in the learning process. The ability to use technology for communication, research, creativity and other endeavors has become a fundamental skill. Requests for instruction or assistance in the use of any software program or the use of 21st century classroom technologies should be directed to the Instructional Technology Coach. Any problems or questions concerning the use of computers and the network should be directed to the Technology Department (Virtucom). It is our goal that every teacher and student be provided as much support as is necessary to insure the successful implementation of technology in our instructional program.

Because technology has become such a pervasive part of our world and of the instructional climate of Carrollton City Schools, all teachers are given network accounts that include access to the Internet. Access to the vast and diverse resources of the Internet also brings the availability of material that may be highly objectionable to most people; that may not be considered commensurate with community, school or family standards; or that may be deemed to have no educational value. Carrollton City Schools believes that the valuable resources available through the Internet far outweigh the possible risks. In compliance with local policy and the Children's Internet Protection Act, Carrollton City Schools provides an Internet screening system that prohibits access to a large percentage of inappropriate sites and materials. It should not be assumed, however, that the system's web filter will completely eliminate access to inappropriate materials or prevent users from sending or receiving communications that are objectionable or that have no educational value.

The school system networks, including connections to the Internet, are intended for educational and professional purposes only. Access to the Internet is a privilege, not a right, and users who violate the Carrollton City Schools' Appropriate Use Policy shall be subject to disciplinary action. Users of Carrollton City Schools' computers, networks and other technology resources should be aware that electronic documents created, stored, or transmitted on the school system's resources are not private. School system personnel may monitor, inspect, copy and/or delete files, including email under the direction of the Carrollton City School System's Superintendent. Files or messages relating to or in violation of school/system policy may result in disciplinary action, and those relating to illegal activities may also be reported to law enforcement authorities.

Each personnel member is personally responsible for his or her actions and activities involving all electronic devices including the network and the Internet. Examples of unacceptable uses of technology resources include but are not limited to the following:

- Creating, sending, receiving, viewing or downloading materials or communications that are: Abusive, threatening or harassing, obscene, sexually-oriented and/or illegal;
- Using the school system network resources for financial gain or advertising;
- Downloading copyrighted material for unauthorized use;
- Gaining or attempting to gain unauthorized access to resources, including but not limited to computers, networks, databases and files;
- Invading the privacy of others including but not limited to revealing the identification, password, personal addresses or telephone numbers of others using the network account of another person;
- Forging the identify of a user or machine in an electronic communication;
- Deliberately overloading computer resources such as personal file storage or printing;
- Stealing or damaging any electronic device, network equipment or data.
- Improperly using the network, including introducing software viruses and/or bypassing local school or office security policies and making changes to the hardware or software configuration of any machine, without following local school procedures for approval.

Portions of this document are adapted from policies of the following institutions:

Forsyth County, Georgia, Board of Education

Illinois State University Laboratory Schools

Sussex County, Virginia, Public Schools

Troy, Ohio, City Schools

University of California, Davis

Gwinnett County, Board of Education

Appropriate Use of Digital Media

Safari Montage ~ Video/Audio/Image Sharing Protocol

In an effort to assist in streamlining our usage efforts with regard to Safari Montage, it is important that a systemic protocol be followed to assure appropriate curriculum alignment and uniformity of instruction by grade level and content area. To that end, we ask that you please adhere to the below practices associated with Safari Montage:

1. Safari Montage video, audio, and images are to be used as instructional resources, and much like our existing resources, it is the expectation that these resources be explicitly linked to our instructional units in Atlas Curriculum Mapper.
2. To that end, teachers should search the content found within Safari Montage, identifying potential instructional resources to be used to enhance classroom instruction.
3. Upon identification of a potential resource, educators are asked to save it to their individual playlists until that time in which they can share it with their grade level/content area colleagues.
4. Once grade level colleagues have an opportunity to view the proposed resource(s) collaboratively, they will need to make a determination as to whether or not the content accurately aligns with their curriculum and instructional units.
5. When the collaborative team has approved the utilization of the reviewed resource(s), it should then be named (School-Grade-Subject-Name of Atlas Unit), identified as a resource for whole group instruction or for differentiation purposes, linked to the appropriate Atlas unit, and also shared to the school playlist.
6. Upon completion of this process, selected resources can be utilized for instructional purposes.

7. In instances where specific resources are to be shared with the entire district, they should first be brought to each school's system curriculum representative, who will then share the resource with the System Curriculum Team for approval and sharing at the district level.

Classroom Use of YouTube Videos

1. Prior to sharing a video from YouTube or any similar site, teachers should be certain you have watched the video in its entirety and have also verified its content is explicitly correlated to Common Core GPS.
2. After viewing the online video, teachers should either forward the YouTube video link via email to his/her media specialist, who will then transfer it to VuSafe. All videos downloaded from YouTube must be transferred to VuSafe prior to being shared with students.
3. Please note that it is only appropriate to show YouTube or similar online videos via a VuSafe transfer. Failure to make this transfer will cause one to be in conflict with our system's established protocol.
4. Please also note that YouTube access will only be given to teachers. Students will not have access to YouTube and should not utilize this site while on campus.

These procedures apply to short, brief online video clips. If a teacher desires to show a full length movie (i.e, over 30 minutes) he or she should obtain the appropriate approval via the school media specialist.

Administrative Regulation Purchasing(DJE-R)

The authority to make purchases for the school system using funds accrued through tax sources is vested in the Superintendent. Purchases made by unauthorized persons will not be subsequently confirmed by issuance of a purchase order.

The Board of Education will assume the responsibility for paying invoices for purchases only if the following established purchasing procedures are adhered to:

1. The principal will be responsible for the processing of purchase orders for his school by preparing a quadruplicate copy and seeing that all information is complete, including the prices or estimates of prices of each item listed.
2. The three copies will then be forwarded to the Central Office for approval of the Superintendent. The original will be placed with the vendor by the Central Office, one copy will be returned to the school, and one copy will be kept in the Central office to be attached to the invoice.
3. The invoice should be made out to the school district, with school indicated if shipment is made to a school.
4. When invoices are received by the Central Office, two copies will be forwarded to the school; one copy is to be signed by the person checking it against the shipment as to whether each item is received and in good condition, then forwarded to the Central Office.