Glynn County School System
Brunswick, GA

Glynn Academy Technology Plan
2017-2020

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I. Vision for Technology Use

System Vision Statement
To create 21st century learning environments that offer opportunities for all students to pursue higher education and develop skills that meet workforce needs while producing informed, conscientious and productive citizens who give back to their community.

System Mission Statement
The Glynn County School System will ensure that all decisions are made in the best interests of its students through the adoption of policies and the adherence to responsible business and financial practices that are conducted in accordance with applicable laws and State Board rules. Our schools will be safe places for learning, innovative and creative teaching, and meaningful assessment. The school system will provide diverse academic environments and extracurricular activities through leading edge facilities and technology.

Shared Vision Statement
Working together to make Brunswick and the Golden Isles an exceptional place in Georgia to live, work and visit by strengthening our communities and enhancing the quality of life.

Technology Vision Statement
To provide an infrastructure and technology support system which will allow our staff, our students, and our community to partner in the process of creating 21st century learning environments that offer opportunities for all students to pursue higher education and develop skills that meet workforce needs while producing informed, conscientious and productive citizens who give back to their community.

Technology Mission Statement
Glynn County will review the present state of the technology utilized in the school system, set a benchmark for the future growth to provide the optimum help for its learning community, then devise the appropriate action plan to close the gap between the two. We will establish a school and classroom environment that provides a culture, a climate and the tools necessary to develop and enhance the skills our students need to become successful in the global learning community. As adopted by the Georgia State Board of Education in April 2011, we will endorse the International Society for Technology in Education (ISTE®) Standards (formerly known as the NETS), the Partnership for 21st Century Skills and the initiatives included in the Georgia Department of Education Technology Services 3 Year Technology Plan.

System Technology Goals
Goal 1: To provide all staff and students in the Glynn County School system equitable access to current and emerging technologies.

Goal 2: To provide all instructional personnel continued high quality professional learning in the effective use and integration of technologies to enhance standards-based teaching and learning.

Goal 3: Administrators will demonstrate leadership in the use of technology to support standards based schools and establish an ongoing process of assessing the use of technology to improve instructional planning.
**Goal 4:** To utilize technology as a medium to create an interactive partnership between the school system and parents, community agencies, industry, and business partners.

**Goal 5:** To continue to enhance, maintain, and support the network infrastructure to ensure access for all employees and students to meet educational needs.

**Glynn Academy Technology Mission**
To provide technology instruction and resources to ensure patrons are provided with technology literacy skills that will lead to academic success and further lifelong learning.

**Glynn Academy Technology Vision**
Glynn Academy plans to use technology to achieve excellence and equity in student performance by striving to provide each classroom with student access computers, a teacher management computer, total school and system networking, wireless technology, plus adequate teacher training to implement technology in the classroom. Glynn Academy plans to use technology to close the achievement gap between special populations by training all staff members and all populations of children to use computers to assist and reinforce learning. Hands-on technology will greatly aid the student that needs continuous reinforcement and drill to achieve success. Project-based instruction in several curricular areas will lead to a more thorough understanding of content. Careful selection of software and courseware are essential to ensure that all students from all socioeconomic levels are properly trained in technology and technology applications.

**Glynn Academy Technology Beliefs**
- Glynn Academy students should have the opportunity to acquire the technological knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.
- Glynn Academy faculty should provide appropriate integration of technology with Common Core state standards-based curricula and instructional management to enhance student learning.
- Each Glynn Academy faculty member should be a competent technology user.
- Glynn Academy faculty, parents, and community/business leaders should share the responsibility to develop, implement, and utilize standards-based technology programs.

**Glynn Academy Technology Goals**
**Goal 1:** Provide access to technology that will assist teachers and administrators in more efficiently doing their jobs.

**Goal 2:** Encourage the acquisition of hardware and software that supports the teaching/learning process.

**Goal 3:** Maximize the use of technology for teaching and learning through staff development and related instructional support.

**Goal 4:** Achieve excellence in student performance by providing equity in access to school computers and related technologies.
Goal 5: Maximize the potential of every student as an effective lifelong learner by teaching information literacy skills.

Goal 6: Ensure appropriate use of technology by teaching digital citizenship skills.

Goal 7: Improve student test scores on GMEOCs, SAT, PSAT, ACT, and benchmark tests by providing access to online and networked review and practice.

Goal 8: Improve graduation rate by providing online and networked coursework for credit.

II. Current Reality
Access to Technology/Data Sources
Glynn Academy conducts an Annual Technology Survey Inventory to determine the current level of access to computer hardware, instructional software, and the Internet in order to revise goals for growth. Glynn Academy’s Local Area Networks (LAN) utilizes fast Ethernet switches that provide 100Mbps (megabits per second) connectivity to the desktop PCs and 1000Mbps connections between buildings. We have multiple wireless access points that provide wireless LAN access to authorized users and guests throughout the campus. Computers are replaced on a four-year rotational cycle, so that our students, staff, and administration remains up-to-date with the hardware and equipment necessary to meet our technology goals.

We use Infinite Campus as our Student Information System (SIS). Within Infinite Campus, there are many built reports, along with an Ad Hoc reporting feature that allows end-users to generate custom reports on demand; allowing instructors and administrators to make decisions based upon up to the minute data. The SIS access is browser-based and available anywhere there is an internet connection. There is a parent access portal that allows parents and guardians access to their child’s records twenty-four hours a day.

Technology Inventory Survey Results:

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<tbody>
<tr>
<td>Students</td>
<td>1,731</td>
<td>1,687</td>
<td>1,790</td>
<td>1,868</td>
<td>1,904</td>
</tr>
<tr>
<td>Total computers</td>
<td>639</td>
<td>680</td>
<td>697</td>
<td>1,046</td>
<td>906</td>
</tr>
<tr>
<td>(Desktops and laptops)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students per Modern</td>
<td>2.71</td>
<td>2.55</td>
<td>2.70</td>
<td>1.79</td>
<td>2.10</td>
</tr>
<tr>
<td>Instructional Computers</td>
<td></td>
<td></td>
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<tr>
<td>Connected to the Internet</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Data/Video Projectors</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>83</td>
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<tr>
<td>Interactive White Boards</td>
<td>44</td>
<td>61</td>
<td>61</td>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>Interactive LCDs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

Technology Use
Glynn Academy’s School Media Technology Committee provides guidance on media issues and technology implementation within the school. The committee consists of a representative from
each department on campus to ensure input from all members of the learning community (as department representatives share information from their entire department), administrators, the media specialist, the technology support specialist, parents, and students. We complete a yearly technology inventory and that data is submitted to the county and state. This inventory is used to compare our school’s technology use to other schools in the county and in the state. This comparison is used to revise our school’s technology plan and goals so that we can give our students a competitive edge in technology utilization.

**Instructional Uses of Technology**

**Students:**
- Will have access to technology to analyze, collaborate, process, and disseminate multimedia information
- Will have access to connected technologies for educational enrichment and/or remediation
- Will utilize global real time web-based applications, through unique user IDs, in order to effectively communicate with administrators, teachers, specialists, parents, and fellow students
- Will reach age-appropriate technology literacy levels
- Will be enabled to meet the challenge of a changing society and economy through the use of technology resources

**Teachers:**
- Will utilize technology resources which will enhance their ability to deliver effective instruction and disseminate results
- Will endorse performance-based standards that define appropriate use of technologies of students at each grade level
- Will have access to connected technologies anytime/anywhere to analyze and disseminate multimedia information
- Will utilize technology resources to actively engage students in their own learning process and to differentiate literacy needs of each student
- Will utilize global electronic mail, telecommunications systems, and real time web-based applications, through unique user ID’s, in order to effectively communicate with students, parents, fellow teachers, and administrators
- Will utilize technology resources to retrieve, analyze, and produce reports by accessing student, fiscal, standard grade reporting, and authentic assessment data.
- Will have accessibility via a virtual private network to essential data
- Will be supported through appropriate professional learning opportunities to build the effective use of technology resources in order to produce seamlessly integrated technology lessons
- Will use technology to set policies, procedures, analyze performance, report, and communicate with students, parents, and administrators, and manage continuous improvement

**Administrative Uses of Technology**

**Administrators:**
Will recognize the benefits of technology resources in all aspects of an educational environment
Will endorse performance-based standards that define appropriate use of technologies of students and teachers at each grade level
Will have access to connected technologies anytime/anywhere to analyze and disseminate multimedia information
Will utilize global electronic mail, telecommunications systems, and real time web-based applications, through unique user ID’s, in order to effectively communicate with students, parents, teachers, and fellow administrators and the community
Will utilize technology resources to electronically retrieve, analyze, and produce reports by accessing student, fiscal, standard grade reporting, and authentic assessment data
Will have accessibility via a virtual private network to essential data
Will be supported through appropriate professional learning opportunities
Will recognize and evaluate seamlessly integrated technology lessons
Will use technology to set policies, procedures, analyze performances, report and communicate with students, parents, teachers, and fellow administrators, community stakeholders and manage continuous improvement

Parent/Community Uses of Technology
Parents:
Will be provided access to grades, homework assignments, attendance, and other student information through a web-based student information system
Will be able to utilize teacher created/maintained websites for up-to-date information on class activities, units of study, and student assignments
Will have access to and training for on-line system that aids in English Language Proficiency
Will have access to filtered wireless internet connectivity while on any campus within the school district

GAP Analysis
Glynn Academy High School is the second oldest public high school in the state of Georgia and sixth in the Nation. Glynn Academy consists of a collection of eight buildings located in the southern end of Brunswick, Georgia where it is nestled under majestic oaks and surrounded by green lawns. Due to the fact that Glynn Academy spans two city blocks, we have to have wireless access points and mobile laptop carts in each of the eight buildings. Having an open campus creates unique issues for our teachers and students. We need additional personnel to secure our campus and ensure the safety of our students and staff. We also need additional fencing, security cameras, and lighting to cover our entire campus.

The school operates using a modified/hybrid 4 X 4 block with many of our advanced-/honors-level students taking two or more 45 minute skinnies (equaling a 90 minute block). The schedule is also modified so that 9th and 10th grade students who are not identified as accelerated have a full block of math all year. Glynn Academy offers 23 Advanced Placement classes and these are scheduled primarily as year-long 45 minute skinnies. Glynn Academy is one of two public high schools working in collaboration with a county vocational/technical school to serve the academic needs of the students. Glynn Academy, in conjunction with Brunswick High School...
and the Golden Isles Career Academy, offers students a choice of forty Academic/Fine Arts/CTAE pathways. Students are also permitted to take classes at the local college, and these classes may be counted for both high school and college credit. The schedule also affords our four core academic leaders to have common planning to assist with supporting their teachers and to fulfill other leadership roles expected of them by the principal and school improvement teams. School leaders and all teachers have a shared focus on student achievement that involves the analysis of multiple sources of data.

The faculty and staff are critical to the technology vision and mission of Glynn Academy, as everyone plays numerous vital roles in an effort to continuously improve our programs and our school. Each teacher serves as a teacher-leader through involvement on multiple committees. Teachers are continuously included in decision-making through team involvement, departmental involvement, and as respected professionals who may offer suggestions for improvement at any time. School leaders support all teachers in their making of decisions about professional practice and goal implementation that fully supports our School Strategic Plan at Glynn Academy.

The lack of funding and availability for professional development in the use of 21st century pedagogy is a concern. The school media specialist and the county Instructional Technology Coordinator are the two positions providing the most professional development to our teachers and both positions are understaffed for our needs. With only one Instructional Technology employee for the entire district, support for the media specialists and teachers on a district level is very limited. Staffing in the media center is one full time media specialist and one media secretary. Availability for the media specialist to instruct students, provide professional learning for teachers, or assist with maintenance and implementation of hardware and software is limited and inconsistent because of staffing issues. These were not issues when we were fully staffed with two highly qualified media specialists and a media secretary. There was also a county instructional technology department with four full time specialists and we are now down to one coordinator.

Taking part in a four-year cyclical computer leasing program ensures that our computers are modern and meet the standardized specifications in place within our school district. Glynn Academy is actively working to meet the needs of all the subgroup populations by providing the resources necessary to bridge the achievement gap. Glynn Academy’s media center allows students to use school owned technology resources before school, after school, during lunch breaks, during some weekends, and during summer break. Allowing access to school owned technology outside of the school day helps students who do not have access to these resources at home. Glynn Academy’s technology committee members try to stay abreast of new technologies to pass onto the rest of the staff. We have had challenges getting the district to support new technology initiatives in our school—for example, we have been limited on the number or Chromebooks we can purchase with school funds.
## Goals, Benchmarks, and Strategies

### Goal 1: Provide access to technology that will assist teachers and administrators in more efficiently doing their jobs.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Benchmark</th>
<th>Evaluation Method</th>
<th>Funding Source/Estimated Amount</th>
<th>Person(s) Responsible</th>
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<tbody>
<tr>
<td>To increase access to current and emerging technologies to enhance instruction.</td>
<td>All computers will be replaced with updated equipment on a four-year rotation of leased computers and additional technologies will be purchased for every classroom and for the media center to be checked out by all staff members.</td>
<td>The Georgia Department of Education Annual Technology Survey, school technology purchase orders, and the computer lease agreement will be evaluated by the Technology Committee.</td>
<td>Allotted technology and media budgets will be used for these purchases.</td>
<td>Media specialist and Technology Committee members.</td>
</tr>
<tr>
<td>Provide specific subject area technology resource links on the school website as well as shared network folders available to all staff.</td>
<td>Technology resources will be available for every subject area—English, Science, Social Studies, Math, Foreign Language, Fine Arts, etc.</td>
<td>The published school website technology resource pages and resources available in the shared folders will be evaluated by the media specialist to show resources available.</td>
<td>No additional funding needed.</td>
<td>Media specialist.</td>
</tr>
<tr>
<td>Provide each teacher with a website so that teachers can post course standards, class syllabi, grade weights, lesson plans, and links to resources.</td>
<td>All teachers will update their website on a daily basis.</td>
<td>Teachers’ websites will be evaluated by school administrators to show that course standards, class syllabi, lesson plans, links to resources, etc. are available.</td>
<td>No additional funding needed—Glynn County purchased the website hosting services.</td>
<td>Teachers.</td>
</tr>
<tr>
<td>Provide access to technology to accomplish administrative tasks such as recording grades and attendance.</td>
<td>All teachers will record attendance, record grades, report student progress, and communicate with parents on a daily basis using Glynn County’s Student Information system, Infinite Campus, will be evaluated by school administrators to determine statistics</td>
<td>Glynn County purchased</td>
<td>No additional funding needed—Glynn County purchased</td>
<td>Teachers and administrators.</td>
</tr>
<tr>
<td>Strategies</td>
<td>Benchmark</td>
<td>Evaluation Method</td>
<td>Funding Source/ Estimated Amount</td>
<td>Person(s) Responsible</td>
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<td>Establish a School Media Technology Committee to provide advice on media issues and technology implementation. The committee will consist of a representative from each department on campus to ensure input from all members of the learning community (as department representatives share information from their entire department), administrators, media specialist, parents, and students.</td>
<td>The committee will meet throughout the school year.</td>
<td>The School Media Technology Committee minutes will be evaluated by the school administrators to determine that all members of the learning community are able to provide guidance in the purchase and implementation of technology within the school.</td>
<td>No additional funding needed.</td>
<td>Media specialist, teachers, administrators, parents, and students serving on the School Media Technology Committee.</td>
</tr>
</tbody>
</table>
### Conduct a yearly inventory of technology equipment in the school.

Throughout the school year, the previous year’s technology inventory will be updated with all new purchases and outdated resources will be deleted. The technology inventory will be evaluated by the media specialist to ensure that it is up-to-date each year. No additional funding needed. Media specialist.

### Identify specific technologies that will need to be purchased through requests (there are paper request forms in the media center and the digital request form is on the website) and identified school improvement needs.

Throughout the school year, new technology will be purchased based on requests and identified school improvement needs. Written technology requests and identified school improvement needs will be evaluated by the media specialist to identify new technologies to purchase. Allotted technology and media budgets will be used for these purchases. Media specialist.

### Technology purchases will be prioritized to ensure that outdated or unusable technologies are replaced with up-to-date working equipment (i.e. interactive LCD screens will be purchased to replace overhead data projectors and SmartBoards as they become unusable).

Throughout the school year, outdated/unusable technology will be deleted and new technology will be purchased. Asset deletion forms will be evaluated by the media specialist to track the deletion of outdated/unusable technology and new technology purchase orders will be evaluated by the media specialist to track new purchases. Allotted technology and media budgets will be used for these purchases. Media specialist.

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**Goal 3: Maximize the use of technology for teaching and learning through staff development and related instructional support.**

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<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Provide technology awareness and skills training for all new staff and all new technology resources.</td>
<td>New teachers will meet every month with their mentors to determine additional technology trainings needed. Trainings on</td>
<td>Sign-in sheets for district and school level technology training and technology course syllabi or agendas</td>
<td>No additional funding needed.</td>
<td>Media specialist and other county trainers.</td>
</tr>
</tbody>
</table>
Provide opportunities for all teachers to enhance their educational technology knowledge and skills. Teachers will be surveyed throughout the year to determine additional areas that technology training is needed. Sign-in sheets for district and school level technology training and technology course syllabi or agendas will be evaluated by the school administrators to identify additional trainings needed. No additional funding needed. Media specialist and other county trainers.

Maintain a professional library of technology manuals and technology integration guides. New technology manuals and technology integration guides will be purchased throughout the year as needed. A print out of all materials in the professional library pertaining to technology will be evaluated by the media specialist to determine new purchases that are needed. Allotted technology and media budgets will be used for these purchases. Media specialist.

Provide links to online professional development opportunities and resources for all staff. New links to online professional development opportunities and resources will be added to the school website throughout the year as needed. Webpages with links to online professional development opportunities and resources available to staff will be evaluated by the media specialist to determine new resources that are needed. No additional funding needed. Media specialist.

**Goal 4:** Achieve excellence in student performance by providing equity in access to school computers and related technologies.

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<tr>
<th>Strategies</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>New technology resources will be offered as new resources are purchased.</td>
<td>will be evaluated by the school administrators to identify additional trainings needed.</td>
<td></td>
<td>No additional funding needed.</td>
<td>Media specialist and other county trainers.</td>
</tr>
<tr>
<td>New technology manuals and technology integration guides will be purchased throughout the year as needed.</td>
<td></td>
<td>A print out of all materials in the professional library pertaining to technology will be evaluated by the media specialist to determine new purchases that are needed.</td>
<td>Allotted technology and media budgets will be used for these purchases.</td>
<td>Media specialist.</td>
</tr>
<tr>
<td>New links to online professional development opportunities and resources will be added to the school website throughout the year as needed.</td>
<td>Webpages with links to online professional development opportunities and resources available to staff will be evaluated by the media specialist to determine new resources that are needed.</td>
<td></td>
<td>No additional funding needed.</td>
<td>Media specialist.</td>
</tr>
<tr>
<td>Provide classroom opportunities for students to apply state of the art technology to critical thinking, communications, data collection and analysis, and problem-solving.</td>
<td>All teachers will have lesson plans that incorporate technology to increase critical thinking, for communication, for data collection and analysis, and for problem-solving.</td>
<td>Classroom observations and lesson plans will be evaluated by school administrators to determine documented technology integration.</td>
<td>No additional funding needed.</td>
<td>Media specialist and teachers.</td>
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</tr>
<tr>
<td>Provide opportunities for students to use technology resources available in the media center during their lunch time, before school, after school, and during the summer months.</td>
<td>Throughout the year, sign-in sheets for before and after school and summer hours in the media center and sign-in sheets for computer labs (Sidney Lanier computer labs, Science Building computer labs, GA Building computer labs, Prep Building computer labs, and career center computer lab) will be monitored by the school administrators to determine that adequate opportunities are available for all students to use technology resources.</td>
<td>Sign-in sheets for before and after school and summer hours in the media center and sign-in sheets for computer labs (Sidney Lanier computer labs, Science Building computer labs, GA Building computer labs, Prep Building computer labs, and career center computer lab) will be evaluated by the school administrators to determine that adequate opportunities are available for all students to use technology resources.</td>
<td>No additional funding needed.</td>
<td>Media specialist.</td>
</tr>
<tr>
<td>Maintain school homepage with current information and resources to allow access outside of the school building and school day.</td>
<td>Technology resources will be available for every subject area—English, Science, Social Studies, Math, Foreign Language, Fine Arts, etc.</td>
<td>The published school website technology resource pages will be evaluated by the media specialist to show resources available.</td>
<td>No additional funding needed.</td>
<td>Media specialist.</td>
</tr>
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</table>

**Goal 5:** Maximize the potential of every student as an effective life-long learner by teaching technology literacy skills.
<table>
<thead>
<tr>
<th>Strategies</th>
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<th>Evaluation Method</th>
<th>Funding Source/Estimated Amount</th>
<th>Person(s) Responsible</th>
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<tbody>
<tr>
<td>Media specialist and teachers will work together to create lesson plans using technology equipment and resources, ISTE and AASL technology literacy standards, and Common Core state standards for enhanced student learning.</td>
<td>All teachers will have lesson plans that incorporate technology and technology literacy standards.</td>
<td>Classroom observations and lesson plans will be evaluated by school administrators to determine collaborative lesson plans that integrate technology and technology literacy skills.</td>
<td>No additional funding needed.</td>
<td>Media specialist and teachers.</td>
</tr>
<tr>
<td>Assist students in appropriately using the Internet as well as other online resources to gather accurate, current information by effectively locating and evaluating relevant online sources.</td>
<td>The media specialist will provide assistance for students during the school day, before school, and after school on an as needed basis.</td>
<td>The media specialist will keep track of how many students enter the media center before school, after school, during the school day on a pass, and during the school day with a class to determine an approximate number of students that she assists and monitors on a daily basis.</td>
<td>No additional funding needed.</td>
<td>Media specialist and teachers.</td>
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**Goal 6: Ensure appropriate use of technology by teaching digital citizenship skills.**

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<tr>
<th>Strategies</th>
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<th>Evaluation Method</th>
<th>Funding Source/Estimated Amount</th>
<th>Person(s) Responsible</th>
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<tr>
<td>Provide students with instruction on digital literacy and citizenship, such as information about online safety and etiquette.</td>
<td>Digital citizenship skills will be taught on the school announcements and through classroom lessons (often collaboratively taught with the media specialist).</td>
<td>Monitored student computer use will be evaluated by the school administrators to ensure digital citizenship skills are being used by all students.</td>
<td>No additional funding needed.</td>
<td>Media specialist, teachers, and technology support specialists.</td>
</tr>
</tbody>
</table>
Use developed policies concerning ethical and legal issues such as acceptable use, copyright, security, confidentiality, and equity of access; all school computers and wireless access points will be filtered and monitored for adherence to usage policies.

All students and faculty will have signed acceptable use policies on file, copyright laws and fair use guidelines will be posted on the school website and throughout the school, and all school computers will be filtered and constantly monitored.

Signed student and faculty acceptable use policies on file, posted copyright laws and fair use guidelines, and screen shots of monitored student computer use will all be evaluated by the school administrators to ensure adherence to policies.

No additional funding needed.

Media specialist and technology support specialists.

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<tr>
<th>Strategies</th>
<th>Benchmark</th>
<th>Evaluation Method</th>
<th>Funding Source/Estimated Amount</th>
<th>Person(s) Responsible</th>
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</thead>
<tbody>
<tr>
<td>Maintain links on the school homepage to provide access to current, effective, and informative educational resources for test preparation for GMEOCs, SAT, PSAT, ACT, and benchmark tests.</td>
<td>The media specialist will keep links current and add new links to online test preparation resources to the school website throughout the year as needed. Links will be to free and purchased resources.</td>
<td>Webpages with links to online test preparation resources will be evaluated by the media specialist to determine new resources that are needed. Administration will evaluate annual usage reports from test prep software.</td>
<td>Allotted instructional budgets.</td>
<td>Media specialist.</td>
</tr>
</tbody>
</table>

**Goal 7: Improve student test scores on GMEOCs, SAT, PSAT, ACT, and benchmark tests by providing access to online and networked review and practice.**

**Goal 8: Improve graduation rate by providing online and networked coursework for credit.**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Benchmark</th>
<th>Evaluation Method</th>
<th>Funding Source/Estimated Amount</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage students to participate in online learning courses using Edgenuity, online college course through various colleges/universities, and the Georgia</td>
<td>The school registrar and school counselors will monitor all students that are not on track to graduate on time and ensure that they have an</td>
<td>Enrollment data from online courses will be evaluated by the school administrators to determine the effect on student academic success as measured</td>
<td>No additional funding needed—Glynn County purchased Edgenuity</td>
<td>School registrar and school counselors.</td>
</tr>
</tbody>
</table>
III. Communication and Marketing
Glynn Academy uses several different means to notify the community and stakeholders of the technology goals and objectives, progress in meeting these goals and objectives, and to disseminate evaluation results. While the primary plan of communication and marketing of technology is through our school website, local newspapers and public radio stations will also be used to share information. Glynn Academy will continue to expand its use of technology as an effective tool to communicate with families and stakeholders outside of the physical campus. Through the school and teacher websites, teachers as well as administrators have been given more opportunities to provide a clear direction for communicating the ultimate purpose and goals of the entire school as well as for each classroom and school program as well. Additionally, state and local assessment results are transparently communicated to our stakeholders via portals and websites. A school newsletter, created by our principal, is posted on the first day of each week to communicate vital school information to all staff.

Members of Glynn Academy’s technology committee serve as spokespeople to communicate with all stakeholders. Since the committee is composed of one representative from each department within the school, administrators, the media specialist, the technology specialist, parents, and students, the members can report directly to specific groups that they are a member of. Notifications, evaluations, and updates are communicated through our committee members at department meetings, administrative meetings, PTSA meetings, staff meetings, district media specialist meetings, and district technology meetings regarding Glynn Academy’s progress with implementing the technology plan. Glynn Academy’s Technology Plan will be available in a bound copy, in the media center, as well as posted on Glynn Academy’s webpage.

We constantly do public relation activities to ensure that community members recognize the technology integration that is happening in the classrooms at our school. Throughout the years, we have come up with some excellent strategies that allow us to ensure that technology is being effectively integrated in EVERY classroom in our school. Some of these strategies include: the media specialist continuously offers group and individualized trainings on technology integration; the media specialist collaborates on lessons that incorporate technology into the classroom on a daily basis; the media specialist sends out weekly email tips (Technology Tuesday Tip of the Week) to help keep teachers up-to-date on the most current technologies available for use in their classrooms; and the media specialist plans special events to promote technology, such as the Trick-or-Tech teacher training event in October and our Parent Technology Help Night at the beginning of the semester. An intense effort will be made to
contact local media representatives to increase newspaper and other coverage on our innovative and creative uses of technology in the classrooms. These combined efforts will be recorded as documentation and support for future requests from the school board and to help acquire public support for alternative funding sources.

The following list documents some of the variety of ways we reach out to our stakeholders:

- School Website
- Teacher Websites
- School Strategic Plan
- Technology Plan
- School Site Council
- PTSA
- Infinite Campus
- One Call
- Counseling Events at Night
- Emailed Newsletters/News Blasts
- Remind 101
- Digital Signage on Campus

IV. Professional Development

Glynn Academy recognizes that our teachers and instructional support staff require the training necessary to incorporate technologies effectively into their instruction. Through technology, teachers and administrators are able to work more effectively and efficiently together in meeting the needs of our students as well as all shareholders. Teachers are encouraged to request staff development in the form of informal one-to-one sessions, departmental sessions, and whole group sessions to meet their needs. Technology sessions are offered on a regular basis to help teachers learn, experience, and explore emerging, as well as, tried and true hardware and software.

Professional learning courses are provided throughout the year both at a central county location and on-site at our school. Glynn County has an allotted training budget which is used to purchase professional training services, pay for registration and travel expenses for some approved trainings, to pay stipend to teachers for trainings after school hours, and to pay for substitutes for teachers during school hours. Glynn Academy’s staff utilizes Glynn County’s training services as needed and then additional training is taught by the media specialist and other technology savvy teachers at the school site. School site trainings are taught before school, after school, during planning periods, and during work days to easily accommodate teachers’ schedules. Staff development trainings that have been offered in the past cover a variety of topics including the use of online databases such as GALILEO, how to effectively integrate technology (such as SMART Boards) into classrooms, how to incorporate Web 2.0 technology (such as Skype) into lesson plans, effective use of educational apps, and more. All professional development trainings are designed for teachers to integrate technology into their instructional practices in order to improve student achievement of Common Core and Georgia Performance Standards. All professional development trainings are designed to promote research-supported instructional practices that actively engage students in their own learning.
Glynn Academy considers technology a resource and an instructional tool as opposed to an end unto itself. For this reason, technology is a component of all professional learning and presentations. 21st century technology, including presentation software, digital recording and broadcasting, interactive whiteboards and digital document cameras, are commonly incorporated into our training and presentations as dictated by the needs of the presentation or training session. Glynn Academy has a budget to purchase any needed training materials and the assistant principal of instruction works with staff members to determine how these funds are spent.

In addition to face-to-face professional trainings, the media specialist sends out weekly technology tips and handouts through email and then posts all the information in those emails to the school website for easy referral. Weekly tips and handouts cover a variety of technology topics including how to fax without a fax machine, how to use Classroom Performance Systems, how to incorporate document cameras into the classroom, how to find resources using Destiny library system, and much more. Glynn Academy also utilizes a digital video platform called Safari Montage which allows us to create video presentations to supplement face-to-face professional learning.

<table>
<thead>
<tr>
<th>Professional Development Opportunity</th>
<th>Description</th>
<th>Timeline</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teacher orientation</td>
<td>Staff receives professional development on the school’s curriculum and lesson plan platform, the online grade-book and student information system, email system, and webpage design elements. Staff is also provided with information on technologies available to improve teaching and learning.</td>
<td>Annually, prior to the start of school.</td>
<td>County funds are allotted to provide all new teachers a stipend for attending in-service training days prior to the start of school.</td>
</tr>
<tr>
<td>Staff development trainings</td>
<td>Technology training provided by the media specialist, the assistant principal of instruction (API), highly qualified teachers, or hired consultant regarding the integration of technology to enhance teaching and learning.</td>
<td>Ongoing throughout the school year with at least one training provided by the API each month and at least one training provided by the media specialist each month.</td>
<td>County funds are allotted to provide a stipend for attending in-service training outside of the school day and to pay some consultants.</td>
</tr>
<tr>
<td>Weekly technology tips and handouts</td>
<td>Technology tips and handouts provided by the media specialist</td>
<td>Ongoing throughout the year</td>
<td>No funding needed.</td>
</tr>
<tr>
<td>media specialist through email regarding the integration of technology to enhance teaching and learning.</td>
<td>school year with at least one tip/handout emailed each week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A  
CIPA Compliant Internet Safety Policy

Board Policy  Descriptor Code: IFBG Internet Acceptable Use

It is the belief of the School System that the use of telecommunications, including the Internet, in instructional programs is an educational strategy that 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 Board of Education that the school system 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, 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:

   i. 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;
   ii. Promote the safety and security of minors when using electronic mail, social networking sites, chat rooms, and other forms of direct electronic communications;
   iii. Prevent unauthorized access, including so-called “hacking,” and other unauthorized activities by minors online;
   iv. Ensure that teachers or other appropriate individuals provide for students age-appropriate instruction regarding safe and appropriate behavior on social networking sites, in chat rooms, and other Internet services, as well as behaviors that may constitute cyber bullying and how to respond when subjected to cyber bullying;
   v. Prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
   vi. 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.

Glynn County Schools  
Date Adopted: 8/22/2017
Last Revised: 7/10/2012
Contract Regarding the Use of the Internet

I, ______________________, accept and agree to abide by the following rules.

I agree to abide by all rules, which are listed in the Glynn County School System network guidelines.

I realize that the only purpose of Glynn County School System networks and their Internet connection is educational.

I realize that the use of the Internet is a privilege, not a right. I accept that inappropriate behavior may lead to penalties including revoking of account, disciplinary action, and/or legal action.

I agree not to participate in the transfer of inappropriate or illegal materials through the Glynn County School System Internet connection. I realize that in some cases the transfer of such material may result in legal action against me.

I agree not to participate in the transfer of material which may be considered treasonous or subversive via the Glynn County School System Internet connection.

I release the Glynn County School System and all other organizations related to the system’s Internet connections from any liability or damages that may result from the use of the network. In addition, I will accept full responsibility and liability for the results of my actions with regard to the use of Internet and other school system networks. I release the school and related organizations from any liability relating to consequences resulting from my use of the school networks and their link to the Internet.

Signed ____________________________ Date,

___________________________________

ISSUED: 04/96
LAST REVISED: 09/09/02

GLYNN COUNTY BOARD OF EDUCATION
Parent and Student Internet Acceptable Use Agreement

I understand that my child will have access to the internet as an educational and research tool and is therefore expected to follow the Glynn County Board of Education’s guidelines for proper and acceptable use. A student’s attempt to violate acceptable use will result in denial of access and possible disciplinary actions as outlined in the school system’s Student Behavior Code.

At the principal’s discretion, the use of personal electronic devices may be allowed during noninstructional time. All personal electronic devices must be turned off during instructional times, unless the devices are approved by the principal as a part of a supervised instructional activity. When accessing the Internet using a personal electronic device, the device must be connected to the filtered and secure GCBE wireless network. Use of devices in violation of school rules and school board policies may result in disciplinary and/or legal action. Glynn County Schools will not be responsible for any damage to, or theft of, personal electronic devices brought on school property. Personal electronic devices taken from students due to possession and/or use in violation of school rules are subject to having their contents searched.

I have read and understand the Acceptable Use policy and I would like for my child to have access to the Internet.

(Parent signature)  (Date)

(Student signature)  (Date)

( Failure to sign and return this form to school will automatically deny the child access to this resource unless it is part of teacher-directed large group instruction.)

ISSUED: 03/11/02
LAST REVISED: 07/27/12

GLYNN COUNTY BOARD OF EDUCATION
The Glynn County School System will provide Internet access to students, teachers and staff. The Internet connects innumerable computers, computer networks and individual subscribers around the world. Users of the school system network must sign an Internet Acceptable Use Policy Agreement prior to receiving Internet privileges. The agreement will define the educational objectives and guidelines for use, as well as unacceptable uses which will lead to revocation of access and possible disciplinary and/or legal action. Upon their child’s enrollment in the Glynn County Schools, parents must also sign an Internet Acceptable Use Policy form stating that they understand that their child will have access to the Internet as an educational and research tool.

The Glynn County School System will install centralized software to control, monitor and filter inappropriate materials. The Internet provides access to computer systems located all over the world. Users must understand that the school system cannot control the content of the information available. Some of the information is controversial and, sometimes, offensive. However, the valuable information and interaction accessible on the worldwide network outweigh the possibility that users may find inappropriate material. The school system does not condone the use of such materials and takes all reasonable precautions to filter access to these materials. The responsibilities accompanying freedom of speech and access to information will be taught. School employees, students and parents must be aware that access to the Internet will be withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established by the school system.

**ACCEPTABLE USE**

Internet access will be used in a responsible, efficient, ethical and legal manner and must support the educational objectives and the student behavior guidelines of the school system. Transmission of any material in violation of any federal, state or school regulation is prohibited. Unacceptable uses include, but are not limited to, the following:

1. Violating copyright laws.
2. Accessing and misusing data belonging to others, including forwarding personal communication without the author’s prior consent.
3. Using, sending and/or distributing threatening or obscene material.
4. Distributing material protected by trade secret.
5. Utilizing the school’s access for commercial, political and religious purposes.

**RESTRICTIONS**

The school system will install a centralized software package that provides Internet control, monitoring and filtering. This software is the critical component of the Internet protection package since it allows valuable on-line Internet access while restricting access to specific unwanted categories including
pornography, gambling, illegal drugs, on-line merchandising, criminal skills, alternative journals and games. The program will be updated on a regular basis to keep the restriction list as current as possible.

**ETIQUETTE**

Users must abide by network etiquette rules. These rules include, but are not limited to, the following:

1. Be polite; rudeness is never acceptable.
2. Use appropriate language; do not swear, use vulgarities or other abusive or inappropriate language.
3. Do not reveal personal information including addresses or phone numbers.
4. Do not disrupt the use of the network.
5. Assume that all communications and information accessible via the network are monitored by school system personnel.
6. Utilize printing facilities reasonably.
7. Report interesting educational sites to the instructor.
8. Do not ridicule others’ ideas or opinions.
9. Remember that you are an ambassador for the school system and for the state of Georgia.

**PRIVILEGES**

The use of the Internet is a privilege, not a right. Inappropriate use will result in limitation or cancellation of user privileges and possible disciplinary actions and/or legal action.

**COMPUTER NETWORK USE PROTOCOL**

The Glynn County School System’s district computer network and Active Directory login (network login) are intended for use by individual Glynn County Board of Education employees and Glynn County School System students only. Network use is monitored regularly by the school system’s Information Technology department. Employees shall not allow any other individual, especially a student, to log in to the network using an employee or user name and password. Any staff member who allows another person to use his/her personal login to access the district network will have his/her Active Directory account disabled. A notification that the account has been disabled will appear in the description field of the account. The account will not be re-enabled until a review is conducted by the employee’s principal or supervisor.

Employees should not use the Documents folder (including but not limited to My Documents, My Music and My Videos) to store personal files of any file type, such as music, pictures or video files. Files determined to be personal in nature and not relating to work-related responsibilities are subject to deletion without notice.

**EMAIL DISTRIBUTION GROUPS**

The Glynn County School System has established an email communication network to facilitate the dissemination of information to staff throughout the system. Distribution lists for specific schools, work
sites and groups have also been established to enable staff groups with common goals and interests to communicate effectively and efficiently.

Information disseminated via the email network must be related to the school system, its schools and students, or parent/booster organizations affiliated with the Glynn County School System. Unless approved by the superintendent, the email network cannot be used to distribute information for any outside business, group, organization or activity.

All information for district-wide distribution via the district’s email network must be submitted to the Public Relations department for approval and dissemination. Individual staff members are only permitted to send email messages to their school or work group distribution list.

**STUDENT USE OF PERSONAL ELECTRONIC DEVICES**

As stated in the Glynn County Schools Student Behavior Code (board policy JCDA), at the principal’s discretion, the use of personal electronic devices may be allowed during non-instructional time. All personal electronic devices must be turned off during instructional times, unless the devices are approved by the principal as a part of a supervised instructional activity. Prior to the use of personal electronic devices, Internet acceptable use agreements must be signed by both the student and parent and the device must be connected to the filtered and secure GCBE wireless network. Use of devices in violation of school rules and school board policies may result in disciplinary and/or legal action. Glynn County Schools will not be responsible for any damage to, or theft of, personal electronic devices brought on school property. Personal electronic devices taken from students due to possession and/or use in violation of school rules are subject to having their contents searched.

**SCHOOL WEB SITES AND STAFF WEB PAGES**

Glynn County School System web sites and pages can only be created by persons employed by the Glynn County Board of Education. The person(s) creating or submitting web content is responsible for the content and periodic review for accuracy.

All subject matter should be related to curriculum, instruction and/or school- or system- authorized activities. Neither staff nor students may publish personal pages as part of district web sites/pages.

**SOCIAL NETWORKING**

Glynn County School System employees should consider adjusting the privacy settings of personal social networking accounts to “Only Friends” and ensure that all communications reflect appropriately on the employee’s status as a representative of the school system. Staff members should use their best judgment and only “friend” a student on social networks after the student has graduated from the Glynn County Schools. Staff members are prohibited from posting to or updating personal social network pages during work hours.

**SECURITY**

Security on any computer system is a high priority, especially when the system involves many users.
Attempts to tamper with the program, access the system as any other user, or to share a password will result in cancellation of user privileges. Electronic mail is not guaranteed to be private; system operators have access to all mail. Messages related to, or in support of, illegal activities may be reported to the authorities and disciplinary action will follow.

**VANDALISM**

Vandalism will result in cancellation of user privileges, disciplinary action and/or legal action. Vandalism is defined as:

1. Any malicious attempt to harm or destroy equipment.
2. Any malicious attempt to harm or destroy data of any person or agency connected to the Internet.
3. Uploading, creating or transmitting computer viruses.

**AGREEMENT**

Parents and students must sign the “Internet Acceptable Use Policy” forms prior to a student receiving Internet privileges. Other users, including teachers, staff and school system employees, must sign the Internet Acceptable Use Policy before receiving Internet access privileges.

**DISCLAIMER**

The school system makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school system will not be responsible for any damages suffered while on the network system. These damages include loss of data, misdeliveries, service interruptions and/or exposure to offensive or threatening material. The school system denies any responsibility for the accuracy of information obtained through these services.

The user accepts personal responsibility for any information obtained through the school’s Internet access and financial liability for any purchases through this access.

Glynn County Schools

Date Issued: 9/9/2002
Last Revised: 7/27/2012
The Glynn County School System has established an email communication network to facilitate the dissemination of information to staff throughout the system. Distribution lists for specific schools, work sites and groups have also been established to enable staff groups with common goals and interests to communicate effectively and efficiently.

Information disseminated via the email network must be related to the school system, its schools and students, or parent/booster organizations affiliated with the Glynn County School System. Unless approved by the superintendent, the email network cannot be used to distribute information for any outside business, group, organization or activity.

All information for district-wide distribution via the district’s email network must be submitted to the Public Relations department for approval and dissemination. Individual staff members are only permitted to send email messages to their school or work group distribution list.
Appendix F – Employee Computer and Internet Use Including Local Administrator Access

Administrative Regulation

Employee Computer and Internet Use -
Local Administrator Access

Descriptor Code: IFBGC-R(1)

Purpose: To define Local Administrator Rights (Local Admin) to Glynn County School System staff on the county’s computer workstations.

Levels of Access: Glynn County School System (GCSS) recognizes two levels of security on its workstations: Limited and Administrator. GCSS does not recognize the “Power User” level of access.

Limited will require the Techshop or IT Department to install local system software. This assures the highest level of security on GCSS computers.

Administrator (Local Admin) access allows an authorized end user to have the ability to install software on the local computer. This includes the ability to edit the registry. This does not guarantee an end user the ability to make changes to any desktop or other settings as defined in group policy based on the user’s job function.

Normal procedure will be that all GCSS staff will be assigned as limited users. Exceptions may be given to staff members that require Local Admin access to individual workstations. Requests for these exceptions must be submitted in writing to the IT Department. The approval for Local Admin access will be in accordance with the school system’s Acceptable Use Policy.

Guidelines

• GCSS workstations are GCSS property and are intended for GCSS business.
• There must be a demonstrated and justified need to have Local Admin access.
• The only department which will have full-time Local Admin access is the GCSS Techshop Department.
• Local Admin access will be limited to a user’s primary computer. Exceptions may be approved for technology teachers for their lab computers only.
• Individuals approved to be Local Admins will refrain from installing applications downloaded from the Internet or software not compatible with the workstation’s operating system. Installation of these software programs may risk the installation of malware/viruses that expose GCSS’s network to virus attacks or other malicious effects.
• No file sharing software shall be installed on GCSS computers by approved Local Admins.
• Local Admins will refrain from downloading applications (software) that are illegal or not licensed on GCSS-owned equipment.
• Local Admins will not install software on another user’s computer to bypass the techshop or the IT Department.
• Individuals approved to be Local Admins must sign to acknowledge that they have read the GCSS Acceptable Use policy and Local Administrators Access administrative regulation.
• IT and Techshop will be unable to troubleshoot non-standard or non-supported applications installed by Local Admins.
• Violation of any part of this policy or its guidelines will result in the immediate revocation of Local Admin privileges.
• Approval will only be in effect for one school year at which time the end user will have to complete a new Local Administrator Access Policy form, signed by a member of the IT Department.

Glynn County Schools

Date Issued: 10/14/2010
Last Revised: 7/24/2012
Appendix G – Purchasing Policy

Board Policy

Purchasing

The purpose of the policies and procedures for purchasing shall be to enhance the educational program through efficient and effective procurement of products and services that best meet the needs of the school system while maintaining sufficient controls over the use of public funds. Purchasing practices shall conform to the laws of the State of Georgia. Purchasing shall be done in conformity with ethical business practices.

Construction Projects

Bidding procedures for "Capital Construction Projects" will conform to Title 36, Chapter 91 of the Official Code of Georgia Annotated, which outlines the process for bidding local governmental public works projects, as well as O.C.G.A. §13-10-91.

Purchasing Authority/Purchase Orders and Contracts

No purchase or obligation to purchase may be made or confirmed; (a) unless there are sufficient budgeted funds available to cover that purchase, and (b) without a duly authorized purchase order or contract. The purchase order is a legal document, it is the vendor's authorization to ship and invoice for products or services specified on the order. Any obligation of the school system without a duly authorized purchase order will be the sole responsibility of the person making that obligation and that person may be held liable for the amount of said obligation.

Any contract other than a purchase order issued on behalf of the school system must have the approval signature of the superintendent or assistant superintendent for finances. Multi-year purchases of $30,000 or more where the payment or portion of the payment is to be carried over to the next school year must be approved by the Board of Education. The Superintendent or the Assistant Superintendent for Finances must approve multi-year purchases less than $30,000.

Schools and departments must not purchase an item from a vendor when the same or like item is stocked in the Glynn County Schools Warehouse.

Purchases to local vendors of $500 or less may be made on a Field Purchase Order form used in conjunction with guidelines issued by the Superintendent.

Small, routine convenience purchases may be made with the prior approval of the principal/department head and reimbursed from an established petty cash fund without a purchase order, as long as the purchase complies with the school system's petty cash guidelines issued by the Superintendent.

Award recommendation for purchases in excess of $30,000 requires the approval of the Board of Education. Exceptions include the purchase of textbooks, instructional materials (defined as items that are designed to serve as a major tool for assisting in the instruction of a subject or course; these items may be available in bound, unbound,
kit or package form and may consist of hardbacked or softbacked textbooks, consumables, learning laboratories, recordings, manipulatives, electronic media, e.g. instructional computer programs, online services, laser discs, CD-ROM, etc.) and other commonly accepted instructional tools, testing booklets and material, fuel for buses, and emergency situations as approved by the Superintendent in writing. For purposes of this policy, an emergency is defined as an eventuality that (1) cannot reasonably be foreseen; (2) demands correction by immediate action; (3) if not corrected, may endanger students and/or others or (4) may result in economic loss to the school district. A written determination and justification establishing the basis for the emergency and for the selection of the particular vendor should accompany the purchase order.

**Bids and Quotations**

Board employees should always assure that the school system is receiving the best value available on all purchases using school system funds, including internal account monies.

Verbal or written quotations will be obtained on open market purchases over $3,500 for the delivery of supplies, equipment, services and installations. Open Market bids over $7,500 must be written and can be submitted via fax, USPS, e-mail, etc. In lieu of bid(s), the Purchasing Director may purchase off of current State of Georgia Statewide Contracts (SWC), applicable GSA contracts or public agency purchasing cooperative contracts such as U.S. Communities, National Joint Powers Alliance, Purchasing Solutions Alliance, etc.

All purchases with an estimated cost up to $3,500 are excluded from the bid requirement. The Purchasing Director may, at his/her discretion, bid out orders in this price category to assure the school system is receiving the best value available.

A Request For Proposal (RFP) shall be developed primarily for projects requiring on-site contractor installation (excluding Capital Construction and Professional Services addressed above). The opportunity shall be advertised appropriately in the county's legal organ for a minimum of three consecutive days and an Invitation to Bid may be posted on the Georgia Procurement Registry. Responders shall submit sealed proposals in accordance with criteria outlined in the RFP documents.

All purchases with an estimated total cost of $30,000 or more require approval by the Glynn County Board of Education. The Board reserves the right to reject any or all quotations and proposals and to accept that quotation or proposal which appears to be in the best interest of the school system. The board reserves the right to waive any informality in, or reject, any or all proposals or any part of any proposal. The vendor to whom an award is made may be required to enter into a written contract with the school system.

In most instances, all RFPs and all open market orders will be awarded to the responsible qualified vendor submitting the low dollar proposal or quotation. However, the Board also reserves the right to reject any or all proposals and to accept other than the low dollar proposal when the interest of the school system can be better served. In the event of equal cost proposals, preference will be given to the local bidder. In the event of equal cost proposals submitted by two or more local bidders, the award will be made by some method measuring an equal chance to all involved.
Staff Development/Professional Learning Services
Contracted staff development/professional learning services, including training and consultative services, can be selected from an available source with the expertise on the particular topic at the discretion of the Superintendent or designee to provide training to teachers and other staff members.

Food and Nutrition Produce Purchases
Food/produce for use in the School Lunch Program may be purchased utilizing weekly written quotations obtained by the Director of Food and Nutrition or other designated purchasing agent.

The Director of Food and Nutrition or other designated purchasing agent may join, or "piggyback," onto an existing agreement between a vendor and a state agency or local government entity. Piggyback procurement involves one or more public entities securing a contract with the understanding that the contracted goods or services may also be extended under the same terms to other public entities that "ride" the lead contract. Any purchases from piggyback bids of $30,000 or more require approval by the Glynn County Board of Education.

Venues and Products for Student Activities
The selection of venues and products for some student activities, including but not limited to, field trips, homecoming, prom, and graduation activities does not lend itself to the competitive procurement processes utilized by the District.

Single-Source Purchases
A single-source purchase implies that there is only one person or company that can provide the contractual services or product needed and that any attempt to obtain bids would only result in one person or company being available to meet the need.

The purchase of sole-source products and services must be justified by completing a Sole Brand Justification form and the vendor must provide a letter stating they are the sole-source vendor for the service or product in need. In situations where "sole-source" classification is debatable, the superintendent or assistant superintendent for finances shall make the final determination.

Competitive bids shall not be obtained for purchases that are available from only one source, including:

1. An item for which competition is precluded because of a patent, copyright, secret process, or monopoly.
2. A film, manuscript, or book.
3. A utility service, including electricity, gas, or water.
4. A captive replacement part or component for equipment.

Code of Ethics
The Purchasing Department staff or any other employee of the Board of Education shall not use their authority or office for personal gain and shall seek to uphold the standing of the purchasing profession by:

1. Maintaining an unimpeachable standard of integrity in all their business relationships both inside and outside the organizations in which they are employed;
2. Fostering the highest standards of professional competence among those for whom they are responsible;
3. Optimizing the use of resources for which they are responsible, so as to provide the maximum benefit to the Board of Education;
4. Rejecting and denouncing any business practice that is improper.

In applying these precepts, employees should follow the guidance set out below:

1. Declaration of Interest - Any personal interest which may either impinge or be deemed by others to impinge on employees' impartiality in any matter relevant to their duties should be declared to their employer.
2. Confidentiality and Accuracy of Information - The confidentiality of information received in the course of duty must be respected and not used for personal gain. Information given in the course of duty should be true and fair and not designed to mislead.
3. Competition - The Board of Education maintains some advantage by continuing relationships with suppliers. However, any arrangement which might, in the long term, prevent the effective operation of fair competition, should be avoided.
4. Business Gifts - To preserve the image and integrity of both the employee and the Board of Education, business gifts should be never be accepted.
5. Promotion or Sale of Materials - With the exception of properly executed sales of surplus property including furniture, equipment, textbooks and vehicles, no employee or agent of the Board of Education shall, for compensation of any kind, promote, offer for sale or sell, directly or indirectly, any books or other teaching or learning materials, equipment, furniture, or other articles purchased by the Glynn County School System, to the Board of Education, staff, parent, or student enrolled in the school system.

Purchases from Board of Education members or companies in which the Board of Education member or a member of his immediate family has a controlling interest (51%) are prohibited. Purchases from employees or companies in which the employee, spouse, or children have a controlling interest (51%) and are in a procurement decision making role are prohibited. Purchases from companies in which a member of an employee's immediate family, other than spouse and children, has a controlling interest are permitted if the employee is not involved in a decision making role.

Glynn County Schools

Date Adopted: 9/8/1980

Last Revised: 7/25/2017
Appendix H – Interoperability and Redeployment Procedures

Interoperability:
The Glynn County school district operates under a three-year lease agreement that rotates between school levels each year; high schools one year, then middle schools, then elementary, and repeat. The Technology Services Department solicits bids from computer manufacturers during a competitive bidding process. The leasing contract is then determined based on the submission of these competitive bids. Once the three-year cycle has been completed, our system must declare the leased equipment as surplus. Technology Services then solicits bids from equipment recyclers/resellers and sells the surplus equipment to the highest bidder.

In the event that hardware purchases are requested, beyond the scope of our standardized leased equipment, the district Curriculum and Instruction Committee, in conjunction with the Technology Services Department are notified. The request will be evaluated based on cost and funding source, targeted grade levels, the instructional purpose and target group, implementation plan, professional learning plan, and product research. If those evaluative criteria are met, Technology Services is consulted to ensure system compatibility and management options.

The Glynn County School System has standardized our computer operating systems to the Microsoft Windows platform. Software requests are treated the same as hardware requests and are evaluated by the Technology Services Department before being reviewed by the Curriculum and Instruction Committee. The same high standards of resource need and selection must be met to receive approval.

Once approved, hardware is installed by a computer technician and software is packaged and deployed through group policy by our ADDT Team.

Redeployment Process:
The Technology Services Department and Tech Shop redeploy equipment as needed, but on an infrequent basis. With our three-year leasing cycle in place, there is little need to keep, retrofit, and redeploy older computer equipment. Some examples of redeployment include district-wide time clock machines and print release stations. These uses require machines that act as a kiosk and require little to no processing capabilities.

Old equipment that has reached end-of-life is disposed of through a recycling program. The appropriate school personnel gathers end-of-life equipment and completes an Asset Reduction Form. The Tech Shop is then notified that equipment is ready for recycling. When enough equipment is gathered, a recycling company is contacted to arrange for pick-up.
Appendix I – Media Programs Policy

Media Programs Policy

Descriptor Code: IFBC

The implementation of a unified media program throughout the Glynn County School System shall be based on procedures implemented by the Superintendent in accordance with State Board of Education rules and regulations.

The procedures implemented by the Superintendent shall contain provisions to ensure that:

1. A media committee is established at the system level to be responsible for the development of media procedures for the school system, including:
   a. Selecting media and instructional materials,
   b. Handling requests for reconsideration of materials,
   c. Considering gifts of instructional resources,
   d. Using non-school owned materials, and
   e. Complying with copyright law.

2. A media committee is established at each school to provide input into various aspects of the media center operation, including:
   a. Making recommendations and decisions related to planning, operation, evaluation and improvement of the media program,
   b. Annually evaluating media services, and
   c. Developing a multi-year media plan for budget and services priorities.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.
Appendix J – Request for Reconsideration of Instructional Materials

Exhibit

Instructional Materials

Descriptor Code: IFA-E(I)

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Author__________________________________________Print______Non Print________

Title________________________

Publisher (If known)________________________

Request initiated by__________________________Phone________________________

Address________________________

Street City State Zip

Complainant represents:

_____ Self

_____ Other Identify__________________________

To what in the material do you object? (Please be specific; cite sections or pages):_______

What do you feel might be the result of reading/viewing/listening to this material?_______

For what age group would recommend this material? ____________________________

Is there anything good about this material? ________________________________

Did you read/view/listen to the entire material?____What parts?________________

Are you aware of the judgment of this material by qualified critics? ______________________

What do you believe to be the theme of this material?________________________

What would you like your school to do about this material?____________________

_____ Do not assign it to my child.

_____ Withdraw it from all students as well as my child

_____ Send it back to the School Media Committee for reevaluation.

In its place what material of equal quality would you recommend?__________________

________________________________ Signature of Complainant

ISSUED: 07/29/82 REVIEWED: 12/2000

CROSS REF.: Also IFAB-E Supplementary Materials Selection & Adoption

KNBA-E Complaints About Instructional Materials
MEDIA GIFT POLICY

Gift materials shall be evaluated by the same criteria as purchased materials. If materials meet these criteria, they shall become the property of the Glynn County Board of Education and subject to the same criteria for disposition.

For donor to complete:

Name______________________________________________________________

Address__________________________________________________________

Telephone________________________________________________________

Type of Material____________________________________________________

What disposition shall be made of this gift if it does not meet the evaluative criteria?________________________

ISSUED: 1987
REVIEWED: 12/2000
Appendix L – Procedure for using non-school owned material in the classroom

Exhibit

Instructional Materials

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**PROCEDURE FOR USING NON-SCHOOL OWNED MATERIAL IN THE CLASSROOM (VIDEOTAPES)**

All video materials not purchased with school or Board of Education funds must be included in each teacher’s lesson plans and approved by the immediate supervisor.

Name

Subject

Title of Material

Rating: ___________ Length: ________________

Source of Material

Teacher has viewed this video? Yes _____ No _____

Objective Supported by Material

This form must be completed by the teacher and attached to the appropriate lesson plan.

______________________________
Principal’s Signature

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ISSUED: 1987
REVIEWED: 12/2000
LAST REVISED: February 11, 2002
Copyright Procedures

CATEGORY I – COPYRIGHT LAW – BOOKS AND PERIODICALS

What May Be Done:

I. Single Copying for Teachers:
A single copy may be made of any of the following by or for a teacher at one’s own individual request for scholarly research or use in teaching preparation to teach a class:

A. A chapter from a book.
B. An article from a periodical or newspaper.
C. A short story, short essay or short poem, whether or not from a collective work
D. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

II. Multiple Copies for Classroom Use:

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

A. The copying meets the tests of brevity and spontaneity listed below and,
B. Meets the cumulative effect test as defined below and,
C. Each copy includes a notice of copyright

Definitions

Brevity:

1. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages, or (b) from a longer poem, not more than 250 words.
2. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words.
3. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
4. “Special works”: Certain works in poetry prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, fall short of the 2,500 words in their entirety. Paragraph II above notwithstanding, such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found thereof, may be reproduced.

Spontaneity:

1. The copying is at the instance and inspiration of the individual teacher, and
2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

1. The copying of the material is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay or two short excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
3. There shall not be more than nine instances of such multiple copying for one course during one class term.

What May Not Be Done:

I. Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works.

B. There shall be no copying of or from works intended to be “consumable” exercises, standardized tests and test booklets and answer sheets and like consumable materials.

C. Copyright shall not:
1. substitute for the purchase of books, reprints or periodicals;
2. be directed by higher authority; or
3. be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of photocopying.

CATEGORY II – COPYRIGHT LAW – FOR EDUCATIONAL USE OF MUSIC
What May Be Done:

A. Permissible Uses:
   1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

   2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a selection, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.

   3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

   4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes may be retained by the educational institution or individual teacher.

   5. A single copy of a sound recording (such as a tape, disc or a cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to copyright of the music itself and not to any copyright which may exist in the sound recording.)

What May Not Be Done:

B. Prohibitions:

   1. Copying to create or replace or substitute for anthologies, compilations, or collective works.

   2. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheet and like materials.

   3. Copying for the purpose of performance, except as in A (1) above.

   4. Copying for the purpose of substituting for the purchase of music, except as in A (1) or A(2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

**CATEGORY III – COPYRIGHT LAW – OFF-AIR RECORDING OF BROADCAST PROGRAMMING FOR EDUCATIONAL PURPOSES**

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.

2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. “Broadcast programs” are television programs transmitted by television stations for reception by the general public without charge.

3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus. As well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. “School days” are school session days not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions within the forty-five (45) calendar day retention period.

4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.

7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

Copyright and Satellite Transmission

The use of satellite earth stations by schools for the purpose of receiving television pictures and redistributing to classrooms, media centers, day rooms, social halls, etc. requires a license from the copyright holder or its authorized representative. The 1984 law enacted by Congress, which permits individuals to receive unscrambled television pictures from satellites without any copyright liability for viewing programs, applies only to private performances or uses and not to public performances. Private performances are limited to and defined as individual viewing within a place of residence. The 1984 legislation provides for severe criminal penalties of $1,000 per infringement, six (6) months imprisonment, or both. Copyright owners also have recourse to civil remedies. Before purchasing and using satellite receiving hardware, teachers should fully explore all of the legal ramifications.

CATEGORY IV – COPYRIGHT LAW – COMPUTER SOFTWARE

Reproducing computer software without authorization violates the U.S. Copyright Law. It is a Federal offense. The money paid for a software product represents a license fee for the use of one copy. It does not represent an authorization to copy. Civil damages for unauthorized software copying can be as much as $50,000 or more and criminal penalties include fines and imprisonment. Bills have been introduced in Congress to strengthen the law and increase penalties.

When purchasing or acquiring microcomputer programs, the specific right to copy, network or perform other activities extending beyond individual usage of the software on a single terminal should be clearly defined in the purchase agreement. Frequently, these rights must be negotiated on a title-by-title basis with the software vendor or distributor. An additional fee, beyond the basic software cost, may be charged for duplication, networking or other rights. If uncertain whether a specific use is legal under the software purchase agreement or license, and unable to secure this information from the source where the program was acquired, follow the school system’s procedure for determining legality. This may require a legal opinion from the school system’s attorney.

Remember that the “archival copy” of a computer program that is allowed under the law may be used to replace a damaged circulation copy. It may not be used to make an additional copy for circulation unless the purchase agreement or license provides otherwise.

CATEGORY V – COPYRIGHT LAW – GENERAL MEDIA CENTER AND STATE PROVIDED VIDEO RESOURCES
Information about state-provided video resources may be found in the materials distributed by the State Department of Education.

1. Peach Star Schedule Book: Programs may be taped for later classroom use under the provisions of the Fair Use Guidelines to the Copyright Act.

2. Video Lessons Catalog: These titles are restricted to those schools whose systems are registered for this service. Glynn County is registered.

ISSUED: 08/09/99
REVIEWED: 12/2000
LAST REVISED: 04/17/00
GLYNN COUNTY BOARD OF EDUCATION