Cobb County School District
Marietta, Georgia

Three-Year Technology Plan

July 1, 2012 – June 30, 2015
(December 12, 2011)

Superintendent
Dr. Michael Hinojosa
Section 1
Vision for Technology Use

Mission and Vision Statements
Section 1: Vision for Technology Use

Mission:
Technology, as an integral part of curriculum, instruction, assessment and learning, prepares students to succeed in a global community. Our students will be equipped with twenty-first century technology skills to demonstrate, apply and communicate their learning. College and career ready graduates must have these skills.

Vision:
- Technology serves as a tool to engage students in quality learning experiences requiring higher-order thinking skills to solve authentic problems.
- Students will use next generation technology tools to access, analyze and apply increasingly complex information to draw conclusion and make informed decisions.
- Student learning will be enhanced through open access and equitable distribution of online communication tools and information resources.
- Students and teachers will be technologically literate and will model responsible digital citizenship through the ethical use of information.
- Students and teachers will use technology to extend learning beyond the classroom and the school day.
- Students will use technology to connect and collaborate with classmates, educators, and experts around the world.
- Students, teachers, and educational leaders will use technology to assess, monitor, analyze, and report student performance data immediately to inform instructional planning and provide timely targeted feedback to students and teachers.
- Students will use rigorous online and blended learning opportunities including Cobb Virtual Academy and Georgia Virtual School to succeed academically.
- Technology will improve communication between district stakeholders, ensuring that students, parents, teachers, administrators, support personnel, board members, and community members receive relevant information.
- All district personnel will use technology to maximize and personalize their professional learning.
- Federal, state, and local funding sources will be maximized to support professional learning in the effective integration of technology into curriculum, instruction, and assessment.
Section 2
Current Reality
Access to Technology/Data Sources, Instructional and Administrative Technology Use, Gap Analysis, Goals/Benchmarks/Strategies
Section 2: Current Reality

a. Access to Technology/Data Sources

The District consists of 127 schools and administrative sites. There are over 53,000 workstations and over 13,000 printers/copiers on the local area networks. This includes laptops for teachers and networked printers in each classroom. Each school has one server serving the school’s network. Schools are connected via single mode fiber to a centralized backbone located at the Kennesaw Data Center to form a wide area network.

A SPLOST II funded network refresh project was completed in the summer of 2009 and replaced the 10 MB service to elementary and middle schools with dual 1 GB service. It also replaced the 100MB service to the high schools and central offices with dual 1 GB service. The refresh provides a wireless overlay for all schools. A supplemental internet connection was installed in July 2009 and provides the staff and students an additional 1 GB connection to the internet. CCSD provides a total of 1.5 GB of bandwidth to meet usage demands for online resources and content materials for students and staff. It also allows the District to maximize the throughput available with the upgraded WAN service as the DOE provided bandwidth alone does not meet the needs of our district.

Currently Novell’s GroupWise is being utilized to provide local and Internet email services for all staff. CCSD is planning to complete its Microsoft migration plan in the summer of 2012 by transitioning the email platform to Microsoft Exchange email system. eSafe is being used for CIPA compliance by providing enabling/blocking security for internet access. It also assists in keeping inappropriate materials inaccessible to students and staff.

All media centers, student information, food and nutrition, and financial systems are automated and are accessible through the network. Parents are able to access student grades and attendance data for middle and high school students. Parents can also pay for services such as student lunches K-12 and elementary after school care electronically. Cobb Virtual Academy classes and rich curriculum resources are accessible from both home and school. Staff can sign up for and take staff development courses online.

Academic portal development continues in response to the expanded need to house and access information vital to the district. Information from the student information systems as well as assessment data is stored and available for reports. Data driven decisions regarding achievement can be made based on student data that is available to every school. In some classrooms, data from student response systems provide teachers and students with immediate feedback on skill mastery.

District employees and the public can access current board agendas and archived data. All board meetings are televised to increase public awareness and encourage participation. The district’s web pages are updated with current articles and videos to enhance communication. The use of an automated calling system connects the district to approximately 75,000 families throughout our community.

The District’s current telecommunications systems include Nortell, Cisco systems, and over 2,900 phone lines. Schools constructed after 2008 include VOIP systems. The District will begin replacing the aging phone system in 2012-13. A VOIP system is planned to enhance district wide communication and provide cost savings. Implementation of Wi-Fi enabled handheld devices such as cell phones and Blackberry devices are used in local schools and administrative sites to enhance current communication and provide an overlay option for student and staff safety and security. Plans have been made for a telecommunications audit to ensure CCSD is maximizing existing resources. The audit may provide data on ways to modify existing services in an effort to cut costs while still retaining a stable and secure telecommunications network.

The automated Customer Care Center receives over 66,000 service requests annually in support of the district’s technology. The Customer Care Center also allows for remote monitoring of servers and immediate dispatch of technicians as needed. Dedicated technicians are located in every middle and high school. Remaining technicians rotate coverage for elementary and administrative sites.
Disaster Recovery/Business Continuity planning is in progress. Data center equipment refresh and plans for a disaster recovery site to ensure business continuity in the case of a disaster is essential to safeguard student data, provide uninterrupted payroll services and reduce impact to staff, students, and the community in the event of a catastrophic event.

SPLOST I and II funds have included a means to establish a hardware refresh cycle for district equipment. This includes a computing device for all teachers. SPLOST has also provided for data center and network refresh. SPLOST III has been approved and planning continues for the projects outlined in the Curriculum/Instruction/Technology Summary found in the appendices. Highlights of the SPLOST III Curriculum/Instruction/Technology expenditures include:

- Continuing to maintain the existing technology infrastructure, as well as upgrading servers, switches, data center, phone systems and adding capacity for centralized video distribution.
- Providing computing devices, printers, and copiers for classrooms and schools, sound systems in the fine arts programs, and graphing calculators for math classes.

Software included with textbook adoptions is carefully scrutinized to make sure it is aligned to standards in that content area, is of high quality, and works appropriately within our technology infrastructure. Instructionally sound, research based software is purchased at the district level to meet student needs for remediation and acceleration. Skills Tutor K-12, Read 180 K-12, Fastt Math K-5, and NovaNET 9-12 for credit recovery are currently used for this purpose. Special Student Services adopts assistive technology software to meet the needs of students with disabilities.

The District's Approved Software website has been upgraded to delete outdated information and provide a more user-friendly interface for both inquiry and back-office update capabilities. Enhancements include broader definitions for fields with drop down menus for consistency, and the addition of content area by grades. Current software process: [http://level4.cobbk12.org/~software/](http://level4.cobbk12.org/~software/)

**b. Technology Use**

**Instructional Uses of Technology**

The following data sources were used to determine the current instructional uses of technology in CCSD.

1. Levels of Technology Innovations (LoTi)
2. School Improvement Survey (SIP)
3. Eighth grade Technology Literacy Assessment Scores
4. Usage data: Skills Tutor, netTrekker, CVL resources, Blackboard, and Atomic Learning

Data is presented in the following pages.
1. **Levels of Teaching Innovations (LoTi)**

LoTi was administered in 2012 for the first time in 3 years. It is used by Department of Instructional Technology to plan for professional learning.

According to the 2012 survey, approximately 18% of Cobb County School District participants completing the LoTi Digital-Age Survey self-assessed themselves at the Proficient Level as defined by the National Education Technology Standards for Teachers (NETS-T).

The Levels of Teaching Innovations (LoTi) results for 2012 indicate 52% participants were clustered in Levels 0 through 2. These levels represent the lower portion of Loti Framework and focus primarily on teacher's use of productivity tools, student use of tutorial programs and “project-based” learning opportunities and the knowledge and comprehension level (level 0 – level 2).
The Personal Computer Use (PCU) results for 2012 indicate 44% of the participants have a moderate to high fluency with using digital tools for student learning. The participants at level 4 use a broader range of tools in support of the curriculum than the participants at level 3 (level 3 and 4).
The Current Instructional Practices (CIP) results indicate 56% of the participant’s lean toward learner based approach to instructional practices (level 5 – level 7).

Student Learning and Creativity was determined to have the highest-level need for professional development in the 2012 results while Digital-Age Learning Experiences and Assessments was determined to have the lowest-level need for professional development.
2. 2012 SIP Survey Data

Cobb County School District administers an annual School Improvement Survey. This survey has recently been aligned with GAPSS. The following information reflects responses from teachers, parents, and students aligned to the GAPSS Use of Technology standard.

The following survey data suggest:
- Students and teachers are comfortable using digital technologies.
- Overall, parents agree that their student has adequate opportunities to use technology in school.

### 2012 – District Average

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<tr>
<th>GSS: 1 2.7 Use of Technology</th>
<th>Staff: Technology is effectively utilized to maximize student learning.</th>
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<tr>
<td>Parent: My student has adequate opportunities to use technology in school.</td>
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<tr>
<td>Student: I am able to use technology at school as a tool for learning.</td>
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<table>
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<th>STUDENT</th>
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<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
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Overall Standard Frequency: 84.8
3. Technology Literacy Assessment Data

Georgia defines technology literacy as the ability of students to use the tools of their society with skill in an ethical, accurate, and insightful manner to meet the demands of the 21st Century workplace and world. This includes the ability to use appropriate technology responsibly to solve problems and to create knowledge and learning.

The 21st Century Skills Assessment from Learning.Com (through the GA DOE) was used in 2012 to assess all eighth grade students’ level of technology literacy proficiency. The results below are reported to the GaDOE as a part of the Georgia Technology Inventory. The following Technology Literacy Assessment Data reveals: 36% of CCSD eighth graders are proficient on the Technology Literacy Assessment; 7% advanced, and 51% at basic proficiency. The assessment measures students’ technology literacy skills and students’ progress toward meeting Technology Integration Standards (NETS-S) in following areas: students’ creativity, innovation, information fluency, critical thinking, decision making and digital citizenship.

Completions: 7257
Scale Score Range: 100 - 500

DISTRICT EXAM AVERAGE SCORE
2012

BELOW BASIC BASIC PROFICIENT ADVANCED

296 - Basic

INDIVIDUALS PER PROFICIENCY LEVEL

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Scale Score Standard Error: 4.24
Scale Score Standard Deviation: 66.7
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</table>
4. Usage Data:

**Atomic Learning**

Atomic Learning is a web-based software and curriculum resource on 110 applications that students and educators use daily. Included in the service are thousands of short tutorials that can be used as a part of a professional learning course or program, or serve as a just-in-time approach to answer common questions staff have when learning popular software packages. Licenses are provided by the district to all Cobb County employees and their families. Students are not included in the licensing.

Usage data suggests that Atomic Learning is being accessed more frequently during the months when professional learning classes and seminars are in session. Many classes have Atomic Learning tutorials embedded in the course work and therefore the increases in usage during those times.
Usage data indicates more middle school students are using SkillsTutor than High School students. Some schools have much higher usage than others. Some schools have very little usage. Usage does not appear to be related to location or SES.

<table>
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<tr>
<th>School Name</th>
<th>Activities Completed</th>
<th>Time on Task in Minutes</th>
<th>School Name</th>
<th>Activities Completed</th>
<th>Time on Task in Minutes</th>
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<td>Dickerson Middle School</td>
<td>1886</td>
<td>11194</td>
<td>Pinler Elementary School</td>
<td>19053</td>
<td>99050</td>
</tr>
<tr>
<td>Dodgen Middle School</td>
<td>29</td>
<td>120</td>
<td>Pope High School</td>
<td>223</td>
<td>2032</td>
</tr>
<tr>
<td>Dowell Elementary School</td>
<td>873</td>
<td>4626</td>
<td>Powder Springs Elementary School</td>
<td>6028</td>
<td>32744</td>
</tr>
<tr>
<td>Due West Elementary School</td>
<td>20052</td>
<td>118007</td>
<td>Powers Ferry Elementary School</td>
<td>6083</td>
<td>35894</td>
</tr>
<tr>
<td>Durham Middle School</td>
<td>19324</td>
<td>155233</td>
<td>Riverside Intermediate School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>East Cobb Middle</td>
<td>7257</td>
<td>50063</td>
<td>Riverside Primary School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eastvalley Elementary School</td>
<td>0</td>
<td>0</td>
<td>Rocky Mountain Elem School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>eHigh School - Cobb County SD</td>
<td>2</td>
<td>5</td>
<td>Russell Elementary School</td>
<td>1382</td>
<td>8579</td>
</tr>
<tr>
<td>Fair Oaks Elementary School</td>
<td>231</td>
<td>1398</td>
<td>Sanders Elementary School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Floyd Middle School</td>
<td>3813</td>
<td>23559</td>
<td>Sedalia Park Elementary School</td>
<td>1015</td>
<td>6122</td>
</tr>
<tr>
<td>Garrett Middle School</td>
<td>1511</td>
<td>9604</td>
<td>Shallowford Falls Elementary School</td>
<td>250</td>
<td>370</td>
</tr>
<tr>
<td>Garrison Mill Elementary School</td>
<td>7375</td>
<td>49879</td>
<td>Simpson Middle School</td>
<td>643</td>
<td>3379</td>
</tr>
<tr>
<td>Green Acres Elementary School</td>
<td>2318</td>
<td>8649</td>
<td>Sky View Elementary School</td>
<td>753</td>
<td>3726</td>
</tr>
<tr>
<td>Griffin Middle School</td>
<td>26166</td>
<td>201564</td>
<td>Smitha Middle School</td>
<td>9801</td>
<td>64108</td>
</tr>
<tr>
<td>Harmony Leland Elem School</td>
<td>6627</td>
<td>35212</td>
<td>Sope Creek Elementary School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Harrison High School</td>
<td>10989</td>
<td>58666</td>
<td>South Cobb High School</td>
<td>129</td>
<td>1252</td>
</tr>
<tr>
<td>Hayes Intermediate School</td>
<td>5117</td>
<td>31092</td>
<td>Sprayberry High School</td>
<td>85</td>
<td>923</td>
</tr>
<tr>
<td>Hightower Trail Middle School</td>
<td>24431</td>
<td>134370</td>
<td>Still Elementary School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hillgrove High School</td>
<td>2789</td>
<td>12693</td>
<td>Tapp Middle School</td>
<td>19618</td>
<td>137961</td>
</tr>
<tr>
<td>Hollydale Elementary School</td>
<td>2643</td>
<td>15861</td>
<td>Teasley Elementary School</td>
<td>8971</td>
<td>59784</td>
</tr>
<tr>
<td>Keheley Elementary School</td>
<td>17209</td>
<td>120057</td>
<td>Timber Ridge Elementary School</td>
<td>11487</td>
<td>64528</td>
</tr>
<tr>
<td>Kell High School</td>
<td>0</td>
<td>0</td>
<td>Trit Elementary School</td>
<td>4557</td>
<td>30139</td>
</tr>
<tr>
<td>Kemp Elementary</td>
<td>14472</td>
<td>93463</td>
<td>Varner Elementary School</td>
<td>15530</td>
<td>103722</td>
</tr>
<tr>
<td>Kennesaw Elementary School</td>
<td>0</td>
<td>0</td>
<td>Vaughan Elementary School</td>
<td>7021</td>
<td>59191</td>
</tr>
<tr>
<td>Kennesaw Mountain High School</td>
<td>34</td>
<td>500</td>
<td>Walton High School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kincaid Elementary School</td>
<td>4455</td>
<td>24139</td>
<td>Wheeler HighSchool</td>
<td>4602</td>
<td>23985</td>
</tr>
</tbody>
</table>

SkillsTutor

Cobb County School District provides the SkillsTutor program to all middle and high school students. This web based program provides students with access to prescriptive skill and thinking tutorial lessons aligned to GPS. The following information reflects August 2011 – March 2012 school usage of SkillsTutor.

Usage data indicates more middle school students are using SkillsTutor than High School students. Some schools have much higher usage than others. Some schools have very little usage. Usage does not appear to be related to location or SES.
netTrekker

Cobb County School District has purchased our schools/sites an annual subscription to netTrekker for all employees to access. NetTrekker is an Internet search engine that is a safe tool to use for all levels of students (helping CCSD meet CIPA requirements), and it provides resources that have been pre-selected by educators to include relevant search results for our students and teachers. Data reveals a consistent high level of use.

Total Pages searched – District

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Total pages Searched</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>210,268</td>
</tr>
<tr>
<td>2010</td>
<td>145,036</td>
</tr>
<tr>
<td>2011</td>
<td>207,209</td>
</tr>
</tbody>
</table>

NovaNET

Fall 2008 – Spring 2011

NovaNET is in use at every high school as well as the following sites: Hawthorne and Fitzhugh Lee (H.A.V.E.N.), Hospital Homebound (student homes), and the Performance Learning Center (PLC).

NovaNET is primarily utilized for credit recovery during the school day (FTE). NovaNET credit recovery is also offered for a fee through Summer School and at some high schools.

The Performance Learning Center (PLC) utilizes NovaNET as a content supplement for a portion of virtually all their courses. H.A.V.E.N. utilizes NovaNET for credit recovery as well as content remediation. Some high schools have expanded their use of NovaNET to include credit rehabilitation (students working to show mastery of some standards in order to raise their final course grade to a 70%), and also for remediation during the semester.

NovaNET Credit Recovery

Fall 2008 – Spring 2011

High School FTE and After School Programs, Summer School, H.A.V.E.N., and Hospital Homebound Students

Note: Students Served = number of students who enrolled – not all earned credit. Most students earned a minimum of 0.5 credits, and many earned more than one full credit.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Students Served</th>
<th>Half-credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>1277</td>
<td>1731</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1734</td>
<td>1830</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1646</td>
<td>1756</td>
</tr>
</tbody>
</table>

Performance Learning Center

Fall 2008 – Spring 2011

<table>
<thead>
<tr>
<th>School Year</th>
<th>Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>138</td>
</tr>
<tr>
<td>2009-2010</td>
<td>122</td>
</tr>
<tr>
<td>2010-2011</td>
<td>126</td>
</tr>
</tbody>
</table>
**Cobb Virtual Academy**
*Cobb County School District’s Student Online Learning Program*

**Whole Course Instruction:**
Cobb Virtual Academy (CVA) offers high quality, Internet-delivered high school courses that equip Cobb County School District (CCSD) students to thrive in the complex life and work environment of the 21st Century. In 2011, CVA celebrated its 10th year of operation, having served over 11,000 students in over 13,000 courses. The following table shows the growth in whole course instruction over the last 3 years.

<table>
<thead>
<tr>
<th></th>
<th>Enrolled Students</th>
<th>Tuition Seats</th>
<th>FTE Seats</th>
<th>Total Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Totals:</td>
<td>1227</td>
<td>1200</td>
<td>284</td>
<td>1484</td>
</tr>
<tr>
<td>2010 Totals:</td>
<td>1106</td>
<td>1077</td>
<td>247</td>
<td>1324</td>
</tr>
<tr>
<td>2011 Totals:</td>
<td>1354</td>
<td>1238</td>
<td>449</td>
<td>1687</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3687</strong></td>
<td><strong>3515</strong></td>
<td><strong>980</strong></td>
<td><strong>4495</strong></td>
</tr>
</tbody>
</table>

* A seat is a .5 Carnegie Unit

**Blended Learning:**
CCSD offers students the opportunity to participate in online learning at their local schools. Blended Learning brings together the best of the face-to-face classroom and online learning. In a blended learning classroom, students still receive daily, face-to-face instruction, but it is supplemented with the online component that allows the learning to continue past the traditional school time and location restrictions. The following table shows the growth of students who use online learning as part of their regular school day course.

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Teachers</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Totals:</td>
<td>4500</td>
<td>300</td>
<td>25</td>
</tr>
<tr>
<td>2010 Totals:</td>
<td>6500</td>
<td>400</td>
<td>30</td>
</tr>
<tr>
<td>2011 Totals:</td>
<td>7000</td>
<td>600</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong>:</td>
<td><strong>18,000</strong></td>
<td><strong>1300</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>
**Community:**
The CCSD uses the Blackboard Learning Management System to foster online communities and build greater connections within the community. Library Media Services, Cobb Virtual Academy, Professional Learning, and Central Office Administration use the portal features to facilitate improved communication to students, staff and parents. Several local schools use the system as the teacher web presence to foster consistent, quality communication to parents and students.

**Summary:**
By participating in the Cobb Virtual Academy, students are part of a growing national trend in K-16 education. In their 2011 report, Project Tomorrow reports that nationally, access to online learning at the high school level has tripled in the past three years and doubled at the middle school level. Online learning participation has grown year-over-year for the past 10 years in the United States. The statistics above confirms the Cobb County School District (CCSD) as a leader in K-12 education and in preparing our students for the 21st Century.
Cobb Virtual Library

The district provides access to a number of high-quality online resources through Cobb Virtual Library. Students and staff can access these resources directly while at school, and they may enter a password to access the same set of resources from home or from any other location with internet access.

CVL Site Usage
Cobb Virtual Library is used thousands of times every day by Cobb students and staff, and usage continues to grow each year.

![CVL.cobbk12.org Site Visits](chart)

Individual CVL Resources Usage
Overall usage of these resources continues to increase each year.

![PebbleGo Logins (as of March 2012)](chart)
Usage of Grolier Online dropped as new World Book resources were added. However, new Grolier interfaces were introduced in the 2011, and usage seems to have risen again during the 2011-12 school year.
Note: In early 2011, Gale changed the way usage stats are tracked for their products, so statistics from the current year are not directly comparable to those in past years. Also, statistics from 2008-2009 were unavailable in the new online reporting tool, so these were reported by the vendor and may be calculated in a different way.
Georgia Public Broadcasting provides access to Discovery Education Streaming, an online database of educational videos. Access is provided for all CCSD teachers, who use the videos and supporting materials to enhance instruction. Use of this resource grew steadily for a number of years after its implementation in Cobb, but usage has fluctuated over the last few years. Cuts in district level staff in library media education and technology integration have decreased the level of support, teacher training, and promotion that this resource has received.
Online Professional Learning (PL)

Pure Online PL Courses:
District and school staffs participate each year in professional learning courses delivered totally online via Blackboard Learning System. Staff earn from 1 to 5 PLUs through this delivery system.

<table>
<thead>
<tr>
<th>Staff Taking Pure Online Courses by Fiscal Year</th>
<th>Total Participants</th>
<th>Total PLUs Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Totals:</td>
<td>479</td>
<td>1,259</td>
</tr>
<tr>
<td>2010 Totals:</td>
<td>817</td>
<td>1,999</td>
</tr>
<tr>
<td>2011 Totals:</td>
<td>202</td>
<td>569</td>
</tr>
<tr>
<td>Total</td>
<td>1,498</td>
<td>3,827</td>
</tr>
</tbody>
</table>

Blended Professional Learning Courses:
The PL blended courses serve district and school staff enrolled in professional learning courses delivered through a combination of face-to-face and online sessions via Blackboard Learning System and other interactive communications tools. Blended PL courses are popular with educators since typically 25% to 50% of the learning activities are conducted online which cuts down on required travel and seat time to and at class locations.

<table>
<thead>
<tr>
<th>Staff Taking Pure Blended Courses by Fiscal Year</th>
<th>Total Participants</th>
<th>Total PLUs Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Totals:</td>
<td>1,515</td>
<td>5,133</td>
</tr>
<tr>
<td>2010 Totals:</td>
<td>998</td>
<td>3,905</td>
</tr>
<tr>
<td>2011 Totals:</td>
<td>1,345</td>
<td>3,505</td>
</tr>
<tr>
<td>Total</td>
<td>3,858</td>
<td>12,543</td>
</tr>
</tbody>
</table>

Blackboard Collaboration Shells:
Blackboard shells have been created for the purpose of collaboration among job-alike staff and to provide a vehicle for storage of resources and synchronous training and meetings via Wimba Voice tools and the Blackboard learning system.

<table>
<thead>
<tr>
<th>Staff Enrolled in Collaboration Shells by Fiscal Year</th>
<th>Total Staff Served</th>
<th>Total Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Totals:</td>
<td>1,303</td>
<td>51</td>
</tr>
<tr>
<td>2010 Totals:</td>
<td>4,733</td>
<td>105</td>
</tr>
<tr>
<td>2011 Totals:</td>
<td>6,839</td>
<td>164</td>
</tr>
<tr>
<td>Total</td>
<td>12,875</td>
<td>320</td>
</tr>
</tbody>
</table>
Administrative Uses of Technology

Cobb County School District utilizes numerous in-house and application service provider business or academic application systems. All systems now being acquired by the district have web clients built on top of a relational database. This permits the application to be utilized on any of the client workstations in the district and, when appropriate, on the internet. Additionally, the district has introduced an Academic Portal that will allow integrated queries and reports from the relational data collected via these various application systems. As new applications are introduced to the school district, data from those new systems are incorporated into the Academic Portal. Phase I of the Academic Portal was completed during school year 2009-2010. As stakeholders mandate additional needs, applets are added to the portal to meet their data analysis requirements. Technologies used to construct the Academic Portal include, but are not limited to, Microsoft SQL Server, Microsoft Analysis Server and Microsoft Reporting Services. The entire portal utilizes secured web technologies as a basis for information delivery.

As enhanced communication technologies have developed, the district presented need for an updated and unified communications system. This type of system provides the district with increased communication and security capabilities for Teachers and Administrative staff.

Telecommunications

Telecommunications enhancements and plans include, but are not limited to services audit to capitalize on potential cost savings and exploration of technologies such as VoIP to provide increased communications capabilities. This type of technology provides critical voice communication capabilities in every classroom.

Future uses include, but are not limited to:

- A district-wide VoIP solution providing a more cost-effective solution and enhanced capabilities with the potential for voice capabilities in every classroom. We have initiated the first phase of the VoIP migration with completion of six sites.
- Continuation of land lines as needed for communication including but not limited to: automated calling systems, fire and security alarms, fax, etc.
- Distribution of cellular devices as a means of enhanced communications as well as a tool for increased safety and security. Cellular devices for administrators and district staff enhance the existing communications network to provide rapid response in critical situations. The district currently has approximately 482 cellular handheld devices in use by district staff and local administrators. Future uses include planning for in-building signal enhancement in locations where it is needed to ensure a comprehensive and responsive communications network.
- iPads and cellular handheld devices currently in use for classrooms walk-throughs.

Centralized Video Distribution System and Audio/Visual equipment for each classroom will provide the ability to broadcast video sources to each computer district wide. This will provide the availability of video reception in all classrooms, as well as each portable classroom where it is currently unavailable. These solutions/services include, but are not limited to the necessary hardware, software and services required for successful implementation in the classroom. The AV equipment is currently in place with plans to add centralized video distribution 2012-13.

K-12 Learning Resources

In the 2011-2012 school year, the Instructional Resources department went through realignment and is now under Curriculum, Instruction and Accountability. In order to stay current with the state, our department was renamed K-12 Learning Resources. In recent years, our department’s technology capability has greatly enhanced with the initiation of new textbook management systems. In the spring of 2008, we implemented TipWeb in our high schools. This replaced an outdated DOS system (BRIDGE) that had been used since 1992. This inventory management system from Hayes Software tracks books similar to our media programs, using barcode scanners for distributions and collection. This was a huge task that required over 200,000 high school books to be barcoded over the summer months. Training occurred with textbook administrators in high schools as well as effected district level warehouse personnel.

The TipWeb system allows for campus requisitions, returns, eligibility, tracking of books, inventories, and extensive reports at both the campus and district level. This system runs in concert with our high school schedules with updates nightly. A course association is tied to each textbook which allows for more control of our inventory. Auditors had recommended for years that the county implement a new textbook management system that could be set up as a fixed asset system where textbooks can be individually tracked and monitored. TipWeb allows that to happen.
During 2010-2011 school year, collaborative planning began for creating an in-house textbook management system. At that time, both elementary and middle schools were still operating on the DOS system. In April of 2011, "CBooks" made its debut in elementary and middle schools throughout district. All middle schools books were barcoded over the course of the last two summers in time for CBooks to be available for book distribution in August 2011. CBooks is still in development and is expected to take two years to be fully implemented. It does allow for transactions to take place for orders and returns, it also allows for book distribution and collection. However, Cbooks is not as robust as TipWeb. Enhancements are anticipated in phase two and scheduled to be developed during the 2012-2013 school year. We anticipate the transition of high schools from TipWeb to CBooks in another two years. Currently we are supporting two separate inventory management systems in Cobb. This does create challenges when many titles are shared between levels. District-wide we have over $62 million in our inventory and are responsible for circulating approximately 864,543 textbooks annually K-12, not including the multitude of ancillary products that accompany most texts.

While textbook circulation and accountability is under the K-12 Learning Resources umbrella, our primary function is to facilitate the adoption of learning resources (textbooks, software, workbooks, online, etc.) for each curriculum content area according to the 6 year cycle determined by the State of Georgia. Getting effective learning resources and instructional support materials in the hands of student and teachers is paramount to student achievement. The definition of "textbooks" is forever changing, especially with the increased emphasis in technology accessibility and digital content in all curriculum areas. Technology personal are invited to be a part of the adoption committees in order to gain a critical and informative awareness of software components and technology support offered by bidding publishers. Selecting resources that can be supported by our infrastructure can be challenging to most classroom teachers who serve on our committees. That is why having representation from technology services on the committees is critical. We need input from those who have working knowledge of our technology infrastructure. As valuable as their participation is, this is increasing difficult because of the high demand for technology presence in so many other functions within our district. However, we continue to work to strengthen that involvement with each adoption.
Parent/Community Uses of Technology

Cobb County School District provides several uses of technology for our parents and community. Pinnacle's Internet Viewer (PIV) provides accounts for all high and middle school students and families. Each account user can establish email notifications enabling them to stay up to date on their student’s progress.

Cobb County School District also uses the Blackboard Learning Management System to foster online communities and build greater connections within the Cobb County School District community and outward to parents. Library Media Services, Cobb Virtual Academy, Professional Learning, and Instructional Technology use the portal feature to facilitate improved communication to students, staff and parents. Several local schools use the system as the teacher web presence to foster consistent, quality communication to parents and students.

The PICASSO online portal provides parents with access to current curriculum standards, learning resources, and textbook information. It also provides curriculum-related information to parents such as report card information and testing resources.

The district also utilizes the Edulink Parent Notification System. Since the beginning of the 08-09 school year, over 6000 general information notifications have been created. Approximately 98% of all schools are currently running daily absentee notifications.

Since our last report, CCCSD in conjunction with Edulink Technology Services and the CCSD Social Worker Department have implemented the inClass module. It is an automated attendance notification that advises parents when students reach an excessive number of absences according to district policy and tardies.

The inClass module also generates the required letter per district policy regarding attendance. The letter is prepopulated with student and parent names and address. Social workers have access to reporting that will provides documentation for their contact with parents when necessary and attendance clerks in the schools can automatically generate a prefilled letter per the districts attendance requirements. There are currently over 600 inClass attendance related notifications that are run each day.

The district website provides information and resources for our teachers, students, parents, and the community. The site experiences a great deal of traffic and recently underwent a redesign to make it an even more effective resource.

<table>
<thead>
<tr>
<th>Month</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr-12 (as of 4/23)</td>
<td>1,140,427</td>
</tr>
<tr>
<td>Mar-12</td>
<td>2,299,993</td>
</tr>
<tr>
<td>Feb-12</td>
<td>2,136,131</td>
</tr>
<tr>
<td>Jan-12</td>
<td>1,673,199</td>
</tr>
<tr>
<td>Dec-11</td>
<td>1,668,162</td>
</tr>
<tr>
<td>Nov-11</td>
<td>1,750,163</td>
</tr>
<tr>
<td>Oct-11</td>
<td>2,071,361</td>
</tr>
<tr>
<td>Sep-11</td>
<td>2,005,882</td>
</tr>
<tr>
<td>Aug-11</td>
<td>1,598,426</td>
</tr>
<tr>
<td>Jul-11</td>
<td>738,126</td>
</tr>
</tbody>
</table>
c. Gap Analysis

Collected data is analyzed to determine the gap between what levels of technology access is needed to achieve the vision and what is currently available.

Introduction

In December 2011, the technology planning committee (listed below) and sub committees met to evaluate the district’s current status with regard to educational technology and to determine what gaps exist between our vision and our current reality.

Julie Ackerman, Director Technology Program Management
Angie Bacon, Director Instructional Technology
Tracie Doe, Principal
Robert Downs, Principal
Ryan Fuller, Distance Learning Specialist
Diane Hart, Supervisor K-12 Curriculum
Cristin Kennedy, Technology Training/Integration Specialist
Nancy Larimer, Supervisor Professional Learning
Phillip Page, Principal
Andy Spinks, Supervisor Library Media Education
Helen Upshaw, Assistive Technology Coordinator

Current Reality / Data Analysis

The committee began the gap identification process by examining the data in the previous current reality section of this technology plan. Working in small sub committees, the members of the planning committee examined the data, looking for any results related to the district’s fulfillment of its vision for technology implementation.

Gap Analysis

After examining the data in small sub groups, the members shared their feedback. During the exchange of information, a list was compiled a list of areas where the district was falling short of its technology vision. These gaps were categorized as follows:

**Instructional Uses**

- The committee agreed that student engagement in technology use for learning was lacking. Members noted that while students often use technology to achieve a high level of engagement in social activities, the data did not reflect a similar pattern in their *learning* activities. The data indicated that although technology resources were often available and were often used in the classroom, they were not necessarily used by students and were not necessarily used in a way that enhanced student engagement.
- The data also suggested that educational technology was not being used to its full potential in enhancing teachers’ instructional practices. The data suggested that technology could be used much more to implement instructional best practices such as collaboration, balanced assessment, and differentiation.
• Although the use of online learning tools has increased, the committee agreed that all teachers are not aware of virtual learning opportunities for students and as a district we have not yet realized the full instructional potential of online and blended learning opportunities.

• The committee also agreed that without sustained effort, teachers and students will be less and less able to use the digital resources safely and ethically. As the internet changes and new technologies emerge, existing competencies in these areas will become outdated. In order to prevent a gap in this area, teacher professional development and student learning experiences must address these skills.

**Administrative Uses**

• The committee agreed that technology could be used more effectively in numerous administrative areas, from business operations to monitoring student achievement. Some existing administrative technology initiatives have not yet been fully implemented, and other possibilities have yet to be fully explored.

**Parent and Community Uses**

• The data suggested that communication between schools, parents, and the community was not as effective as it could be. The committee agreed that technology could be used to improve communication in these areas and better support student learning.

**System Readiness (Staff Competencies/Attitudes)**

• The data suggested that many teachers lack the training and/or support to regularly implement learning experiences utilizing online learning tools/digital resources. The committee agreed that these tools should be used by students in a variety of ways including during cognitively rigorous performance-based learning activities. However, teachers must be trained and encouraged to implement these types of learning activities before the use of these tools can have a significant impact on instruction.

**Student Technology Literacy**

• The data revealed varying levels of proficiency between schools in the area of student technology literacy. The committee agreed that in order to fulfill its vision of technology implementation, the district must address this gap in student technology literacy and raise the overall level of student technology literacy.
## Goals, Benchmarks, and Strategies

### Instructional Uses Goal #1:
Increase student engagement through higher order thinking experiences using digital tools and resources in exploring real world issues and solving authentic problems.

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain or increase percentage of observed classroom student engagement</td>
<td>Classroom Learning Walk data: Annual cross tabulation of student engagement level and technology use items in learning walk</td>
</tr>
<tr>
<td>Maintain or increase percentage of observed effective student use of technology (baseline data needed)</td>
<td>Classroom Learning Walk data: Annual cross tabulation of authentic assignment, higher order thinking skills and technology use items in software</td>
</tr>
<tr>
<td>Maintain or increase percentage of observed effective teacher use of technology for instruction</td>
<td>Annual compilation of LoTi survey data</td>
</tr>
<tr>
<td>Maintain or increase staff selection of “consistently” response on the School Improvement Survey’s technology use item*</td>
<td>Annual administration of the School Improvement Survey to staff</td>
</tr>
</tbody>
</table>

*Technology is effectively utilized to maximize student learning.

### Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add student and teacher technology use items to the learning walk process and learning walk</td>
<td>Director Instruction Technology&lt;br&gt;Director Professional Learning&lt;br&gt;Chief Academic Officer</td>
<td>General Fund, Title I, Title IID, Title III, Professional Learning for professional development and curriculum development&lt;br&gt;Professional Learning/&lt;br&gt;$300,000.00 annually for Blackboard licenses</td>
</tr>
<tr>
<td>Provide professional development focused on student use of digital tools and resources for higher order thinking, exploring real world issues, and solving authentic problems</td>
<td>General Fund, Title I, Title IID, Title III, Professional Learning for professional development and curriculum development</td>
<td>Supervisors for Title I, Professional Learning, ESOL, Director K-12 Curriculum, Director Instructional Technology</td>
</tr>
<tr>
<td>Increase the number of technology infused Common Core, lessons, and activities in online curriculum</td>
<td>General Fund, Title I, Title IID, Title III, Professional Learning for professional development and curriculum development</td>
<td>Supervisors for Title I, Professional Learning, ESOL, Director K-12 Curriculum, Director Instructional Technology</td>
</tr>
<tr>
<td>Provide rubrics, instructional resources, and professional learning that support implementation of the revised ISTE NETS-S*</td>
<td>General Fund, Title I, Title IID, Title III, Professional Learning for professional development and curriculum development</td>
<td>Supervisors for Title I, Professional Learning, ESOL, Director K-12 Curriculum, Director Instructional Technology</td>
</tr>
<tr>
<td>Provide centralized video distribution system with the ability to broadcast video sources to each computer district wide and professional development for teachers for use in instruction</td>
<td>SPLOST III / $1,600,000.00 for Centralized Video Distribution System Initiative</td>
<td>Deputy Superintendent of Operations, SPLOST Accountability Manager, Director Technology Network Services, Supervisor Library Media Education, Director Technology Program Management</td>
</tr>
</tbody>
</table>
### Instructional Uses Goal #1 continued:

Increase student engagement through higher order thinking experiences using digital tools and resources in exploring real world issues and solving authentic problems.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure student access to digital tools and resources through maintenance and refresh/upgrade of district hardware, network including wiring, switches, data center</td>
<td>SPLOST III / $7,200,000.00 for District Server Replacement, Maintain District Network, Data Equipment Refresh Initiatives</td>
<td>Deputy Superintendent Operations, SPLOST Accountability Manager, Director Technology Network Services</td>
</tr>
<tr>
<td>Ensure continuous student access to digital tools and resources through implementation of a disaster recovery system and semiannual disaster recovery exercises</td>
<td>SPLOST III / $3,200,000.00 for Maintain District Network Initiative</td>
<td>Deputy Superintendent Operations, SPLOST Accountability Manager, Director Technology Network Services</td>
</tr>
<tr>
<td>Provide students a modern learning environment through the refresh of obsolete workstations for students, teachers, and staff and provide training for new hardware and software</td>
<td>SPLOST III / $28,987,200.00 for Obsolete Workstation Replacement Initiative</td>
<td>Deputy Superintendent Operations, SPLOST Accountability Manager, Director Technology Field Services, Director Technology Network Services, Director Instructional Technology</td>
</tr>
<tr>
<td>Provide online instructional resources (Atomic Learning, netTrekker, Cobb Virtual Library, Online Curriculum Resources, SkillsTutor, Cobb Virtual Academy, NovaNet, READ180, FASTTMath, etc.)</td>
<td>Instructional Technology Recurring Software Budget, Library Media Education Software Budget, Professional Learning Budget, Title I, Title IID / &gt;1,000,000.00</td>
<td>Director Instructional Technology Supervisor Library Media Education, Director Professional Learning</td>
</tr>
<tr>
<td>Provide access to free online Web 2.0 tools for classroom use</td>
<td>TBD</td>
<td>Director Instructional Technology Supervisor Library Media Education, Director Technology Network Services</td>
</tr>
<tr>
<td>Refresh 21st century interactive devices and audio visual equipment as needed for instruction/teaching innovation</td>
<td>SPLOST IV/ TBD</td>
<td>Deputy Superintendent Operations, Chief Academic Officer, Director Technology Program Management</td>
</tr>
</tbody>
</table>
**Instructional Uses Goal #2:**

Increase the use of technology to promote professional collaboration in support of the teaching and learning process. Teachers will use technology to provide multiple and varied formative and summative assessments to support differentiated teaching and learning processes.

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase school Levels of Technology Implementation (LoTi)</td>
<td>Annual administration of the Levels of Technology Innovation Questionnaire (LoTi)</td>
</tr>
<tr>
<td>Increase use of online assessment and tutoring resources annually</td>
<td>Annual review of usage data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide online and face to face professional learning aligned to refreshed ISTE NETS-T*</td>
<td>Cost for LoTi: $15,000&lt;br&gt;Professional Learning (Blackboard License) for professional learning/ $250,000.00 annually</td>
<td>Director Instructional Technology&lt;br&gt;Director Professional Learning</td>
</tr>
<tr>
<td>Provide students with computing devices for online assessments for Common Core Performance Based Assessment.</td>
<td>TBA SPLOST IV</td>
<td>Deputy Superintendent of Operations&lt;br&gt;Chief Academic Officer&lt;br&gt;Director Technology Program Management</td>
</tr>
<tr>
<td>Provide all teachers an up to date computing device and training</td>
<td>SPLOST III / $10,400,000.00&lt;br&gt;Obsolete Computing Device Replacement for Teachers Initiative</td>
<td>Deputy Superintendent Operations&lt;br&gt;Chief Financial Officer&lt;br&gt;SPLOST Accountability Manager&lt;br&gt;Director Instructional Technology&lt;br&gt;Director Technology Field Services&lt;br&gt;Director Technology Program Management</td>
</tr>
<tr>
<td>Provide online assessment and tutoring resources (SkillsTutor, Technology Literacy Assessment, OAS, District Benchmark Tests, universal screener, etc.) and professional learning in using these tools as part of multiple and varied formative and summative assessments and differentiation of instruction</td>
<td>General Fund/ $300,000.00 for SkillsTutor license renewal every year</td>
<td>Chief Academic Officer&lt;br&gt;Director Instructional Technology&lt;br&gt;Director K-12 Curriculum and Instruction</td>
</tr>
<tr>
<td>Increase the use of digital collaborative spaces for instruction and professional practice</td>
<td>General Fund/ TBD</td>
<td>Deputy Superintendent Operations&lt;br&gt;Director Instructional Technology&lt;br&gt;Director Communications</td>
</tr>
</tbody>
</table>
**Instructional Uses Goal #3:**
Increase high quality e-learning opportunities for students at all levels to meet instructional needs.

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Cobb Virtual Academy (CVA) enrollment by term and annually</td>
<td>CVA registration and enrollment data collected through registration</td>
</tr>
<tr>
<td>Increase the percentage of high school students who graduate with online</td>
<td>CVA registration and enrollment data collected through registration and CVA blended</td>
</tr>
<tr>
<td>learning experience to 35% by 2015</td>
<td>learning data</td>
</tr>
<tr>
<td>Increase the number of students, teachers, and schools participating in</td>
<td>CVA blended learning data of student, teacher and school participation in blended</td>
</tr>
<tr>
<td>blended learning for students</td>
<td>learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and promote whole course learning opportunities for students</td>
<td>Tuition funding, FTE funding / $250,000.00 annually for Blackboard license</td>
<td>Cobb Virtual Academy Administrators</td>
</tr>
<tr>
<td>through Cobb Virtual Academy (CVA)/Georgia Virtual School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and promote blended online learning opportunities for students</td>
<td>Tuition funding, FTE funding / $250,000.00 annually for Blackboard license</td>
<td>Cobb Virtual Academy Administrators</td>
</tr>
<tr>
<td>through Cobb Virtual Academy (CVA)/Georgia Virtual School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide professional learning opportunities to develop online teachers</td>
<td>$250,000.00 annually for Blackboard license</td>
<td>Cobb Virtual Academy Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director of Professional Learning</td>
</tr>
</tbody>
</table>
**Internet Safety Goal:**
Students and staff will safely and ethically use technology to access educationally appropriate resources and enhance learning.

<table>
<thead>
<tr>
<th><strong>Benchmarks</strong></th>
<th><strong>Evaluation Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase teacher and student knowledge of internet safety and ethics each year.</td>
<td>Teacher and student Internet Safety Programs completing Internet Safety course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strategies</strong></th>
<th><strong>Funding Source/Amount</strong></th>
<th><strong>Person Responsible</strong></th>
</tr>
</thead>
</table>
| Provide state required Internet safety and ethics professional learning (including Cyberbullying and social networking) | GaDOE | Director Instructional Technology  
Supervisor Library Media Education  
Director Professional Learning |
| Require local schools provide an overview of the district Acceptable Use Policy annually | N/A | Director Instructional Technology  
Supervisor Library Media Education  
Director Professional Learning |
| Implement student course for Internet safety and ethics. Integrate internet safety and ethics within existing instructional programs | TBD | School Principals |
| Protect students from harmful materials while minimizing interference with classroom learning activities | TBD | Deputy Superintendent Operations  
Director Technology Network Services  
Supervisor Library Media Education |
| Continue to provide a filter solution in compliance with the Children’s Internet Protection Act (Required, but not funded by eRate) | General Fund/TBD | Deputy Superintendent Operations  
Director Technology Network Services |
| Educate teachers on the protocol for blocking and unblocking a website | General Fund/TBD | Deputy Superintendent Operations  
Director Technology Network Services  
Supervisor Library Media Education |
**Administrative Uses:**
Increase effective administrative uses of technology to: 1) monitor and increase student achievement and to 2) manage operations.

**Benchmarks**
Increase the number of principals comfortable with ISTE NETS-A*

*National Educational Technology Standards for Administrators*

**Evaluation Method**
Annual principal survey (need baseline data)

<table>
<thead>
<tr>
<th>Strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide online and face to face professional learning aligned to refreshed ISTE NETS-A*</td>
<td>Professional Learning (Blackboard License) for professional learning/ $250,000.00 annually</td>
<td>Director Professional Learning Director Instructional Technology</td>
</tr>
<tr>
<td>Revise CCSD courses to include revised ISTE NETS-A</td>
<td>Professional Learning</td>
<td>Director Professional Learning Director Instructional Technology</td>
</tr>
<tr>
<td>Replace and enhance district telecommunications systems to VOIP including IP phones, centralized call manager, and video-teleconferencing to increase communication and collaboration</td>
<td>SPLOST III / $1,600,000.00 for Replace and Enhance Existing Phone Systems District Wide Initiative</td>
<td>Deputy Superintendent Operations Director Technology Network Services Director Technology Field Services Director Technology Program Management</td>
</tr>
<tr>
<td>Increase staff use of wireless handheld devices for safety, security, and data sharing</td>
<td>General Fund</td>
<td>Deputy Superintendent Operations Director Technology Program Management</td>
</tr>
<tr>
<td>Provide Academic Portal for information queries, reports and data collection and professional development in the use of the portal</td>
<td>SPLOST III / $2,400,000.00 for Data Center Equipment Refresh and General Fund / TBD</td>
<td>Deputy Superintendent Operations Director MIS</td>
</tr>
</tbody>
</table>
## Parent and Community Uses Goal #1:
Improve meaningful, multidirectional communication between school, home, and community that consistently supports student learning.

<table>
<thead>
<tr>
<th><strong>Benchmarks</strong></th>
<th><strong>Evaluation Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase parent awareness of online resources by 25% by 2014</td>
<td>Administration of the Instructional Technology Program Evaluation parent survey</td>
</tr>
<tr>
<td>Maintain or increase the percentage of “strongly agree” responses by parents for the communications domain of the School Improvement Survey</td>
<td>Annual administration of the parent School Improvement Survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strategies</strong></th>
<th><strong>Funding Source/Amount</strong></th>
<th><strong>Person Responsible</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase parent and student access to student grades, performance, and attendance information K-12</td>
<td>General Fund and SPLOST III / $2,400,000.00 for Data Center Equipment Refresh Initiative</td>
<td>Deputy Superintendent of Operations&lt;br&gt;Director of MIS</td>
</tr>
<tr>
<td>Raise parent awareness of district provided instructional technology resources (Skills Tutor, Picasso, netTrekker, Cobb Virtual Library, Cobb Virtual Academy, etc.)</td>
<td>TBD</td>
<td>Director Instructional Technology&lt;br&gt;Supervisor Library Media Education Administrators Cobb Virtual Academy</td>
</tr>
<tr>
<td>Raise parent awareness and use of online grade book email notification systems</td>
<td>TBD</td>
<td>Deputy Superintendent Operations&lt;br&gt;Director Communications</td>
</tr>
<tr>
<td>Explore and implement standardized student email solution</td>
<td>TBD</td>
<td>Deputy Superintendent Operations&lt;br&gt;Director Network Services</td>
</tr>
<tr>
<td>Increase school to parent communication through use of communication tools (Edulink, websites, blogs, email communications, etc)</td>
<td>General Fund/ TBD</td>
<td>Director Communications</td>
</tr>
<tr>
<td>Continue to improve access and awareness to communications in multiple languages</td>
<td>TBD</td>
<td>Supervisor ESOL and Foreign Language&lt;br&gt;Director Communications</td>
</tr>
</tbody>
</table>
**System Readiness (Staff Competencies/Attitudes):**
Increase staff competency and confidence to implement a variety of technology enhanced strategies.

<table>
<thead>
<tr>
<th>Benchmarks</th>
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<tbody>
<tr>
<td>Increase the percentage of teachers aware of the virtual learning opportunities available to CCSD students by 25% by 2014</td>
<td>Number of students participating in virtual learning course.</td>
</tr>
<tr>
<td>Increase the percentage of teachers comfortable participating as a student using a learning management system (i.e. Blackboard) through CCSD’s professional learning, undergraduate or graduate school, or other professional learning</td>
<td>Number of teachers participating in Blackboard training.</td>
</tr>
<tr>
<td>Increase the percentage of teachers comfortable with using Web 2.0 tools for student learning activities (need baseline data)</td>
<td>Interactive web professional learning course pre and post survey items</td>
</tr>
<tr>
<td>Increase the percentage of teachers comfortable with using a learning management system (i.e. Blackboard) to teach whole courses or for blended learning (need baseline data)</td>
<td>Learning management system professional learning course pre and post survey items</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>
| Provide staff professional development opportunities focused on the use of Web 2.0 and learning management system tools for student learning activities                                                                 | Professional Learning                                                                                 | Director Professional Learning  
Director Instructional Technology  
Administrators of Cobb Virtual Academy |
| Provide a variety of staff professional development (whole course and blended) through learning management systems                                                                                                                                         | Professional Learning  
(Blackboard License) for professional learning/  
$250,000.00 annually                                                                                   | Director Professional Learning  
Director Instructional Technology |
**Student Tech Literacy Goal #1:**
Improve the equity of information technology literacy in all schools and support schools with meeting Technology Literacy Assessment requirements.

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Evaluation Method</th>
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<tbody>
<tr>
<td>Increase the number of schools at the proficient level on student technology literacy by 2014</td>
<td>Annual administration of the Technology Literacy Assessment</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Strategies</th>
<th>Funding Source/Amount</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement interventions for schools below proficient level on student technology literacy</td>
<td>GA DOE</td>
<td>Director Instructional Technology</td>
</tr>
<tr>
<td></td>
<td>General Fund/ TBD for intervention programs</td>
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Section 3
Communication and Marketing

Communication, Integration/Coordination with Long Range Planning Initiatives
Section 3: Communication and Marketing

a. Communication

- Strategies for the following are provided: sharing progress, disseminating evaluation results, encouraging broad stakeholder involvement, and marketing the role technology can play in helping students achieve the QCC in innovative ways are provided.
- Multiple methods of dissemination and marketing are used (for example, web-based resources, newsletters, meetings, local media, etc.)

Cobb County School District implements the following strategies for sharing progress, disseminating evaluation results, encouraging broad stakeholder involvement, and marketing the role technology can play in helping students achieve the GPS/QCC:
- Cobb edTV to broadcast district level produced movies
  - Live streaming channel of all board meetings
- Newsletter sources
  - Superintendent's email
  - BOE email
- District website
- Emails sent to key communicators: PTA presidents, city council, mayors, people who have registered through the CCSD website to receive emails
- Social media information dissemination via Twitter and Facebook
- Local school websites
- Automated calling system
- Student folder at beginning of school year
- Facilities and Technology Review Committee (F&T) - oversight of SPLOST initiatives related to technology. They report to the community and provide an annual report to BOE.
- District annual report

b. Integration/coordination with long-range planning initiatives

- There is evidence that a regular and consistent technology plan results from intra-system collaboration between the technology department and system-level staff development, curriculum, media, Title I, special education, and ESOL personnel.

Cobb County School district ensures intra-system collaboration between the technology department and system level staff development, curriculum, media, Title I, special education, and ESOL personnel through the following strategies:
- Attendance of leadership personnel from each of these areas at monthly administrative meetings where common professional learning and collaboration time is provided.
- Participation in monthly Director’s meetings
- Participation in periodic Committee meetings
- Participation in bi-monthly Instructional Leaders meetings by all areas listed above
- Collaboration with representatives from all areas listed above for the district Consolidated Application
Section 4
Professional Learning

Professional Development Program, Funding Sources, Alignment with Criteria for Quality Professional Development, Research Supported Practices, Focus on Student Achievement of GPS
**Section 4: Professional Development**

Describe how the local educational agency will provide professional development and ensure that specific funds like E-Rate and other sources are spent on scientifically and/or evidence based practices in relation to the purchase of technology and technology tools.

- Professional Development programs are clearly outlined.

  The Cobb County School District (CCSD) has a department of Professional Learning, which works in collaboration with the division of Curriculum and Instruction and with the division of Special Student Services to provide professional learning opportunities for constituents within the district. These departments/divisions are responsible for managing the programs under Title I, II, III, IV, V, VI, Perkins, and IDEA. Funds are allocated to the department and divisions identified above for the purpose of professional growth of staff in best practices, including the integration of technology into the curriculum and instructional program.

  Professional Learning Unit (PLU) credit is coordinated through the Professional Learning Department. Courses approved for PLU credit include a syllabus that describes the desired learning outcomes, research for the identified strategies, and components of the evaluation. Courses offered through the district catalog are open to all employees within the district.

- Funding sources of professional development are provided.

  Professional development funds are provided to the district through Georgia Department of Education funds and the Title IIA program. State funds are distributed for professional learning through CCSD’s Professional Learning Department and directly to local schools. Title IIA funds primarily provide for district professional learning initiatives and supplement those initiatives at the school level. However, due to federal budget cuts, Title IIA funding was reduced 25% for FY 2012 and state funding has continued at a 25% reduced level since FY 2009, creating serious challenges in CCSD’s ability to provide funding for professional development.

- Local staff development programs are consistent with nationally established criteria for quality professional development, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.

  Through the department of Professional Learning, CCSD provides resources and training to district employees on the Georgia School Standards (GA Keys) and the 7 Standards for Professional Learning, established by our national Learning Forward organization. Resources provided include national, state, and local expertise, qualified trainers, and funding for release time for staff to participate in professional development to identify and implement best practices that will improve student learning.

  The Professional Learning department coordinates an annual two-day summer conference, Teachers Leading Cobb, for classroom teachers, instructional support staff, and administrators centered on differentiated instruction, assessment, performance based learning, informational literacy, technology integration, and common core standards. One professional learning in-service day is scheduled annually for school-based and/or Area initiatives.

  Additionally, CCSD routinely brings in nationally recognized educational leaders who are known for their work in the field of research. These national researchers include experts in the areas of instructional best practices and technology. Their research is reviewed to inform decisions within the district.

  The Professional Learning department ensures that all staff development is linked to scientifically and/or evidenced based practice through the application process for funding. All courses (including local school and district level) must provide evidence of research to support the proposed training prior to the release of funding as part of the written application. Additionally, at the conclusion of instruction, the course must be evaluated and must include evidence of learning.

  Courses developed to support technology integration to impact student learning adhere to the same requirements and must link research to the instruction. Any technology purchased for instruction will also be linked to the same instruction research and is done through CCSD’s state approved purchasing department.
Personnel from the district routinely participate in and present at state and national conferences that allow for the exchange of best practices in what works to improve student achievement. The district is also an active member of both state and national organizations that continue to research and provide training in best practices for instruction.

- Professional development programs promote research-supported instructional practices that actively engage students in their own learning.

Each school receives a professional development budget to fund training. The principal works with the assigned Professional Learning Supervisor, Curriculum, Instruction & Assessment content Supervisors, Technology Training Integration Specialist, Special Education Supervisor/Education Program Specialist, as well as site-based Teacher Leaders to plan effective professional learning that will support best practices that actively engage students. These plans are reviewed by the department of Professional Learning.

- Professional development programs help teachers target their instructional practices toward student achievement of Common Core Georgia Performance Standards (CCGPS).

The Professional Learning department ensures that all professional development helps teachers target their instructional practices toward student achievement of Common Core Georgia Performance Standards (CCGPS) through the application process for funding. All courses (including local school and district level) must provide evidence of application in teaching CCGPS as part of the written application.
Section 5
8th Grade Technology Literacy

Tools and Strategies defining Technology Literacy, Estimation of Student Technology Literacy, Tools and Strategies to Ensure Student Technology Literacy by End of 8th Grade
Section 5: 8th Grade Technology Literacy

Cobb County School District (CCSD) is currently using Learning.com’s 21st Century Skill Assessment instrument (through Ga DOE) which directly measures students’ technology literacy skills and students’ progress toward meeting Technology Integration Standards (NETS-S) in following areas: students' creativity, innovation, information fluency, critical thinking, decision making and digital citizenship. The assessment is administered to all 8th grade students each year.

From 2007 – 2011 Cobb used the Technology Literacy Assessment through Learning.com. This is the first year that Cobb administered the 21st Century Skills assessment provided free by the state to all school districts.

Standards have been identified from the National Educational Technology Standards for students (ISTE NETS). The technology standards can be viewed at:
https://www.georgiastandards.org/standards/Pages/NETS-S-Performance-Tasks.aspx
http://www.iste.org/standards/nets-for-students.aspx

Planning and creation of supporting materials is ongoing in preparation for the inclusion of technology standards for students. As students progress from kindergarten through eighth grade and beyond, they master technology standards within the curriculum standards (GPS/Common Core)
Appendices
Acceptable Use and CIPA Policy, Other Policies
RATIONALITY/OBJECTIVE:

The Cobb County School District (District) believes that technology and its utilization enhances the quality and delivery of education and is an important part of preparing children for life in the 21st century. The community of technology users must understand that the Internet is a global, fluid community, which remains largely unregulated. While it is an extremely valuable educational tool, there are sections that are not commensurate with community, school, or family standards. The District believes that the Internet's advantages far outweigh its disadvantages and will provide an Internet filtering device which shall be used to block or filter access to inappropriate information and material on the Internet, in electronic mail or other forms of electronic communications. It should not be assumed that users are completely prevented from accessing inappropriate materials or from sending or receiving objectionable communications.

It is the policy of the Cobb County School District to: (a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (d) educate minors about appropriate online behavior, including interacting with other individuals on social networks, websites, and in chat rooms and cyber bullying awareness and response; and (e) comply with the Children's Internet Protection Act, the Neighborhood Children’s Protection Act and the Protecting Children in the 21st Century Act (collectively “CIPA”).

Additionally, the District considers access to the Internet and computer resources a privilege, not a right. Therefore, users violating the District’s Administrative Rules may be subject to revocation of these privileges and potential disciplinary action.

RULE:

A. GENERAL PROVISIONS:
   1. CIPA COMPLIANCE:
      The District will have the following in continuous operation, with respect to all computers belonging to the District:
      a. A qualifying “technology protection measure,” as that term is defined in CIPA, to block or filter access to the Internet by adults and minors to visual depictions that are obscene, pornographic or harmful to minors as those terms are defined in CIPA. Subject to staff supervision and advance approval by a technology administrator or other person authorized by the District, the technology protection measure may be disabled for adults engaged in bona fide research or other lawful purposes.
      b. Procedures, materials and/or guidelines developed by the Curriculum and Instruction Division and the Technology Services Division 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 obscene, pornographic, or harmful to minors, as those terms
are defined in CIPA, and to material deemed inappropriate for minors as determined by the District. Such procedures, materials or guidelines will be designed to:

1. Provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to harmful or inappropriate matter on the Internet and the World Wide Web;
2. Promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Prevent unauthorized access, including so-called “hacking,” and other unauthorized activities by minors online;
4. Prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
   Restrict minors’ access to materials “harmful to minors,” as that term is defined in CIPA.

C. Educational materials, guidelines and procedures which shall be used to educate minors on appropriate online behavior, including without limitation interacting with other individuals on social networking Web Sites and chat rooms and cyberbullying awareness and response.

2. Education, Safety and Security of Minors:
   Teachers and others working with students will, in accordance with District guidelines, educate minors on appropriate online behavior, including without limitation interacting with other individuals on social networking Web Sites and chat rooms and cyberbullying awareness and response and caution students that they should:
   a. Never place personal contact information or a personal photograph on the Internet, e-mail or any on-line communication device. Personal contact information includes full name, address, telephone number, school address, or names of family or friends.
   b. Never arrange a face-to-face meeting with someone you meet online.
   c. Never open attachments or files from unknown senders.
   d. Always report to a teacher any inappropriate sites you observe being accessed by another user or that you access accidentally.

3. Internet Searches:
   Students should be supervised by instructional personnel when accessing network and internet resources and the following guidelines apply:
   a. Elementary School: Elementary school students may visit sites a teacher has pre-selected for them. Searches should be completed with child friendly Internet search engines (for instance see: www.nettrekker.com)
   b. Middle School/High School: Middle school and high school students may visit sites a teacher has pre-selected for them. They may use search engines other than child-friendly search engines when directed to do so by their teacher.
   c. Non-instructional personnel, such as After School Program (ASP) workers, are not permitted to allow students to access technology resources unless it is an instructional activity.

4. Network Security:
   Maintaining network security is the responsibility of all users. Users should:
   a. Not leave an unsecured workstation without logging out of the network;
   b. Not share or disclose passwords; and
   c. Notify appropriate personnel immediately if a potential security problem is identified.

5. Acceptable Use Agreement:
   Prior to receiving access to the District’s technology resources, employees and students (Form JICDA-3) should complete an Acceptable Use Agreement indicating they accept and agree to the provisions of Administrative Rule IJNDB (Use of Technology Resources in Instruction and Internet Safety Policy).
6. **Copyright:**
   a. Students and employees should comply with Administrative Rule EGAD (Intellectual Property), as well as federal, state or local laws governing copyrighted material.
   b. Students/employees will not:
      (1) Download or upload files to the District’s technology that might cause copyright infringement; or
      (2) Install, use, store, distribute or transmit unauthorized copyrighted or trademarked materials on District technology.

7. If students or employees believe that the implementation of this Rule denies access to material that is not prohibited by this Rule, he/she should submit that concern in writing to the school principal or designee or his/her supervisor or designee. The principal, supervisor or designee should report this concern to the appropriate District office within ten (10) school days.

B. **AUTHORITY:**

1. **The District:**
   The District provides its students and authorized employees with access to and use of its technology consistent with the District’s vision and strategic goals. Therefore, the District reserves the right to monitor, access, and disclose the contents of any user’s files, activities, or communications to any appropriate authority, including law enforcement.

2. **Employees:**
   Principals and Administrators will endeavor to inform students and employees of the responsibilities associated with use of the District’s technology. To this end, Administrative Rule IJNDB (Use of Technology Resources in Instruction and Internet Safety Policy) is included in the Parent Information Guide. Any attempts to harm, modify, destroy or otherwise change the District’s data and technology should be reported to appropriate District authorities. Staff will refer to District Administrative Rules governing employee and student conduct, including, Rules JICDA-E, -M, and –H (Student Conduct: Codes of Conduct), when addressing inappropriate use or abuse of District technology privileges.

3. **Students:**
   Students will adhere to all policies, Rules and regulations issued by the District and their respective school.

C. **PROHIBITED USES:**
   Students and employees who violate District/school policies, Rules or regulations governing the use of the District’s technology and network resources may have their network privileges suspended or revoked and will be subject to District Administrative Rules applying to employee and student conduct including, for students, the provisions of the appropriate District Code of Conduct (Rules JICDA-E, -M, or –H). Ethical use of District technology prohibits the following activities by all users:

1. Accessing, sending, creating or posting material or communication that is:
   a. Damaging;
   b. Abusive;
   c. Obscene, lewd, profane, offensive, indecent, sexually explicit, or pornographic;
   d. Threatening or demeaning to another person; or
   e. Contrary to the District’s Rules on harassment and/or bullying.

2. Posting anonymous or forging electronic communications.

3. Using the network for financial gain, advertising or political lobbying to include student elections.

4. Engaging in any activity that wastes, monopolizes, or compromises the District/school’s technology or other resources.

5. Illegal activity, including but not limited to copying or downloading copyrighted software, music or images, or violations of copyright laws.
6. Using the District network for downloading music or video files or any other files that are not for an educational purpose or, for students, a teacher-directed assignment.
7. Attempting to gain unauthorized access to District/school technology resources whether on or off school property.
8. Using non-educational Internet games, whether individual or multi-user.
9. Participate in any on-line communication that is not for educational purposes or, for students, that are not specifically assigned by a teacher.
10. Using voice over IP, internet telephony, video and/or audio communication devices without teacher supervision.
11. Using District/school technology resources to gain unauthorized access to another computer system whether on or off school property (e.g. “hacking”).
12. Attempting to or disrupting District/school technology resources by destroying, altering, or otherwise modifying technology, including but not limited to, files, data, passwords, creating or spreading computer viruses, worms, or Trojan horses; engaging in DOS attacks; or participating in other disruptive activities.
13. Bringing on premises any disk or storage device that contains a software application or utility that could be used to alter the configuration of the operating system or network equipment, scan or probe the network, or provide access to unauthorized areas or data.
14. Attempting/threatening to damage, destroy, vandalize, or steal private/school property while using school technology resources.
15. Bypassing or attempting to circumvent network security, virus protection, network filtering, or policies.
16. Using or attempting to use the password or account of another person, utilizing a computer while logged on under another user’s account, or any attempt to gain unauthorized access to accounts on the network.
17. Connecting to or installing any personal technology computing device or software without prior approval of the District’s Technology Services Division.
18. Attempting to obtain access to restricted sites, servers, files, databases, etc.
19. Exploring the configuration of the computer operating system or network, running programs not on the menu, or attempting to do anything not specifically authorized by District personnel or policies, Rules or regulations.
20. Leaving an unsecured workstation without logging out of the network.

D. E-MAIL:
E-mail accounts are provided to employees for professional purposes (see Administrative Rule GBDA [Communications System: District’s Inter and Intra Communications]). Students may access their personal e-mail accounts for educational purposes. Where used in the following guidelines, User/Users refers to both employees and students:

1. Persons outside the District may be able to receive information regarding an employee’s communications and use of the network from the District. (see Administrative Rule EHB [Data/Records Retention]).
2. Employees should request permission from the appropriate administrator prior to sending an e-mail message to an entire school staff or District level division.
3. Employee use of e-mail to transmit confidential student information, as defined in Administrative Rule JRA (Student Records), or sensitive personnel information is prohibited, except where the confidential information is sent in an e-mail directly to a parent/guardian, the subject of the e-mail, or a school official.
4. When an employee sends e-mail that contains confidential information, the employee should refer to the subject of the e-mail by first name only and should include the following disclaimer:

"This e-mail may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, you are hereby notified that any unauthorized dissemination, distribution or copying of any information from this e-mail is strictly prohibited. If you receive
this e-mail in error, please notify us immediately by collect telephone call at (telephone number) or electronic mail (e-mail).”

5. The District reserves the right to monitor whatever a User does on the network and to make sure the network functions properly.
6. A User has no privacy as to his/her communications or the uses he/she makes of the Internet.
7. Users should not use e-mail for personal gain or personal business activities.
8. Users will not use e-mail to distribute inappropriate material through pictures, text, forwards, attachments, and other forms of information.
9. Users will not send anonymous e-mail, nor will they harass others through e-mail.

E. WEB SITE PUBLISHING:
1. Publication of student information, work and pictures is governed by Administrative Rule CFIA (Monitoring-Recording Staff and Students).
2. Web pages or blogs hosted on or linked from Cobb County School District’s Web server will not:
   a. Include any information that indicates the physical location of a student at a given time, other than attendance at a particular school or participation in school activities where appropriate consent has been received.
   b. Display personal information, photographs, videos, streaming video, or audio clips of any identifiable student without a prior written permission slip (Form CFIA-1 ([Permission to Display Student Photograph]) if a parent/guardian has “opted out” of the release of directory information as stated in the Directory Information Statement in the Parent Information Guide.
3. Prior to placing a student’s material on the Internet, the student should sign Form IJNDB-1 (Permission to Display Student Work). For students under the age of 18, the permission slip should also be signed by the student’s parent/guardian.
4. Students may retain the copyright on the material they create that is subsequently displayed or performed on the District's Web site or individual school Web pages or blogs.

F. EMPLOYEE CREATED WEB PAGES AND/OR BLOGS:
The District assumes no responsibility for schools or individual employees who do not comply with the following provisions:
1. Employees may create or link to individual Web pages and/or blogs on an external site provided these external sites meet the District’s definition of “educational purposes” as stated in Section G below. Any links to external sites that fail to meet that definition will be removed.
2. Each employee will be responsible for maintaining his/her Web pages or blogs in cooperation with the school Web Publisher. Specifically, all material originating from the employee and placed on the employee Web pages/blogs will be consistent with the Web Page Publishing and Compliance Guidelines (Form IJNDB-5) and approved through the compliance process established by the District Web Publisher (Web Master).
3. The District Web site and individual employee Web pages/blogs will not:
   a. Contain public message boards or chat-room areas. However, employees may allow two-way communication on blogs or private message boards as a part of the classroom curriculum as long as the employee previews (moderates) and approves all blog comments before they are posted on the Internet.
b. Allow the display of unsolicited comments from the general public. Any solicited public feedback should be reviewed by the employee before posting. Any questionable or inappropriate content will immediately be removed by the employee, the School Web Publisher or by the District Web Publisher (Web Master) with no notification.

G. DEFINITIONS:

As used in this Rule, the terms and definitions contained in CIPA are expressly incorporated herein by reference and the following additional definitions shall also apply:

“Blogs” (short for Web Logs) means dynamic web sites consisting of regularly updated entries displayed in reverse chronological order. They read like a diary or journal, but with the most recent entry at the top. Blogs can allow for open comments meaning other individuals can respond to a posted entry. Open comments is an optional feature for most blog Web sites.

“Chat Rooms” means a Web site, part of a Web site, or part of an online service, that provides a venue for communities of users with a common interest to communicate in real time.

"Cookies" means messages that may include personally identifiable information, which are stored in a text file and used to identify visitors and possibly prepare customized Web pages for them.

"Cyberbullying” means bullying through an electronic medium such as a computer or cell phone.

"DoS attack" means a denial-of-service attack designed to overload an electronic network with useless traffic and messages.

"Educational purposes" means it relates to curriculum and instruction, research, career or professional development, or administrative purposes.

"E-mail” means an electronic message generated using the District's e-mail and/or Web based e-mail. It is also used generically to mean either the District's e-mail system or a Web-based e-mail system.

"External site" means Web sites and materials not hosted on the District's Web server.

"Hacking" means the illegal activity of breaking into a computer system or electronic network, regardless of intent to cause harm.

"Inappropriate material” means material that does not serve an instructional or educational purpose and that includes, but is not limited, to material that:
   (i) is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, or threatening;
   (ii) advocates illegal or dangerous acts;
   (iii) causes disruption to Cobb County School District, its employees or students;
   (iv) advocates violence; or
   (v) contains knowingly false, recklessly false, or defamatory information.
“Instructional activity” means a classroom activity that focuses on appropriate and specific learning goals and objectives.

“Message board” means a virtual bulletin board, where people post and view messages.

“Mirroring” means the creation of other Web sites that replicate or duplicate an existing Web site in order to reduce network traffic or improve performance and availability of the original Web site.

“Social networking” means the use of Web sites or other online technologies to communicate with people and share information, resources, etc.

“Teacher directed” means that the teacher gives to the students’ specific instructions for activities and assignments.

“Teacher supervised” means that a staff member will oversee the activities of the students.

“Technology” means but is not limited to electronic media systems such as computers, computing devices, peripheral devices, telecommunication equipment, electronic networks, messaging, and Web site publishing, and the associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.

“Trojan Horse” means a destructive computer program that enters onto a computer by pretending to be a simple and safe computer application.

“Users” means District students, certain employees, including school and Central Office staff, and other authorized persons who use the District's technology.

“Virus” means a replicating computer program or piece of code that is loaded onto a computer without the user's knowledge and may attach itself to other computer programs and spread to other computers.

“Web Bug” means an invisible image placed on a Web page that is embedded in JavaScript code that collects information about a user's Internet behavior.

“Web Page” means a single document or file on the Web, identified by a unique URL.

“Web Site” means a collection of "pages" or files on the Web that are linked together and maintained by a company, organization, or individual.

“Worms” means a type of virus that can replicate itself and use a computer's memory but can or cannot attach to other computer programs.

Adopted: 12/14/00
Reclassified an Administrative Rule: 9/1/04
Revised: 7/26/01; 5/25/06; 5/14/08; 4/11/12
PROPERTY CONTROL
USER’S GUIDE

COBB COUNTY
SCHOOL DISTRICT
FINANCIAL SERVICES DIVISION
PROPERTY CONTROL

Revised February 14, 2011
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- Check-out Form for School-Owned Musical Instruments (student) [Form IS-934] [http://www.cobbk12.org/centraloffice/curriculum/music/CheckOutForm.pdf](http://www.cobbk12.org/centraloffice/curriculum/music/CheckOutForm.pdf)
- Check-out Form for School-Owned Musical Instruments (school to school) [Form IS-934A] [http://www.cobbk12.org/centraloffice/curriculum/music/IS%20934%20A.pdf](http://www.cobbk12.org/centraloffice/curriculum/music/IS%20934%20A.pdf)
Foreword

The intent of this Property Control Users Guide is to officially define the current policies, procedures, and guidelines governing the management of the Cobb County School District’s (CCSD) property defined as “fixed assets.” This manual is intended to provide a reference source for all CCSD personnel regarding this responsibility.

All CCSD personnel entrusted with using District property in the performance of day-to-day duties are accountable for the proper use, reasonable care, and safekeeping of such property.

CCSD employees are expected at all times to act responsibly regarding property and to discourage others from theft, destruction, and unauthorized use of such property. In order to maintain the proper management and monitoring of all District property, CCSD employees are not allowed to discard, donate, lease, loan, rent, trade, sell, or give away District Property.
Property Control Mission Statement

Property Control’s mission is to:

Ensure proper tagging, tracking, and disposition of assets while maintaining compliance with internal and external property regulations.

Its primary responsibilities are to maintain:

- The accuracy and integrity of the Fixed Asset System for CCSD.

- A record which demonstrates the school system, has exhibited good stewardship of public monies, including fixed assets.

- A site record of all inventorial assets.

- Information for administrative staff decision-making.

- Information to establish losses for risk management purposes.

- An orderly system used to track transfers and disposals of equipment purchased by CCSD.
Cobb County Administrative Rules for Asset Inventory

CCSD purchase assets to accommodate the education of children in the school district. These assets are essential for the maintenance of high educational standards and effective classroom instruction must maintain a rule for the inventory of its assets.

CCSD’s Rules associated with inventory are listed below and can be found on the District’s website located at http://www.cobbk12.org.

Administrative Rule DID (Inventory and Equipment Checkout)
Administrative Rule DIF (Management of School Funds and Other Assets)
Administrative Rule DO (School Properties Disposal Procedure)
Administrative Rule ECAD (District Property Replacement/Restitution)

Property Control Regulations

All procedures will comply with State of Georgia policies as well as any guidelines approved by the Cobb County Board of Education.

The Property Control staff will inventory all equipment /furniture items with a cost greater than $1,000 and all computers, printers, LCD projectors, and Interactive White Boards, regardless of cost.

The Property Control staff will key in all inventory items into the Fixed Asset Database and reconcile monthly to the accounting general ledger.

The Property User’s Guide is available online under the District Support Home page at: General Information/Documentation and Procedures/Property Control User’s Guide. This manual is produced and periodically updated under the supervision and approval of the Financial Services Division.
Cobb County School District Assets

Assets

Assets of CCSD are the property of the citizens of Cobb County. The school system administrator is responsible for the care and accounting of each asset item. CCSD may also acquire the following types of assets:

Donated Assets
Donated Assets should be reported to the Property Control Department within 30 days of receipt. Donations include assets purchased by:

A. School volunteer organizations such as PTA, athletic booster clubs, band booster clubs or any other parent/civic organization donating items to CCSD.
B. Student organizations such as Key Club, etc., and donated to CCSD.
C. Funds obtained at the local school level and donated to CCSD.

Grant Assets
Grant Assets include assets purchased by:

A. Any federal, state, or local grant money. Grant equipment must stay at the assigned school. For example, if a teacher transfers one school to another, he may not take the equipment purchased with grant funds. Grants are issued to the school (CCSD) and not to individual employees.
Asset Accountability Officer

Each school principal is designated as the Asset Accountability Officer. A principal may designate authority to another administrator for asset accountability, however; the ultimate responsibility rests with the school principal according to Administrative Rule DIF.

The respective central office director/agency head will designate each central office agency’s accountability officer.

If an employee separates from the District, it becomes the Principal’s responsibility to retrieve all equipment assigned to that employee, per Administrative Rule DID. This would include items such as: teacher laptops, digital cameras, palm pilots, printers, cell phones or Blackberry’s, etc.

An Employee Exit Form should be completed when an employee separates from the District. This form provides a check list of equipment items to be returned to the local school or office. A copy of the exit form should be placed in the school’s personnel files. An additional copy should be given to the separating employee for their records. Please contact the Human Resources Department for additional information.
Asset Definition

Any item, which meets the entire list of criteria, is considered a movable asset:

- It retains its original shape and appearance with use.

- It is non-expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it or trade in (ex: hearing aids) rather than replace it with an entirely new unit.

- It will have an estimated usable life expectancy of two or more years.

- It has an original acquisition cost of $1,000 or more or is one of the following: computers, printers, LCD projectors, and interactive whiteboards.

Information Maintained on Physical Assets

The following information will be recorded for all movable assets:

Property Decal Number
Site Code
Department Code
Quantity of Item
Description
Manufacturer Code
Standard Classification Code
Serial Number
Acquisition cost
Model Number
Model Name
Purchase order number from which items were purchased
Acquisition year and month
Vendor Name
Asset Identification

Bar-code Decal

Property Control will place a bar-code on all moveable assets. Each bar-code decal will contain Code 39 bar-code format and legible character with an asset property identification number unique to every decal.

The bar-code tags will also read, “Property of Cobb County Schools”.
Inventory Process

All CCSD sites are subject to a physical inventory each year. Property Control personnel will email or telephone the principal prior to an inventory for approval to conduct the physical inventory during a specific time period. During the time period agreed upon by Property Control personnel and the principal, the inventory will proceed as follows:

1. Property Control staff will check in at the main office of the site and will establish a base of operations.

2. Property Control staff will check with the person responsible for the school inventory and will obtain a map or floor plan, along with a staff roster for the site.

3. Using bar-code equipment and/or manual inventory reports, inventory technicians will conduct the physical inventory in each location using the floor plan to ensure all areas of the building are checked.

4. Once the inventory fieldwork is complete, a preliminary shortage list of items missing, if any, will be emailed to the principal. The principal will check with department heads and other site personnel to ascertain the location of items listed as missing.

5. During the time the principal of the site is investigating missing items, Property Control staff will investigate the missing items and check with other departments to ascertain if items have been removed from the school.

6. Upon completion of research of all missing items, a final recheck appointment at the school to verify any located items, a management report and final depreciated shortage list will be prepared and distributed to the school principal, Area Assistant Superintendent, and Financial Services.

7. If no items are discovered missing by the inventory technicians, the "final" inventory management report is sent immediately to the site after completion of the physical inventory.

8. An Inventory Completion Conference may be scheduled with the school principal if necessary.
Inventory Management Reporting

Once an inventory is complete, the results must be communicated to the school/central office department location and to the administration of the school district. The information will consist of the following:

**Inventory Memo** – A memo directed to a Site Administrator (Principal/Administrator) who presents an executive summary and the details for a specific school/central office department inventory.

**Depreciated Final Shortage List by Department** – Presents losses by department, showing both the historical and depreciated cost of item.
Assignment of Property Inventory within Local Schools

In order to comply with local and federal audit findings and the requirements set forth in Office of Management and Budget Circular A-102, the following assignment system is to be used to account for all movable assets listed on the property inventory.

1. **Purpose**
The purpose of this procedure is to establish a uniform method throughout CCSD to account for and control all movable assets within each school or central office. The use of this procedure will encourage accountability by all staff members and students who have school property in their possession and will help hold the loss of school property to a minimum.

2. **Official Record**
The official record for inventorial equipment and furniture is the District’s Fixed Asset System. Computer reports and any other correspondence documenting purchases, transfers, or deletions since the origination date of the inventory computer printout. The accountability officer may request a printout at any time by contacting the Property Control office.

3. **Delegation of Responsibility**
The accountability officer, (Principal/Central Office Administrator) may delegate the responsibility of maintaining the property inventory to one of the assistant principals, administrative assistants, department heads, or team leaders in the school; however, **this does not relieve the accountability officer of responsibility**. It is recommended the principal or accountability officer review all documents relating to inventory before the principal signs any documents in order to encourage dual responsibility.

4. **Assignment of Inventory Items**
All items on inventory for a particular school location are identified by each school agency. Equipment items may be temporarily assigned to persons outside of an agency. If this is the case, an FS-209, Temporary Assignment Form must be filled out and maintained by the respective department head. This form is used to check out items from one department head to another on a long term basis.

The Media Center and the Band Departments are required to maintain a checkout system using the forms presented on the following pages. These department heads will initiate and ensure completion of this form and secure a signature of the receiver's signature. The department head or team leader will be responsible for all items on the property inventory within his/her respective department.

If any item(s) are loaned to other departments within the building, the following procedure must be used:
The department checking out the item will complete the identification section of the form and will sign for release of the item. The receiving department will sign for receipt of the item. Each party should retain a copy. When an item is returned, both copies should be signed and copies retained by both parties as proof the item was returned. Each person having custody use of items belonging to CCSD will be held responsible for the proper care and accountability until such item is returned. If a staff member terminates employment with CCSD, then the principal is required to collect all District equipment, including teacher laptops and grant equipment, from the terminating employee.

5. **Checkout of School Owned Band/Orchestra Instruments**
   When school owned band/orchestra instruments are checked out or loaned to other schools, Form IS-934-A must be completed and signed by the borrowing band/orchestra director and by the lending band/orchestra director. A copy must be kept on file in both the borrowing and lending band/orchestra directors’ offices. When the instrument is returned to the lending school, the form should be signed acknowledging return of the instrument.

   When school owned band/orchestra instruments are checked out by students, Form IS-934 must be completed and signed by the parents of the student checking out the instrument.

   Please contact the Supervisor of Music in the Curriculum and Instruction office for additional information.
Property Transfers

All School District property, regardless of cost, must be transferred in accordance with School District policy as noted below:

No person should transfer property without the written approval of the Principal or Site Administrator. This procedure provides the documentation and approval necessary to transfer property. Schools, central offices, and Property Control must work together in a concerted effort to account for all transferred property. All transfer requests must be submitted in writing to the Property Control Department on an Excess Property Form. The Fixed Asset System will be updated once Property Control receives the signed Excess Property Form. This form serves as a record of all transfers. All transfers must be from one accountability officer to another. All parties involved must keep copies of the transfer paperwork on file in order to maintain a paper trail on the transfers.

Property transferred or removed should be kept in a secure location and should not be stored outside.

Excess Property

Per Administrative Rule DN, all School District property, regardless of cost, must be disposed of in accordance with School District policy as noted below:

Under no circumstances will an accountability officer or their staff discard any item belonging to CCSD. An accountability officer who wishes to have excess equipment considered for surplus must notify the District warehouse. The accountability officer must submit an Excess Property Form listing a description of the item including: make, model, serial number, and property tag number of the item(s) to be disposed. The warehouse will schedule the pickup of surplus property items. The warehouse will fax Property Control a copy of the Excess Property Forms and the Fixed Asset System will be updated based on the paperwork received.
Disposal of Excess/Surplus Property

Per Administrative Rule DN, an item is classified as surplus after it has been submitted and approved by the Board for disposition.

School District personnel may decide property items at the warehouse are no longer usable by the District. Excess property items are identified by the Local Schools and Central Office Departments and then delivered to CCSD's Kennesaw Warehouse. All excess equipment must be submitted for Board approval prior to disposition.

District equipment must meet one of the following criteria to be deleted from the school inventory list:

1. Board Approved Surplus List
2. Vendor Exchanges Documented With Paper Work
3. Salvaged Equipment Documented With Paper Work From District Staff (Technology Services, Maintenance, and Food & Nutrition Services)
4. Fully Depreciated Equipment Determined By Financial Services Division

For additional information on Excess/Surplus Equipment, please contact the Warehouse Assistant Director at 770-426-3385.

Charter Schools

The Director of Alternative Education must approve, on a District's Excess Property form, any District equipment transferred to CCSD's Charter Schools.

In the event the Charter School ceases being a CCSD charter school all District equipment must be returned to the Kennesaw Warehouse.
Disposal of Donated Vehicles

On occasion, vehicles may be donated to Cobb County Board of Education schools for instructional or other purposes. When school system personnel have no further use for the vehicle, it may be sold during a surplus sale or auction. In order to ensure proper legal guidelines are followed, and to protect the previous owner and CCSD from possibly receiving a stolen vehicle, possible unpaid liens, IRS liens, or other such situations, and to protect the ultimate purchaser of the vehicle, the following guidelines must be followed:

1. The school must obtain from the donor a properly completed and signed certificate of registration showing taxes have been paid for the current year. If the vehicle is 15 years old or less, the school must also obtain a properly completed and signed certificate of title. If the vehicle is a truck with a gross vehicle weight rating (GVWR) of 10,000 or more pounds, or is a mobile home, or is a mobile crane (including wreckers), the school must obtain a properly completed and signed certificate of title if the vehicle is a 1963 year model or newer. For gasoline powered vehicles 12 years old or less and 10,000 lbs. GVWR or less, the school must also obtain a current emission inspection certificate. The seller (donor) must sign the title and the registration in the exact form the name is printed on the front of the document. The seller (donor) must record on the title the exact date of sale (donation) and the odometer reading at that time. If the registration does not show taxes have been paid for the current year, the school must pay the current year taxes and any back taxes and penalties may be owed on the vehicle. If the taxes are current, the school is exempt from further taxes as long as it owns the vehicle.

2. The school must complete the buyer's section on the title, showing the school name and address.

3. Once the title and the registration have been properly completed, the school must apply to the local county tag office with the completed certificate of title (if required), the emission inspection certificate (if required), and the appropriate title fee (currently $18.00) and tag fee (currently $1.00). This will allow the title and a government tag to be issued in the school name for the vehicle. If the title is not applied for within 90 days of the purchase (donation) date, a title penalty will be assessed (currently $10.00). If the tag is not purchased within 21 days, a tag penalty may also be assessed.

4. The school system cannot sell any vehicle not titled in the name of the school system or one of its agents (schools).

5. Vehicles may only be sold through a surplus sale or auction, which has been previously approved by the Board of Education. Prior to the date of the surplus sale or auction, the school must submit to the Procurement Services Department, the certificate of registration in the name of the school, the certificate of title in the name of the school (if the vehicle is 15 years old or less), and the emission inspection certificate is 12 years old or less).
6. When the vehicle is sold, the government tag must be removed from the vehicle by school system personnel and turned in to the county tag office. This tag cannot be re-used on any other vehicle.

The proceeds of the sale of the vehicle may be returned to the local school's account, if prior arrangements are made with Procurement Services.

Please direct any questions regarding laws governing the sale and transfer of vehicles to and from the school systems, to the Commercial Truck Department at the Cobb County Tag Office at 770-528-4020.

**Loss of Equipment**

**Loss of Equipment Procedures**

1. When an item is found missing due to burglary, theft, fire, vandalism, etc, the school should file a report with CCSD Campus Police Department at (678) 594-8620. It is imperative a loss report be filed with the Campus Police as soon as the item is discovered missing. Delays in reporting lost/stolen assets cause inventory shortages on property management reports. Please contact the CCSD Campus Police Department for additional information.

2. The school must also contact Risk Management at (770) 420-4908 regarding replacements. No request for replacement of a missing item may be considered unless a loss report and a police report has been filed on the missing item. Please contact the Risk Management Department for additional information.

**Equipment Loss Prevention**

Procedures have been implemented in an attempt to prevent equipment loss, including:

**Bar Code Decal**

A bar-code decal will be placed on all movable assets by Property Control Personnel. Each bar-code decal will contain the wording "Property of Cobb County Schools, Cobb County, Georgia". An asset identification number unique to each specific decal will appear on each property decal both in Code 39 barcode format and in legible characters.
Trade In of Equipment

A school may wish to purchase an item and trade in an item to reduce the cost of the purchase. The following procedure must be completed prior to submitting a purchase order involving a trade in.

1. The “traded-in” items must be approved by the Board for disposal prior to actual trade-in.

2. The purchase order must include a full description of the item to be traded, including make, model, serial number, property tag number, and the date of the board approval for traded items as well as the value of item received. The bid/quote price of the item being purchased must include the trade-in price of the old equipment.

3. Band Instruments cannot be exchanged or traded for other similar items. Information on traded equipment (property numbers and serial numbers) should be sent to the Property Control Supervisor through inter-office mail. Traded equipment will be reported to the Board along with regular excess equipment. After approval by the Board, surplus and traded equipment will be deleted from the school or office site inventory.

Donations

Any item donated to a school or central office function by a civic/parent/student or an individual must be reported to the Property Control office on the day of delivery of item.

The Accountability Officer must complete an FS-201 "Property Inventory Receiving Form", retain a copy for his records and should send the original copy to Property Control. The donor must provide property value.

Upon receipt of the form, Property Control will post the item to inventory. This form is located on the Intranet in the Form Bank under Financial Services/General Information/Form Bank/Property Control.

The school or central office will be responsible for providing a “Thank You” letter for the donated item.

Please refer to the Local School Accounting Procedures Manual on the Financial Services Portal for additional information on donations.
Instruction Unit or Mass Move of Equipment

It may be necessary for CCSD Administration to move a unit (i.e. Special Education, Career, Technical Education, etc.) or department. Property Control will furnish copies of inventory printouts to District Administration and/or the affected units/department to help identify equipment or furniture scheduled to be moved.

An Excess Property Form must be completed when equipment is moved from one school to another. It must also be signed by both schools Principals, and sent to Property Control by fax to (770) 590-4586 or through inter-office mail.

Property Control uses the Excess Property Form to update the Fixed Asset System. This form serves as a paperwork trail on District equipment for internal and external auditors.

Closing of Schools-Equipment Procedures

Additionally, CCSD Administration may decide to close or consolidate school facilities. After securing approval from the Board of Education according to policy guidelines, furniture and equipment will be disbursed to other schools in a manner set forth by the appropriate administrator in School Leadership.

Property Control will furnish copies of inventory printouts of the affected schools to District Administration. A decision will then be made with input from Principals, as to the appropriate distribution of affected equipment.

Any remaining equipment will be considered excess equipment and sent to the Kennesaw warehouse. All excess equipment will be reported to the Board prior to disposal according to Administrative Rules.
State or Federally Funded Equipment

An equipment inventory of State or Federal funded equipment and furniture must be on file in CCSD administrative office and on file in the office of each principal of each affected school. The equipment inventory should show the following:

1. Item
2. Serial Number
3. Identification Number
4. Initial Cost
5. Acquisition Date
6. Vendor and Source
7. Location, use, and condition of equipment
8. Disposition Date (stolen, traded, sold, etc.)

Each location should maintain a current inventory of any item of equipment over $1,000 in value and all computers, printers, LCD projectors, and Interactive Whiteboards until the time of disposal.

A current inventory must be maintained of all equipment, costing $1,000 in value which is temporarily located on private premises for use in projects involving children in private schools and in institutions for the handicapped, neglected, or delinquent children.

When equipment or property purchased with State or Federal funds is no longer needed to fulfill the intent of the grants, such equipment or property shall be disposed of in accordance with established State or Federal procedures and regulations. Schools must use the Excess Property Form to request a surplus pickup by the Kennesaw warehouse.

Teacher Laptops

Teacher laptops are distributed by Technology Services. Management and distribution of teacher laptops must be in accordance with Administrative Rule DID.

For questions on teacher’s laptops, please contact the Director of Field Services, Technology Services Division at (770) 426-3378.