

Paulding County School District
Dallas, Georgia

Technology Plan
July 2018

Superintendent
Dr. Brian Otott

Components for System-Level Technology Plan

I. Vision for Technology Use

Compose an overall mission and/or vision which describes the steps the LEA is taking to ensure all students/teachers have increased access to technology. Include a list of specific vision statements for system educational improvement over a three-year period.

a. District Mission/ Vision and Access

- ❑ The technology mission of the Paulding County School District is to provide the technology infrastructure for every student and teacher to be technology literate and utilize technology as a vital component of the instructional program. It is imperative that education remain relevant to the age in which our students and staff live. The ability to gather, manipulate, and present data using technology as the medium is a required skill in the emerging global community. Technology promotes the development of essential higher-order thinking skills in a life-long learning model of education. The use of computers and other technologies for problem solving has been identified as an integral component for a student's success in higher learning and in the new workplace. The Paulding County School District's vision for technology is that students will be fluent in the use of technology so its application will become commonplace to them.
- ❑ Technology is a resource for expanding and creating new options in education. Teachers utilize technology in two ways: for the delivery of instruction and as a professional tool. In the Paulding County School District, integration of technology with curriculum is expected and, as more teachers are becoming comfortable with newer technology, is becoming a reality.
- ❑ As the district works toward providing students with an integrated curriculum relevant to their needs, technology becomes an essential component in instruction.
- ❑ Uniform technology integration standards are being implemented across all grade levels to develop progressively more sophisticated levels of technology use.
- ❑ Teachers will integrate technology daily with an increased focus on student usage to promote higher-order thinking skills and performance-based assessments.
- ❑ Students will use technology resources to access and apply information to solve problems, communicate ideas, and reinforce academic skills.
- ❑ Students will use interactive technology devices and applications to conduct experiments, perform research, collaborate and present information, manage data and demonstrate mastery of concepts.
- ❑ To support delivery of instruction, the PCSD focus will remain on maintaining and increasing the accessibility of technology in all schools.
- ❑ The district will maintain the Internet bandwidth to accommodate requirements of web-hosted applications and online resources, streaming video content, etc.
- ❑ The district will maintain the wide area network (WAN) to accommodate bandwidth needs and wireless network access.
- ❑ The wireless network will be maintained to accommodate the wireless computing devices both as a part of our district inventory and as personal devices through BYOT (Bring Your Own Technology) initiatives. The wireless network coverage will be expanded as needed to accommodate added wireless endpoints, such as maintenance monitoring devices for heating and air needs, etc.
- ❑ Administrators will provide leadership by modeling confident and effective uses of technology and telecommunication tools.
- ❑ Administrative efficiency will be enhanced using the district's student information system, online student assessment system, online curriculum content, web-based instruction, professional development, the Georgia Department of Education's SLDS (Statewide Longitudinal Data System) and online collaboration applications.
- ❑ Administrators will use online and software-based testing resources to disaggregate data to focus instruction and teaching strategies to enhance learning for targeted subgroups.
- ❑ A high priority is placed on communication between home and school. The district provides parents/guardians with access to student information through a parent

	<p>portal to review student grades, assignments and attendance. Email is a primary tool for communication between teachers and parents/guardians. Links to teacher email addresses are provided on school websites and the parent portal for the student information system. School websites provide important information about the operation of the school, information pertaining to student life, and instructional resources for parents. Teacher websites offer homework assistance, class assignment information and other instructional resources and activities.</p> <ul style="list-style-type: none"> ❑ Information is provided to parents concerning emerging technologies in education, Internet safety, and Internet resources. Parents receive training and information through various formats to understand and assist students with homework, test taking strategies, and technology applications. The district will continue its efforts to educate parents and community members regarding opportunities to utilize technology to improve student achievement. ❑ The district will continue to provide and expand credit recovery and student-paced online courses for regular and alternative education programs and summer school.
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II. Current Reality

Identify your data sources. What data does your technology inventory survey tell you? Compose a narrative analyzing the gap in access to technology across the district. Address the following groups—instructional, administrative, parent/community, system readiness/system support—personnel/resources.

<p>a. Access to Technology/Data Sources</p>	<ul style="list-style-type: none"> ❑ The Paulding County School District utilizes the following data sources to collect valuable data for informed technology-planning decisions: <ul style="list-style-type: none"> ○ Annual technology budget which identifies capital purchases, training, and support expenditures ○ New and alternative funding sources ○ Ongoing gap analysis of equality of technology resources between schools ○ Annual technology inventory submitted to the Georgia State Department of Education including the definition of “modern computer specification” which leads to the replacement of dated equipment and ratio of students to computers to ensure adequate technology access in all school settings ○ District, faculty and community surveys ○ User access data and logs from system applications and tools ○ Feedback from advisory groups and committees including Instructional Technology Committee and Teacher Advisory Group ○ Guidelines, recommendations and feedback from the AdvancED accreditation agency ○ Regularly scheduled public stakeholder meetings to discuss district initiatives, state and federal programs, funding, expenditures, data, etc. and gain feedback and input ❑ The Paulding County School District supports equitable use and access by students and teachers of all resources, computers and software. ❑ Adaptive/assistive software and hardware devices are provided in special education classrooms as well as labs to accommodate students with disabilities. ❑ All schools are equipped with student computers and computing devices with network, Internet and instructional software access in a combination of labs, mobile carts, classrooms and media centers. Each classroom is equipped with a teacher computer, and elementary classrooms are equipped with student computers for center work. Elementary, middle and high schools have general purpose labs and media center computers for individual student and classroom work. Middle and high schools are equipped with vocational computer labs.
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	<ul style="list-style-type: none"> ❑ Students have access to computers daily, before and after school. Teachers are encouraged to be users of technology and to serve as role models for student use. ❑ PCSD has a fiber optic network infrastructure that delivers 10 GB data bandwidth to each site and utilizes Voice-Over-Internet-Protocol (VOIP) telephony. The district maintains over 12,000 networked computing devices (workstations, laptops or tablets) and maintains over 200 physical and virtual servers. ❑ District classrooms are equipped with audiovisual and interactive devices that include projection systems, document cameras and interactive boards/peripherals to provide collaborative and interactive instruction and engagement in the classroom. ❑ Teachers of students with disabilities are consulted regarding special needs for hardware and software to aid in the education of this subgroup of students. Resources are provided from joint ventures between the Technology Department and the Student Services Department to ensure that all students have equitable access to educational experiences. ❑ Wireless network coverage is available throughout the district to support wireless computing and access needs for district and personal devices. ❑ The internet bandwidth provides 13.3 GB to meet the demand from web applications, resources, testing, and streaming video content.
<p>b. Technology Use</p>	<p>Collected data is used to determine the following:</p> <ul style="list-style-type: none"> ❑ Instructional uses of technology to include digital and online resources ❑ Instructional computers (teacher devices) access and utilize software applications and programs, shared content management sites, and the Internet for curriculum and content resources by grade level and subject, classroom management, unit and lesson development, interactive lesson development, grade and attendance recording, Microsoft Office 365 Suite including email, OneDrive cloud storage, learning management application for teachers, students and parents, and assessment programs. ❑ Teachers and students utilize subject-based software by grade level and subgroup for curriculum specific content, differentiated learning, credit recovery, and assessments. District and state resources are provided for curriculum and content, including unit plans, lessons, recommended resources and standards alignment as well as individualized student data. ❑ High schools offer industry-certified programs and assessments for business, marketing, automotive, drafting and design, and health occupations. Additionally, ROTC, agriculture, construction, culinary arts, early childhood, family and consumer science, graphic arts, personal care, public safety, and sports medicine career pathways courses are offered. ❑ The Assistive Technology (AT) department provides assistive technology equipment and software along with training for the integration of tools. Assistive technology devices and applications include aids for graphic organization, text to speech software and word processing, text readers, speaking dictionaries, mobile computing devices, touch screens, adaptive keyboards, visual and communication aids, etc. ❑ Administrative uses of technology to include digital and online resources ❑ Enterprise applications and supplemental administrative applications are supported at the district level and available to all school and district office corresponding personnel to accommodate the functionality of student information management, food services, media services, human resources, payroll, financials, asset management, transportation tracking and management, and procurement. ❑ District computing end users access applications and data utilizing a high-speed fiber optic wide area network. Each site has a 10 GB bandwidth fiber connection, and the district is served with 13.3 GB of Internet bandwidth. ❑ Telecommunications are provided via the Alcatel VoIP system utilizing the high-speed fiber data infrastructure.

	<ul style="list-style-type: none"> ❑ District employees are provided with the full suite of Microsoft Office 365 with email, OneDrive cloud storage and collaborative applications. ❑ Employees and technology personnel utilize an online web help ticketing system to request and manage technical support needs. ❑ Infinite Campus is utilized as the student information system with data interfaces to Go-IEP (individual education plan database program), Versatrans (transportation bus management application), Follett Destiny (media services application) and WinSNP (school nutrition program). All teachers maintain an electronic gradebook which is a component of the Infinite Campus student information system to record grades and attendance for electronic grade reporting and online parent access. Teachers utilize the Canvas learning management system to provide course content and assignments with online access for students and parents. ❑ Special education teachers utilize Go-IEP, a special education program designed to manage student IEP (individualized education plan) data, track progress and provide required IEPs and parent contact logs. They also utilize ED Plan (RTI) a response to intervention tool to monitor student progress. ❑ Business Services and school personnel utilize the PowerSchool BusinessPlus enterprise resource package for human resources, payroll, procurement, and financials data management. Employees are provided with online access to benefits and payroll information. Frontline is the district's web-based application tracking system for new hires and transfers. AESOP is used by faculty, administrators and payroll for substitute teacher assignments. ❑ Parent/community uses of technology ❑ PCSD utilizes email, websites (district, school and teacher), and social media to promote better communication between schools, staff, parents, and community members. ❑ Student attendance, demographic information and grades (assignment and course) are available to students and parents through the secured Infinite Campus parent portal. Student coursework and assignments are available to students and parents through the Canvas learning management system. ❑ An automated messaging system through Blackboard allows schools and district administrators the ability to relay school event notices and emergency information through calls, emails, text, social media and web app communications. ❑ The PCSD Board of Education agenda items and meeting minutes are available on the district's website. ❑ Parents are provided access to content and curriculum resources and student performance through the Georgia Department of Education website and State Longitudinal Data System.
<p>c. Gap Analysis</p>	<ul style="list-style-type: none"> ❑ The educational process is enhanced and the level of student understanding and achievement is increased through the integration of technology into instruction. Teachers incorporate technology into concept introduction, remediation, and enrichment. ❑ Closing the achievement gap for students with disabilities has been and will continue to be a district priority. The PCSD Assistive Technology (AT) program provides AT services and training through the Assistive Technology Lead position. The AT Lead is responsible for Individual Education Plan (IEP) teams throughout the district to effectively make decisions for providing assistive technology equipment and software. The AT Lead also provides access to AT equipment and training for the integration of identified tools and software. In order to effectively consider assistive technology, policies and procedures for an effective consideration process have been developed. ❑ Some gaps exist with having technology resources available and the integration of the technology resources toward learning. The district has provided technology resources throughout the district, but the utilization and integration into the classroom is ongoing. Surveys and evaluations demonstrate that some teachers report a lack of training to regularly implement learning experiences utilizing online learning tools/digital resources. Training and professional learning is continuously offered to implement these types of learning, but greater utilization of the resources

	<p>provided with practice is needed universally before the use of these tools can have a significant impact on instruction.</p> <ul style="list-style-type: none"> ❑ Data shows the use of online learning tools has increased, but some teachers are not utilizing sufficient virtual learning opportunities for students, and we are making strides toward the full instructional potential of online and blended learning opportunities. ❑ Technology needs to be used in a greater capacity to implement instructional best practices such as balanced assessment, collaboration, and differentiation.
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Goals, Strategies, and Benchmarks

Goal #1: <i>Instructional Uses of Technology: Increase the use of technology by promoting digital tools and resources to engage students with higher order learning experiences.</i>				
Strategies	Benchmark	Evaluation Method	Funding Source	Person Responsible
Maintain adequate technology projection and computing devices by refreshing equipment on a five-year schedule	Refresh at a minimum 20% of technology equipment and systems on an annual basis to maintain a five-year cycle for upgrades – includes hardware, operating systems and software as needed	Maintain a refresh plan utilizing the school inventories and asset management system for data; identify the technology needs for a minimum of five years forward to procure the best solutions, as the recommended devices may change	Technology Operational Funds Local School Funds Professional Learning Funds	Technology Services Administration - implementation Curriculum and Instruction, Professional Learning, Instructional Technology – recommendations and training Business Services – asset management and surplus
Maintain adequate network access to digital tools and resources by performing regular maintenance and upgrades to the wide-area network and equipment, such as school core and classroom switches, data center hardware and software, and fiber infrastructure	Upgrade network switches deemed obsolete and off support/maintenance; Upgrade data center to maintain an approximate five-year cycle for refresh and/or expansion; Maintain fiber infrastructure on an ongoing basis; Maintain appropriate bandwidth to meet needs for Internet and WAN	Monitor the network for points of failure or weakness; track all equipment and operating systems for necessary upgrades; track network and Internet bandwidth usage for necessary adjustments	Technology Services Operational Funds E-Rate Funds	Technology Services Administration – implementation, management, maintenance and support

Provide and support online instructional resources (including purchased and free resources) with appropriate selection and integration into the curriculum and instruction	Increase percentage of observed classroom student engagement and effective student use of technology; Increase percentage of observed effective teacher use of technology for instruction	Classroom site evaluation data, technology assessment data, survey responses, committee data	Curriculum and Instruction and Local School Operational Software Funds and/or free web-based resources, including GaDOE teacher and student resources	Operations & Curriculum and Instruction – standards and recommendations Instructional Technology and Professional Learning – training and recommendations (include committee data) Technology Services Administration – support School Administrators – ongoing assessment
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Goal #2: Instructional Uses of Technology: Increase the use of technology by providing educators with the resources and environment to design and develop learning experiences and assessments for the digital age.

Strategies	Benchmark	Evaluation Method	Funding Source/Amount	Person Responsible
Professional Development: Provide digital and classroom professional learning aligned to ISTE NETS-T (International Society for Technology in Education / National Educational Technology Standards for Teachers); Deliver professional learning and instructional technology training on current computing devices, operating systems and instructional applications	Educators demonstrate ability to develop learning environments with integrated technologies to engage students to become active in their own learning and collaborate with peers	Classroom site evaluation data, technology assessment data, survey responses, committee data Student high-stakes tests and curriculum assessment data	District and Local School Professional Learning Funds Curriculum and Instruction and Local School Operational Software Funds and/or free web-based resources, including GaDOE teacher and student resources	Operations & Curriculum and Instruction – standards and recommendations Instructional Technology and Professional Learning – training and recommendations (include committee data) School Administrators – ongoing assessment Technology Services Administration - support

Incorporate digital collaboration for instructional planning times	Educators are able to collaborate, evaluate and acquire knowledge of current technologies on a regular basis to make effective use of digital tools and resources to promote student learning	Classroom site evaluation data, technology assessment data, survey responses, committee data Student high-stakes tests and curriculum assessment data	District and Local School Professional Learning Funds Curriculum and Instruction and Local School Operational Software Funds and/or free web-based resources, including GaDOE teacher and student resources	Operations & Curriculum and Instruction – standards and recommendations Instructional Technology and Professional Learning – training and recommendations (include committee data) School Administrators – ongoing assessment Technology Services Administration - support
Provide and maintain current technology devices in the classrooms	Educators are able to collaborate and update their technology skill sets to master the latest technology devices	Classroom site evaluation data, technology assessment data, survey responses, committee data, training data	Technology Operational Funds	Technology Services Administration – annual 20% device refresh and support

Goal #3: Administrative Users of Technology: Increase the use of technology by providing resources to manage operations effectively and monitor student performance.				
Strategies	Benchmark	Evaluation Method	Funding Source/Amount	Person Responsible
Increase staff use of wireless computing devices for classroom evaluation, monitoring and assessment	Electronic evaluation and assessment data obtained and measured in defined, timely units	Administrator survey, Data analysis of evaluation and assessment results, Annual evaluations	District and Local School General Funds	Instructional Technology and Professional Learning – training and recommendations (include committee data) School Administrators – implementation Technology Services Administration – implementation and support Human Resources – staff evaluation measures and data management

Deliver professional learning with the alignment of ISTE NETS-A (National Education Standards for Administrators)	Increased number of school administrators demonstrating NETS-A.	Administrator surveys and annual evaluations	District and Local School Professional Learning and General Funds	Instructional Technology and Professional Learning – training and recommendations (include committee data) School Administrators – implementation Technology Services Administration –support Human Resources – staff evaluation measures and data management
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Goal #4: Parent/Community Users of Technology: Increase the use of technology by providing effective multidirectional communication between the district/schools and home/community to promote student learning.				
Strategies	Benchmark	Evaluation Method	Funding Source/Amount	Person Responsible
Increase parent and student access and awareness to online resources and promote feedback and input	Inform parents/students of and promote district and state online digital tools and resources including: GaDOE resources and SLDS, district and school websites, teacher pages, online learning management system, online parent portal, and electronic communications	Track site usage, surveys, return information requests	General Fund and/or No Cost solutions	School Administrators – communication and awareness Technology Services Administrator – electronic communications with supporting information Curriculum and Instruction – parent sites and communication

Goal #5: System Readiness (staff technical competencies/attitudes): Increase the use of technology by utilizing technology enhanced work strategies and best practices for improved performance and efficiency.				
Strategies	Benchmark	Evaluation Method	Funding Source/Amount	Person Responsible

Provide a wide range of professional development course offerings or recommendations for courses incorporating technology into daily operations and promoting best work practices and efficiencies	Develop and share best practices with anticipated efficiency	Employee evaluation data/work performance reviews and survey data	District and Local School Professional Learning and General Fund	Professional Learning – training courses and recommendations District, school and departmental administrators Technology Services Administrator – recommendations and support
Continuously monitor work practices and identify process improvements through technology integration and systems to provide automation	Implement technology system enhancements (i.e. system interfaces) to reduce labor hours on tasks	Evaluate labor hours and salary data to complete work tasks	General Fund	District, school and departmental administrators Technology Services Administrator – implementation and support

III. Communication and Marketing

Describe strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways. How are we sharing what we are doing? How can we show that the way we are sharing is meeting our needs? How are we encouraging more people to be actively involved with the system?

a. Communication/Marketing	<ul style="list-style-type: none"> ❑ 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 Georgia Standards of Excellence (GSE) in innovative ways are provided. ❑ Multiple methods of dissemination and marketing are used (for example, web-based resources, meetings, social media, local media, etc.). ❑ To ensure student success, the Paulding County School District is committed to maintaining frequent and meaningful communication between the school system and community members. ❑ The school district communicates through a variety of methods: print, web, broadcast, crisis management, and community organizations. ❑ Teacher websites, emails, 4 ½ week student progress reports, report cards, parent portal, and school and district websites provide continuous communication. ❑ The district provides press releases to local print and news media on a regular basis to share school stories and announcements. ❑ The Paulding County School District provides access to the Department of Education school and district report cards to communicate student achievement on standardized tests. ❑ The district holds quarterly public stakeholders' meetings for community members, parents and staff communicate information regarding student achievement, district expenditures, federal and state programs, etc. The forums provide opportunities for input from the public and open question and answer sessions. ❑ A district level website provides information to the community about the Paulding County School District. The website is designed to keep residents informed of news and special announcements along with quick links to popular information. There are sections on the website catering to students, parents and the community. This allows information to be organized for a targeted audience. One can find information about county demographics, local schools, budgets, construction updates, transportation, curriculum, and testing resources.
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	<p>Board of Education agendas and meeting minutes are available as well.</p> <ul style="list-style-type: none"> ❑ Email accounts are provided to staff members to facilitate communication with colleagues, parents, and community members. The district’s website provides a tool for parents, students, or community stakeholders to receive information, access resources and provide feedback. Stakeholder input is solicited using online surveys and through quarterly stakeholder meetings. The district maintains an intranet which is used as a communication, teaching and learning resource for staff and provides student dashboards with access to student resources. Through the intranet, information is communicated to employees along with access to support resources. Staff can access the intranet from home through a secure login. ❑ In addition to the district website, each school has its own website which is maintained by a staff member. Information is targeted to the school’s parents and students. Parents and guardians can find information on how to contact faculty members by phone or by email on each school’s website. These sites also contain calendar and special event announcements for the local school. Teachers maintain websites which provide current information regarding their classrooms. ❑ Infinite Campus parent portal provides access to student grades, attendance, and other school information via the Internet. Select communication media, including gradebook and attendance information, is available in Spanish as well as English. Links to these resources are provided on the district website and school websites. The Canvas learning management system provides students and parents with web-based access to course content and assignments. The district website provides a parent/student dashboard with curriculum and technology resources to utilize from home. ❑ It is important to have an instant communication tool for parents and guardians so that they may be notified as quickly as possible in case of an emergency. The district utilizes an automated notification service that includes call, text, email and social media. A notice can be sent to an entire list in a matter of minutes. This system can notify an entire group of parents or a defined target audience. This service can be used for purposes other than emergencies such as welcoming students back for another year or sending administrative reminders. ❑ PCSD has a central command post that goes into operation when an emergency arises at a school. Designated district office staff members and local school staff members can monitor video surveillance cameras inside and outside the local schools through the network. The crisis team works closely with local government agencies to ensure proper procedures and information are in place to handle an emergency safely, effectively, and with the least amount of disruption. ❑ The Communications Division of the Paulding County School District works closely with the Paulding County Chamber of Commerce. This partnership connects the business community and the schools with resources, sponsorships, and mentors for school events. The Paulding County School District also partners with the Paulding County School Foundation to promote the success of school programs and students. Through these various organizations, the district is able to gather feedback from the community on various programs. ❑ The individual schools host parent night, PTSA meetings, school council meetings and other events in which parents receive information regarding student achievement and school business. All schools hold Open House nights where parents learn about the curriculum and student use of technology.
<p><i>b. Integration/ coordination with long-range planning initiatives</i></p>	<ul style="list-style-type: none"> ❑ Paulding County School District continues to investigate and assess communication efforts and to revise and update policies and methods in a ceaseless endeavor to communicate effectively with students, parents, staff, and community stakeholders. ❑ Moving forward, increased collaboration between Technology Services, school administrators and faculty, and district departments, including Curriculum and Instruction, Instructional Technology, Professional Learning, Communications, Operations, Exceptional Students Education Programs, Title Programs, ESOL, Media Services, etc. is planned to ensure we make better informed decisions regarding technology expenditures, implementation and training. We are striving to improve our technology integration to be that in the best interest of students by providing the best tools and applications with the best instructional delivery. ❑ Currently, many committees meet to share ideas and recommendations which include technology use in schools. These consist of an Instructional Technology Committee, Principal Advisory Committee, Teacher Advisory Committee, Regular Stakeholder Meetings, etc. The goal moving forward is to provide a pathway for the various committees and subgroups to

	<p>share ideas and form collective recommendations for the district.</p> <ul style="list-style-type: none"> ❑ Increased efforts regarding collaboration and continuous assessment across the district with faculty, committees, and departments are required to develop best practices for instructional use of technology and provide mentoring and training for teachers. Technology Services will drive this effort moving forward to accommodate and plan for the technology needs and utilization for long-term requirements.
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IV. 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.

<p>a. Professional Development</p>	<ul style="list-style-type: none"> ❑ Technology can captivate and engage students thereby impacting academic achievement. For technology to have maximum effect on academic achievement, professional learning for teachers is imperative for teachers to be competent in their ever-changing roles as technology users thus enabling them to fully implement the resources available to them. PCSD’s intranet facilitates training and technical support to all district employees. Instructional Technology trainers provide professional development opportunities on available technologies with a student-centered focus. ❑ PCSD provides a multitude of professional learning opportunities to maintain, retain, and challenge a high-quality staff. Professional learning activities focus on student achievement, school improvement, and professional development. Workshops, in-services, classes, and reflective activities are designed to develop effective and useful strategies that support the school district’s improvement goals, particularly centered on student achievement. ❑ Northwest Georgia RESA, in conjunction with other continuing education centers, offers professional learning workshops and activities that help to address regional district curriculum areas and school improvement goals. ❑ Self-directed learners are provided the opportunity to participate in web-based courses and tutorials. Staff also participates in Professional Learning Communities for professional development and in Data Teams for data analysis work to monitor and identify needs with student achievement. ❑ Each school provides specific professional activities tailored to the school improvement plan. ❑ Professional learning funds are allocated to ensure the proper support for and quality offerings within the development programs. Throughout the year, the focuses of the professional learning program remain research-based instructional practices. By focusing on assessment and proper implementation of the standards, the school district can further identify areas of strength and weakness as plans are made for the professional learning program for each school year. The district identifies and offers activities to provide teaches, administrators and other staff the necessary teaching, technology and leadership skills to implement strategies to improve student achievement. ❑ Professional learning is planned at both the school and district levels in addition to other supplemental programs that are offered for certification and improved performance. ❑ PCSD will continue to provide long-term, systematic, and ongoing professional learning to meet the goals and objectives of this technology plan. Professional learning will include a variety of delivery methods for in-service opportunities, professional learning courses, training sessions, workshops, and peer tutoring. Based on need and staff requests, conferences and out-of-district opportunities will be provided. Professional learning will be led by district personnel including Professional Learning, Instructional Technology and lead trainers, and lead teachers. Train-the-trainer offerings to lead teachers will be held, and lead teachers will facilitate training to other teachers. Educational consultants and vendors will be used as supplemental trainers when needed. ❑ The State Department of Education to provide in-service and support. Additional funding for training will be provided by the professional learning budget and federal funding. ❑ Monitoring and evaluation of the professional learning program will be ongoing using surveys and observations. ❑ Staff development on integrating the use of the Internet and programs such as presentation software into lesson planning and resource development for student and teacher use has been provided by district personnel and through college courses offered at local school sites. ❑ For teachers to share Internet resources and information, <i>MyGADOE</i> will be utilized through the
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	<p>website georgiastandards.org. Professional Learning credits and/or stipends are provided based on available funding and course requirements.</p> <ul style="list-style-type: none"> ❑ All courses must provide evidence of research to support the proposed training prior to the release of funding as part of the written application. Following instruction, the course must be evaluated and must include evidence of learning. Any technology purchased for instruction will also be linked to the same instruction research and in accordance with the district’s purchasing policies. ❑ The Professional Learning department ensures that all professional development assists teachers in directing their instructional practices toward student achievement of Georgia Standards of Excellence (GSE). All courses must provide evidence of application in teaching as part of the written application for funding. ❑ Professional learning course offerings coincide with technology initiatives, such as new instructional and administrative applications/software, software upgrades, operating system upgrades, and new practices, such as BYOT initiatives.
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<i>Appendices</i>	
<p><i>a. Policies and Procedures</i></p>	<ul style="list-style-type: none"> ❑ Paulding County School District associated policies and procedures for technology use and procurement: ❑ Appendix A: Technology Acceptable Use and Internet Safety Policy ❑ Appendix B: Technology Acceptable Use and Internet Safety Agreement – User Access ❑ Appendix C: Bids and Quotations Policy ❑ Appendix D: School Properties Disposal Procedures Policy ❑ Appendix E: Inventory Policy

Appendix A: Technology Acceptable Use and Internet Safety Policy

Type: Policy

Descriptor Code: IFBG

Purpose

The Paulding County School District (“District”) makes available to its students, employees and guests the use of technology resources, including the Internet, electronic media, hardware and network for educational and business purposes. Students, employees and authorized users (“Users”) are expected to follow legal, ethical, district policies and school rules regarding the use of the Internet, technology and electronic media.

The policy of the Paulding County School District is to prevent any use of the computer network for transmission of inappropriate material using the Internet, electronic mail and electronic media; prevent unlawful online activity, including unauthorized access; prevent online disclosure, use or dissemination of personal identification information of minors and staff; educate minors regarding appropriate online behavior including the safety of online interaction with other users and cyberbullying awareness and response; and compliance with the following acts for safety and privacy of individuals and data: Children’s Internet Protection Act of 2000 (CIPA), Children’s Online Privacy Protection Rule (COPPA), Family Education Rights and Privacy Act (FERPA), and Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Students, employees and authorized users must understand that the use of the District’s technology resources, including network and Internet, is a privilege and violating the District’s policies and rules with inappropriate use may result in a revocation of that privilege, potential disciplinary action and potential referral to law enforcement, as appropriate. Users of the District’s technology resources should have no expectation of privacy regarding their use, which may be monitored by the District’s administration or designees. The District’s technology resources are provided for the education of District students and District business to support the education of students.

The District provides Internet content filtering to block or filter access to inappropriate content on the Internet to meet CIPA requirements, but it should not be assumed that all inappropriate content is prevented from being accessed.

I. Acceptable Use

A. Acceptable Use Agreement

Students/parents, employees and authorized users must complete the *Technology Acceptable Use and Internet Safety Agreement* [Exhibit: IFBG-E (1)] agreeing to abide by all rules and regulations as stated in the *Technology Acceptable Use and Internet Safety Policy* prior to receiving access to the District’s technology resources.

B. District Technology Resources

1. Access to District technology resources including the network and Internet is provided for District instructional, educational and business use. All communications and information transmitted by, received from, or stored within the District's technology resources are the property of the District.
2. Users should have no expectation of privacy regarding their use of their District technology resources and may have their use monitored. The District reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the technology resources, network and Internet.
3. An employee's personal files, records and communications prepared and maintained or received on or using Paulding County School District's technology, including e-mail, may be subject to disclosure under Georgia's Open Records Act, O.C.G.A. 50-18-70.
4. Users are responsible for monitoring and appropriately rejecting malicious materials, links, dialogue, and information accessed or received by them, such as spyware, malware, and viruses.
5. Users will be courteous and use appropriate language with communications while using the District's network applications and Internet access.
6. Users must accept responsibility for keeping copyrighted materials from entering the school via the Internet, storage devices, or any other method and comply with federal, state or local laws governing copyrighted material.
7. Users will refrain from accessing inappropriate content via the District's technology resources and Internet that may be deemed offensive to students, employees or parents including but not limited to topics related to profanity, vulgarity, obscenities, nudity, pornography, adult content, harassment, threats, violence or illicit/illegal content.

C. Software Applications and Third-Party Services

1. Software applications for instructional and business use in the District must be approved for use by appropriate channels, including administration and the Technology Services department through the District's software approval process.
2. The use of hosted services for applications must comply with all applicable laws, including but not limited to: CIPA, COPPA, FERPA, HIPPA and District data privacy rules and policies.

II. Internet Safety

A. Internet Access

1. Connections to the Internet should only be made through the District's network that provides appropriate content filtering.
2. Students should be supervised by faculty when accessing the District's network and Internet and should only access applications and websites for educational purposes that are relevant to approved curriculum.
3. District students and employees who utilize "Bring Your Own Technology" (BYOT) for educational and business use are to adhere to all District and school policies and rules for acceptable technology use with the use of their personal devices

(devices may include but are not limited to laptops, netbooks, cell phones, and tablets).

4. Employees may utilize the Internet for incidental personal use outside of designated work times provided that it does not interfere with District operations, is not for personal business or monetary gain, is not unethical or illegal, and does not negatively affect or harm the District, District personnel or students.

B. CIPA Compliance

The District will have the following in continuous operation, with respect to all devices that connect to the Internet in the District:

1. 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 by CIPA.
2. Procedures, materials and/or guidelines developed by the District 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 by CIPA, and to material deemed inappropriate for minors as determined by the District. Such procedures, materials or guidelines will be designed to:
 - a. 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;
 - b. Promote the safety and security of minors when using electronic mail, chat rooms, social networking, and other forms of direct electronic communications;
 - c. Prevent unauthorized access, including "hacking," and other unauthorized activities by minors online;
 - d. 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 by CIPA.
3. 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 websites and chat rooms and cyberbullying awareness and response.

C. 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 but not limited to: interacting with other individuals on social networking websites and chat rooms, cyberbullying awareness and response, and caution students that they should:

1. Never place personal contact information or a personal photograph on the

Internet, email or any online communication device. Personal contact information includes full name, address, telephone number, school address, or names of family or friends.

2. Never arrange a face-to-face meeting with someone you meet online.
3. Never open attachments or files from unknown senders.
4. Always report to a teacher any inappropriate sites you observe being accessed by another user or that you access accidentally.

III. Network, Computing and Information Systems Security

Maintaining network, computing and information systems security is the responsibility of all users. Users are to adhere to the following rules for appropriate and secured access of District technology resources.

1. Users should not leave an unsecured workstation without logging out of the network; users are ultimately responsible for all activity utilized with their accounts and passwords.
2. Users should never share or disclose passwords.
3. Users are to notify the Paulding County School District's Technology Services department and appropriate supervisory personnel immediately if a potential security incident is identified.
4. The District has placed certain security restrictions on computers to protect our computer and network resources. Attempting to subvert or avoid the security restrictions is considered an attempt to damage school property. Users are responsible for monitoring and appropriately rejecting materials, links, dialogue, and information accessed or received by them, such as spyware, malware, and viruses.
5. Users are not to connect personal technology devices to the District's network (wired or wireless) except for District approved BYOT computing devices connected to designated Wi-fi networks supporting BYOT. Network switches are not to be accessed by anyone other than the District's Technology Services personnel.
6. Users' generated data files, electronic communications and web postings are the property of the District and may be accessed by authorized system personnel as appropriate.
7. Users are to complete and adhere to any required cybersecurity training and/or guidelines provided to employees and students by the District.

IV. Email

District email accounts are provided to employees for the District's business use only. Employees are to adhere to the following rules with the utilization of District email accounts and communications.

1. Employees are not to use District email for personal business or personal gain.
2. Employees are to include the following disclaimer as the signature of District email:
"Confidentiality Notice: The information contained in this email and any attachments may be legally privileged and confidential. If you are not an intended recipient, you are hereby notified that any dissemination, distribution,

copying or use of this email is strictly prohibited and may violate State and Federal law. If you have received this email in error, please notify the sender and permanently delete the email and any attachments immediately."

3. Users are to assume no privacy with electronic communications, including email; therefore, users should not include confidential information regarding staff or students in email communications. Appropriately secured and District approved portal applications are to be used for submitting sensitive or confidential data for staff or students.
4. The District's network contains antivirus and spam filtering software, but the district cannot guarantee incoming email files are free of malicious code that may compromise the network or District data. Users should exercise good judgement and follow cybersecurity guidelines when opening and responding to emails. Users should refrain from clicking on unknown links that may contain malware and viruses and should never provide personal information including account credentials.
5. Users will not use email to distribute inappropriate material through items such as pictures, text, forwarded email, or attachments.
6. Users will not use email to harass others and will not send anonymous email.

V. Prohibited Uses

Allowable use of District technology prohibits the following activities by all users.

1. Users will not lend their account or password to others, nor will they use another person's account or password.
2. Users will not download or utilize non-district approved files, software, applications, programs, websites, etc.
3. Users will not download software, games, music, graphics, videos, text or other materials that are copyrighted.
4. Users may not utilize non-district provided Internet service providers.
5. Users must not attempt to bypass or circumvent the network security, firewall, content filtering, policies, and malware/virus protection including but not limited to the use of firewall bypass programs, wireless hotspots, etc.
6. Users may not attempt to disrupt District technology resources and use by destroying, altering or modifying technology, including but not limited to files, data, passwords, creating or disseminating viruses, malware, DOS attacks or participating in similar disruptive activities.
7. Users may not attempt to gain unauthorized access to District networks, devices, systems, switches, servers, files, applications, accounts, etc. whether on or off school property (hacking).
8. Users are not allowed to plug any device into a network switch or connect any non-district approved device to the network (wired or wireless). Network switches are not to be accessed by anyone other than the District's Technology Services personnel.
9. Users will refrain from accessing or distributing inappropriate content via the District's technology resources and Internet that may be deemed offensive to students, employees or parents including but not limited to topics related to profanity, vulgarity, obscenities, nudity, pornography, adult content, harassment, threats, violence or illicit/illegal content.
10. Cyberbullying is not tolerated by the Paulding County School District.

11. Users will not reveal or share personal information and data including demographic, financial, medical, educational, etc. through unsecure electronic communications, such as district email or postings to non-district approved third party applications, regarding themselves or others including all employees, students and student families/guardians. All employee, student and student family/guardian data is to be protected for privacy according to Children's Internet Protection Act of 2000 (CIPA), Children's Online Privacy Protection Rule (COPPA), Family Education Rights and Privacy Act (FERPA), and Health Insurance Portability and Accountability Act of 1996 (HIPAA).

VI. Penalties for Prohibited Use

Users who violate the District's policies governing the use of the District technology or network resources may have their privileges suspended or revoked and are subject to appropriate disciplinary action. The District's administration may also refer incidents to law enforcement or other authorities as appropriate.

Unauthorized devices that are found connected to the District's network may be subject to confiscation or destruction, as they may interfere with District network operations including but not limited to online standardized testing, wireless Internet access, and telecommunications.

VII. Definitions

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

1. Blog: dynamic website consisting of regularly updated entries displayed in reverse chronological order. Blogs 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 are an optional feature for most blog websites.
2. Chat Room: a website, part of a website, or part of an online service, that provides a venue for communities of users with a common interest to communicate in real-time.
3. Cookies: messages that may include personally identifiable information, which are stored in a text file and used to identify visitors and possibly prepare customized webpages for them.
4. Cyberbullying: the act of harassing someone online by sending or posting mean messages, usually anonymously.
5. DOS attack: a denial-of-service attack designed to overload an electronic network with useless traffic and messages.
6. Educational purposes: related to curriculum and instruction, research, professional development, or administrative purposes.
7. Email: an electronic message generated using the District's web-based email or personal web-based email account. It is also used generically to mean either the District's email system or a web-based email system.
8. External site: websites and materials not hosted on the District's network or servers.
9. Hacking: refers to the practice of modifying or altering software and hardware to

- accomplish a goal that is outside of the creator's original objective.
10. Inappropriate material: material that does not serve an instructional, educational or District business purpose and that includes, but is not limited, to material that:
 - a. is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, or threatening;
 - b. advocates illegal or dangerous acts;
 - c. causes disruption to the District, its employees or students;
 - d. advocates violence; or
 - e. contains knowingly false, recklessly false, or defamatory information.
 11. Instructional or educational activity: a classroom activity that focuses on appropriate and specific learning goals and objectives.
 12. Malware: software intended to damage a computer, mobile device, computer system or computer network, or to take partial control over its operation.
 13. Phishing: to try to obtain financial or other confidential information from Internet users, typically by sending an email that looks as if it is from a legitimate organization, usually a financial institution, but contains a link to a fake website that replicates the real one.
 14. Social networking: the use of websites or other online technologies to communicate with people and share information, resources, etc.
 15. Spam: disruptive online messages, especially commercial messages posted on a computer network or sent as email.
 16. Spyware: software that is installed surreptitiously and gathers information about an Internet user's browsing habits, intercepts the user's personal data, and transmits information to a third party.
 17. Teacher directed: that the teacher gives to the students' specific instructions for activities and assignments.
 18. Teacher supervised: a staff member will oversee the activities of the students.
 19. Technology: including but not limited to electronic media systems such as computers, computing devices, peripheral devices, telecommunication equipment, electronic networks, messaging, and website 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.
 20. Users: District students, employees, including school and central office staff, and other authorized persons who use the District's technology.
 21. Web Page: a single document or file on the web, identified by a unique URL.
 22. Website: a collection of "pages" or files on the web that are linked together and maintained by a company, organization, or individual.
 23. Spoofing: a technique used to gain unauthorized access to a computer by sending messages and pretending that these messages originate from a trusted computer.
 24. Virus: a segment of self-replicating code planted illegally in a computer program, often to damage or shut down a system or network.
 25. Vlog: a blog that features mostly videos rather than text or images.

Last Revised Date: 6/12/2018

Paulding County Schools

Original Adopted Date: 8/24/2001

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

Note: *The State of Georgia requires acceptance of Terms and Conditions before reviewing the code. To 'accept' click here: [State of Georgia Terms and Conditions](#) After accepting, return here and click on the links below to be taken to each specific code.*

State Reference	Description
O.C.G.A 10-01-0912	Notification required upon breach of security regarding personal information
O.C.G.A 16-09-0090	Georgia Computer Systems Protection Act
O.C.G.A 16-09-0091	Computer Related Crime
O.C.G.A 16-09-0092	Definitions
O.C.G.A 16-09-0093	Computer crimes defined
O.C.G.A 16-09-0093.1	Misleading transmittal
O.C.G.A 16-09-0094	Violations
O.C.G.A 16-09-0122	Attempting or conspiring to attempt identity fraud
O.C.G.A 16-11-0037.1	Dissemination of information relating to terroristic acts
O.C.G.A 16-12-0100.1	Electronically furnishing obscene material to minors
O.C.G.A 16-12-0100.2	Computer or electronic pornography and child exploitation prevention
O.C.G.A 39-05-0002	Subscriber's control of minor's use of internet
O.C.G.A 39-05-0003	Immunity
O.C.G.A 39-05-0004	Internet safety report of certain information
Federal Reference	Description
15 USC 6501	Children's Online Privacy Protection Act - Definitions
15 USC 6502	Children's Online Privacy Protection Act-Regulation of unfair and deceptive acts in collection and use of personal info from and about children
15 USC 6503	Children's Online Privacy Protection Act - Safe harbors
20 USC 7131	Internet Safety
47 USC 254(h)(5)	Universal Service-Requirements for certain schools with computers having Internet access

Appendix B: Technology Acceptable Use and Internet Safety Agreement – User Access

Type: Exhibit

Descriptor Code: IFBG-E(1)

Technology Acceptable Use and Internet Safety Agreement - User Access

Paulding County School District Technology Acceptable Use and Internet Safety Agreement – User Access

Please read the following carefully before signing this document. This is a legally binding document.

The Paulding County School District (“District”) provides technology resources including the use of the Internet, District network, applications and hardware for educational, instructional, and business use to students and employees (“Users”) of the District.

With access to the Internet comes the availability of material that may not be considered of educational value in the context of a school setting. Internet content filtering and blocking applications are utilized by the District in accordance with the Children’s Internet Protection Act of 2000 (CIPA) to restrict access to websites containing inappropriate content. However, on a global network, it is impossible to guarantee the restriction of all access to websites with inappropriate content.

To ensure the appropriate operation and security of the network, all users must adhere to strict policies and procedures. Our *Technology Acceptable Use and Internet Safety Policy* is provided so that you are aware of the acceptable uses, responsibilities, prohibitive uses, and consequences with accessing the District’s technology resources. If a user violates the *Technology Acceptable Use and Internet Safety Policy*, his/her access is subject to termination, disciplinary action and/or appropriate legal action.

**Paulding County School District
Technology Acceptable Use and Internet Safety Agreement - User Access**

STUDENT:

I have read, understand, and will abide by the *Technology Acceptable Use and Internet Safety Policy*. I further understand that any violation of the policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be terminated, school system disciplinary action and/or appropriate legal action may be taken.

Student Name (Please print)	Student Signature (If presently in grade 6 or higher)	Date
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PARENT/GUARDIAN:

I have read and understand the *Technology Acceptable Use and Internet Safety Policy*. As the parent or guardian of the above-mentioned student, I understand that Internet content filtering and blocking applications will be in place to restrict access to sites containing inappropriate materials, but on a global network, it is impossible to guarantee the restriction of all access to websites with inappropriate content. I also agree to be held financially responsible for any losses, damages, and/or costs incurred by the Paulding County School District as a result of the above-mentioned child's unacceptable use of the District's technology resources.

Parent or Guardian's Name (Please print)	Parent or Guardian Signature	Date
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EMPLOYEE:

I have read, understand, and will abide by the *Technology Acceptable Use and Internet Safety Policy*. I further understand that any violation of the policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be terminated, school system disciplinary action and/or appropriate legal action may be taken. I further agree to promote the enforcement of the policy in supervising student Internet and technology resources use.

Employee Name (Please print)	Employee Signature	Date
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The Paulding County School District makes no warranties of any kind, whether expressed or implied, for the service it is providing and will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruption. Use of any information obtained via the Internet is at your own risk. The School System specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Appendix C: Bids and Quotations Policy

Type: Policy

Descriptor Code: DJED

It is the policy of the Paulding County School District (the District) to make purchases in such a way as to provide the best quality goods and services in the most economical manner to the District. The procedures outlined below are to be used:

- All purchases to be paid for by the District must be made on District Purchase Orders.
- The building principal must approve all purchase requisitions from his/her building.
- The Superintendent or duly appointed representative shall approve all expenditures.

Formal Bid

A formal bid process will be utilized if the aggregate amount of purchase for items is \$25,000 or more.

1. The bid will be publicly advertised as required by law.
2. Suppliers/Vendors may request to have their names placed on a Supplier/Vendor list to receive an invitation to bid.
3. The bid will be opened in public at a time specified in the bid document.
4. Bids will be tabulated and evaluated for any discrepancies in the bid based on the specifications contained in the bid document.
5. The Superintendent shall examine the bids and recommend a bid to the Board of Education based upon factors he deems important including, but not limited to price, conformity to bid specifications, history with the District, references, and whether the bidder is Local as defined herein.
6. The Board of Education shall vote to accept or reject the Superintendent's recommendation. Upon rejection, following a subsequent recommendation by the Superintendent, the Board of Education, by majority vote, may award the contract to another bidder.
7. The School District may reject all bids at any time for any reason prior to voting to accept a bid.

Competitive Negotiation or Request for Proposal (RFP)

1. When it is difficult to compare desired products and/or services for a purchase amount of \$25,000 or more, a competitive negotiation process will be used.
2. The RFP will be publicly advertised as required by law.
3. Suppliers/Vendors may request to have their names placed on a Supplier/Vendor list to receive an RFP.
4. Each proposal will be opened in public at a time specified in the RFP document. Only the name of proposers will be read. No pricing or other data will be made available.
5. Each proposal will be tabulated and evaluated for any discrepancies based on the specifications contained in the RFP document by a criteria evaluation committee. Whenever necessary, the Purchasing Director will conduct an individual discussion with each proposer to determine the level of understanding of proposal requirements. The proposer will then be allowed to resubmit a best and final proposal that might change the specifications of the RFP and the price.
6. The criteria evaluation committee will recommend to the Superintendent the lowest

- priced proposal that meets the required specifications and/or performance criteria.
7. The Superintendent shall examine the proposals and recommend a proposal to the Board of Education based upon factors he deems important including, but not limited to price, conformity to specifications, history with the District, references, and whether the proposer is Local as defined herein.
 8. The Board of Education shall vote to accept or reject the Superintendent's recommendation. Upon rejection, following a subsequent recommendation by the Superintendent, the Board of Education, by majority vote, may award the contract to another proposer.

Informal Quote

1. An informal quote process will be used if the aggregate amount of a good or service is more than \$1,000 but less than \$25,000. Purchases may not be divided into smaller units in an effort to circumvent any provision of this policy.
2. The District will develop quote documents, including specifications and/or performance criteria.
3. Quote documents will be sent to a minimum of three potential suppliers/vendors. Suppliers/Vendors on the current Supplier/Vendor List maintained by the Purchasing Department will be given preference.
4. Quotes will be tabulated and evaluated based on specifications and/or performance criteria.
5. The Purchasing Director will select the lowest priced quote that meets the specifications and performance criteria.
6. Any purchase of goods or services over \$5,000 using an informal quote will be reported to the Board for information purposes at the next regularly scheduled Board meeting.

Emergency Purchase

The Superintendent or duly appointed representative is authorized to approve expenditures for any emergency purchase of goods or services necessary to keep school open, to eliminate hazards, or to keep an approved program in operation. Any purchase made under the provisions of this section will be limited to the scope of the emergency or hazard.

1. The District will develop documentation that includes the specifications and/or performance criteria of the necessary good or service.
2. The Director of Purchasing will review and sign off on all emergency purchases.
3. A log of emergency purchases will be maintained in the Purchasing Department. This log will contain: date of purchase; the item name; specifications and/or performance criteria, if necessary; vendor name; copy of an invoice with a dollar amount; and reason of purchase.
4. Any emergency purchase of goods or services over \$5,000 will be reported to the Board for information purposes at the next regularly scheduled Board meeting.

Sole/Single Source Purchase

Noncompetitive negotiations may be used to purchase a good or service that is available for a sole/ single source.

1. Prior to determining and documenting that a good or service is available from a sole/single source, several sources must be contacted.

2. The Director of Purchasing will review and sign off on all sole/single source purchases.
3. A log of sole/single source goods and services will be maintained in the Purchasing Department.
4. Any purchase of a sole/single purchase goods or services over \$5,000 will be reported to the Board for information purposes at the next regularly scheduled Board meeting.

Purchases Without Competitive Bid, RFP, or Quote

The following items, regardless of amount, shall be purchased upon approval by the Superintendent or duly appointed representative authorized to approve expenditures:

1. Items listed on an existing contract or bid for another local, state (i.e., State of Georgia Bid List), or federal agency;
2. Items that are included on the continuance of an existing purchase agreement, bid request for purchase, request for proposal, time and material contract, rent, lease, or purchase order duly authorized by the Board or its agent;
3. Textbooks, films, slides, videotapes, newspapers, library books, reference materials, subscriptions, computer programs or other instructional media from a publisher, distributor, or agent; and
4. Test and test scoring services of a standardized examination from the publisher or licensed agent.

Local Supplier/Contractor

The Board of Education finds that local suppliers and contractors support the economy of Paulding County, Georgia and therefore the School District by employing Paulding County residents, contributing time and resources to local efforts, and by paying taxes to local governments. Therefore, it is a policy of this District that consideration be given to local suppliers and contractors as set forth herein.

Whenever purchases are to be made using competitive quotes or bids and the most competitive quote or bid was submitted by a non-Local supplier or contractor and an otherwise conforming quote or bid was submitted by a Local supplier or contractor, as that term is defined herein, whose quote or bid is within 2% or less of the most competitive quote or bid, the District shall notify the Local supplier or contractor on the business day following the opening of the quote or bid of the most competitive quote or bid and give the Local supplier or contractor one business day to match the quote or bid. Should the Local supplier or contractor agree to match the quote or bid, it will be considered by the Superintendent in making his recommendation to the Board of Education.

For the purpose of this policy "Local" shall mean any individual, Georgia corporation, Georgia partnership, or other Georgia business entity who, at the time said individual or entity submits a quote or bid to the District, and for a period of 90 days or more prior thereto, has its principal place of business, as determined by the District, in Paulding County, Georgia. The District shall consider all factors that it deems relevant in its determination of whether an individual or entity is Local. These factors may include, but shall not be limited to, the following:

1. Whether the individual or entity holds a business license in Paulding County,

Georgia;

2. Whether the individual or entity has an office in Paulding County, Georgia;
3. Whether the individual(s) owner is a resident of Paulding County, Georgia;
4. Whether the owner or owners of an entity are residents of Paulding County, Georgia;
5. Whether the individual or entity employs residents of Paulding County, Georgia; and
6. Whether the individual or entity owns property in Paulding County, Georgia.

Documentation

The following records will be maintained by the Purchasing Department for a period of five (5) years, unless there is a pending audit:

1. All bid documents;
2. General Terms and Conditions;
3. Contract;
4. Vendor Questionnaire; and
5. Notice to Bidder.

Exceptions to this Policy -Any exceptions to this policy must be approved by the Board of Education.

Paulding County Schools

Date Adopted: 8/24/2001
Last Revised: 10/6/2009

Appendix D: School Properties Disposal Procedures

Type: Policy
Descriptor Code: DO

The Board shall have the authority to sell any unserviceable or surplus property at its discretion. Before any sale is made, the Board shall declare that the property is no longer necessary for school purposes and specify the terms and manner of sale and/or disposal. The Board shall reserve the right to reject all bids and shall authorize the Superintendent to conduct the sale at public outcry after advertisement. The Board shall also reserve the right to sell surplus property at private sale.

Paulding County Schools

Date Adopted: 8/24/2001

Appendix E: Inventories Policy

Policy
Inventories

Descriptor Code: DIC

The Board of Education requires that a current inventory of all school properties be on file. The kinds of inventories and locations of such inventories will be determined by the Superintendent or designee. The inventory shall consist of instructional equipment, instructional media, maintenance and transportation equipment, and real property.

Paulding County Schools

Date Adopted: 8/24/2001