
Greenville Public School District Educational Technology Handbook



District Technology Department

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District Educational Technology Handbook

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Mississippi Technology Standards for Administrators

General Goal: Every Mississippi administrator is a leader who initiates, promotes, and supports the effective integration of technology into the educational environment.

<p style="text-align: center;">Standards for Administrators:</p> <p style="text-align: center;">The Administrator</p>	<p style="text-align: center;">Examples of Performance Indicators</p>
<p>Standard 1 <i>(Vision)</i></p> <p>Communicates to all stakeholders a vision of the role of technology in teaching and learning</p>	<ol style="list-style-type: none"> 1. Seeks input from stakeholders (e.g., parents, community members, business/industry, teachers, staff, students) in shaping a shared vision of the role of technology 2. Nurtures the ownership of a shared vision of the role of technology
<p>Standard 2 <i>(Funding and Long Range Planning)</i></p> <p>Develops, implements, and monitors a long-range technology plan</p>	<ol style="list-style-type: none"> 1. Provides leadership for development of a long-range plan involving all appropriate stakeholders 2. Designates funds and resources to accomplish goals and objectives of the plan 3. Monitors progress towards defined goals 4. Provides for periodic review and revision of the plan by stakeholders
<p>Standard 3 <i>(Professional Development)</i></p> <p>Initiates and supports professional development processes that produce effective uses of technology in teaching and learning</p>	<ol style="list-style-type: none"> 1. Provides appropriate professional development activities in alignment with a shared vision 2. Provides necessary resources (time, funds, critical information) to support professional development 3. Focuses training opportunities on identified needs 4. Provides opportunities for the professional development follow-up needed for change 5. Monitors and evaluates the effectiveness of professional development experiences toward attaining the desired outcomes

<p>Standard 4 <i>(Model User)</i></p> <p>Models the effective use of technology in support of teaching, learning, and administrative functions</p>	<ol style="list-style-type: none"> 1. Keeps abreast of current research and emerging technologies 2. Maintains electronic records for planning, budgeting, reporting, and monitoring for academic and administrative purposes 3. Communicates effectively with stakeholders via electronic media (e.g., e-mail, video conferencing, electronic newsletters, presentation software, etc.) 4. Analyzes available data for decision making
<p>Standard 5 <i>(Learning Environment)</i></p> <p>Creates a learning environment that empowers staff to infuse technology into teaching and learning</p>	<ol style="list-style-type: none"> 1. Encourages staff to seek new and innovative ways to integrate technology into curriculum and instruction 2. Acknowledges and rewards exemplary and/or innovative technology integration practices 3. Provides resources to support the use of technology 4. Ensures that technical support is in place 5. Encourages collaboration among colleagues 6. Sets expectations for a technologically rich learning environment
<p>Standard 6 <i>(Student Learning)</i></p> <p>Ensures the implementation of district, school, and classroom strategies that prepare students to be successful in a technological world</p>	<ol style="list-style-type: none"> 1. Assures equity in the availability and accessibility of technology 2. Establishes ongoing dialogue with business/industry and higher education regarding technology skills needed 3. Implements approved curriculum to meet technological skill requirements 4. Aligns curriculum with district, state, and national technology standards 5. Integrates components of the technology plan into the curriculum and programs

	<p>6. Monitors and assesses classroom instructional practices for infusion of technology</p>
<p>Standard 7 <i>(Legal, Ethical, and Security Issues)</i></p> <p>Communicates the legal, ethical, and security issues related to technology</p>	<ol style="list-style-type: none">1. Adheres to current copyright laws, rights, and responsibilities concerning technology-based resources2. Initiates policies and procedures that ensure compliance with legal, ethical, and security issues related to technology3. Implements policies and procedures that ensure compliance with legal, ethical, and security issues related to technology4. Monitors policies and procedures that ensure compliance with legal, ethical, and security issues related to technology

GPS Educational Technology Standards for Teachers

STANDARDS FOR TEACHERS The teacher will:	EXAMPLES OF PERFORMANCE INDICATORS The teacher will:
<p>1. Use computer hardware, terminology, telecommunication and networking (Operational skills) ISTE A</p> <p>A1. Operate a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.</p> <p>A2. Use terminology related to computers and technology appropriately in written and oral communications.</p> <p>A3. Describe and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices.</p>	<p>1. Perform tasks such as:</p> <ul style="list-style-type: none"> ➤ Word processing ➤ Spreadsheet applications ➤ File management ➤ Printing <p>2. Apply terminology related to computers and technology appropriately in:</p> <ul style="list-style-type: none"> ➤ Oral communication ➤ Written communication <p>3. Utilize wide area and local networks:</p> <ul style="list-style-type: none"> ➤ Internet ➤ On-line databases ➤ Search engines ➤ Interactive video, video conference ➤ E-mail ➤ Access shared software
<p>2. Identify, evaluate, and select the types, sources, and uses of quality instructional technologies as related to one's subject area and/or grade level. (Application) ISTE A1, B7, B8, C1</p>	<p>1. Identify technology sources, such as:</p> <ul style="list-style-type: none"> ➤ Software ➤ Video tapes/discs ➤ Calculators/probe systems ➤ Internet sources ➤ Imaging devices: scanners, digital cameras and/or video cameras with computer systems and software ➤ Video conferencing <p>2. Determine the impact of technology sources on the learning process</p> <p>3. Select the technology sources appropriate to the academic advancement of the student.</p>
<p>3. Model appropriate behaviors related to equitable, ethical, legal and human issues of technology. (Societal) ISTE B5, B6, C4, C5</p>	<p>1. Be aware of and abide by any restrictions in use of software contained in license agreements</p> <p>2. Copy and distribute material in compliance with current copyright and fair use standards</p> <p>3. Ensure that students are aware of and practice appropriate use of technology according to written state, district and school documents</p> <p>4. Ensure that all students, regardless of race, gender, religion, and social-economic status, have equitable access to technologies on school premises</p> <p>5. Allow for differences in access to technology outside of school premises when making class assignments</p>

	<ol style="list-style-type: none"> 6. Ensure that adapting technologies are used to make reasonable accommodations to assist students with physical disabilities 7. Ensure that students adhere to appropriate legal and ethical uses of technology in preparing school assignments 8. Filter Internet content to prevent student exposure to pornographic, hate, and illegal materials 9. Protect the privacy of student information
<p>4. Apply technology tools for developing the instructional process and classroom administration.</p> <p>(Personal and Professional)</p> <p>ISTE B1, B2, B3, B4, B7, B8, C2, C3</p>	<ol style="list-style-type: none"> 1. Utilize multimedia, hypermedia, telecommunications and other technology to: <ul style="list-style-type: none"> ➤ Access resources for planning instructions (MAGNOLIA, ERIC) ➤ Develop lesson plans ➤ Develop/refine curriculum ➤ Conduct research ➤ Prepare lesson presentations 2. Apply software to: <ul style="list-style-type: none"> ➤ Collect data ➤ Manage student information ➤ Create correspondence, newsletters, etc. ➤ Develop classroom schedules 3. Access information through: <ul style="list-style-type: none"> ➤ Collegial communications via e-mail, videoconferencing ➤ Distance education technology (professional development/college course work.) 4. Remain current on educational issues and trends via: <ul style="list-style-type: none"> ➤ Listservs ➤ Web browsers ➤ MDE website, TeacherExchange website, MAGNOLIA, EBSCOHost, etc. ➤ Professional organizations
<p>5. Infuse technology into the classroom to facilitate teaching and life-long learning.</p> <p>(Infusion)</p> <p>ISTE C3</p>	<ol style="list-style-type: none"> 1. Use technology to design and deliver instructional practices which foster: <ul style="list-style-type: none"> ➤ Student-centered activities ➤ Critical thinking skills ➤ Problem solving ➤ Creative exploration and productivity 2. Facilitate the integration of technologies across the curriculum 3. Assist learning in individual, small, and large groups with technologies 4. Effectively use technology in the teaching/learning process

Greenville Public School District

Technology Benchmarks for Students

Technology is a tool for learning and increasing productivity. The technology benchmarks included are designed to enhance learning within and across all curricula. Although most students are required to take business and technology courses in grades 8-12, the benchmarks for students in grades Pre-K-12 are intended to be mastered **across all subject areas. All Pre-K-12 teachers must integrate business and technology into their classes.** The International Society for Technology in Education (ISTE) presents the curricular integration of technology as follows: “Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Technology enables students to learn in ways not previously possible. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions-as accessible as all other classroom tools.” (National Educational Technology Standards (NETS) for Students, page 6)

BENCHMARKS

Benchmarks serve as broad business and technology goals that students should accomplish by grades 5, 8, and 12. **Benchmarks serve as indicators of student accomplishment of required competencies and may or may not be tested.**

Grades Pre-K-2 Overview

Students in grades Pre-K-2 are developing self-concepts, motor skills, and social relationships. They need opportunities for firsthand experiences in solving problems and manipulating real objects. Their vocabulary is expanding and they are learning at an exponential rate. Young students learn best through exploration and interaction with peers and adults. Technology lends itself to this style of learning. Developmentally-appropriate activities should be planned to provide students with opportunities to utilize business and technology skills as they accomplish curriculum competencies. Students become accustomed to utilizing technology tools when technology is integrated into a variety of learning situations. Effective teachers help students construct knowledge from information gathered by online curriculum projects, electronic databases, and other technology resources supported by productivity software. Responsible use of hardware is modeled by the teacher and internalized by students at this early stage of their educational careers. The inherent motivation created by computers and other technologies can be used by all teachers to increase students’ interest and excitement for learning while equipping them with technological tools that will enhance not only their formal educational years but also their professional and personal lives.

National Educational Technology Benchmarks for Students in Grades Pre-K-2

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2, students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.
2. Use a variety of media and technology resources for directed and independent learning activities.
3. Communicate about technology using developmentally appropriate and accurate terminology.
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
6. Demonstrate positive social and ethical behaviors when using technology.
7. Practice responsible use of technology systems and software.
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital camera, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

GRADES 3-5 OVERVIEW

Students in grades 3-5 begin to expand their horizons and exercise more independent thoughts and actions. Many opportunities utilizing technology and business concepts should be provided for students to work collaboratively to accomplish authentic tasks. Students begin to use the Internet more independently to conduct searches required for completing assignments. This naturally leads to discussions of legal and ethical use of information and judgments as to the value of information found on the Internet.

Activities using information drawn from the Internet lend structure to projects, while remaining open-ended enough to encourage critical thinking and allow for pursuit of individual student interests. Students at this age are becoming more literate regarding the use of a variety of software applications that enable them to express themselves through original compositions and illustrations. A natural extension of this self-expression is publishing content for the Internet, thereby allowing students to become a part of a greater community of learners.

A technology-infused curriculum cultivates an atmosphere rich with motivation and interest in which students thrive intellectually and emotionally. Technology and academic skills mastered at this level provide the basis for future learning experiences.

National Educational Technology Benchmarks for Students in Grades 3-5

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 5, students will:

1. Develop basic skills for using hardware and applications (e.g., open/close a file, navigate using scroll bars, arrow keys, special keys, and mouse).
2. Use correct terminology for basic components of a computer system (e.g., monitor, keyboard, disk, printer, mouse), and develop understanding of their basic functions.
3. Explore and develop keyboarding skills either through touch typing and/or with keyboard functions.
4. Explore basic formatting features of a word processing program.
5. Explore and understand the basic function and purpose of a database.
6. Explore and understand the basic functions and purpose of a spreadsheet.
7. Collaborate with classmates to use teacher-selected web sites.
8. Collaborate with classmates and teacher to send a class e-mail message.
9. Collaborate with classmates and teacher to create slide and PowerPoint presentations with existing templates.
10. Explore the use of drawing, digital, and painting applications for class projects.

GRADES 6-8 OVERVIEW

Students in grades 6-8 possess a wide range of intellectual abilities, learning styles, talents, and interests. These students are going through a transitional period that includes physical, social, emotional, and intellectual changes. They are developing the skills to solve complex verbal and hypothetical problems.

In an increasing information-oriented world, demands upon students to think on higher levels are steadily increasing. Technology tools help to augment and optimize their ability to process information. Students are provided with technological tools and knowledge needed to synthesize information from across the curriculum efficiently and appropriately.

The technology benchmarks for grades 6-8 are designed to complement all areas of the academic curriculum. The integration of technology enhances middle school students' emerging abilities to analyze, synthesize, and evaluate information. Students can use business concepts and technology tools to demonstrate and communicate curriculum concepts to audiences more effectively. Students can also evaluate the accuracy, comprehensiveness, and bias of electronic information sources concerning real-world problems.

National Educational Technology Benchmarks for Students in Grades 6-8

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 8, students will:

1. Integrate technology effectively in the learning process, regardless of the subject matter (continue to address earlier skills as needed).
2. Identify components of a computer system, understand their functions, and use appropriate terminology in speaking about them (e.g., operating system, hard drive, memory, window).
3. Identify and use basic features of a computer operating system (e.g., format and initialize disks, access information on size and format of a file, create folders on the local hard drive).
4. Save a file to the desktop, the hard drive, and external storage spaces (e.g., floppy disk, Compact Disk Read-Only Memory (CD-ROM), virtual electronic space).
5. Select a printer and print a document with appropriate page setup and orientation
6. Operate peripheral equipment (e.g., scanner, digital camera, camcorder, multimedia projector).
7. Develop efficient keyboarding techniques.
8. Identify and use editing and formatting features of a word processing program (e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers). Insert images (e.g., graphics, clip art, tables) from other files into word-processed documents.
9. Describe structure and function of databases and identify components (e.g., record).
10. Create an original database, defining field formats and adding new records.
11. Perform simple operations in a database (e.g., browse, sort, search, delete, add data).
12. Describe structure and function of spreadsheets (e.g., cells, rows, columns, formulas) and apply formatting features.
13. Create an original spreadsheet, entering simple formulas.
14. Produce simple charts from spreadsheets.
15. Identify and use navigation features of a browser (e.g., "go," "back," and "forward").
16. Use a browser and "bookmark" a web site for future reference.
17. Identify basic elements of a web site (e.g., Uniform Resource Locator (URL), hyperlinks, site map, etc.).
18. Copy an image from a web site into a file on the desktop; write a correct citation caption in keeping with Copyright law.
19. Use e-mail to create and send a message.
20. Open an e-mail attachment and save it to the desktop.
21. Use correct terminology in speaking about electronic communications (browser, search engine, online).
22. Identify appropriate applications for a classroom project.

GRADES 9-12 OVERVIEW

Students in grades 9-12 experience significant growth and development as they assume more complex responsibilities, such as working and making career choices. They are continuing to develop unique personalities and are making important life decisions. High school students are developing and practicing leadership and interpersonal communication skills in the school and community that facilitate entrance into adulthood. They continue to experience physical and emotional changes as well as to seek opportunities for developing independence and individuality.

Grades 9-12 students have broadened their perspective regarding the importance of existing and developing technologies and have an understanding of the scope of technology into today's world. As students progress through the high school years, they are able to address a variety of problems on a variety of topics in a logical manner. Technology offers students an efficient means by which many types of world problems may be solved.

Because of cultural and ideological diversity in a technologically advanced global society, many students have opportunities to interact with others whose backgrounds are different from their own. As the use of technology brings humankind closer together, concepts and skills addressed in certain courses will assist students in developing the ability to respect differences and to develop the skills necessary for becoming productive adults.

Course content should be integrated into other curricular areas to allow students to reinforce and expand business and technology required competencies. As students become proficient users of computers and other technologies in the classroom, the benefits of using these tools for researching, analyzing, and synthesizing information beyond the classroom becomes evident. Technology and business literate students realize that technology and business skills enhance not only educational endeavors but also personal and professional success as well.

National Educational Technology Benchmarks for Students in Grades 9-12

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 12, students will:

1. Recognize skills needed to be effective consumers, citizens, workers, and business leaders (continue to address earlier skills as needed).
2. Select projects based on personal and career interests.
3. Recognize career exploration, work-based applicability, the need for business experience, and the importance of participation in student organizations.
4. Demonstrate file management skills (e.g., install new software, compress and expand files as needed, download files as appropriate).
5. Run multiple applications simultaneously, alternating among them.
6. Resolve commonly occurring error messages, simple hardware and software problems as they occur (e.g., frozen screen, disk error, printing problems).
7. Identify and use methods for transferring, downloading, and converting graphic, sound, and video files and use different graphic file formats where appropriate (e.g., Joint Photographic Experts Group (JPEG)).

8. Save (also retrieve, load, and import) a word-processed document in different file formats (e.g., Hypertext Markup Language (HTML)).
9. Use a variety of external peripherals (e.g., printers, Zip drives, scanner, digital camera) and understand how they connect to a computer.
10. Perform efficient keyboarding techniques.
11. Import/export and link data between word-processed document and other applications.
12. Duplicate database structure without data.
13. Use features of a database program, such as mailing labels and mail merges.
14. Import/export and link data between databases and other applications.
15. Use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets).
16. Use formulas in a spreadsheet application.
17. Import/export data between spreadsheet and other applications.
18. Address basic business, entrepreneurial and personal finance concepts, and how these are integrated in a business venture.
19. Apply technology skills, such as in computer applications.

For suggested teaching strategies and assessments for each performance, refer to:

- ❖ MS Department of Education Website www.mde.k12.ms.us/Curriculum/ and the 2004 Mississippi Business and Technology Framework
- ❖ isteNETS National Educational Technology Standards for Students website, http://cnets.iste.org/students/s_profiles.html and select the grade appropriate profile

(Mississippi Department of Education, 2007)



Educator Training Center

***Educational Support Building
1656 E. Union St.
Greenville, Mississippi
662-378-0848***

The Educator Training Center was installed in the Educational Support building to support the Greenville Public School District's ongoing initiative to insure the teachers and administrators are proficient in the technology standards required of all educators.

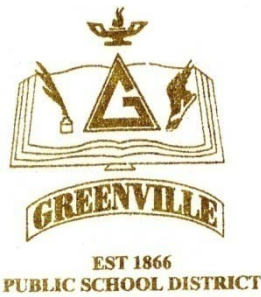
The computer lab is equipped with the following:

- (a) twenty Gateway computers each with a 19" flat screen monitor, speaker bar, headphones and Internet access;
- (b) networked color printer;
- (c) wireless LCD projector; and
- (d) Microsoft Office 2007.

The Educator Training Center and the office of the Technology Coordinator offer a variety of in-lab activities, which can be requested by the administrators or teachers. The procedure for scheduling a training session is to complete a *Technology Training Request Form* and submit the request to the technology coordinator's office. Sessions are scheduled on a "first-come, first-served" basis. Forms are available in the district's [Educational Technology Handbook](#) or from the technology coordinator's office by calling 662-378-0848. Use a different form for each activity/training request. **We must have at least 2 weeks notice** before the event is scheduled. Completed forms may be faxed to 334-3592 or email ldavis@gville.k12.ms.us.

Training session guidelines:

1. Must be computer based
2. Facilitated by the technology coordinator
3. Limited to 20 participants per session
4. Scheduled at least two weeks prior to the event



Greenville Public School District

Technology Training Request Form

**Educator Training Center
Educational Support Building
1656 E. Union St.
Greenville, Mississippi
662-378-0848**

Educator Training Activities

The Educator Training Center and Technology Coordinator will offer a variety of in-lab activities, which can be requested by the administrators or teachers. Please make your request on the form below. Use a different form for each activity/training request. We must have at least 2 weeks notice before the event is scheduled. Completed forms may be faxed to 334-3592 or email ldavis@gville.k12.ms.us. The request will be considered on a "first-come, first-served" basis.

Name: _____ School: _____
 Phone: _____

To schedule an activity in the Teacher Training Center Lab, please select one of these options. In lab activities are limited to 20 participants.

Learning Microsoft Word Learning Microsoft Powerpoint
 Learning Microsoft Excel
 Other: _____

Target group _____

Date of the Activity (first choice) _____ (second choice) _____

To schedule an activity to be presented by the technology coordinator's office IN YOUR SCHOOL, complete the following:

Brief description of the activity or session you are would like conducted

Target group _____
 Number of Participants _____
 Date of Activity: (first choice) _____ (second choice) _____

You will be contacted for additional information when the form is received.

Thank you for contacting us about your technology training needs. If you have any questions, contact Linda Davis, Technology Coordinator, 662-378-0848 or ldavis@gville.k12.ms.us.

<i>Office of Technology Coordinator</i>	_____ Approved	_____ Denied
<i>Office of Director of Federal Programs</i>	_____ Approved	_____ Denied
Rationale(s) for Denial		

IC3 Certified Training Center

The Educator Training Center in the Educational Support Building is a certified testing and training center to help our teachers achieve IC3 certification. IC3 (Internet Computing Core) certification involves three tests which include Computing Fundamentals, Living Online, and Key Applications. It has been recommended that all teachers obtain this certification by the year 2010.

The Internet and Computing Core Certification (IC³) program is the world's first validated, standards-based training and certification program for basic computing and Internet knowledge and skills. Successful completion of IC³ ensures you have the knowledge and skills required for basic use of computer hardware, software, networks, and the Internet. IC³ standards meet the technology requirements of NCLB in multiple areas. First, IC³ training and certification provide the professional development “through electronic means” for teachers, administrators, and staff called for in No Child Left Behind’s “Enhancing Education Through Technology Act.” Additionally, IC³ training and certification works to meet the NCLB goal to ensure “every student is technologically literate by the time the student finishes the eighth grade.” ¹

¹ <http://info.certipoint.com/yourpersonalpath/ic3Certification/>

GPSD INTERNET SAFETY POLICY

GREENVILLE PUBLIC SCHOOL DISTRICT ACCEPTABLE USE POLICY (INTERNET)

The Greenville Public School District (GPSD) is pleased to offer its students, faculty, and staff access to the Internet in accordance with the terms and conditions of this policy. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users globally. This computer technology will help propel our schools through the communication age by allowing students and staff to access and to use resources from distant computers, communicate and collaborate with other individuals and groups, and significantly expand their available information base.

OVERVIEW

Internet access is coordinated through a complex association of government agencies and regional state networks. In addition, the smooth operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines. To this end, Congress has passed, and the President has signed into law, the **Children's Internet Protection Act (CIPA)**. CIPA requires that schools receiving certain federal funds, including E-Rate discounts and Title III of the Elementary and Secondary Education Act, put into place Internet Safety policies. These Internet Safety policies must include a technology protection measure for blocking access to "visual depictions" of obscene material, child pornography, and material that is "harmful to minors" when minors are accessing the computer. CIPA also requires that the Internet Safety policy include monitoring of all online activities of minors. Additionally, the policy must address all of the following:

- (a) Access by minors to inappropriate matter on the Internet and World Wide Web;
- (b) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- (c) Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- (d) Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- (e) Measures designed to restrict minors' access to materials harmful to minors.

Recognizing that no filtering solution can be 100% effective, it is understood that all technology protection measures do not and will not work perfectly. In complying with CIPA, schools are expected to engage in a "good faith effort" to abide by the requirements of CIPA. CIPA does not create a private right to action, meaning that the discovery of objectionable material on a computer cannot result in a lawsuit complaining that a school violated CIPA.

These guidelines are provided so that you, the users (student and/or parent of the user) are aware of the responsibilities you are about to assume. In general, this requires efficient, ethical, and legal utilization of the network resources. If a GPSD user violates any of these provisions, his or her account will be terminated and future access could possibly be denied. The signature(s) on the Internet Use Contract forms, Form INT.1, Form INT.2, and Form INT.3 (found in Appendix V) are legally binding and indicate that the party (parties) who signed the forms have read the terms and conditions carefully and understand their significance.

GPSD INTERNET TERMS AND CONDITIONS OF USE

Personal Safety

1. User will not disclose, use, disseminate or divulge personal and/or private information about himself/herself, minors or any others including personal identification such as, but not limited to, credit card information, social security numbers, telephone numbers, addresses, etc.
2. User will immediately report to GPSD authorities any attempt by other Internet users to engage in inappropriate conversations or personal conduct.

Prohibited Activities

1. User agrees not to access, transmit or re-transmit any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of United States, Mississippi, local government, or GPSD laws, policies or regulations.
2. User shall not access, transmit, or re-transmit: copyrighted materials (including plagiarism), threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors.
3. User shall not access, transmit, or re-transmit any material that promotes violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.
4. User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
5. User shall not access, transmit, or re-transmit any language that may be considered offensive, defamatory, or abusive.
6. User shall not access, transmit, or re-transmit information that could cause danger or engage in personal attacks, including prejudicial or discriminatory attacks.
7. User shall not access, transmit, or re-transmit information that harasses another person.

System Resource Limits

1. User shall only use the GPSD Internet system for educational and career development activities and limited, high quality self-discovery activities as approved by GPSD faculty for a limited amount of time per week.
2. User agrees not to download large files unless it is absolutely necessary. If absolutely necessary to download large files, user agrees to download the file at the time when the system is not being heavily used.
3. User agrees not to post chain letters or engage in "spamming" (that is, sending an annoying or unnecessary message to a large number of people).
4. User agrees to immediately notify his/her teacher or other school administrator should user access inappropriate information. This will assist protecting user against a claim of intentional violation of this policy.

User Rights

1. The Internet is considered a limited forum, similar to a school newspaper, and therefore GPSD may restrict user's right to free speech for valid educational reasons. GPSD will not restrict user's right to free speech on the basis of disagreement with the opinions expressed by user.
2. User shall have the responsibility to use computer resources for academic purposes only. Therefore, as mandated by COPA, filtering will be utilized on all computers accessing the Internet. The only exception will be for academic research by a staff member with the approval of school administration.
3. User should not expect files stored on school-based computers to remain private. Authorized staff will periodically inspect folders and logs of network usage and will be kept at all times. Routine review and maintenance of the system may indicate that user has violated this policy, school codes, municipal law, State law or Federal law. Parents of minor users shall have the right to inspect the contents of user's files.
4. GPSD will fully cooperate with local, State, or Federal officials in any investigation related to illegal activities conducted through the user's Internet account.

Individual schools within the district may create additional guidelines and procedures consistent with this policy. Such guidelines and procedures will be appropriate for the electronic information resources being used and the students served at the school.

Consequences for Failure to Follow Terms and Conditions of Internet Use Policy

There will be consequences for any user who fails to follow GPSD and school guidelines and policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of GPSD, law enforcement authorities may be involved and any violations or state and/or federal law may result in criminal or civil prosecution.

When user is using the GPSD system, it may seem as though these policies could be easily broken and that the user would not get caught. This is not true. Electronic footprints are left behind on a machine each time it is used, and the potential for apprehension always exists.

CONSEQUENCES FOR FAILURE TO FOLLOW TERMS AND CONDITIONS OF INTERNET USE POLICY

There will be consequences for any user who fails to follow GPSD and school guidelines and policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of GPSD, law enforcement authorities may be involved and any violations or state and/or federal law may result in criminal or civil prosecution.

When user is using the GPSD system, it may seem as though these policies could be easily broken and that the user would not get caught. This is not true. Electronic footprints are left behind on a machine each time it is used, and the potential for apprehension always exists.

**STUDENT CONTRACT AGREEMENT
AND
APPLICATION FOR GREENVILLE PUBLIC SCHOOL DISTRICT INTERNET
ACCOUNT**

DIRECTIONS: Carefully read the Greenville Public School District Acceptable Internet Use Policy. If you have any questions as to what will be expected of you when you are using the District's Internet access, ask a teacher, your librarian, or someone in the office to help you with anything you do not understand.

When you feel that you understand the rules, sign this **CONTRACT** so that you will be able to get an account on your school's network and an e-mail account on the district's e-mail server.

CONTRACT

I have read the Greenville Public School District's Acceptable Use Policy and have asked an adult to help me with any part that I did not understand. I now understand the rules that I am to follow while using the Internet at School.

I understand that if I break the rules, I will be punished based on the type of rule I break. If I break a rule made by the Greenville Public School District, the punishment will be determined by my building principal or assistant principal. However, if I break a State or Federal law, I understand that the courts and law enforcement officials, who enforce the State or Federal law that I break, will determine the punishment I receive.

Student's Name (please print): _____

Student's Signature: _____

Date: _____

USE OF YOUR CHILD'S NAME AND IMAGE
ON THE GREENVILLE PUBLIC SCHOOL DISTRICT'S
WEB SITES AND IN THE NEWSPAPER

STUDENT'S FULL NAME: _____
(please print)

From time-to-time, the Greenville Public School District publishes images of its students to publicize events and activities taking place in the district. The primary publication media is the newspaper and the district's World Wide Web server.

The school district uses the following guidelines regarding the use of your child's name and image:

- For newspapers, magazines, radio and television communications, the child's image is used as well as the child's whole name.
- For World Wide Web on the Internet, the child's image is used and either no name is associated with the image, or the child's first name only is used. The whole name of the child is never used when associated with an image. There may be times when the child's whole name may be used without an associated, image, such as a listing of football players' names or band members' names. These lists are never directly associated with an image, so the district's Internet site cannot be used to associate a whole name with an image of your child.

Please check and initial ONE of the statements below, then sign and date the statement at the end of the document. Return this signed document to your child's teacher.

Check [] Initials _____ Yes, I agree to allow the Greenville Public School District to use my child's name and image within the guidelines stated above for all media.

Check [] Initials _____ Yes, the Greenville Public School District has my permission To use my child's image and name for newspaper, magazine, Television and radio communications as described above, BUT IT MAY NOT USE MY CHILD'S NAME OR IMAGE ON THE INTERNET.

Check [] Initials _____ No, the Greenville Public School District may not use my child's name or image for any publicity of any kind.

Name of Parent or Guardian (please print): _____

Signature of Parent or Guardian: _____

INTERNET USE STAFF AGREEMENT FORM
(This is a legally binding document)

First Name: _____ Last Name: _____

School: _____ Date: _____

STAFF AGREEMENT FORM and APPLICATION FOR GREENVILLE PUBLIC SCHOOL DISTRICT
INTERNET ACCOUNT

Directions

Carefully read the attached Greenville Public School District Acceptable Use Policy. If you have any questions as to what will be expected of you when you are using the district's Internet access, ask your building librarian, your building supervisor or your district technology coordinator.

When you feel that you understand the rules, sign the contract below so that you will be able to get an account with Internet access on the school's network.

CONTRACT

I have read the Greenville Public School District's Acceptable Use Policy and I understand the rules that I am to follow while using the Internet on the equipment owned by the Greenville Public School District. I understand that the equipment in my classroom belongs to the Greenville Public School District and not to me. Its use is therefore governed entirely by the policies and regulations of the Greenville Public School District.

I also understand that, even if I am using my privately owned personal computer on the district's network, I am subject to the same rules and regulations which govern network use with computers owned by the district and that I am in compliance with any policies relating to the use of private computers on the district network.

I understand that, if I violate district regulations regarding the use of its equipment, I will be subject to disciplinary action by the Greenville Public School District which includes suspension as well as employment termination. The disciplinary action will be based on the type and severity of the violation. I further understand that if I break a law while using the Greenville Public School District facilities the courts and law enforcement officials who enforce the law that I break will determine the disciplinary action that I receive.

Staff Member's Name: _____

Staff Member's Signature: _____

Guest's Name: _____

Guest's Signature: _____

Ethical Use of Technology Reminders – *Teach the Children Well*

Teach respect for the intellectual property rights of others.

- Remember that the Fair Use Guidelines do not extend to the World Wide Web in most cases. Copyrighted items cannot be included in student projects intended for publication on the Web without the copyright holder's permission.
- Remember that any classroom application of "fair use" does not mean "unlimited" use or use intended to circumvent legitimate charges for copyrighted works.
- Always cite in documents/handouts of any type (print or digital) the sources for anything you as a teacher use under the Fair Use Guidelines that you did not create yourself. This includes, for example, putting notices on magazine articles distributed as handouts.
- Always require your students to cite the sources for anything they use under the Fair Use Guidelines that they did not create themselves, including anything that they download or copy from the World Wide Web.
- Never post any student-created work to the Web site without first obtaining the student's permission in writing and then requiring permission from his/her parents in writing.
Note: We recommend that permission be obtained for individual work rather than as a "blanket" permission so that parents and students know exactly what will be posted to a Web site.

Model the privacy rights of your students.

- Use only first names when posting information about or photographs of students under 18 to a Web site.
- Never post personal information about the students such as their addresses or dates of birth.
- Obtain permission in writing from students' parents before putting their children's photographs on the World Wide Web or using the photographs in printed documents that will be circulated beyond the classroom (e.g., promotional brochures or flyers).

Model concern for equitable access to technology for all of your students.

- Out-of-class assignments involving technology are not equitable if everyone does not have access to computers/computer software at home or during free time at school.
- Punishments involving loss of computer privileges are inappropriate if the students' grades depend on assignments to be completed using technology. You would not take a student's textbooks away for misbehavior.
- Peer tutoring is not helpful if it places a burden on the student doing the tutoring. There has to be some advantage for the student asked to do the tutoring, especially in terms of the time required to complete his/her own assignments.

Talk about cyber-ethics in the classroom.

- Distribute and discuss your school's Appropriate Use Policy (AUP) and require students and their parents to read, sign, and return copies of the policy to be placed on file.
- Discuss proper "netiquette" when using e-mail. [Find help at: The Net: User Guidelines and Netiquette/ <http://wise.fau.edu/netiquette/net/> and *Netiquette Home Page*/ <http://www.albion.com/netiquette/>.]
- Discuss the effects of "cyber-bullying." Encourage students to find such behavior unacceptable.
- Engender respect for others and their property by discussing with your students the effects of SPAM, computer viruses, and other inappropriate uses of the Internet's capabilities.

District Software Procedure Greenville Public School District

Greenville Public School District's Department of Information Technology is responsible for installation, management, and maintenance of district owned software. All software licensing agreements are observed and maintained by the Department of Information Technology. Therefore, the following guidelines must be observed by all students, faculty, and staff within Greenville Public School District concerning the use of software on district-owned computer systems/hardware:

- ❖ All individual school's software purchases must be approved by the district technology committee before final purchase. Approval for purchase will depend, partly, on the school having adequate hardware.
- ❖ Steps to follow in purchasing software:
 - Teacher/administrator will submit a Software Preview Request to the district technology coordinator;
 - Evaluation to be made by the district Software Evaluation Committee which consists of, but not limited to, technology coordinator, technology specialist, curriculum specialist, ITS personnel, teacher, and administrator;
 - Following approval by the committee, further information about funding and final purchasing will be given.
- ❖ All software installed on public school or academic computer systems shall be legally licensed software and shall be owned by the district and/or school(s) where the software is in use.
- ❖ All purchased, copyrighted software and materials must not be replicated without a legally purchased or acquired license or without written permission from the holder of the copyright. Freeware and shareware can be used while observing licensing restrictions for such software. Shareware that permits a limited time license should be removed from any and/or all computer systems once the time limit has expired or purchase of said shareware must take place if the software is to be used past the expiration period. Registration of shareware and freeware products will be handled in the same manner as for commercial software products.
- ❖ In no case should private-owned or unauthorized software be installed, loaded, and/or used on public school or district computer systems. Installing unauthorized software to a computer system, workstation, and network server within the district can lead to system failures. Unauthorized installations also place the district, school, and individual involved at risk for civil and criminal action which can result in heavy fines and/or criminal charges imposed on all parties involved.
- ❖ Intentional modifying or erasing of software without authorization by the Department of Information Technology or Site Technology Coordinators is prohibited.
- ❖ Any software that has been replicated or installed without a license will be removed if detected. Any software installed without the consent of the Department of Information Technology or School Technology Coordinators will also be removed.

- ❖ All district or school software must be turned over to the Department of Information Technology and/or Site Technology Coordinators for completion of registration and inventory requirements.

GADAA
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- ❖ Software can be checked out by the Department of Information Technology or Site Technology Coordinators to students, faculty, and staff as authorized by the Department of Information Technology for home work-related installations, site system configurations, or district system configurations.
- ❖ Anyone who damages or loses district owned software will be responsible for replacement of the software. Anyone who misuses district owned software will be subject to consequences deemed necessary by the Department of Information Technology, Superintendent, and/or the Board of Education.
- ❖ Due to personnel turnover, software must not be registered in the name of the individual user. The Department of Information Technology and Site Technology Coordinators will maintain a library of all software licenses and registrations.
- ❖ Software can only be installed by GPS Department of Information Technology personnel.
- ❖ Anyone who intentionally installs a virus or viruses will be subject to consequences deemed necessary by the Department of Information Technology, Superintendent, and/or the Board of Education.
- ❖ If there are questions regarding the use of district-owned and licensed software for legitimate work-related instances at home or private-owned and licensed software for educational-related instances in the classroom, please consult with the district's Department of Information Technology. Use of software at home for work-related causes may be acceptable by some companies' determinant upon the licensing agreement for said software. Use of private owned software may also have licensing exceptions for educational use. Both instances must first be examined by the Department of Information Technology and decisions to use said software will be made by the Department of Information Technology.
- ❖ Site software audits will take place on a periodic random basis by GPS Department of Information Technology personnel. All users must fully cooperate during audit procedures.
- ❖ According to the US Copyright Act, illegal reproduction of software is subject to civil damages of as much as US \$100,000 per title infringed, and criminal penalties, including fines of as much as US \$250,000 per title infringed and imprisonment of up to five years. An individual who makes, acquires, or uses unauthorized copies of software will be disciplined as appropriate under the circumstance by the Department of Information Technology, Superintendent, the Board of Education, and/or other law enforcement agencies.

SOURCE: Greenville Public School District; Greenville, Mississippi

DATE: October 23, 1996

AMENDED: March 30, 2004

AMENDED:

August 12, 2008

Greenville Public School District

*Office of Technology Coordinator
Educational Support Building
1656 E. Union St.
Greenville, MS 38701*

SOFTWARE PREVIEW REQUEST

<i>Requested By:</i>	<i>Date Requested:</i>
<i>School:</i>	
<i>Software Title:</i>	
<i>Producer/Publisher Name:</i>	
<i>Address:</i>	
<i>Catalog Number:</i>	
<i>Format or Version:</i>	
<i>Price:</i>	
<i>Vendor Contact Information:</i>	
<i>Identify Need or Intended Objective:</i>	

The Greenville Public School District adheres carefully to copyright restrictions and maintains the highest standards in the selection of software.

Software Evaluation Instrument

Greenville Public School District

(To be completed by the evaluation committee which includes, but not limited to, the technology coordinator, technology specialist, ITS personnel, curriculum specialist, teacher, and administrator)

Title of Software: _____ **Version:** _____

Publisher: _____ **Cost:** _____

Technical system requirements: _____

Peripherals needed: _____

Type of Program:

_____ Problem Solving _____ Simulation _____ Interactive Learning

_____ Instructional _____ Utility/Tool _____ Reference

Curriculum Ties (Content area, units, etc.): _____

Grade Level:

_____ Preschool (Pre-K) _____ Intermediate (4-6) _____ High School (9-12)

_____ Primary (K-3) _____ Middle School (7-8)

Directions: Rate the comments on the following features of the program from 1 to 5 (1 being the lowest):

1. **Instructional Design:** Consider the following questions when previewing.

- Is the emphasis on thinking, content and process rather than on skill/drill?
 - Is the software learner-centered and developmentally appropriate?
 - Will this technology improve student learning?
 - Will students be able to do something worthwhile that was not possible before?
 - Does this software correlate with curriculum area or technology benchmarks?
- | | |
|---|---|
| <input type="checkbox"/> software is well-researched | <input type="checkbox"/> appropriate for intended curriculum area |
| <input type="checkbox"/> process, not product, oriented | <input type="checkbox"/> addresses content-area or technology benchmarks |
| <input type="checkbox"/> promotes active learning and problem solving | <input type="checkbox"/> avoids stereotyping |
| <input type="checkbox"/> appropriate use of the computer | <input type="checkbox"/> adaptive to different learning styles when necessary |
| <input type="checkbox"/> developmentally appropriate | |

2. **Software Design:** Consider the following:

- Ease of use for students
- Ease of use for teachers
- Appropriate sound and graphics
- Free of technical problems

3. **Overall quality:** Consider the following:

- worth the price
- does it fill a need in the curriculum
- will it stand the test of time

4. **Hardware requirements:** Consider the following:

- is the present hardware/technical system in the desired location adequate to meet the requirements

If you answered 1 or 2 for number 4, what needs to be purchased?

Recommendation:

- Highly recommend
- Recommend with reservations (please note below)
- Do not recommend

Evaluated by _____ Date _____

If you are recommending this program, please write a brief description of its potential use including content areas/units situations and relationship to subject area or technology benchmarks. This description will appear in the software database.

If you are not recommending this program, please list your specific reservations or suggestions for improvement.

GREENVILLE PUBLIC SCHOOLS
MAINTENANCE DEPT.

COMPUTER WORK REQUEST

GENERAL DIRECTIONS:

Teacher will complete one form per computer, even if multiple computers in the same room are exhibiting same or similar problems.

Teacher will complete all information at the top of the form including the GPS Tag# and the Brand/model of the computer.

The completed form will be submitted to the building administrator, who will have a work order submitted, online, to the maintenance department. The office can submit multiple sheets from the same teacher/room on one work order.

Be specific. Do not just say all computers in the classroom need repair.

GREENVILLE PUBLIC SCHOOLS
MAINTENANCE DEPT.

COMPUTER WORK REQUEST

SCHOOL _____ ROOM _____ DATE _____

TAG # _____ BRAND/MODEL _____

PLEASE CHECK ALL THAT APPLY:

- COMPUTER WON'T POWER ON
- COMPUTER POWERS ON, BUT WON'T BOOT INTO WINDOWS OR DISPLAYS ERROR UPON TURNING ON COMPUTER
- COMPUTER CRASHES (SOFTWARE FREEZES)
- MONITOR WON'T POWER ON/DISPLAY SCREEN
- MONITOR DISPLAY IS DISTORTED (RESOLUTION, COLORS, ETC...)
- CD-ROM/DVD-ROM DOES NOT WORK
- FLOPPY DISK DRIVE DOES NOT WORK
- MOUSE DOES NOT WORK
- KEYBOARD DOES NOT WORK
- SPEAKERS DO NOT WORK/SCRATCHY SOUND
- NOVELL NETWORK (WINDOWS STARTUP)
 - CANNOT LOG INTO NOVELL NETWORK
 - DO NOT HAVE A NOVELL ACCOUNT
 - NEED NOVELL ACCOUNT PASSWORD RESET (USERNAME _____)
- INTERNET DOES NOT WORK
- EMAIL
 - CANNOT LOGIN
 - DO NOT HAVE AN EMAIL ACCOUNT
 - NEED EMAIL ACCOUNT PASSWORD RESET (USERNAME _____)
- PRINTER
 - DOES NOT POWER ON
 - DOES NOT PRINT/PRINTOUTS ARE SMUDGED OR DISTORTED
- OTHER ISSUE/ERROR MESSAGES
PLEASE DESCRIBE BELOW

TEACHER: _____

SUBJECT/GRADE: _____

(re-printed from the GPS Maintenance Department handbook)

FIXED ASSETS (Relocating & Deletion of Junk Items)

Relocating fixed assets or deletion of Junk Items must be approved by the School Board. The following guidelines must be followed upon relocating fixed assets or deletion of junk items. Please use the attached forms and obtain the proper signatures. Please Note: The Maintenance Department will not pick up any fixed asset without following the procedures listed below:

1. An approval from the building administrator must be obtained by using the transfer form or deletion form with proper signature.
2. Fixed asset must be properly identified on the transfer and deletion form.
3. A work order must be submitted by building administrator to the Maintenance Department.
4. Maintenance will attach transfer or deletion form to work order to verify all signatures have been obtained in order to move or delete fixed asset.

GREENVILLE PUBLIC SCHOOL DISTRICT

RELOCATION OF ASSET FORM

.....

School/Building _____

Building Administrator _____

Date of Relocation _____

Description of Asset _____

GPSD Tag Number _____

Current Location _____

New Location _____

Signature of Building Administrator _____

Received by _____

Date _____

Picked up by _____

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District Technology Committee

Member	Title	Contact Information
Alvin Holland	Information Technology Supervisor	GPS Maintenance Department Hwy 82 W. & Broadway Greenville, MS 38701 662-334-7154
Barbara McCoy	Director of Federal Programs	Central Office P.O. Box 1619 Greenville, MS 38701 662-334-7193
Cynthia Griffin	Tech Prep Teacher	Solomon Middle School 556 Bowman Boulevard Greenville, MS 38701 662-334-7050
Easter Dubard	Teacher	Greenville-Weston High School 419 E. Robertshaw Greenville, MS 38701 662-334-7077
Farae Wolfe	District Accountant	Central Office P.O. Box 1619 Greenville, MS 38701 662-334-7010
Granada Williams	Academic Coach	Armstrong Elementary 528 Redbud St. Greenville, MS 38701 662-334-7121
Iris McGee	Teacher	Greenville-Weston High School 419 E. Robertshaw Greenville, MS 38701 662-334-7077
Jamie Rutledge	Business Manager	Central Office P.O. Box 1619 Greenville, MS 38701 662-334-7010
Jasmine Johnson	Student	Greenville-Weston High School 419 E. Robertshaw Greenville, MS 38701 662-334-7077
Brittany Lucas	Student	Greenville-Weston High School 419 E. Robertshaw Greenville, MS 38701 662-334-7077
Leeson Taylor	Deputy Superintendent	Educational Support Building 1656 E. Union St. Greenville, MS 38701 662-334-7030

Linda Davis - Chairperson	Technology Coordinator	Educational Support Building 1656 E. Union St. Greenville, MS 38701 662-378-0848
Mary Ann Stone	Principal	Weddington Elementary School 668 Sampson Ed. Greenville, MS 38701 662-334-7101
Matthew Martyn	IT Technician	GPS Maintenance Department Hwy 82 W. & Broadway Greenville, MS 38701 662-334-7154
Melvin Brown	Assistant Principal-Greenville Campus	Greenville-Weston High School 419 E. Robertshaw Greenville, MS 38701 662-334-7077
Pam Dillard	Technology Specialist	Central Office P.O. Box 1619 Greenville, MS 38701 662-334-2858
Richard Dixon	Teacher	Weston 9 th Grade Academy 901 Archer Street Greenville, MS 38701 662-334-7080
Gabrielle Jones	Student	Weston 9 th Grade Academy 901 Archer Street Greenville, MS 38701 662-334-7080
Joni Pittman	Student	Weston 9 th Grade Academy 901 Archer Street Greenville, MS 38701 662-334-7080
Scottie Saulter	IT Technician	GPS Maintenance Department Hwy 82 W. & Broadway Greenville, MS 38701 662-334-7154
Sherry Jackson	Director	Technical Center 350 S. Raceway Road Greenville, MS 38701 662-334-7170
Clifton Edwards	Student	Solomon 556 Bowman Blvd Greenville, MS 662-334-7114
Kirsten Adams	Student	Solomon 556 Bowman Blvd Greenville, MS 662-334-7114

Andrea Mercer	Teacher	Coleman 400 N. Dr. ML King Blvd Greenville, MS 38701 662-334-2905
Brynisha Johnson	Student	Coleman 400 N. Dr. ML King Blvd Greenville, MS 38701 662-334-2905
Darrell Carter	Student	Coleman 400 N. Dr. ML King Blvd Greenville, MS 38701 662-334-2905
Makeasha Brady	Teacher	Manning Elementary 430 N. Dr. M L King Blvd Greenville, MS 38701 662-334-7116
Devon Shannon	Student	Manning Elementary 430 N. Dr. M L King Blvd Greenville, MS 38701 662-334-7116
Marcus Cooperwood	Student	Manning Elementary 430 N. Dr. M L King Blvd Greenville, MS 38701 662-334-7116
Tuesday Benson	Social Worker	Armstrong Elementary 528 Redbud St. Greenville, MS 38701 662-334-7121
Debra Horton	Social Worker	Trigg Elementary School 3004 Lincoln Greenville, MS 38703 662-334-2856
Keith Williams	Parent and Businessman	1127 Thornton St., Apt. B Greenville, MS 38701 662-378-0748 601-213-3705 keithwilliams@ddtonline.com
Carolyn Luke	Parent	911 S. Hinds St. Greenville, MS 38701 662-378-6271 cdluke03@yahoo.com

“As required by Title VI of the Civil Rights of 1964 and Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the Greenville Public School

District does not discriminate on the basis of sex, race, religion, age, handicap, national origin, or veteran status.”