

Anderson School District One  
**Technology Plan**  
July 1, 2009 – June 30, 2012  
Update July 1, 2010 – June 30, 2011



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## District Profile

**Anderson County School District One** is located in the northeastern area of Anderson County in the Piedmont Section of South Carolina. The District serves approximately 9,000 students at thirteen schools – one primary (PK – 2) eight elementary (Pre K - Grade 5), three middle schools (Grades 6 – 8), two high schools (Grades 9 – 12), and one Career Center.

School	Enrollment	Subsidized Meals	ESL Students
Cedar Grove Elementary	637	355	34
Concrete Primary	532	191	27
Hunt Meadows Elementary	483	183	5
Palmetto Elementary	696	458	73
Powdersville Elementary	575	186	20
Spearman Elementary	529	275	20
West Pelzer Elementary	530	284	19
Wren Elementary	597	175	4
Palmetto Middle	802	418	32
Powdersville Middle	528	162	11
Wren Middle	789	267	14
Palmetto High	939	427	44
Wren High	1708	422	39
<b>District</b>	<b>9,345</b>	<b>3703 (39%)</b>	<b>342</b>

**9,345 students with 3703 subsidized or 39% Free and Reduced**  
**289 ESL students district-wide**  
**78% On time graduation rate**  
**73 dropouts or 1.7% grades 6-12**  
**District E-rate discount = 58%**

## District Needs Assessment

### District Needs Assessment

- Additional labs in elementary schools to accommodate special testing software programs,
- Additional instructional equipment (Smart Boards, SMART airliners projectors)
- Upgrade Servers
- Wireless capabilities
- Upgrade outdated telephone systems to VOIP
- Update technology infrastructure
- Construction of the new Powdersville High School, additions to nine schools, and renovations to two middle schools

### Current Technology Inventory

- Over 2,000 PC's
- Over 100 laptops
- Over 400 projectors
- Over 377 SMART Boards
- A wide variety of assistive technology equipment ranging from special computers with touch screens to adaptive listening and visual enhancement devices.
- Servers

### Current Technology Strategies

- Centralized help desk software
- Centralized parent communication system

## District Vision and Mission Statements

### Anderson School District One Mission Statement

**The mission of Anderson School District One, in partnership with students, parents, and community, is to develop well-rounded, productive members of society by providing challenging and diverse educational experiences, which meet individual needs and capitalize on the unique qualities of everyone.**

### Technology Vision Statement

The mission of the Office of Technology for Anderson School District One is to provide technology programs and resources supporting the stated mission, goals, and objectives of the district toward the improvement of teacher led instruction and student achievement. This support includes: (1) technical assistance for student monitoring (SASI) software; (2) technology professional development and support by district, regional, statewide, and national technology specialists to assure teacher and administrative technology proficiency as well as improve the use of technology in the classroom; (3) televised resources, teleconferences, and professional development; (4) administrative software and network support for the office of technology; (5) collaboration with special education for the use of adaptive technology as well as support of special education software initiatives; (6) liaison and interpretation of state programming and access of student demographic data as it pertains to everyday running of the system and in special circumstances such as testing; (7) development and management of on-line resources, services, and district-wide, school-based, and individual teacher Web initiatives; and (8) continuous development of student opportunities for increased technological skills.

## **District Technology Budget (Estimate of Yearly Budget)**

The districts estimated budget and expected expenditures from the budget based on the 2008-2009 school year budget. This does not include various curriculum and other funding available that may be used to purchase additional computers, programs, and related equipment.

Maintenance and operations provided needed electrical connections and upgrades.

Salaries: \$196,163  
Fringe Benefits: \$82,043  
Travel: \$8,005  
Supplies: \$7,800  
Communication: \$4,080  
Equipment: \$6,820  
Technology Equipment: \$86,221  
Computer Refresh: \$537,940  
E2T2 Grant: \$10,000

## Technology Dimension 1: Learners and their Environment

### A. Snapshot of Current Technology Use in District

Anderson School District One schools have 100% of the classrooms wired with one or more computers available for student and/or teacher use. There are many opportunities for students to access technology. The elementary and middle schools each have a computer lab with an assistant for curriculum work. One third of the elementary schools have an additional lab available for teachers to schedule for an entire class to use. Each middle school has a lab with a certified teacher for technology instruction; they each also have at least one lab available for teachers to schedule for an entire class to use. The high schools have a cumulative total of 11 labs with several being open for teachers to schedule.

75% of teachers with smart board

85% of teachers with projector

### B. Overall Goal for This Dimension

Anderson School District One will use research-proven strategies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement.

### C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
<p>1.1. Students will use the appropriate technology tools to obtain and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum.</p>	<ol style="list-style-type: none"> <li>1) Revise technology policies and procedures to ensure alignment, equity and support for student goals.</li> <li>2) Elementary students will have time in the computer labs and in classrooms to become technologically proficient.</li> <li>3) Teachers will have resources at available to teach technology concepts.</li> <li>4) Provide programs that enable students become proficient keyboarders.</li> <li>5) Measure student technology proficiency by using surveys and performance-based assessments.</li> <li>6) Assistive technology will be present in the schools to assist special need students with the use of technology.</li> </ol>
<p>1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology into the core content.</p>	<ol style="list-style-type: none"> <li>1) Use National Education Technology Standards for Students</li> <li>2) Measure student technology proficiency by using performance-based assessments and courses.</li> </ol>

### D. Implementation Action Steps for District and Schools

1. Develop or revise policies for podcasts, blogs, teacher technology proficiency, internet security and e-mail.

2. Provide staff development at the school level so teachers can identify and target NETS standards.
3. Encourage access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the SCTLTC Web portal, the MarcoPolo "Internet Content for the Classroom" website and other digital resources.
4. Continue support and use of online resources by students, etvStreamline, Discus, Destiny, and Odyssey
5. Create a plan for providing keyboarding software for all elementary schools.
6. All students grades one through eight will participate in the state provided technology proficiency assessment.
7. Continue computer refresh program labs in the schools.

**E. Funding Considerations for District and Schools**

1. Lesson Plan materials for the computer labs – existing funding
2. Skill development materials for the classroom – existing funding
3. Keyboarding software -
4. Professional development –
5. Computer Refresh Program -

**Evaluation of Dimension 1: Instructional Capacity**

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)		
			May 2010	May 2011	May 2012
<p>Students will use the appropriate technology tools to obtain and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum.</p> <p>Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology into the core content.</p>	<ul style="list-style-type: none"> <li>• Statewide testing</li> <li>• MAP scores</li> <li>• Self assessments</li> <li>• Pre and post tests</li> <li>• Technology surveys</li> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide testing</li> <li>• MAP scores</li> <li>• Self assessments</li> <li>• Pre and post tests</li> <li>• Technology surveys</li> <li>• Teacher observations</li> </ul>			



## Technology Dimension 2: Professional Capacity

### **A. Snapshot of Current Technology Use in District**

Anderson School District One utilizes a variety of curriculum and professional development strategies. Graduate level courses are offered through Clemson University. Technology training classes are offered throughout the year for all staff members in the area of technology. During this 3 year cycle Anderson School District One will phase in the SCDE sponsored e-Portfolio system while utilizing a district created, state approved Technology Proficiency test.

### **B. Overall Goal for This Dimension**

Anderson School District One will provide professional development to increase the technology proficiency of all Anderson School District One educators so that proven strategies and effective integration of instructional technology can be used to increase student achievement.

### **C. Objectives and Strategies**

Objectives	Strategies
<p>2.1. All District teachers will achieve and demonstrate instructional technology proficiency based on ISTE-A or the ISTE-T or district defined technology skills.</p>	<ol style="list-style-type: none"> <li>1) Beginning in 2008, staff whose technology certification will expire in 5 years will take the SDE e-Portfolio Assessment each year, which will place them on a proficiency level. All other staff will take a district created Technology Proficiency test.</li> <li>2) Teachers will take a minimum of 6 hours of technology training each year.</li> <li>3) Beginning with the first recertification period beginning in 2008 or later, teachers will have a 5 year window to take either a 3-hour graduate technology course or earn 60 recertification credit points in technology.</li> <li>4) Each spring, teachers participating in the e-Portfolio system will upload electronic artifacts and training documentation to the ePortfolio system.</li> </ol>
<p>2.2 District will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum</p>	<ol style="list-style-type: none"> <li>5) Offer professional development activities and training in a variety of methods to address the technology needs of the staff.</li> <li>6) Provide a list of professional development offerings on the district website.</li> </ol>

### **D. Implementation Action Steps and Funding Considerations**

- 1) Each principal will assure teachers participate through meetings, training, monitoring the recertification renewal program to meet the requirements of the technology proficiency.

- 2) Analyze school needs and assist schools with the acquisition of basic technology skills and the integration of technology into the curriculum instruction.
- 3) Maintain and expand the use of online resources for teachers and administrators including SchoolWires, DISCUS, knowitall.org, Destiny, etvStreamlineSC,
- 4) Provide training opportunities for staff
- 5) All professional development offerings will be posted on the district website.

**E. Evaluation of Objectives**

As the district implements the ePortfolio system teachers will submit artifacts and training documentation and take the ePortfolio assessment each year. Documentation of these sources of data will be used to measure progress. Possible baseline data are teacher participation in ePortfolio system. Possible data sources are the percent of continuing teachers participating in the ePortfolio system, percent of teachers at Level III or improving, number of hours of training,

**Evaluation of Dimension 2: Instructional Capacity**

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)		
			May 2010	May 2011	May 2012
<p>All District teachers will achieve and demonstrate instructional technology proficiency based on ISTE-A or the ISTE-T or district defined technology skills.</p> <p>District will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum</p>	<ul style="list-style-type: none"> <li>• District Report Cards</li> <li>• Teacher technology proficiency proviso forms</li> <li>• Professional development surveys</li> <li>• Technology assessments</li> </ul>	<ul style="list-style-type: none"> <li>• District Report Cards</li> <li>• Professional development tracking and surveys</li> <li>• Teacher technology proficiency proviso forms</li> <li>• Observation and interviews</li> <li>• Anecdotal records</li> <li>• Technology assessments</li> </ul>			

### Technology Dimension 3: Instructional Capacity

- A. Snapshot of Current Technology Use in District
- Benchmarking
  - SAT Prep software
  - Reading Programs (Accelerated Reader and Reading Counts)
  - READ180
  - Odyssey (standards aligned K-8 software that provides interactive, self-paced, challenging, and engaging activities)
  - NovaNet (on-line instructional software)
  - SASI (integrated software system designed to manage a wide array of school and student information)
  - TestView (tool that provides valuable standardized test scores and student demographic information)

B. Overall Goal for This Dimension

District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

C. **Objectives, Strategies, and Action List to Reach Goal**

Objectives	Strategies & Implementation
3.1 Provide teachers with technology resources, including assistive technology necessary to increase academic achievement by engaging students in active learning.	1) Provide teachers access to knowledgeable personnel. 2) Provide teachers access to productivity tools. 3) Provide access to online services and media based instructional tools. 4) Provide teachers with primary sources of data
3.2 Facilitate on-line streaming or downloadable digital content on an "on demand" basis to provide teachers with a rich multimedia source of instructional video and materials	5) An in-district streaming server will be maintained to allow rapid streaming of ETV's <i>UnitedStreaming</i> content.
3.3 Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	6) Interactive whiteboards with mounted projectors, and visual presenters will be installed.
3.4 At least one computer in each classroom will be on the computer refresh cycle. Classroom computers will not be obsolete	7) The oldest computers will be replaced and additional equipment will be added as funds are made available through state provided funds and/or through other various funds when available to the district.
3.5 Students will have access to technology	8) Provide students with access to online

resources that will extend their beyond the traditional classroom setting.

services and media based instructional materials that allow them to select appropriate tools that will enrich and extend their learning.

**D. Implementation Action Steps and Funding Considerations**

- 1) Maintain school technologists at each school and support the district’s technology office. (existing funding)
- 2) Microsoft office and ClassXP provided on all computers. (existing funding)
- 3) Integrate Pro grade book available to all teachers at school and at home.
- 4) Link the district web site to DISCUS, universities, museums and other institutions
- 5) Maintain TestView to provide student test and demographic data (existing funding)
- 6) Maintain internal streaming server (existing funding)
- 7) Replace oldest computers at approximate rate of 5% each year.
- 8) Purchase SMART Boards, Airliners and projectors as funds are available.

**E. Evaluation of Objectives**

Each of these objectives will be measured by the actual installation of services and equipment indicated in the Action Steps based on invoice documentation.

**Evaluation of Dimension 3: Instructional Capacity**

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)		
			May 2009	May 2010	May 2011
Provide teachers with technology resources, including assistive technology necessary to increase academic achievement by engaging students in active learning.	<ul style="list-style-type: none"> <li>•Technology readiness and access surveys</li> <li>•District Report Card</li> <li>•Teacher technology proficiency proviso forms</li> </ul>	<ul style="list-style-type: none"> <li>•Technology readiness and access surveys</li> <li>•District Report Card</li> <li>•Teacher technology proficiency proviso forms</li> </ul>			
Facilitate on-line steaming or downloadable digital content	<ul style="list-style-type: none"> <li>•Teacher and administrator portfolios</li> <li>•Documentatio</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher and administrator portfolios</li> <li>•Documentation</li> </ul>			

<p>on an “on demand” basis to provide teachers with a rich multimedia source of instructional video and materials</p>	<p>n of offerings provided via innovative delivery methods</p>	<p>of offerings provided via innovative delivery methods</p> <ul style="list-style-type: none"> <li>•Observation and interviews</li> <li>•Documented access to online resources</li> </ul>			
<p>Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>					
<p>At least one computer in each classroom will be on the computer refresh cycle. Class room computers will not be obsolete</p>					
<p>Students will have access to technology resources that will extend their beyond the traditional classroom setting.</p>					

## Technology Dimension 4: Community Connections

### A. Snapshot of Current Technology Use in District

Anderson School District One schools maximizes community involvement and community partnerships in the area of technology by:

- SchoolWires web hosting software – This software allows teachers and staff post important school and district information for parents, students and the community.
- Media Center Access – District Media Center software is available for access by students and parents from home. Several school Media Centers are open before and after school for parents and students.
- CompassLearning Odyssey web-based instructional software is available for elementary student use in reading and math.
- NovaNet on-line coursework is available to high school students.

### B. Overall Goal for This Dimension

Anderson School District One will use technology to create more partnerships with the community and parents to help increase student achievement.

### C. Objectives and Strategies

Objectives	Strategies
4.1 Improve teacher communication with students and parents	1) The district will continue to provide a system for teachers to easily assignments and other information on individual teacher web pages 2) Continued teacher training on how to use the system and ways to maximize the instructional impact of a web system.
4.3 Provide a method for all schools to contact parents and students	3) Maintain an auto-dialer to report attendance and special announcements at all schools.
4.4 Provide a full featured web page for each school and the district to inform parents of news, schedules, menus, and other programmatic and athletic activities.	4) Maintain web server support
4.5 Evaluate the need and cost effectiveness of a parent portal which would securely provide parents with information about their children through a web or phone interface.	5) Organize a committee to evaluate the need for a parent portal and the features needed. Pursue funding if recommended.

### D. Implementation Action Steps and Funding Considerations

- 1) Maintain a contract with a company to provide web hosting and content management of the district and each schools website which includes the ability for teachers to create a robust, multi-page web site. (Existing funding)
- 2) Provide ongoing training to teachers on web page design, use the web publishing software, and provide information on how to maximize parental/community connection and collaboration. (Existing funding)
- 3) Maintain a contract with a company to provide an auto-dialer system to contact parents and students.
- 4) Provide webmasters at each school to maintain school core web pages.

**E. Evaluation of Objectives**

Possible baseline data and/or data sources are: teacher and parent surveys, service provider system reports which show the number of teachers with web pages, actual invoices, and/or equipment inventories.

**Evaluation of Dimension 4: Community Connections**

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)		
			May 2010	May 2011	May 2012
Improve teacher communication with students and parents	<ul style="list-style-type: none"> <li>•Website reports</li> <li>•EduLink Reports</li> <li>•Technology Counts Survey</li> </ul>	<ul style="list-style-type: none"> <li>•Website reports</li> <li>•EduLink Reports</li> <li>•Technology Counts Survey</li> </ul>			
Provide a method for all schools to contact parents and students					
Provide a full featured web page for each school and the district to inform parents of news, schedules, menus, and other programmatic and athletic activities.					
Evaluate the need and cost effectiveness					

of a parent portal which would securely provide parents with information about their children through a web or phone interface.					
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## Technology Dimension 5: Support Capacity

### A. Snapshot of Current Technology Use in District

### B. Overall Goal for This Dimension

The district will support technology users, provide and maintain hardware and software support which allow the effective and efficient use of technology in administration, teaching, learning, and support activities.

### C. Objectives, Strategies, and Action List to Reach Goal

Objectives	Strategies
5.1 Ensure that all students, including those with special needs, have access to electronic information resources.	1) Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources
5.2 Ensure that schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.	2) Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction. 3) Use bundled distribution packages as a primary means of distribution to manage fully converged networks. 4) Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-arts network security tools at all levels of access to LANs, WANs and other networks.

<p>5.3 Provide qualified technical staff. S.C. State Department suggests the following: One networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.</p>	<p>5) Develop statewide minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of networking engineer, networking technician, educational technology director, and support technician.</p>
<p>5.4 Pursue an obsolescence and upgrade plan to replace and recycle equipment and software.</p>	<p>6) Ensure that the obsolescence and upgrade plans are included in the district technology plan</p>
<p>5.5 Ensure that all teachers, principals and staff have access to administrative tools to facilitate their job task, improve communication and increase efficiency.</p>	<p>7) Continue support of SASI to support school and administration and data collection.  8) Continue support of electronic teacher grade books, attendance and student and student data look-up software.  9) Integrate SASI with other district applications (TestView, Excent, Destiny, etc)</p>
<p>5.6 Provide efficient and effective telecommunication capability</p>	<p>10) Upgrade and replace telephone systems to increase communication functionality.</p>

## **D. Implementation Action Steps and Funding Considerations**

Note: E-rate funds will be used where available to assist in purchasing any of the services or equipment.

- 1) Ensure that all students, including those with special needs, have access to electronic information
  - A. Maintain a database with complete computer inventory. Have access to a database with a complete technology inventory, including assistive technology.
  - B. Special Education Department purchases hardware for students with special needs.
  - C. Continue to add obsolete computers to the refresh cycle.
  - D. Conduct needs assessments to identify required network components, workstations, and other devices needed for network access, including assistive technology devices.
- 2) Ensure that schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.
  - A. Continue to provide adequate manpower for quick, reliable support to all locations.
  - B. Continue to use Novel ZenWorks
  - C. Continue contracts with Trend-Micro antivirus software, WebSense content filter and bandwidth shaping hardware and software.
- 3) Continue to employ a technology department staff (District funds, as needed)
  - A. Director of Technology
  - B. Network Administrator
  - C. Software Specialist
  - D. Technician
  - E. Secretary
  - F. Monitor pay scale to assure competitive salaries are paid in district.
  - G. Evaluate need for additional staff as additional equipment and programs are added.
- 4) Maintain an equipment replacement cycle which was phased in beginning in 1994 of replacing equipment as needed. Existing funds including budgeted technology local funds, state funds, erate reimbursements, federal funds, and curriculum funding.
- 5) Ensure that all teachers, principals and staff have access to administrative tools to facilitate their job task, improve communication and increase efficiency.
  - A. Continue support of SASI to support school and administration and data collection.
  - B. Continue support of electronic teacher grade books, attendance and student data look-up software.
  - C. Integrate SASI with other district applications (TestView, Excent, Destiny, etc)
- 6) Upgrade phone systems (New funds or existing funds as needed)
  - A. Evaluate need for upgrades on ongoing basis.
  - B. Evaluate/implement a district-wide system. Purchase/services equipment toward that end based on evaluation.
  - C. Provide cell phones to instructional leaders and those in schools and district that support instruction.
  - D. Provide data plans and text messaging for principals and administration for district cell phones in order to improve communications. Upgrade phones as needed.
  - E. Apply for E-rate funds to upgrade phone systems when eligible

- F. Provide enough lines to meet the needs of other schools
- 7) Maintain continuing protection of district resources using software, hardware and administrative procedures. (Existing funding)
- 8) Develop a comprehensive backup plan. Purchase/maintain resources to implement plan. (Existing funding including those listed in item 2)
- 9) Upgrade systems as described. Upgrade circuits as needed. (Local and e-rate reimbursement)
  - A. Switch form 45 Mbps wireless (30 Mbps though put) to state system with 100 Mbps connectivity from district office to each school.
  - B. Upgrade Internet circuit form 10.5 Mbps to 20 Mbps.

**E. Evaluation of Objectives**

Objectives may be evaluated based on equipment inventories, technology assessments, surveys, Internet usage reports, and SDE *Technology Counts* on-line survey.

**Evaluation of Dimension 4: Support Capacity**

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Action List items achieved)		
			May 2010	May 2011	May 2012
Ensure that all students, including those with special needs, have access to electronic information resources.	<ul style="list-style-type: none"> <li>•Technology Counts Survey</li> <li>•Help Desk Software Reports</li> </ul>	<ul style="list-style-type: none"> <li>•Technology Counts Survey</li> <li>•Help Desk Software Reports</li> </ul>			
Ensure that schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication and data collection and distribution, and distance	<ul style="list-style-type: none"> <li>•Network monitoring reports</li> <li>•Budget data</li> <li>•Personnel reports</li> </ul>	<ul style="list-style-type: none"> <li>•Network monitoring reports</li> <li>•Budget data</li> <li>•Personnel reports</li> </ul>			

learning.					
<p>Provide qualified technical staff. S.C. State Department suggests the following: One networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.</p>					
<p>Pursue an Obsolescence And upgrade plan to replace and recycle equipment and software.</p>					
<p>Ensure that all teachers, principals and staff have access to administrative tools to facilitate their job task, improve communication and increase efficiency.</p>					

## Acknowledgements

Appreciation is given to the following individuals who have contributed to the planning process of this plan with recommendations, comments, and/or participation in meetings.

	Teacher or Instruction	Parent	District Administrator	School Administrator	Board Member	Media Specialist	School Tech	Technology Staff	Community Member
Alexander, Fred					X				X
Atkins, Beverly									X
Bayne, Cheryl		X							X
Bowers, Ramona		X						X	X
Cothran, Sherry		X						X	X
Orem, Mary						X	X		X
Fowler, Wayne			X						X
Hancock, Andria			X					X	X
Havird, David			X						X
Howard, M.O.				X					X
Jones, Yvonne	X						X		X
Joye, Deborah			X						X
Kirkley, Jere			X						X
Merritt, David					X				X
Oxendine, Monty				X					X
Pruitt, John			X						X



## Appendix 1: No Child Left Behind Action Plan

Provide narratives for each of the twelve items in part C of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2003–08: "C. The No Child Left Behind Act (NCLBA), the reauthorization of the Elementary and Secondary Education Act that was enacted in January 2001, sets forth new requirements for state and school district technology plans. In addition to mandating that each district have a current and approved technology plan that meets all state and federal requirements, the NCLBA (Title II, Part D: Enhancing Education through Technology, Section 2414, Local Applications) requires that in order for a school district to apply for competitive and formula grants under the Act, that district's technology plan must contain the following specific narratives:

**1. A description of how your district will use federal funds including Enhancing Education through Technology (E2T2) competitive and/or formula funds to improve the academic achievement, including the technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.**

The primary use of Ed Tech funds will be in professional development of teachers in all curriculum areas to better prepare them for use and demonstration/assistance to students of the newest and most useful classroom technology. Technology can be an effective support for learning and teaching when used appropriately. Technology in and of itself is not transformative on its own. However, by preparing teachers for the use of technology in the classroom, we seek to improve instruction and increase student achievement. Teacher quality has been identified in study after study as the key affecting student achievement (Darling-Hammond and Berry, 1998). Therefore, professional development for teachers becomes the key issue in using technology to improve the quality of learning in the classroom. .

**2. A description of your school district's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. This explanation should include a description of the curriculum and teaching strategies that integrate technology effectively into curricula and instruction, based on an intensive review of relevant research.**

All learning will be supported by technology that is age/grade/subject area appropriate, up-to-date, readily and equitably available, and optimally utilized with accompanying software that is aligned with state academic standards. Teachers will be trained on the uses of all technology available to them and develop a comfort level with technology which allows them to teach freely using technological methods to seamlessly integrate with all other instructional methods and means. The district will seek to extend learning outside the classroom by connecting with community resources that affect families and students in order that academic and social development may be a shared goal.

Specific goals include continuation of study on ways to fund and incorporate distance learning in the district to expand and enhance instructional capabilities at all levels but especially secondary (variety of advanced courses and languages); total immersion of technological competencies as outlined in the South Carolina Standards Implementation Guide; and expansion and enhancement of SAT/ACT classes and teams to name a few. However the overriding goal must be to have students reach competence in the four major functions of technology to support academic achievement (Means, 1994) as it



functions in 1) Tutoring---drill and practice, assisted instruction, 2) Exploration—simulations, references, internet research, 3) Creation, composition, storing/retrieval, analysis---word processing, desktop publishing, research tools, video recording/editing, spreadsheets, database management, graphics, 4) Communication---email, interactive learning through online classes, links. By accomplishing this, students will be better able to take the responsibility for their own academic achievement and success.

**3. A description of the steps your district will take to ensure that all students and teachers in schools served by the local education agency have increased access to educational technology.**

The district has a technology equipment plan in place to ensure the update of all hardware and software to not only keep the very best and most up to date technology at the hands of our teachers and students but to also continually stay abreast of increases in demand. One of the key points of this plan is a multi-million dollar, multi-year leasing agreement entered into by the district. Additionally, the district has submitted proposals to other organizations for technology equipment and software (specifically—other federal funds and Appalachian Regional Council of Governments). Leveraging what has been gained in one area to offset needed expenditures in others is the best way to accomplish the goal of equitable access.

**4. A description of how your district will use the E2T2 competitive and/or formula funds (including the combining of these funds with monies from other federal, state, and/or local sources) to help ensure that students in high-poverty and high-needs schools have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.**

Courses, seminars, and workshops are specifically designed for integration of technology into the classroom within all grades, levels, and curricula disciplines. Opportunities from the state level for additional training are utilized as well (Marco Polo, SCMAPS) to assure increase the teacher technology instructional ability levels. Funds provided through collaborations with other districts, local and regional support, as well as state and federal assistance are often combined to establish the assurance of teacher instructional effectiveness.

**5. A description of how your district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local education agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local education agency involved in providing the ongoing, sustained professional development.**

The district provides continuing professional development on all aspects of technology and the use of technology in the classroom to enhance instruction and improve student achievement. Funds for this professional development are an annual item in the district budget with an office of professional development, a director, and assistant provided to organize, plan, and provide the professional development opportunities. All district employees are provided for through this office. Teachers, principals and other administrators, and especially librarians/media specialists are required to achieve a level

of technological proficiency (based on ISTE standards) in order to ensure the effective use of technology in the classroom. This is in accordance with SC State Proviso 1.40. Through collaborative efforts with other county and regional districts, Anderson One will provide sustained and meaningful technology professional development while still meeting the specific and unique needs of our teachers, administrators and media specialists. From 1997 through 2005, Anderson School District One has offered an annual average of nine professional development opportunities providing recertification and/or graduate credit in the area of technology for the purpose of improvement of presentation, management of data, word processing, and assessment with the end product of increasing teacher proficiency and thereby increasing student achievement. A Master's of Technology degree has been offered in the district with fifteen teachers and/or administrators participating.

**6. A description of the type and costs of technologies to be acquired for your technology program through the use of E2T2 competitive and/or formula funds, including supporting sources such as services, software, and digital curricula. Your explanation should include specific provisions for interoperability among the components of such technologies.**

Due to the very limited funding provided to our district by Ed Tech, services will almost certainly be limited to professional development, however, any and all funding will be put to excellent use in this manner as well as the purchase of software and hardware. Any funding from Ed Tech will enable budgeted funds to be extended from professional development to continual improvement in hardware and software, responsive technical support, accessible training, data storage and protection/security, as well as very important data analysis. A special program to design work center ("Creation Stations") in the middle schools for the purpose of increasing and improving presentation skills is a great possibility for an Ed Tech proposal. This effort is a collaborative one among four of the five county school districts. In addition, Smart Boards have made their entrance into the elementary and middle schools allowing teachers to develop interactive presentations to engage learners. Ed Tech funding will allow the district to purchase additional Smart Board hardware and provide additional teacher training.

**7. A description of how your district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction to support standards-based learning and provide a timeline for such integration.**

The role of the classroom teacher is the crucial factor in the full development and use of technology in schools (Trotter, 1999). Lack of professional development for technology use is one of the most serious obstacles to fully integrating technology into the curriculum (Fatemi, 1999). A well-planned, ongoing professional development program that is tied to the district's curriculum goals is essential. New approaches to teacher preparation and staff development lead to changes in teaching styles that better enable educators to reach more students. All teachers in Anderson One, during the year of their certificate renewal, will be required to reach a predetermined level of technological proficiency with an emphasis on going beyond this level by participating in courses, seminars, and workshops relevant to the uses of technology in the classroom. The district seeks to provide the necessary or essential hardware and software to the classroom teacher in order to take fullest advantage of this technological knowledge and expertise to effectively integrate technology into the curriculum at all levels.

**8. A description of how your district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.**

The more rigorous an academic curricula the greater the likelihood students will remain on track to post-secondary education and the greater likelihood they will follow it through to a degree (Warburton, Bugarin, and Nunez, 2001). With that as the underlying reason for greater rigor academically in our district, Anderson One makes every effort to accomplish the goal of providing the most rigorous curricula available to our students through whatever means available. Courses such as Latin I through III and multiple curricular have been provided by distance learning and will continue in availability in that fashion with the potential to expand to other seldom requested languages and advanced computer, math, and science courses. NovaNET software provides opportunities for students to participate in courses when they are unable to attend school for health reasons, for credit recovery purposes, and for tutoring purposes. Specialized literature and social studies offerings may also be found provided through distance or online courses. Geographical isolation is not a problem for our schools, however, necessary funding or other resources are sometimes missing in seldom requested offerings. Consortium efforts with other regional districts as well as institutions of higher learning will be targeted methods for sharing of technological expenses and potential to increase rigor of curriculum at all levels and areas of interest. Current collaboration with Anderson Two sharing The Career and Technology Center will continue with a goal of continuous enhancement and improvement.

**10. A description of how programs in your district will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.**

The greatest collaboration with adult literacy providers for Anderson One is with the shared Career and Technology Center, a joint center for Anderson District One and Two. Adult Education at the TCTC fully utilizes technology in both the diploma and GED programs. The principles of Adult Learning Theory are applied in both of these programs when related to technology usage in that there is a "commitment to learning when the goals and objectives are considered realistic and important to the success of the participants." Application in the "real world" is important and relevant to the technological initiatives employed to adult learners' personal and professional needs. Concrete uses of technology are provided, and the utility of working through online applications, video and audio opportunities, and off-site accessibility are stressed as important technological components.

**11. A description of the process and accountability measures that your district will use to evaluate the extent to which the activities in your technology plan, including those activities funded under the E2T2 program, are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.**

Technological proficiency examinations for teachers help to judge their ability to access and utilize technology applications in the classroom. Evaluations by teachers, administrators, and district personnel are used to judge the effectiveness of this technology integration. Such software programs as Compass Learning Systems, SASI, IGPro, MAP, and TestView all have evaluative components that allow for personal evaluation as well as external observation. All measures to increase the use and quality of technology within the district is for the purpose of enabling teachers to teach more efficiently and effectively and produce better opportunities for students to achieve academically at higher levels as judged by national, state, and district standards.

**12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.**

Anderson One's Technology Support Services provides acquisition, setup, maintenance, support, training, backup, design, LANs and WANs, multimedia, and complete technological expertise for all aspects of electronic learning, administration, and data storage systems within the district. Recently added training support has enabled the district to expand and enhance technological capabilities by accessing a wider variety of technology offerings available to education. Such state supported offerings as SASI, Marco Polo, Excent, ETV, and United Streaming are covered by Technology Support Services. Administrative scheduling of classes, pupil data, district demographics, communication, and academic support all fall under this support umbrella. It is through this support unit that the district is able to maintain a fiscal and physical awareness of everything technological to stay abreast of advancements and provide the very best for teachers and students.

## **Appendix 2: Teacher Technology Proficiency Proviso**

### **Professional Development Plan**

The district has adopted and is phasing in the ePortfolio system provided by the S. C. Department of Education. See the description of the District's plan under "Dimension 2: Professional Capacity"

## **USE OF TECHNOLOGY RESOURCES IN INSTRUCTION – ACCEPTABLE USE OF NETWORK, INTERNET, AND EMAIL SERVICES**

*Code IJNDB-R Issued 6/07*

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Access to the network, Internet, e-mail, and other technological services is a privilege, not a right. With this privilege, there also is a responsibility to use these technologies solely for educational purposes and not to access or share inappropriate materials. Inappropriate use by any person will not be tolerated.

### **I. Access**

#### **A. General Access**

Because technology is a vital part of the educational process and the curriculum of the District, students and staff will be provided access to the network, Internet and e-mail services. By providing this access, the District intends to promote educational excellence in schools by facilitating resource sharing, innovation, communication, and learning by allowing access to resources unavailable through traditional means. Through the network, Internet, and e-mail, students and staff will have access to the following:

1. locally networked reference and research sources;
2. global information and news;
3. discussion groups on a vast range of topics;
4. local, regional, public, state, and national library catalogs;
5. worldwide web; and
6. electronic mail services.

The availability of Internet access provides a unique educational opportunity for students and staff to contribute to the District's presence on the World Wide Web. This medium of communication provides an opportunity to share accurate information with the community, our nation, and the world about the District's curriculum and instruction, school-authorized activities, and other related information. The District provides this

instructional resource as an educational tool for staff and students, and its use will be governed by this administrative rule. **The failure to follow these policies or responsibilities may result in the loss of privileges or other disciplinary measures.**

With access to computers and people all over the world also comes the availability of material that may not be of educational value in the context of the school setting. The District has taken precautions to restrict access to controversial or inappropriate materials; however, on a global network it is impossible to control access to all materials and an industrious user may discover controversial information. The District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material, which is inconsistent with the educational goals of the District.

The smooth operation of the network, Internet, and e-mail services relies on the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so that students and staff are aware of their responsibilities when using these technologies. In general, this requires efficient, ethical, and legal utilization of the network resources.

Because access to the network provides connections to other computer systems located all over the world, users (and parents of students who are users) must understand that neither the District nor any District employee controls the content of the information available on the systems. Every effort will be made by the District to monitor and restrict ready access to known objectionable sites; however, the District does not condone the use of controversial or offensive materials and cannot be held responsible for such use.

### **B. Technology Protection Measures**

In compliance with the Children's Internet Protection Act ("CIPA"), 47 U.S.C. § 254(h), the District uses technological devices designed to filter and block the use of any of the District's computers with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or "harmful to minors" as defined in the CIPA. Adult users of a District computer with Internet access may request that the "technology protection measures" be temporarily disabled by the chief building administrator of the building in which the computer is located for bona fide research purposes or other lawful purposes not otherwise inconsistent with this administrative rule.

### **C. Internet Safety Policy**

For purposes of this administrative rule, this is the District's "internet safety policy." This rule includes provisions to address access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including so-called "hacking" and other unlawful activities by minors online; unauthorized disclosure, use, and dissemination of personal identification information

regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

#### **D. Annual Responsibilities**

Prior to accessing the network, Internet, or e-mail services, students and staff will receive instruction on the appropriate use of these services. Students and staff members must sign a form annually acknowledging that they have read and understand this Administrative Rule, that they will comply with the guidelines set forth herein, and that they understand the consequences for violating these guidelines.

## **II. Terms and Condition of Use**

### **A. Acceptable Use**

The purpose of the District's educational network is to support research and education by providing access to unique resources and the opportunity for collaborative work. All use of the network, Internet, and e-mail services must be in support of education and research and consistent with the educational objectives of the District. Use of other networks or computing resources must comply with the guidelines governing those networks. Transmission of any material in violation of any federal or state laws or regulations is prohibited; this includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Access to computer systems and networks owned or operated by the District imposes certain responsibilities and obligations on users and is subject to District policies and local, state, and federal laws.

Acceptable use is always ethical, reflects honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of information, system security mechanisms, and the individual's rights to privacy and freedom from intimidation, harassment, and unwarranted annoyance.

### **B. Procedures for Use**

1. Administrators and teachers may access the Internet or e-mail for educational or work-related purposes at any time, which is not disruptive and does not interfere with the performance of other responsibilities by the employee.
2. The District will notify parents/guardians about the District network, related safety issues, and issues governing its Internet through a general letter to all parents. Parental permission is not required for use of the Internet, but parents will be notified they



have the right to file a Parent/Guardian Denial Form available from the school principal if they do not want their child(ren) to have access to Internet resources.

3. All computer, Internet usage and e-mail usage by District employees and students must be consistent with the Anderson School District One mission and policies.

## **C. Rules Governing Use**

### **Permitted Uses of Internet and E-mail**

- **Users** will utilize the system for educational and professional or career development activities only.
- **Users** may download text and other non-executable files attached to e-mail messages or from the Internet for school-related business only. Large files should be downloaded during off-peak hours whenever possible.
- **Users** will check their e-mail frequently, delete unwanted messages promptly. Be aware that the system administrator may delete e-mail at any time.
- **Users** will subscribe only to high quality discussion group mail lists that are relevant to their educational or professional/career development.

### **General Prohibitions**

- **Users** may not use the District system for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use. Anderson School District One will not be responsible for any obligations resulting from any unauthorized use of the system.
- **Users** may not use the system to promote political candidates.
- **Users** will not post chain letters or engage in spamming. Spamming is sending an unnecessary message to a large number of people.
- **Users** will not use their e-mail accounts for personal use, with the exception of contacting a family member for emergency, work-related, or school-related purposes.

## **Personal Safety**

- **Students** will not post or e-mail personal contact information about themselves or other people unless it is in conjunction with a specific teacher-approved assignment or approved college/career communication. Personal contact information includes address, telephone number, school address, etc.
- **Students** will not agree to meet with someone they have met online without their parent/guardian's approval.
- **Students** will promptly disclose to an administrator, teacher, or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

## **Illegal Activities**

- **Users** will not attempt to gain unauthorized access to the e-mail system, the District Web pages, or any other computer systems through Anderson School District One e-mail and/or Internet and/or network access. Users will not attempt to perform functions that exceed their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal.
- **Users** will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- **Users** will not use the District system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of another person, or any other activity that violates existing District policies or procedures. Reference to such activities will not even be made in a joking manner or as a prank.
- **The District** will notify law enforcement should illegal activities take place.

## **System Security**

- **Users** will not share their account information (User ID and/or password) or attempt to log in to another user's account. Any sharing of User ID or password will result in immediate restriction or removal of account privileges. The only potential exception is

the sharing of information with TSS staff if requested for troubleshooting purposes.

- **Users** will immediately notify the TSS staff if they have identified a possible security problem (students should notify a teacher and/or principal). Do not actively seek security problems but immediately report any potential issues that are found.
- **Users** will not download or install any unauthorized software or install any unauthorized hardware.
- **Users** will not run any executable files attached to an e-mail message.
- **Users** will not knowingly use portable data storage devices, which contain viruses or in any other way knowingly spread computer viruses.

### **Use of Appropriate Language**

Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.

- **Users** will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or gang-related language or symbols.
- **Users** will not post or e-mail information, which could cause damage or a danger of disruption.
- **Users** will not engage in personal attacks, including prejudicial or discriminatory remarks.
- **Users** will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending message, he/she must stop.
- **Users** will not use any language in an e-mail that threatens another person, whether it is the recipient of the message or a third party.
- **Users** will not knowingly or recklessly post false or defamatory information about a person or organization.

### **Access to Inappropriate Material**

- **Users** will not use the District system to access or send material that is profane, lewd, vulgar, indecent, libelous, or obscene, e.g., pornography, that advocates illegal acts, or that advocates violence or discrimination towards other people, e.g., hate literature.
- **Adult Users** who mistakenly access inappropriate information or images should immediately report this to the principal or his designee. This will initiate proceedings to have the materials blocked.
- **Students** who mistakenly access inappropriate information or images should immediately report this to the attending teacher. The principal or his/her designee should be notified if it is deemed warranted. This will protect users against an allegation that they have intentionally violated the Acceptable Use Policy.
- **Students** are expected to follow parental guidance regarding limitation of access to additional types of inappropriate materials.

#### **Respect for Privacy**

- **Users** will not repost or e-mail a message that was sent to them privately without permission from the person who originally sent the message.
- **Users** will not post or e-mail private information about another person.

### **III. Penalties for Improper Use**

An employee who violates the terms of this administrative rule or otherwise misuses e-mail or the Internet to access or send inappropriate material will be subject to disciplinary action, up to and including discharge. In addition, the privilege of accessing the Internet and e-mail services also will be subject to cancellation. Students who violate the terms of this administrative rule or who otherwise misuse their access to computers and/or Internet also will be subject to disciplinary action in accordance with the District Student Behavior Code. Internet and e-mail access privileges also may be cancelled. Violations of the laws of the United States or the State of South Carolina also may subject student or employee users to criminal prosecution. If a user incurs unauthorized costs, the user, as well as the user's parents if the user is a student, will be responsible for all such costs.

### **IV. Warranty**

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user. This includes loss of data resulting from delays, non-deliveries, misdirected

deliveries, or service interruptions caused by the system's negligence, user errors, or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

## **V. Security**

Security on any computer system is a high priority, especially when the system involves many users. If a student or employee believes s/he has identified a security problem on the network, s/he must notify the administrator for the school or the director of technology. Do not demonstrate the problem to other users. Attempts to log on to any network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be subject to severe restrictions, cancellation of privileges, or other disciplinary and/or legal action.

## **VI. User Privacy**

**E-mail messages sent or received via a District-issued e-mail account and all other electronic files created using District resources or stored with District resources are property of the District.** The District reserves the right to examine, restrict, or remove any material that is on or passes through its network, just as it does any other work or material generated or brought to school by staff or students. Access to electronic information related to any student or staff member will be governed by the same policies that would apply to that information if it were not in electronic form.

## **VII. School Board Policies**

All documents on the District's server(s) must conform to Board policies and regulations, as well as established school guidelines. Copies of Board policies are available in school media centers. Persons developing or maintaining Web documents are responsible for complying with these and other policies. Some of the relevant issues and related Board policies include the following:

1. Electronic transmission of materials is a form of copying. As specified in District policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the District's equipment, including its Web server(s).
2. Documents created for the Web and linked to District Web pages must meet the criteria for use as an instructional resource.
3. Any links to District Web pages that are not specifically curriculum-related must meet the criteria established in the District Internet Authorized Use policy. Any other non-curricular materials should be limited to information about other youth

activities, agencies, or organizations which are known to be non-sectarian, exclusively devoted to community interests or child welfare, non-profit, and non-discriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.

4. All communications via District Web pages will comply with the District Acceptable Use for Network, Internet, and E-mail Services Policy and the District Student Behavior Code. Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.
5. Any student information communicated via District Web pages must comply with District policies on Data Privacy and Public Use of School Records.

## **VIII. OTHER**

1. Material on a Web page reflects an individual's thoughts, interests, and activities. Such Web pages do not, in any way, represent individual schools or the District, nor are they endorsed or sanctioned by any individual school or the District. Concern about the content of any page(s) created by students or staff should be directed to the building principal of that school or to that school's media specialist.
2. Given the rapid change in technology, some of the technical standards outlined in this regulation may require change throughout the year. Such changes will be made with approval of the Superintendent. This regulation may be updated on an annual basis or more frequently if required.

Adopted 1/25/00; Revised 6/07

## **Appendix 4: How E-Rate Areas Have Been Addressed**

Part B of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2003–08 includes the following five E-rate areas. The Telecommunications Act of 1996 stipulates the following:

**1. The district technology plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.**

The plan does identify goals and realistic strategies under each Dimension.

**2. The district technology plan must have a professional development strategy to ensure that staff members know how to use the new technologies to improve education.**

One of the strengths of the district's technology plan is that it does include a strong professional development component. See **Appendix 4: How E-Rate Areas Have Been Addressed** "Dimension 2: professional Capacity."

**3. The district technology plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.**

These items are listed throughout the plan.

**4. The district technology plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Specifically, how does the district intend to fund those items of equipment, software, services, and training *not* covered by the E-rate discount? It is recommended that a plan for hardware refreshment be built into all district technology plans.**

The technology budget does cover the items listed in the plan including additional services needed to implement the strategies and action steps. Some of the funding is based on expected revenue from state and other sources and funding for those steps are not within the control of the district. ALL e-rate applications and the funds to successfully implement those projects are based on funding that is available to the district.

**5. The district technology plan must include an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.**

There is an evaluation process at the end of each Dimension. This will be used to evaluate the progress and will guide adjustment to the plan as it is reviewed on a yearly basis.

## **Appendix 4: Technology Counts District Survey**