

Greenwood County School District 51
Technology Plan
July 1, 2015 – June 30, 2018



LEARNING, SERVING, LEADING

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Greenwood County School District 51

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District Profile

Located along the Saluda River in Upstate South Carolina, Greenwood County School District 51 spans three different counties including Abbeville, Greenwood, and Laurens. Greenwood School District 51 is just minutes away from higher education institutions including Erskine College, Lander University, and Piedmont Technical College.

Greenwood School District 51 is made up of three schools with a total enrollment of 992 students. 7.16% of students are eligible for reduced lunch and 60.79% of students receive free meals. Our district's E-rate discount is 80%. Our on time graduation rate is 76.3%

Greenwood School District 51 strives to be an educational leader that provides access to technology that increases productivity, learning, and student success.

Schools

Ware Shoals Primary School

15269 Indian Mound Road
Ware Shoals, SC 29692
Dr. Dan Crockett, Principal

Ware Shoals Elementary/Middle School

45 West Main Street
Ware Shoals, SC 29692
Mrs. Nancy Brown, Principal

Ware Shoals High School

56 South Greenwood Avenue
Ware Shoals, SC 29692
Mr. Paul Anderson, Principal

Enrollment at a Glance

School	Grades Served	Enrollment
Ware Shoals Primary	PreK - 4	431
Ware Shoals Elementary/Middle	5-8	267
Ware Shoals High	9-12	294
District Total	-	992

Free and Reduced Status

BEDS CODE	SCHOOL	FREE	RED	F/R	PAID	TOTAL	%F/R
2451022	Ware Shoals Primary	303	26	329	102	431	76%
2451024	Ware Shoals Elementary/Middle	157	15	172	95	267	64%
2451020	Ware Shoals High	143	30	173	121	294	59%
24510000	District	603	71	674	318	992	68%

Executive Summary

Our district's technology plan provides guidance and direction for planning, implementing, maintaining, and advancing technology standards. This plan will serve as a benchmark for where the district currently stands in terms of technology and where we want to be in three years. Greenwood School District 51 strives to be the educational leader for the total community and will obtain this goal through implementing and advancing technology that enhances classroom instruction.

Vision and Mission Statements

Mission

The mission of Ware Shoals School District 51 is to be the educational leader for the total community, preparing all students to be productive, contributing, and successful members of society.

Vision

Ware Shoals School District 51 is a district where...

Students are engaged in LEARNING in a safe, intellectually stimulating, challenging environment, and they are well prepared for a variety of post-graduation options.

Students find happiness and personal fulfillment in SERVING their school and community, using their talents and energy to make a positive difference in their own lives and others' lives.

Students are ethical and trustworthy, and they are committed and confident in LEADING themselves and others along the path of lifelong learning and continuous improvement.

District Needs Assessment

In the spring of 2015, teachers were asked to take a brief survey on technology. The survey encompassed topics that could be hindrances to technology use in the classroom. Participants were asked to rank these topics on a 1-5 scale, with one (1) not a hindrance and five (5) being a constant hindrance. Below are the results of this survey:

	1 - Not a hindrance	2 - Very rarely hinders	3 - Neutral	4 - Occasionally hinders	5 - Constant hindrance	Total	Weighted Average
Lack of access to up-to-date computers and technology	24.59% 15	21.31% 13	3.28% 2	39.34% 24	11.48% 7	61	2.92
Lack of access to sufficient bandwidth	32.79% 20	22.95% 14	26.23% 16	13.11% 8	4.92% 3	61	2.34
Lack of access to technology professional development	22.95% 14	22.95% 14	32.79% 20	19.67% 12	1.64% 1	61	2.54
Response time to technology related issues it too slow	47.54% 29	36.07% 22	8.20% 5	8.20% 5	0.00% 0	61	1.77
Lack of access to printing/copying	49.18% 30	21.31% 13	4.92% 3	16.39% 10	8.20% 5	61	2.13
Lack of personal knowledge implementing technology into lessons	31.15% 19	26.23% 16	16.39% 10	21.31% 13	4.92% 3	61	2.43
Lack of quality instructional software	29.51% 18	14.75% 9	22.95% 14	27.87% 17	4.92% 3	61	2.64
Lack of student access to technology at home	11.48% 7	8.20% 5	11.48% 7	39.34% 24	29.51% 18	61	3.67
Limited budget to explore new technology initiatives	3.28% 2	13.11% 8	13.11% 8	44.26% 27	26.23% 16	61	3.77

Methodology

To keep our technology up-to-date and in working condition, physical inventory is taken to ensure the condition of all technology related equipment. Any physical infrastructure needs are identified by technology personnel and are addressed in a timely manner. Often, these physical infrastructure needs directly impact instruction. Cabling, wireless access points, projectors, interactive whiteboards, and other instructional aids are added or moved as needed to meet student, teacher, and administrative needs.

Surveys are administered to obtain benchmark data on the condition of technology resources and needs. These surveys cover a range of topics from generic technology goals to specific technology devices.

Highlights of Needs Assessment

After conducting surveys and physical site assessments, the following list was compiled as issues that need addressing:

- The failing state of projectors and interactive whiteboards
- Adequate access to computer labs
- Insufficient technology professional development

Each of these issues will be addressed and solutions presented later in the technology plan.

1. Student Learning and Classroom Technology

Goals and Objectives

Goal:

Greenwood School District 51 will enhance student learning by providing access to technology that aids the instructional process.

Objectives:

O.1.1 Providing access to digital content before, during, and after school for all stakeholders

- Provide increased access to digital content
- Rely heavily on digital instructional content that can be accessed by all stakeholders anytime
- Encourage teacher collaboration to create and produce digital content to increase student learning

O.1.2 Significantly increase access to instructional technology devices in the classroom

- Continue to perform site-assessments and conduct surveys to ensure working condition of instructional technology devices
- Define and implement the 21st century technology enabled classroom
- Encourage use and access to online instructional resources for all educational stakeholders

O.1.3 Promote and encourage digital and technology literacy at an early age

- Promote and teach digital citizenship and digital literacy at primary grades
- Incorporate proven technology and digital literacy standards into instruction
- Provide a benchmarking tool to measure digital literacy at different levels

Summary of Findings

Many teachers use the internet daily to enhance student learning. Many also require students to utilize the internet to conduct research and assist in the learning process. A physical inventory showed that many of our interactive whiteboards and projectors are failing and a plan needed to be developed to replace them.

Students begin using technology at an early age. Digital citizenship is instilled when students are first exposed, and it is reinforced at every grade level. Teachers and administrators expressed a need for updated resources in order to successfully address current and future technology standards.

Students at Ware Shoals Primary and Ware Shoals Elementary/Middle use CompassLearning to support instruction. Access to digital content is provided on and off campus.

Recent Progress

As a result of failing interactive whiteboards and projectors, options have been explored to replace that instructional technology piece. Teachers and administrators were exposed to several solutions and have worked on a replacement plan for this failing technology.

Spotlight on Success

Promethean ActivPanels will be installed in every instructional classroom (66) in the summer of 2015. These interactive televisions will provide a long-term, viable solution to the dying state of projectors. They are rated to last 50,000 hours, as opposed to the 2,000 hours expected from a projector. The brightness and clarity of the televisions will enable content to be viewed and manipulated with ease in any classroom, regardless of glare or other visual impediments.

Challenges and Opportunities

Enhancing student learning is challenging when teachers have outdated projectors and interactive whiteboards. This dying technology proved to be a constant hindrance in many classrooms, with some teachers having to wait weeks for a replacement. The exorbitant cost of projector bulbs has been a strain on limited school budgets.

There is also a challenge of access to computer labs. Many classes can only visit the lab for 30 minutes or less one time per week. To meet the demand of access to computers, a 1:1 initiative is being planned. The district will implement Phase 1 of the 1:1 initiative in August, 2015.

Opportunities abound when teachers have technology resources to enhance instruction and students have ready access to devices. Our partnership with Promethean will provide access for all teachers and students to bright, long-lasting, interactive televisions. Other partnerships will enable us to realize our dream of implementing a 1:1 initiative.

2. Infrastructure and Security

Goals and Objectives

Goal:

Greenwood School District 51 will ensure access to reliable infrastructure to promote instruction and have access to security equipment that ensures the safety of students and student data.

Objectives:

O.2.1 Ensure that teachers and administrators have access to a workstation

- Teachers and administrators will be provided working, reliable workstations to perform instructional and administrative tasks

O.2.2 Provide sufficient computer labs at every school

- Current labs will be assessed and new labs will be provided as needed to ensure adequate access for all students

O.2.3 Equip school libraries with portable instructional devices

- Mobile device carts will be stationed in each school library for student use while researching

O.2.4 Provide access to newer interactive display panels in every instructional classroom

- Interactive televisions will be employed in all classrooms in the 2015-16 school year

O.2.5 Ensure network security by implementing proper equipment and best-practice uses

- Network security audits will be performed to ensure all systems are safe, secure, and reliable. Audit data will be utilized to develop a replacement cycle for network equipment.

O.2.6 Provide administrators and school resource officers with access to security cameras

- Existing security system will be expanded to provide additional coverage. Appropriate personnel will have access to security/surveillance system.

O.2.7 Provide sufficient wireless LAN coverage to support a 1:1 initiative

- Network infrastructure will be expanded to support a wireless access point in all common areas and every instructional classroom by the year 2015-16.

O.2.8 Ensure that district policies for technology are update to reflect changing requirements

- Current district technology policies will be reviewed and revised as needed for adherence to federal requirements.

Summary of Findings

During a physical inventory, it was found that many teachers have access to a workstation that is at least five years old. Many projectors and interactive whiteboards were found to be in a failing state. Many classrooms were found to have no wireless LAN coverage.

Current board policy will need to be revised to provide administrative rules for a 1:1 initiative and student use of devices. Our district meets CIPA compliance through policy and providing filtered internet.

Recent Progress

All workstations are operating Windows 7 and many systems will be operating on Windows 8.1 by next school year. Our physical infrastructure allows for reliable networking systems and access to the internet to enhance student learning. Server virtualization has been implemented to streamline processes and decrease reliance on physical servers for each school. Our current internet bandwidth is 100 Mbps, but the district is currently reviewing this speed to determine if additional bandwidth is needed to support a 1:1 initiative.

Spotlight on Success

The district has completed a wireless LAN RFP for 2015. Providing that funding from USAC is approved, every instructional classroom and all common areas will be covered with access to wireless internet.

Students in grades 5-12 will be given access to email and will also have access to Office 365, providing each student with five free copies of Microsoft Office for personal use.

Every school has sufficient coverage through our security and surveillance system. This system helps to ensure a safe learning environment for all students.

Challenges and Opportunities

Budget constraints play a vital role in access to reliable technology for all educational stakeholders. Our district has limited resources and few ways to capture revenue for new initiatives. A newly paid off General Obligation bond has provided an opportunity for additional borrowing, allowing us to upgrade to newer, more reliable technology. All technology systems and resources are regularly evaluated as the district explores new and improved ways of providing student access to technology inside and outside the classroom. The district's goal is to provide every students in grades 3 through 12 with a mobile device to promote and enhance student learning.

3. Professional Development

Goals and Objectives

Goal:

Greenwood School District 51 will develop and implement a technology related professional development program and curriculum to assist faculty in the use of technology in daily instruction.

Objectives:

O.3.1 Create and implement district-wide technology standards

- Incorporate all educational stakeholders in the process of creating and implementing technology standards that promote enhanced student learning through access to technology and the proper use of it
- Follow International Society for Technology in Education (ISTE) standards for students, teachers, and administrators outlined in the appendix

O.3.2 Provide access to technology professional development and training for all teachers

- Continue to grow and enhance the district's current "Tech Talk Tuesday" professional development series
- Reward teachers who consistently use and explore technology uses in the classroom

O.3.3 Create technology professional learning communities (PLCs)

- Identify teachers who are avid technology users and allow them to be technology leaders in their schools
- Provide for peer-training in uses of technology in the classroom

O.3.4 Become a leader in technology professional development and host regional trainings

- Identify opportunities for our skilled staff to provide professional development sessions for other nearby districts to create a consortium of technology-enabled and ready districts.

Summary of Findings

Minimal access to technology related professional development was discovered. A "Tech Talk Tuesday" program was piloted and received promising attendance and direct training-to-classroom implementation. Teachers, when surveyed, want more access to technology related professional development, and they want to become avid users of technology that promotes student learning. Several teachers have been identified as technology pioneers. These teachers will be approached and encouraged to lead technology related PLCs.

Recent Progress

The “Tech Talk Tuesday” program ran numerous successful sessions in fall 2014. Additional courses are being created and added to this professional development program.

Several teachers have signed up for a summer technology professional development opportunity through ETV.

Continued surveying will take place to identify training needs so that PD can be provided.

Spotlight on Success

Recently, Greenwood School District 51 was named a TorchLight partner district by Promethean. This designation shows our district’s commitment to student achievement through access to technology. As a TorchLight partner district, Greenwood School District 51 will be the regional training center for Promethean, providing our teachers with high-quality professional development opportunities right here at home. Teachers in surrounding areas will come to our district to train with our staff members.

Challenges and Opportunities

Many teachers are involved in extracurricular activities that limit the days and amount of time that can be spent on technology related PD on weekdays. Currently, our district is reviewing ways to provide access to technology related PD online so that all teachers have access to this training anywhere and anytime.

4. Collaboration Opportunities

Goals and Objectives

Goal:

Greenwood School District 51 strives to establish partnerships with local business, organizations, and higher education institutions to provide learning experiences and opportunities for both students and faculty.

Objectives:

O.4.1 Provide increased communication to the community

- Ensure updated website content
- Utilize district notification systems

O.4.2 Create positive publicity through partnerships with technology related businesses

- Reflect our recent partnership and collaboration with Promethean in local media
- Continue to find opportunities with businesses and organizations that can highlight our successes in student engagement through technology

O.4.3 Partner with local law enforcement and other emergency agencies to conduct crisis trainings and utilize our technology systems for these trainings

- Provide law enforcement with access to security/surveillance systems during training opportunities

O.4.4 Complete our district's mission of being the "educational leader for the total community" by providing technology related courses to citizens in our community

- Provide training in basic technology skills to the citizens of our community

Summary of Findings

Keeping website content updated has proven to be an area of needed improvement. Condensing district resources on our website into a clean, organized, easy-to-find manner needs to be completed. Our district currently utilizes a parent notification system that alerts parents of important information, such as school closings.

Recent Progress

The district recently changed website vendors and is currently looking for another solution. Providing access for teachers and staff to an easy-to-use web interface that keeps the website up-to-date is necessary and will be provided.

Spotlight on Success

Our partnership with Promethean is a huge win for our district. Promethean plans to highlight our commitment to technology through case-studies and videos that will provide positive publicity for our district.

In the fall of 2014, Ware Shoals Primary completed a disaster recovery training. During this time, local law enforcement officials were introduced to the capabilities of our security/surveillance system. Law enforcement officers were impressed with the capabilities, and they plan to continue to utilize our systems in future trainings.

Challenges and Opportunities

One of the challenges that our district is faced with is our location. There is a lack of industry in our immediate area and our potential to partner with local businesses is significantly reduced. To battle our geographic location, we have reached out to national partners, such as Promethean and HP, to shine a light on our district. This is a win-win as it provides for access to new technologies for students, positive publicity created by these firms, and the sparking of interests for industry to move to our area to take advantage of a technologically skilled work force.

Projected Timeline of Implementation

2014-2015

- Created and implemented “Tech Talk Tuesday” professional development program
- Replaced outdated workstations with newer, more reliable ones
- Replaced dying projectors and interactive whiteboards on an as-needed basis
- Conduct teacher surveys to understand current technology needs
- Performed network security audits and improved network security
- Worked with Promethean to become a TorchLight partner district and regional training center
- Created technology PLCs

2015-2016

- Replace all projectors and interactive whiteboards with new Promethean ActivInspire interactive display panels
- Install wireless access points in every instructional classroom and all common areas
- Implement a 1:1 initiative providing students access to mobile instructional devices
- Continue to replace workstations that do not meet minimum standards
- Provide high quality PD for teachers by serving as Promethean’s regional training center
- Implement new network equipment as needed to ensure reliable network
- Increase bandwidth as needed to support a 1:1 initiative
- Find more ways to partner with industry and higher education institutions
- Provide community classes that teach basic computing skills

2016-2017

- Become a Microsoft IT academy
- Continue to improve technology related training for all faculty and staff
- Continue partnership with Promethean to continue access to new and improved instructional technologies
- Ensure technology and digital literacy for all grades and ensure that students are technologically skilled for college or for entering the workforce

2017-2018

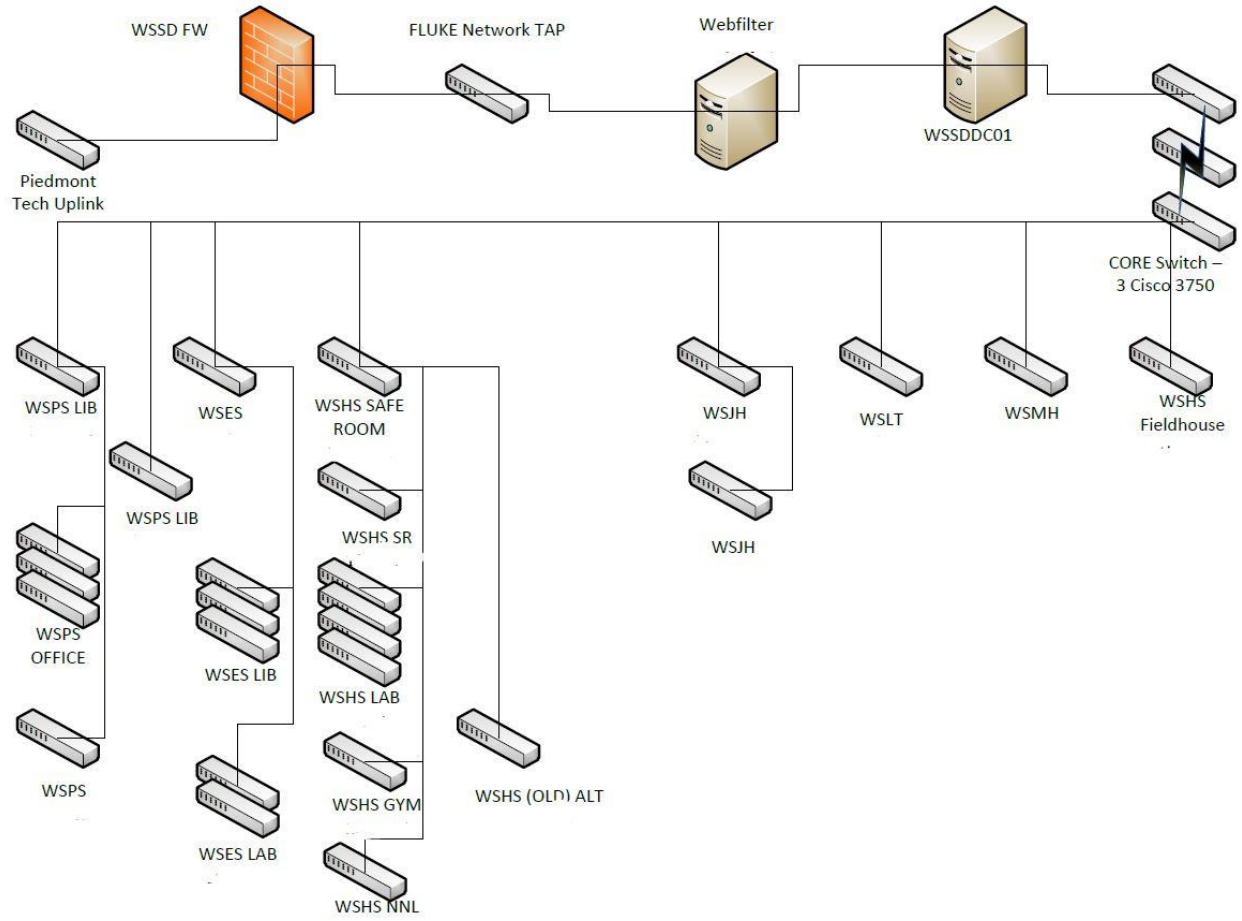
- Become the model district in our area for technology practices and access to technology in the classroom
- Continue to grow our vision for district and student success in terms of technology to meet the ever changing technology standards

Appendices

Technology Budget Summary

<u>ACCOUNT</u>		
100-266-110-0000-20	TECH SALARY/HS	26,453.70
100-266-110-0000-22	TECH SALARY/PS	25,675.65
100-266-110-0000-24	TECH SALARY/EM	25,675.65
100-266-210-0000-20	TECH INS/HS	4,249.40
100-266-210-0000-22	TECH INS/PS	4,124.42
100-266-210-0000-24	TECH INS/EM	4,124.42
100-266-220-0000-20	TECH RET/HS	4,224.66
100-266-220-0000-22	TECH RET/PS	4,100.40
100-266-220-0000-24	TECH RET/EM	4,100.40
100-266-230-0000-20	TECH FICA/HS	2,023.71
100-266-230-0000-22	TECH FICA/PS	1,964.19
100-266-230-0000-24	TECH FICA/EM	1,964.19
100-266-310-0000-20	TECH E-RATE/HS	4,000.00
100-266-310-0000-22	TECH E-RATE/PS	3,000.00
100-266-310-0000-24	TECH E-RATE/EM	3,000.00
100-266-325-0000-20	TECH LEASING/HS	9,500.00
100-266-325-0000-22	TECH LEASING/PS	12,800.00
100-266-325-0000-24	TECH LEASING/EM	8,300.00
100-266-332-0000-20	TECH TRAVEL/HS	400.00
100-266-332-0000-22	TECH TRAVEL/PS	400.00
100-266-332-0000-24	TECH TRAVEL/EM	400.00
100-266-345-0000-00	TECH SERVICES/DO	5,000.00
100-266-345-0000-20	TECH SERVICES/HS	16,500.00
100-266-345-0000-22	TECH SERVICES/PS	13,200.00
100-266-345-0000-24	TECH SERVICES/EM	17,700.00
100-266-410-0000-00	TECH SUPPLIES/DO	500.00
100-266-410-0000-20	TECH SUPPLIES/HS	900.00
100-266-410-0000-22	TECH SUPPLIES/PS	600.00
100-266-410-0000-24	TECH SUPPLIES/EM	600.00
100-266-445-0000-00	TECH SUPLY SOFTWARE/DO	7,000.00
100-266-445-0000-20	TECH SUPLY SOFTWARE/HS	9,500.00
100-266-445-0000-22	TECH SUPLY SOFTWARE/PS	9,500.00
100-266-445-0000-24	TECH SUPLY SOFTWARE/EM	9,500.00
100-266-640-0000-00	TECH DUES FEES/DO	300.00
100-266		<hr/> 241,280.79

Network Diagram



USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB** Issued **7/14**

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

Internet use policy

Technology is a vital part of education and the curriculum of the district. In an effort to promote learning and expand educational resources for students, the district has made arrangements to provide Internet access to students and staff. The district's goal in providing this service is to promote educational excellence by facilitating resource sharing, communication and innovation.

Responsible use

Access to the Internet is a privilege, not a right. With this privilege, there also is a responsibility to use the Internet solely for educational purposes and not to access inappropriate materials. To that end, the district administration is directed to develop appropriate guidelines governing the use of district computers to access the Internet. The district administration is also directed to implement such technology protection measures and Internet safety rules as may be required by the conditions of eligibility for any federal or state technology funding assistance program.

As part of the implementation of the administration's guidelines, students and staff must be instructed on the appropriate use of the Internet. Students/Parents/Legal guardians also must sign a form acknowledging that they have read and understand the board policies and the administrative rules governing the appropriate usage of technology, that they will comply with the policy and administrative rule and that they understand the consequences of violating the policy or administrative rule. District staff must sign a similar acknowledgement form before they will be allowed to access the Internet. Inappropriate use by any person will not be tolerated.

Any computer technician working with a computer who views a sexually explicit image of a child younger than 18 years of age or appearing to be younger than 18 years of age must report the name and address of the owner or person in possession of the computer to law enforcement.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

Technology protection measures and Internet safety

In compliance with the Children's Internet Protection Act (CIPA), the district administration must ensure that the district's computers and computer networks are equipped with 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 such 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 law, this policy or the administrative rule issued to implement this policy.

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For purpose of the CIPA, the administrative rule developed by the district administration to implement this policy is the district's CIPA "Internet safety policy." The rule must include provisions to address the following.

- access by minors to inappropriate matter on the Internet and World Wide Web
- 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
- measures designed to restrict minors' access to materials harmful to minors
- provisions for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and chat rooms and cyber bullying awareness and response

The administrative rule developed by the district administration will also be intended to reduce the ability of the user to access websites displaying information or material in violation of state criminal law concerning obscenity, material harmful to minors and child exploitation.

Email, phone and Internet usage

The district will monitor email and Internet activity and may disclose the content and/or details when, in the district's sole discretion, there is a business need to do so. Employees and students should not expect that email messages, even those marked as personal or accessed by a personal ID, are private or confidential. Employee email and Internet usage should be used predominantly for business purposes, although occasional personal use of email and Internet is permitted. The district reserved the right to monitor personal use to the same extent that it monitors business use.

The district's communication systems will not be used to set up or run a personal business; transmit offensive, derogatory, obscene or illegal materials; or download such material from the Internet. Violation of this rule is grounds for termination.

Employees should exercise the same restraint and caution in drafting and transmitting email messages as when writing a formal memorandum on district or school letterhead. Users should assume that messages will be saved and reviewed by someone other than the original addressee.

Employees should not communicate confidential information via email, facsimile or other non-secured method of electronic communications. Use by employees of the district's communication system constitutes consent to monitoring.

Continued use of the system is conditioned on acceptance of and strict adherence to the district's policies. Failure to adhere to policy requirements may result in discipline or dismissal.

Adopted 11/96; Revised 9/17/01, 1/12/04, 7/21/14

Legal references:

A. Federal law:

1. Children's Internet Protection Act of 2000, 47 U.S.C.A. Section 254(h).
2. The Digital Millennium Copyright Act of 1998, 17 U.S.C.A. Section 512 - Limitations on liability relating to material online.

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- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 10-1-205 - Computers in public libraries; regulation of Internet access.
 - 2. Section 16-3-850 - Encountering child pornography while processing film or working on a computer.
 - 3. Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties: obscene material designated contraband.

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB-R** Issued **8/06**

Internet access

Because technology is a vital part of the educational process and the curriculum of the school district, students and staff will be provided access to the Internet. By providing this access, the district intends to promote educational excellence and allow access to the following.

- electronic mail communications with people all over the world
- information and news from NASA, as well as the opportunity to correspond with scientists at NASA and other research institutes
- public domain software and graphics of all types for school use
- many university library catalogs, the Library of Congress and a large collection of information of educational value

With access to computers and people all over the world also comes the availability of materials that may not be of educational value. The school district has taken precautions to restrict access to controversial or inappropriate materials. However, on a global network, it is impossible to control all materials and limit all access to information that has no educational value. The school district firmly believes that the valuable information and the interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the school district.

The smooth operation of the Internet network relies on the proper conduct of the end users who must adhere to strict guidelines. Any violations of these guidelines will subject the user to appropriate disciplinary action and possible denial of access to the Internet.

Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet. In addition, parents/legal guardians will be required to sign a permission form at the beginning of each school year before students will be allowed access. Students also must sign a form annually acknowledging that they have read and understood this administrative rule, that they will comply with the guidelines set forth herein, and that they understand the consequences for violating these guidelines. Employees must sign a similar acknowledgment form.

Terms and conditions of use

Acceptable use

The purpose of the district's decision to provide Internet access is to allow an expanded opportunity for research and education by providing access to unique resources and the opportunity for collaborative work. All use of the Internet must be in support of education and research and consistent with the educational objectives of the school district. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state laws or regulations is prohibited. This includes, but is not limited to, copyrighted materials, threatening or obscene material or material protected by trade secret.

PAGE 2 - IJNDB-R - USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Procedures for use

Administrators and teachers may access the Internet 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 or other staff members.

Students will be allowed to access the Internet only through their teachers. No student may access the Internet without permission. Student use must be supervised at all times by a staff member.

All users must sign in on a log-in sheet before each use. Log-in sheets will be available for each terminal.

Rules governing use

The use of the Internet is a privilege, not a right, and inappropriate use will result in the cancellation of Internet privileges. All staff and students must abide by the generally accepted rules of network etiquette, including the following.

- Be polite. Do not be abusive in messages to others. Always use appropriate language. Profanity, vulgarities or other inappropriate language are prohibited. Illegal activities are strictly forbidden.
- Never reveal your personal address or phone number or that of others.
- Note that electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
- Do not disrupt, harass or annoy other users.
- All communications and information accessible via the network should be assumed to be private property. Always cite all quotes, references and sources.
- Never access inappropriate or restricted information such as pornography or other obscene materials or other information not directly related to the educational purposes for which access is being provided. Restricted information may include the following.
 - obscene, libelous, indecent, vulgar, profane or lewd materials
 - advertisements for products or services not permitted to minors by law
 - insulting, fighting and harassing words
 - other materials which may cause a substantial disruption of the academic environment
- Vandalism also is prohibited and will result in cancellation of privileges. Vandalism involves any malicious attempt to harm or destroy data of another user and includes, but is not limited to, the uploading or creation of computer viruses.
- All users should remain on the system only as long as necessary to complete their work, so that other individuals will have equal opportunities to access the Internet.
- All users may use the Internet only for research and academic reasons. Nonacademic uses are prohibited. Do not use the system for financial or commercial gain.

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- Always follow the instructions of the supervising staff members.
- Inappropriate off-campus behavior by students involving use of the Internet is subject to disciplinary sanctions. Posting harassing, threatening or otherwise inappropriate comments on MySpace, Facebook or other such Web sites is disrupting to the school and may lead to disciplinary action.
- Inappropriate off-campus computer use by staff which adversely affects the school environment can result in disciplinary action.

Penalties for improper use

Employees

Any employee who violates the terms of this policy and administrative rule or otherwise misuses the Internet to access inappropriate materials will be subject to disciplinary action, up to and including discharge. In addition, the privilege of accessing the Internet will be subject to cancellation for up to one year.

Students

Students who violate the terms of this policy and administrative rule or who otherwise misuse their access to the Internet will be subject to disciplinary action in accordance with the district's student behavior code. Internet access privileges also may be canceled for up to one year.

Violations of the laws of the United States or the state of South Carolina may subject the user to criminal prosecution.

If the user incurs unauthorized costs, the user, as well as the user's parent/legal guardian (if the user is a student) will be responsible for all such costs.

Issued 11/96; Revised 1/12/04, 8/21/06

**INTERNET ACCEPTABLE USE POLICY
Staff Member Certification Form**

I have read and understand the school district's Internet appropriate use policy and administrative rule. I understand and will abide by the conditions and rules set for therein. I further understand that violations of these conditions and rules are unethical and also may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked for up to one year, disciplinary action may be taken and appropriate legal action also may be instituted. I also agree to be responsible for any unauthorized costs incurred by my use of the Internet.

Date

Staff member

Needs Assessment Survey

*** 1. On a scale from 1 (not a hindrance) to 5 (constant hindrance), rank the following items on how they hinder your ability to teach with technology**

	1 - Not a hindrance	2 - Very rarely hinders	3 - Neutral	4 - Occasionally hinders	5 - Constant hindrance
Lack of access to up-to-date computers and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of access to sufficient bandwidth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of access to technology professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response time to technology related issues it too slow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of access to printing/copying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personal knowledge implementing technology into lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality instructional software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of student access to technology at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited budget to explore new technology initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 2. What other, if any, circumstances would you describe as a hindrance to your ability to use technology in the classroom?**

*** 3. Besides what is already offered, what other forms of technology should be offered to teachers?**

*** 4. I would like to serve on a technology steering committee**

*** 5. Contact Information**

Name

Email

International Society for Technology in Education (ISTE) Standards Standards for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project

- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. *Digital Citizenship*

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. *Technology operations and concepts*

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

Source: <http://www.iste.org/standards/standards-for-students>

Standards for Teachers

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and selfrenewal of the teaching profession and of their school and community

Source: <http://www.iste.org/standards/standards-for-teachers>

Standards for Administrators

1. Visionary leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

Source: <http://www.iste.org/standards/standards-for-administrators>