

**Kershaw County School District**  
**TECHNOLOGY PLAN**  
**July 1, 2015 - June 30, 2019**



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## District Profile

Nestled in the heart of the Palmetto State, the Kershaw County School District is home to almost 10,500 students and over 1,200 employees. We are a short drive from the beaches and the mountains and the county is rich in history and tradition as well as bustling with growth and excitement. All our schools are accredited by the Southern Association of Colleges and Schools and the South Carolina Department of Education. Kershaw County School District has 3 high schools, 4 middle schools, 11 elementary schools, 1 career center, 1 alternative school, and 1 adult education program.



### **Some statistics about the Kershaw County School District:**

- Student Population (2014-15 PreK-12): 10384
- Total Number of Schools in the District: 20 (This includes 11 elementary Schools, 4 middle schools, 3 high schools, 1 career and technology center and 1 alternative school.)
- Percentage eligible for free & reduced meals: 56% (August 2014)
- Number of ESL students: 384
- Number of dropouts: 51 (CHS - 11, LHS - 28, NCH -12)
- Four-year graduation rate: 90.7% (based on the Class of 2014)
- District E-rate Discount: 75%

For more information about the Kershaw County School District, please visit our website at [www.kershaw.k12.sc.us](http://www.kershaw.k12.sc.us).

## Executive Summary

The Kershaw County School District developed the District Technology Plan in an effort to assess the strengths and weaknesses of the current implementation of technology within the district, and to plan for the future of technology in KCSD during the next 5 years. This plan was developed with input from district and school administrators, teachers, instructional leaders, and community members who comprised the Technology Planning committee.



For the next five years, the Kershaw County School District's Technology Plan will focus on five general technology areas - students, professional development, instruction, communications and technical support.

- Students - "Learners and Their Environment"
- Professional Development - "Professional Capacity"
- Instruction - "Instructional Capacity"
- Communications - "Community Connection"
- Technical Support - "Support Capacity"

The first of these five areas, Learners and Their Environment, puts the needs of our students first as we strive to engage them in achieving technological literacy and attaining 21st century skills by meeting the state's academic standards.



The second of these five areas, Professional Capacity, emphasizes strategies to develop ongoing and sustained professional development programs for all staff and educators, to include teachers, principals, administrators, and school library media personnel.

The third of these five areas, Instructional Capacity, emphasizes the development of strategies to integrate technology into curricula and teaching and explore ways to promote teaching methods that are based on data-driven analysis.

The fourth of these five areas, Community Connection, stresses that the district cultivate and enhance partnerships to maximize parent and community involvement in education and to support technology-related activities.

The fifth area includes all aspects of the Support Capacity, and stresses that the district provide constant, consistent, and reliable support for all technology users, maintain all hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support activities. Support Capacity also includes hardware and software, as well as the District's plan to address all E-Rate areas such as switches, routers, servers, WAN connectivity speeds, and cabling.



Kershaw County School District's Technology Plan is closely aligned with the South Carolina Department of Education's Technology Plan. Every effort will be made by the school district to insure that the State's plan is referenced and followed for the next five years. This plan will be reevaluated and updated at the end of each school year to make sure that the Technology Plan is aligned with the current focus, goals, and needs of the District.

# District Needs Assessment

This section should describe the district's current technology needs, current technology inventory, and current technology support strategies. All goals should specifically address the district's needs.

## DISTRICT NEEDS ASSESSMENT

The District's Technology Needs Assessment is based on the Strategic Plan.

### Current Technology Needs:

- Current funding levels are insufficient to implement fully the mandates of the technology plan.
- More emphasis is needed in the areas of curriculum integration and support of the technology.
- Offer beginning & advanced professional development training in instructional use of a variety of technology skills, including collaborative online tools and assessments,
- Offer beginning & advanced professional development training in instructional pedagogies aligned with 21st century skills and the assessment of 21st century skills
- Update wireless infrastructure in schools as needed
- Continue with server refresh cycle
- Continue student technology initiative

### Current Technology Inventory:

- iCAN is the 1:1 laptop program for our high schools
- K8 is the 2:1 laptop program for our elementary & middle schools
- 7028 laptops, 1926 PC desktops, 109 Chrome books and 1500 Apple systems
- 52 Microsoft Windows Servers
- 774 multimedia-capable classrooms, instructional areas, and media centers equip with interactive white boards and LCD projectors
- 1215 voice over IP (VOIP) Telephones
- Wireless overlay at all facilities - district office and all schools
- All schools and District Office have websites
- Over 1000 teacher and faculty websites



**Current Technology Support Strategies:**

- Online system for placing and tracking help requests
- Help Desk dedicated technician
- 5 K8 techs & 9 iCAN district-level field technicians for technology
- 1 technician per 750 computers (9100 computers/12 technicians)
- K8 has 1 tech per 4 schools
- Network and data center support staff centrally located

## District Vision Statement

The Kershaw County School District will empower and challenge all students to reach their maximum potential.

## District Mission Statement

The mission of the Kershaw County School District is to provide a positive, safe, and rigorous learning environment in which a highly motivated and nurturing staff prepares students for success.

## District Objectives & Goals

Desired, Measurable End Results:

- To have every student complete a prescribed course of study to be prepared to enter post-secondary education and to have the skills necessary for gainful employment
- To have student achievement, which consistently ranks in the top ten districts in the state as measured by state required tests and other measures as outlined by the board
- The percentage of students at the conclusion of 2nd Grade who are Reading and performing Math on grade level will increase to 100% by 2017
- The percentage of students in grades 3-8 who score “basic” and above in ELA, Math, Science and Social Studies will increase to 100% by 2017
- All students in grades 3-8 will meet the state’s proficiency standard of scoring Proficient or Advanced in ELA and Math by 2017
- All eighth grade students who enroll in Algebra I and English I will pass the state end-of-course Algebra I and English I tests by Spring 2016
- All high school students will pass the state end-of-course Algebra I, Math Tech II tests by 2017. Other EOC tests will be added as the SDE approves them
- At least 20% of high school graduates will take at least one Advanced Placement course or one course in a post-secondary institution (Dual Credit) by 2017
- To have students who take the Advanced Placement Exams scoring 3, 4, or 5 and qualifying for college credit to score at rates that meet or are above the national rates by 2017
- The average SAT score (composite) for high schools will be at or above the national average by 2016

- The average ACT score (composite) for high schools will be at or above the national average by 2016
- All high school students will meet the state's proficiency standard on ELA and Math HSAP tests by 2017
- Kershaw County School District will meet the national goal of 100% graduation rate by 2017

## District Strategies

How the District Will Meet Its Objectives:

- We will secure the funding necessary to efficiently meet the district's mission and objectives
- We will ensure the employment and development of a competent staff, which is capable of meeting the diverse needs of our student population
- We will enable all students to achieve technological literacy by providing the necessary resources and training through an integrated curriculum
- We will ensure competent, visionary, and innovative leadership for aggressively involving all segments of the community in the implementation of the district's mission and objectives
- We will meet the needs of at-risk students
- We will provide a safe and healthy educational environment
- We will provide innovative individual and team learning experiences that promote active student participation and application of knowledge and skills

## Plans for the Five Individual Technology Dimensions

The Kershaw County School District's Technology Plan is designed to provide a framework that emphasizes a combination of critical elements necessary for the school district and our schools to effectively integrate technology to accelerate student achievement and learning. Also, this framework allows us to adapt to changes in technology and respond to recent trends and laws affecting education, including the No Child Left Behind Act of 2001.

Our district strives to use research-proven strategies to provide home, school and community environments conducive to our student's achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement.

<b>Technology Dimension 1: Learners &amp; Their Environment</b>
The Kershaw County School District will integrate technology in instruction, to engage students to achieve technological literacy and to attain 21st century skills by meeting the state's academic standards.
<b>Technology Dimension 2: Professional Capacity</b>
The Kershaw County School District will emphasize strategies to develop ongoing and sustained professional development programs for all staff and educators - teachers, principals, administrators, and school library media personnel. <i>This dimension broadly aligns with the EOC action area called "Leadership and Coalition Building."</i>
<b>Technology Dimension 3: Instructional Capacity</b>
The Kershaw County School District will emphasize development of strategies to integrate technology into curricula and teaching and explore ways to promote teaching methods that are based on data-driven analysis. <i>This dimension also aligns with the EOC action area "Teacher Quality."</i>
<b>Technology Dimension 4: Community Connection</b>
The Kershaw County School District will Cultivate and enhance partnerships to maximize parent and community involvement in education and to support technology-related activities. <i>This dimension aligns with the EOC action areas "Education for Economic Development" and "Community and Parental Support and Involvement."</i>
<b>Technology Dimension 5: Support Capacity</b>
The Kershaw County School District will provide constant, consistent, and reliable support for all technology users, maintain all hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support activities. <i>This dimension aligns with the EOC action areas "The Governance and Structure of the System" and "Efficient Use of Resources and Accountability."</i>

## Technology Dimension 1: Learners and Their Environment

*Goal: Integrate technology in instruction, to engage students to achieve technological literacy and to attain 21st century skills by meeting the state's academic standards.*

### Snapshot of Current Technology Use in District

The Kershaw County School District has put a strong focus on putting technology in the hands of students in order to provide a learning experience that is hands-on, relevant, and appropriate for a 21st century learning environment. The district has established two major student-focused technology projects:

- iCAN - 1:1 laptop program for students grades 9-12
- K8 - 2:1 laptop cart program for students grades K-8

All KCSD classrooms, instructional areas, and media centers contain the following technology equipment:

- Teacher laptop (and possibly an additional desktop computer)
- Mounted interactive white boards - SMART Board (K-8) and Promethean ACTIVboards (9-12)
- LCD projector (ceiling mounted in most cases)
- Wireless network
- Wired Ethernet network connectivity to local school network
- Internet access via local network to central 1000 Mbps Switched feed
- Lightspeed content filtering system for Internet access control
- Follett Destiny's WebPath Express web search engine tools for curriculum-aligned content access
- eChalk, including teacher class websites and student-safe email & file storage
- Streaming digital video aligned with curriculum standards (StreamlineSC)
- District IP Video via the SCETV Video Portal
- IP Telephone
- Collection of local and web-based curriculum software

## OPERATIONAL PLAN

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

<b>I. OBJECTIVES AND STRATEGIES</b>	
<i>GOAL: Integrate technology in instruction, to engage students to achieve technological literacy and to attain 21st century skills by meeting the state’s academic standards.</i>	
<b>OBJECTIVES</b>	<b>STRATEGIES</b>
<p><b>1.1</b> Teachers will integrate technology to enable students to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> <li>A. Provide opportunities and resources to facilitate the development and implementation of effective communication and collaboration skills using technology, online collaboration tools, and skills in all content areas</li> <li>B. Increase project-based learning that will yield sustained, engaged learning and collaboration in all content areas</li> <li>C. Reinforce technology literacy through students’ presentations of collaborative projects to identified audiences</li> <li>D. Recognize and promote best practices that successfully integrate technology and online collaboration tools, including assistive technology, into the curriculum</li> <li>E. Provide appropriate accommodations for students with special needs when needed, including standardized tests, using technology</li> </ul>
<p><b>1.2</b> Teachers will engage students in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into all content areas.</p>	<ul style="list-style-type: none"> <li>A. Develop technology-enhanced learning activities aligned with state standards in all content areas</li> <li>B. Continue to provide guidance, training and professional development to teachers to ensure that instruction, lesson plans, and activities incorporate a variety of technologies, including those appropriate for students with special needs</li> <li>C. Develop common assessment strategies that measure student’s mastery of 21st century skills</li> </ul>
<p><b>1.3</b> Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and</p>	<ul style="list-style-type: none"> <li>A. Use lesson activities in which students create and employ a variety of technology tools, including collaborative online tools and/or assistive technology, to complete authentic multidisciplinary tasks</li> </ul>

**I. OBJECTIVES AND STRATEGIES**

*GOAL: Integrate technology in instruction, to engage students to achieve technological literacy and to attain 21st century skills by meeting the state’s academic standards.*

<b>OBJECTIVES</b>	<b>STRATEGIES</b>
<p>Will demonstrate technology competence by the end of the eighth grade.</p>	<ul style="list-style-type: none"> <li>B. Measure student technology proficiency by using surveys, technology literacy benchmarks and performance-based assessments</li> <li>C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration</li> <li>D. Provide students with guidelines for ethical use of technology and online resources.</li> </ul>
<p><b>1.4 Students</b> will be provided with an enhanced learning environment through technological and online collaboration tools, including assistive technologies that are designed to promote high academic achievement.</p>	<ul style="list-style-type: none"> <li>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research</li> <li>B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today’s information-rich global society</li> <li>C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society</li> </ul>

## II. ACTION LIST

- Educate the public of the requirements for fully integrating technology and digital information systems into every school and classroom.
- Continue the focus on reducing the ratio of students to computers and increasing access to technology outside the school environment.
- Provide access to effective, research-based assistive technologies to support inclusion of students with disabilities in the content courses at all grade levels.
- Continue to promote grade-level-appropriate technology standards and competencies based on the 21st Century skills (ISTE NETS-S); implement grade-level appropriate assessments.
- Develop student portfolios and checklists in all grades, as well as a performance-based technology applications evaluation at the completion of the fifth and eighth grades, should be used to assess student technology proficiency and assess the effectiveness of the assistive technology tools used by students with special needs.
- Identify best practices of seamless technology integration that will be disseminated through district-wide and school-specific professional development, online resources such as the district's website and video portal, and presentations at local, statewide, and national conferences and workshops.
- Recognize student technology achievement.

## III. IMPLEMENTATION ACTION STEPS

### DISTRICT LEVEL

- Work to educate the public and General Assembly as to the requirements for fully integrating technology and digital information systems into every school and classroom
- Focus on reducing the ratio of students to computers and increasing access to technology outside the school environment
- Offer professional development courses using innovative integration of technology into the teaching of core academic areas
- Continue working with teachers in the classroom to create lesson plans that embed digital information systems and provide authentic multidisciplinary tasks
- Hold technology fairs that showcase exemplary student technology projects to the community
- Create grade-level specific benchmarks for technology literacy
- Create benchmarks for teacher technology proficiency
- Encourage home and community involvement in the public school system through the district website, electronic communications, and other media

### III. IMPLEMENTATION ACTION STEPS

#### SCHOOL LEVEL

- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Recognize exemplary student technology projects and academic work incorporating digital information systems
- Include goals and strategies for furthering digital information system development in school improvement plans
- Encourage home and community involvement in the public school system through the use of the school Web site, electronic communications, and other media

### IV. FUNDING CONSIDERATIONS

#### DISTRICT LEVEL

- Technology and technology integration professional development
- Technology and digital information system course development
- Technology staff
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum
- Server space
- Bandwidth

#### SCHOOL LEVEL

- Technology and technology integration professional development
- Technology and digital information system course development
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN	JAN	JAN	JAN	JAN
			2015	2016	2017	2018	2019
<p><b>1.1</b> Teachers will integrate technology to enable students to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Technology surveys</li> <li>• Student portfolios</li> <li>• School technology and improvement plans</li> <li>• District, school, and community surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Technology surveys</li> <li>• Student portfolios</li> <li>• Observations and interviews</li> <li>• Anecdotal records</li> <li>• Documented access to online resources</li> <li>• Listing of recognition programs</li> </ul>					
<p><b>1.2</b> Teachers will engage students in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into all content areas.</p>							
<p><b>1.3</b> Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>							
<p><b>1.4</b> Students will be provided with an enhanced learning environment through technological and online collaboration tools, including assistive technologies that are designed to promote high academic achievement.</p>							

## Current Best Practices in District

- Creation of student projects with flip-charts, Smartboard/Promethean files, podcasts, blogs, Edmodo ([www.edmodo.com](http://www.edmodo.com)), webquests, video, Animoto ([www.animoto.com](http://www.animoto.com)), etc.
- Electronic portfolios
- Excel projects for data analysis
- Student research on online resources such as:



- DISCUS - [www.scdiscus.org](http://www.scdiscus.org)  
DISCUS – South Carolina’s Virtual Library is the “information place” for all South Carolinians.
- Destiny (*School Library Catalog*) & Webpath Express - <http://destiny.kershaw.k12.sc.us>  
(then select a school, select “Catalog” or “Webpath Express”)  
Access school’s library media center collection, and search library resources & websites using SC standards.
- Kershaw County Public Library - [www.kershawcountylibrary.org](http://www.kershawcountylibrary.org)  
Website for the Kershaw County Public Library. Library members can use their library card number to check out online books, as well as search for, renew, and reserve library books online.
- SCETV’s StreamlineSC - [www.streamlinesc.org](http://www.streamlinesc.org)  
Standards-based video-on-demand service utilizing Discovery Education’s unitedstreaming™.
- SCETV’s OnePlaceSC - [www.oneplacesc.org](http://www.oneplacesc.org)  
“One Place” to search all of ETV’s great resources, PLUS access LIVE streaming video from ETV & the district!
- SCETV’s KnowItAll - [www.knowitall.org](http://www.knowitall.org)  
ETV’s educational Web portal, a collection of fun, interactive websites for K-12 students, teachers and parents.
- Soundzabound - [www.soundzabound.com](http://www.soundzabound.com)  
Copyright-free music for any and all teacher and/or student projects (for PowerPoint presentations, podcasts, etc.)



## Technology Dimension 2: Professional Capacity

***GOAL: Emphasize strategies to develop ongoing and sustained professional development programs for all staff and educators - teachers, principals, administrators, and school library media personnel.***

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

The Kershaw County School District is committed to ensuring that all teachers are technology proficient. In order to integrate technology into the classroom, teachers must understand technology integration as well as be able to perform the steps necessary to use the technology required. KCSD believes that meaningful sustained professional development is the key to ensuring that the district's educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. The district continues its commitment to professional development by supplying resources, training, and support to enable its educators to use technology effectively. This practice applies not only to certificated faculty, but to all employees.

The state of South Carolina in ensuring the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.A.1 (2003-2004 and budget proviso 1.40) for school technology in the classroom and internet access charges the State Department of Education to approve teacher technology competency standards and local school districts' teacher technology professional development plans requiring teachers to demonstrate proficiency in these standards as part of each teacher's professional development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

The Kershaw County School District offers a variety of Professional Development courses and opportunities to staff. Recertification and degree program courses will be offered within the district or online to support the district's integration initiative for instruction.

## OPERATIONAL PLAN

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

#### I. OBJECTIVES AND STRATEGIES

**GOAL:** Emphasize strategies to develop ongoing and sustained professional development programs for all staff and educators - teachers, principals, administrators, and school library media personnel.

OBJECTIVES	STRATEGIES
<p><b>2.1</b> Technology skills will be integrated into all areas of the curriculum.</p>	<ul style="list-style-type: none"> <li>A. Provide graduate level courses for teachers to earn initial certification in technology</li> <li>B. Provide ongoing workshops in technology to increase the technology level and rigor of teachers</li> <li>C. Provide workshops for teachers that incorporate best practices and current research strategies</li> <li>D. Provide teachers with web resources and best practices to help with classroom integration of technology</li> <li>E. Provide teachers with instruction on online resources</li> <li>F. Provide models of classroom integration of technology</li> <li>G. Observe teachers and evaluate teachers on technology integration effectiveness</li> <li>H. Provide school-level instructional technology coaches</li> </ul>
<p><b>2.2</b> High levels of technology planning will exist at the school level.</p>	<ul style="list-style-type: none"> <li>A. Assist schools in the development of technology professional development plans</li> <li>B. Assist schools in the infusion of technology throughout the curriculum and in all subject areas</li> </ul>

## II. ACTION LIST

- Districts should hire or appoint a full-time leadership position for the use of technology, including that for assistive technology, to increase student learning.
- Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, guidance counselors, and librarians.
- The District continues to develop recommendations for teacher professional development plans, integrating technology and content standards into professional development opportunities.
- The District continues to develop and promote, through the SCTL Web portal, a professional development component that outlines the technology education offerings and requirements, including assistive technology, that exist throughout South Carolina and the nation as a whole.
- The District should provide training to district- and building-level administrators so that they can effectively assess district and school requirements for an effective digital technology system, individual school facility requirements, and a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- The District should provide training in accessibility issues involving applicable state and federal legislation.
- Colleges and universities should demonstrate compliance with NCATE (National Council for Accreditation of Teacher Education) standards related to technology and integrate the revised ISTE-T standards into their curriculum.
- Teachers should keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- The District should continue to develop and support online assessment instruments and make them available to all school districts in the state to determine teachers' level of technology proficiency.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.
- The District continues to play a leadership role in working with the legislature and other entities in securing funding and training for technology and technology integration.

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICT LEVEL

- Submit a technology plan, including a professional development plan, to the SCDE for approval
- Administer a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings; maintain records for each course, workshop, event, conference, and so forth, to place in portfolios
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments
- Review technology support staff training needs and schedule training

#### SCHOOL LEVEL

- Provide new teachers with district, state, and online resources and training in utilization
- Development and usage of technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessment

## IV. FUNDING CONSIDERATIONS

### DISTRICT LEVEL

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Data-driven research
- Server space for online teacher and administrator technology portfolios

### SCHOOL LEVEL

- School-level instructional technology coaches
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Data-driven research

<b>V. EVALUATION</b>							
<b>Objectives</b>	<b>Possible Baseline Data</b>	<b>Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report</b>	<b>Outcomes (Include "action list" items achieved.)</b>				
			<b>JAN 2015</b>	<b>JAN 2016</b>	<b>JAN 2017</b>	<b>JAN 2018</b>	<b>JAN 2019</b>
<b>2.1</b> Technology skills will be integrated into all areas of the curriculum.	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Teacher technology proficiency proviso forms</li> <li>• Professional development surveys</li> <li>• Teacher and administrator portfolios</li> <li>• School technology and improvement plans</li> <li>• Technology assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Professional development tracking and surveys</li> <li>• Teacher technology proficiency proviso forms</li> <li>• Teacher and administrator portfolios</li> <li>• Observations and interviews</li> <li>• Anecdotal records</li> <li>• Documented access to online</li> </ul>					
<b>2.2</b> High levels of technology planning exist at the school level.							

**Current Best Practices in District**

- Integration of technology into daily lessons including but not limited to interactive white boards, slates, student response devices, document cameras, etc.
- Online lesson planning
- Individual teacher class pages and teacher blogs
- District- and site-based professional development using teacher-leaders and other staff
- Professional learning communities are utilizing book studies



## Technology Dimension 3: Instructional Capacity

***GOAL:** Emphasize development of strategies to integrate technology into curricula and teaching and explore ways to promote teaching methods that are based on data-driven analysis.*

### Snapshot of Current Technology Use in District

A key component of our district's instructional technology capacity is the integration of technology into the curriculum. Effective technology integration requires that our district:

- Assist teachers in developing the necessary skills for integrating technologies into the school environment and curriculum
- Improve communication through technology with all stakeholders
- Further develop the information literacy and critical thinking skills of our students
- Develop strategies that will ensure effective and appropriate use of the Internet.

The district strives to provide educators with both the tools and the training to integrate technology into academic standards. The district promotes the use of varying forms of technology in the schools (interactive whiteboards, digital projectors, document cameras, handheld devices, student response systems, assistive technology, etc.)

## OPERATIONAL PLAN

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

#### I. OBJECTIVES AND STRATEGIES

**GOAL:** Emphasize development of strategies to integrate technology into curricula and teaching and explore ways to promote teaching methods that are based on data-driven analysis.

OBJECTIVES	STRATEGIES
<p><b>3.1</b> Teachers will integrate technology throughout the curriculum to improve instruction, engagement and achievement.</p>	<ul style="list-style-type: none"> <li>A. Ensure that instructional strategies and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning</li> <li>B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</li> <li>C. Ensure that teachers analyze formal and informal assessment results to plan instruction</li> <li>D. Promote the use of online tools to engage students, foster collaboration and use problem solving skills to accomplish curriculum objectives</li> </ul>
<p><b>3.2</b> Teachers will have access to technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>Ensure access to knowledgeable personnel, productivity tools, online services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals</p>
<p><b>3.3</b> Students will have access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>Facilitate student access to technology, online tools, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning</p>

## II. ACTION LIST

- Conduct digital information systems planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments. These meetings should address the inclusion of appropriate assistive technology (general and special education).
- Pursue funding opportunities, such as grants, to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- Pursue funding opportunities, such as grants, to acquire and maintain assistive technology for use in classroom instruction and home access, when appropriate.
- Display student portfolios resulting from the integration of digital information systems into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICT LEVEL

- Conduct technology curriculum planning meetings
- Develop a comprehensive strategic instructional technology plan to be submitted to the SCDE for approval along with the supporting budget
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection, when appropriate, using ISTE's support index as a guide
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios; include training for technology staff
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

#### SCHOOL LEVEL

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office where appropriate
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and who will submit training and needs reports to the regional technology specialist
- Initiate teacher and administrator development of technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
- Assess student information literacy skills
- Assess teacher integration of technology into the classroom
- Pursue funding opportunities, such as grants, to acquire and maintain hardware and instructional software

## IV. FUNDING CONSIDERATIONS

### DISTRICT LEVEL

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Distance learning
- Student technology proficiency measurement
- School technology leader implementation
- Professional development/training
- Server space for online teacher and administrator technology portfolios
- Server space for storage of teacher, staff, and student projects
- Bandwidth
- Portfolio creation

### SCHOOL LEVEL

- Committee development of district and school technology plans
- School technology leader implementation
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Professional development

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN 2015	JAN 2016	JAN 2017	JAN 2018	JAN 2019
<p><b>3.1</b> Teachers will integrate technology throughout the curriculum to improve instruction, engagement and achievement.</p>	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>Technology readiness and access surveys</li> <li>District report cards</li> <li>Teacher technology proficiency proviso forms</li> <li>Teacher and administrator portfolios</li> <li>School technology and improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>District report cards</li> <li>Technology readiness and access surveys</li> <li>Teacher technology proficiency proviso forms</li> <li>Teacher and administrator portfolios</li> <li>Observations and interviews</li> <li>Anecdotal records</li> <li>Documented access to online resources</li> <li>Technology assessments</li> </ul>					
<p><b>3.2</b> Teachers will have access to technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<ul style="list-style-type: none"> <li>Technology assessments</li> </ul>	<ul style="list-style-type: none"> <li>Technology assessments</li> </ul>					

**Professional Capacity 3: Instructional Capacity**

**3.3**

Students will have access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.

- Documentation of offerings provided via innovative delivery methods

- Documentation of offerings provided via innovative delivery methods

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### Current Best Practices in District

- Integration of technology into daily lessons including but not limited to interactive white boards, slates, student response devices, document cameras, etc.
- Student-produced technology-based projects, such as podcasts, vodcasts, news shows, video production classes, CATE classes

- Online lesson planning
- Individual teacher class pages and teacher blogs
- Online data management (PowerSchool Parent Portal)
- Web-based telecommunication tolls (ConnectEd)
- School use of websites, news programs & electronic bulletin boards



- Teacher access to on online resources such as:
  - PowerSchool - <http://ps.kershaw.k12.sc.us/teachers>  
District's student information system for classes & grades.
  - eChalk – [www.kcsdschools.com](http://www.kcsdschools.com)  
Online teacher class pages for class calendar, documents and assignments
  - Destiny (*School Library Catalog*) & Webpath Express - <http://destiny.kershaw.k12.sc.us>  
(then select a school, select "Catalog" or "Webpath Express")  
Access school's library media center collection, and search library resources & websites using SC standards.
  - DISCUS - [www.scdiscus.org](http://www.scdiscus.org)  
DISCUS – South Carolina's Virtual Library is the "information place" for all South Carolinians.
  - Kershaw County Public Library - [www.kershawcountylibrary.org](http://www.kershawcountylibrary.org)  
Website for the Kershaw County Public Library. Library members can use their library card number to check out online books, as well as search for, renew, and reserve library books online.

### Professional Capacity 3: Instructional Capacity

- SCETV's StreamlineSC - [www.streamlinesc.org](http://www.streamlinesc.org)  
Standards-based video-on-demand service utilizing Discovery Education's unitedstreaming™.
- SCETV's OnePlaceSC - [www.oneplacesc.org](http://www.oneplacesc.org)  
"One Place" to search all of ETV's great resources, PLUS access LIVE streaming video from ETV & the district
- SCETV's OnePlaceSC - [www.oneplacesc.org](http://www.oneplacesc.org)  
"One Place" to search all of ETV's great resources, PLUS access LIVE streaming video from ETV & the district
- SCETV's KnowItAll - [www.knowitall.org](http://www.knowitall.org)  
ETV's educational Web portal, a collection of fun, interactive websites for K-12 students, teachers and parents.
- SCETV's Educator Plus - [www.knowitall.org/EducatorPlus/](http://www.knowitall.org/EducatorPlus/)  
Streaming video of ITV productions from the State Department of Education, including In Our Schools, ESOL Information Updates, Carolina Careers, School Improvement Council Updates, and Special Education Updates.
- Soundzabound - [www.soundzabound.com](http://www.soundzabound.com)  
Copyright-free music for any and all teacher and/or student projects (for PowerPoint presentations, podcasts, etc.)
- *A+ (available within the network only)*  
District's system for research-based core curriculum instructional software for kindergarten through adult learners.
- *Testview (available within the network only)*  
District's system for student grades & testing reports.
- *Renaissance Place (available within the network only)*  
District's system for Accelerated Reader, which is available at some schools.
- *KCSD Video Portal (available within the network only)*  
Access the district's streaming video portal for live TV, which is provided in part by SCETV.

## Technology Dimension 4: Community Connections

**GOAL:** *Cultivate and enhance partnerships to maximize parent and community involvement in education and to support technology-related activities.*

### Snapshot of Current Technology Use in District

Communication is a critical component to the success of our schools. All teachers are required to maintain up-to-date teacher websites, where they post major assignments and deadlines for students and parents. Many teachers also communicate with parents through blogs and email.

School websites help keep parents informed about events and activities at the school. These websites provide information about the school including calendars of events, special programs, faculty lists and resources.

The district maintains a website with current information such as district-wide calendars of events, a directory of schools, a directory of district personnel, financial transparency reports, and school board agendas and minutes. The superintendent records a bi-monthly podcast and maintains a daily blog, and the district also has an active presence on Facebook.

Parents have access to grades and attendance online using the district's PowerSchool Parent Portal, thus increasing communication between the classroom teacher and parents.

Parents, students and schools develop student Individual Graduation Plans (IGPs) and access career information resources through SC Pathways ([www.scpathways.org](http://www.scpathways.org)).

All schools and the district utilize an automated system to send important information to parents and staff regarding student absences, inclement weather, school delays, dismissal notifications, and school events such as parent conferences, parent meetings, and fundraisers.

The district is currently in year 2 of a five-year \$6.0 million federal grant called the Safe Schools/Healthy Students Initiative, the purpose of which is to improve school climate, safety, and social outcomes. This program utilizes a blog and online survey tools to meet several of its communication needs.

## OPERATIONAL PLAN

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

#### I. OBJECTIVES AND STRATEGIES

**GOAL:** *Cultivate and enhance partnerships to maximize student, parent and community involvement in education and to support technology-related activities.*

OBJECTIVES	STRATEGIES
<p><b>4.1</b> School and district personnel will have resources and knowledge to communicate effectively with students, parents and the community.</p>	<ul style="list-style-type: none"> <li>A. Ensure websites are updated on a weekly basis</li> <li>B. Encourage use of online tools to communicate with students, parents and the community</li> <li>C. Utilize electronic grade books as a tool to communicate student achievement with parents</li> </ul>
<p><b>4.2</b> District and schools will have an interactive online presence.</p>	<ul style="list-style-type: none"> <li>A. Implement improvements based on user feedback</li> <li>B. Develop and implement a district social media plan, including policies and procedures</li> <li>C. Expand the use of blogs, podcasts, and other interactive tools</li> <li>D. Evaluate additional social networking options as communication tools</li> </ul>
<p><b>4.3</b> District and schools will utilize community partnerships to promote student success.</p>	<ul style="list-style-type: none"> <li>A. Identify and utilize opportunities for online training, instruction, and interaction</li> <li>B. Develop programming for community access cable channels</li> </ul>
<p><b>4.4</b> District and schools will share technology resources and opportunities with the community.</p>	<ul style="list-style-type: none"> <li>A. Create and publish flexible schedules of after-hours technology access for students, parents, teachers, and community members</li> <li>B. Create opportunities for access to facilities for technology training for students, parents, teachers, and community members</li> </ul>

## II. ACTION LIST

- Initiate and increase community access to and training in technology, including assistive technology.
- Evaluate the success of community partnerships.
- Create and publish schedules showing after-hours technology access and training.
- Foster professional development opportunities, community offerings, and internships in technology.
- Provide access to educational data and resources from outside entities through district and school websites.
- Create a committee tasked with developing and implementing a district social media plan, including policies and procedures
- Communicate successful collaborations with community partnerships.
- Maintain an online list of community partnership opportunities and district resources.
- Survey stakeholders on effectiveness of technology communications.
- Evaluate feedback and implement improvements to district website.

## III. IMPLEMENTATION ACTION STEPS

### DISTRICT LEVEL

- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Measure access and use of school technology resources
- Encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology
- Create a team to research and develop a social media plan
- Implement social media plan and provide training for district and school staff on the plan
- Develop programming for community access cable channels

### SCHOOL LEVEL

- Distribute parent and community information through report cards
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology

### III. IMPLEMENTATION ACTION STEPS

- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology

### IV. FUNDING CONSIDERATIONS

#### DISTRICT LEVEL

- Facility operation beyond the regular school day
- High-quality sustained community training technology programs offered via innovative delivery methods
- Distance education opportunities
- Community internships and apprenticeships
- Grant-writing experts and workshops
- Server space for district and school websites
- Website software and administration, collection and analysis, and reporting
- Community access channel equipment, management and production
- District survey software and administration, collection and analysis, and reporting

#### SCHOOL LEVEL

- Staffing Media Centers at or above SACS recommendations (Full-time Media Specialists and Assistants for website management and increased community access to school resources)
- Instructional Technology Specialists for professional development and community support and training
- Facility operation beyond the regular school day
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community internships and apprenticeships
- School survey administration, collection and analysis, and reporting

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN 2015	JAN 2016	JAN 2017	JAN 2018	JAN 2019
<p><b>4.1</b> School and district personnel will have resources and knowledge to communicate effectively with students, parents and the community.</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules</li> <li>• SCDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Documentation of offerings provided via innovative delivery methods</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules</li> <li>• SCDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Observations and interviews</li> <li>• District and school Web site information</li> <li>• Documentation of offerings provided via innovative delivery methods</li> <li>• Districts and school list of grants and community partnerships</li> </ul>					
<p><b>4.2</b> District and schools will have an interactive online presence.</p>							
<p><b>4.3</b> District and schools will utilize community partnerships to promote student success.</p>							
<p><b>4.4</b> District and schools will share technology resources and opportunities with the community.</p>							

Current Best Practices in District

- All teachers and staff utilize email for communications purposes
- District-wide teacher use of eChalk class pages (<http://www.kershaw.k12.sc.us/schools/>)
- All schools maintain a school website with current information. (<http://www.kershaw.k12.sc.us/schools/>)
- District maintains a website with current information. (<http://www.kershaw.k12.sc.us>)
- Superintendent records a bi-monthly podcast. (<http://kcsd.podbean.com/>)
- Superintendent maintains a daily blog. (<http://kcsdblog.wordpress.com/>)
- District has an active presence on Facebook. (<http://www.facebook.com/KershawCountySchoolDistrict>)
- Parents have access to grades and attendance online the PowerSchool Parent Portal. (<http://www.kershaw.k12.sc.us/district/powerschool/>)
- Parents, students and schools develop student Individual Graduation Plans (IGPs) and access career information resources through SC Pathways ([www.scpathways.org](http://www.scpathways.org)).
- All schools and the district utilize an automated system to send important information to parents and staff.
- Safe School/Healthy Students program utilizes a blog to share details with the community. (<http://kcsdsafeschools.wordpress.com/>)



## Technology Dimension 5: Support Capacity

**GOAL:** Provide constant, consistent and reliable support for all technology users, maintain all hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support activities.

### Snapshot of Current Technology Use in District

The Kershaw County School District has put a strong focus on putting technology in the hands of students in order to provide a learning experience that is hands-on, relevant, and appropriate for a 21st century learning environment. The district has established two major student-focused technology projects:

- **iCAN** - 1:1 laptop program for students grades 9-12
- **K8** - 2:1 laptop cart program for students grades K-8

The district also an effort to provide technology equipment and software to all our staff, with a specific focus on providing multimedia-capable classrooms, instructional areas, and media centers at all our schools. These areas include:

- Teacher laptop (and possibly an additional desktop computer)
- Mounted interactive white boards - SMART Board (K-8) and Promethean ACTIVboards (9-12)
- LCD projector (ceiling mounted in most cases)
- Wireless network
- Wired Ethernet network connectivity to local school network
- Internet access via local network to central 1000 Mbps Switched feed
- Lightspeed content filtering system for Internet access control
- Follett Destiny's WebPath Express web search engine tools for curriculum-aligned content access
- eChalk, including teacher class websites and student-safe email & file storage
- Streaming digital video aligned with curriculum standards (StreamlineSC)
- District IP Video via the SCETV Video Portal
- IP Telephones with local and long-distance service
- Cellular phones (for administrators)
- Collection of local and web-based curriculum software

## OPERATIONAL PLAN

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

#### I. OBJECTIVES AND STRATEGIES

**GOAL:** Provide constant, consistent and reliable support for all technology users, maintain all hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support activities.

OBJECTIVES	STRATEGIES
<p><b>5.1</b> All employees and students, including those with special needs, will have access to hardware, software and digital information resources.</p>	<ul style="list-style-type: none"> <li>A. Maintain a dynamic record of the technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications, peripherals, and other factors related to universal access to network resources</li> <li>B. Create a district technology plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources</li> <li>C. Develop the district technology plan with input from all segments of the school community - students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses - and include in the plan a mechanism for review and revision as needed</li> <li>D. Assess needs (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources</li> <li>E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds</li> </ul>
<p><b>5.2</b> All schools will have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that</p>	<ul style="list-style-type: none"> <li>A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction</li> <li>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia</li> </ul>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Provide constant, consistent and reliable support for all technology users, maintain all hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support activities.

OBJECTIVES	STRATEGIES
<p>Allow for communication, data collection and distribution, and distance learning.</p>	<p>development in direct support of curricular and professional development objectives</p> <ul style="list-style-type: none"> <li>C. Ensure the installation, maintenance, and support of multimedia-capable classrooms and instructional areas, including digital projectors to support large-group instruction</li> <li>D. Install and maintain networks, virus protection, and Internet filtering according to industry standards and state and federal guidelines (including CIPA - Child Internet Protection Act) by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks</li> <li>E. Assess LAN/WAN technology to determine bandwidth and infrastructure needs</li> <li>F. Identify and evaluate network management tools that will meet the needs of the district</li> </ul>
<p><b>5.3</b> The district will have qualified technical staff, including one systems engineer/specialist per ten LANs, one IP phone system specialist/technician per 1000 phones, one networking technician per LAN, and one end-user support technician per every 500 desktops/laptops.</p>	<ul style="list-style-type: none"> <li>A. Develop statewide minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of system engineer/specialist, networking technician, IP phone system specialist/technician, technology director, web administrator, inventory management specialist, support technician, and help desk support</li> <li>B. Ensure ongoing training and support for all technical staff in hardware and software applications</li> </ul>
<p><b>5.4</b> The district will implement a disaster recovery plan for all points of failure, in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<ul style="list-style-type: none"> <li>A. Ensure that disaster recovery plans are developed and included online with the district technology plan</li> <li>B. Ensure that schools will have electrical distribution systems that provide adequate circuits in all equipment locations and redundant power sources for mission-critical equipment</li> <li>C. Implement a district management application that monitors bandwidth on the LAN and WAN and</li> </ul>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Provide constant, consistent and reliable support for all technology users, maintain all hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support activities.

OBJECTIVES	STRATEGIES
	provides network failure alarms that can be accessed remotely
<b>5.5</b> The district implements an obsolescence and upgrade plan to replace and recycle equipment and software.	Ensure that the obsolescence and upgrade plans are included in the district technology plan

## II. ACTION LIST

- Maintain access to a database with a complete technology inventory showing the type of equipment/device, its location and other relevant information.
- Include budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies
- District technology plans should include
  - a strategic vision for building a multimedia infrastructure to support instruction;
  - a disaster recovery plan;
  - a hardware refresh and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices;
  - provision for A/C outlets and amperage ratings meeting industry standards and building codes; and
  - policies for security accountability, virus protection, and Internet-filtering guidelines.
- Maintain records to show assessed current LAN/WAN network utilization.
- Ensure that new school construction provides for adequate power and ventilation in each classroom, computer lab, telecommunications closet, and work area.
- Provide UPS (uninterruptible power supply) systems for all critical equipment.

## III. IMPLEMENTATION ACTION STEPS

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICT LEVEL

- Maintain technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including needed upgrades and replacement schedules
- Develop a technology plan that includes strategies for acquiring, managing, and implementing all needed technology, including assistive technology
- Develop and implement a district technology and information disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Assist schools to provide multimedia-capable workstations
- Maintain integrated, secure network infrastructure
- Employ staff for adequate network maintenance and support
- Ensure that schools have adequate electrical distribution systems to allow for upgrades and implementation of new devices

#### SCHOOL LEVEL

- Seek additional funding from local, state, and federal sources
- Provide additional technology equipment and supplies to support technology needs

## IV. FUNDING CONSIDERATIONS

### DISTRICT LEVEL

- Assess allocation per student per year necessary to keep the pace with the need for access to network resources
- Access to technology equipment for all employees and students
- Access to multimedia capable learning spaces
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Staffing as identifies in the general strategies
- Network management tools to support the general strategies
- Dynamic inventory management tools to support the general strategies
- Support training
- Technology needs assessments and surveys

### SCHOOL LEVEL

- Provide additional technology equipment and supplies to support technology needs
- Support technology needs, including assessments and surveys

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End- of-Program	Outcomes (Include "action list" items achieved.)				
			JAN 2015	JAN 2016	JAN 2017	JAN 2018	JAN 2019
<p><b>5.1</b> All employees and students, including those with special needs, will have access to hardware, software and digital information resources.</p>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Professional development tracking and surveys</li> <li>• District, school, and community surveys</li> <li>• School technology and improvement plans</li> <li>• Documented access to technology resources</li> <li>• Technology needs assessments</li> <li>• SCDE Technology Counts online survey</li> <li>• Budget data</li> <li>• State personnel reports</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Professional development tracking and surveys</li> <li>• Observations and interviews</li> <li>• Documented access to technology resources</li> <li>• District, school, and community surveys</li> <li>• School technology and improvement plans</li> <li>• Documented access to technology resources</li> <li>• Technology needs assessments</li> <li>• SCDE Technology</li> </ul>					
<p><b>5.2</b> All schools will 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.</p>							
<p><b>5.3</b> The district will have qualified technical staff, including one systems engineer/specialist per ten LANs, one IP phone system specialist/technician per 1000 phones, one networking technician per LAN, and one end-user support technician per every 500 desktops/laptops.</p>							
<p><b>5.4</b> The district will implement a disaster recovery plan for all points of failure, in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>							

V. EVALUATION						
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)			
			JAN 2015	JAN 2016	JAN 2017	JAN 2018
<p><b>5.5</b></p> <p>The district implements an obsolescence and upgrade plan to replace and recycle equipment and software.</p>						

**Current Best Practices in District**

- Utilization of E-Rate funds
- iCAN is the 1:1 laptop program for our high schools
- K8 is the 2:1 laptop program for our elementary & middle schools
- Quarterly training for school-level technicians for warranty repair
- District wide use of IP phones
- Implementation of Internet filtering systems
- District security firewall
- Backup recovery system
- Adequate bandwidth to support converged network
- Theft and recovery tracking program
- Online work order system
- Desktop replacement devices for labs



## Cumulative Benchmarks

This section should contain a list of benchmarks expected to be met each year. Include a timeline and method for assessing benchmarks periodically.

<b>Benchmark to be Met During 2015-16</b>	<b>Timeline</b>	<b>Method for Assessing Benchmark</b>
Continued implementation of district-wide technology conference	Aug. 2015	Existence of District-wide Technology Conference
Increase the number of instructional technology leaders	Jan. 2016	Directory of Instructional Technology leaders
Implement 21st century skills professional development	Jan. 2016	Feedback and PD Evaluations, Enrollment in PD
Implement new district web site design	Aug. 2016	User survey data, feedback
Help Desk Phone Service	Jan. 2017	Existence of Help Desk Phone Service, Reduction of Work Orders, User Surveys
Increase number of teachers integrating technology in the curriculum	Aug. 2017	Survey data, observations, GBEs
Use of teacher and administrator portfolios	Jan. 2018	Survey data, observations, GBEs
Increase number of teachers using online collaboration tools	Aug. 2018	Survey data, observations, GBEs



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# Appendixes

Appendix 1:	.....	No Child Left Behind Action Plan
Appendix 2:	.....	Teacher Technology Proficiency Proviso Professional Development Plan
Appendix 3:	.....	Acceptable Use Policy
Appendix 4:	.....	How E-Rate Areas Have Been Addressed
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## Appendix 1: “No Child Left Behind” - Action Plan

The No Child Left Behind Act (NCLB) sets forth further 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 NCLB (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 descriptions:

1. 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 district will continue and expand training for teachers and staff on integrating technology into all areas of the K-12 curriculum, to creating instruction that is student-centered, standards-based, data-driven and technology-rich. Student-use of technology will continue and expand to offer students with continued access to the widest range of technology tools and online resources possible.*

*The district's teachers will continue to learn how to integrate technology into all areas of the K12 curriculum creating technology-rich learning plans and guides. Students will utilize technology systems (hardware and application software) as a learning tool.*

2. 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.

*A central focus of the district's strategy to using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards has been the implementation on the district's K-8 laptop program (providing laptop carts to students in grades K-8 at a ratio of 4:1) and the i-CAN program (providing laptops to students in grades 9-12 at a ratio of 1:1). The district has also ensured that each learning space is multimedia-capable, so that teachers and staff have all the technology they need readily accessible to them. A more detailed review of the district i-CAN project can be found online as the "i-CAN Technology Committee 2010 Final Report" at <http://www.kershaw.k12.sc.us/district/technology>.*

3. 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.

*District-wide, every classroom is multimedia-capable, with at least one computer with access to the Internet, a digital projector, and interactive white board. Wireless networks throughout all the schools and high access to laptop as needed though 4:1 laptop carts (grades K-8) or one-to-one laptop access (grades 9-12) make it possible for learning with technology to take place anywhere in our buildings. We have professional development for all staff to support the use of technology, and we plan to expand access to educational technology by increasing the use of our current classroom websites and making greater use of emerging online resources.*

4. 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.

*Through the continuation of the district's K-8 laptop program (providing laptop carts to students in grades K-8 at a ratio of 4:1) and the i-CAN program (providing laptops to students in grades 9-12 at a ratio of 1:1), the district is able to ensure that every student in the district has a high level of access to technology. While teachers and staff in the district have access to technology and a variety of professional development opportunities, increased funding would provide the district with an increased ability to develop and implement face-to-face and online instruction in both the use of technology and the increased integration of technology into curricula and instruction.*

5. 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.

*A variety of professional development methods are utilized, including courses for continuing and graduate credit, training sessions during the annual instructional fair, on-site training by district and school staff, and online training opportunities. While striving during the next several years to increase the number of instructional technology leaders in the district, the district will also take advantage of new and emerging technologies to continually expand our professional development opportunities for all our employees.*

6. 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.

*Please refer to the Support Capacity section and the list of strategies and actions listed in each section for a complete explanation.*

7. 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.

*Through a sustained effort to increase instructional technology leadership, the district will be able to offer a wider variety of training for the integration of technology into the curriculum. Lead teachers will be trained to support the local instruction for integration. Please refer to the Technology Dimensions 1 and 3 for a complete explanation.*

8. 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.

*Through conducting a review of both a) existing expertise and technology which could be leveraged in new ways, and b) new opportunities to increase the instructional technology leadership in the district and utilize new and emerging delivery option, the district will be able to develop and utilize strategies to address the widest array of needs.*

9. How your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the

technology being applied in their child's education. Explain how these strategies will allow parents to reinforce at home the instruction their child receives at school.

*Through the use of eChalk teacher class pages, eChalk parent notification and the PowerSchool Parent Portal, the district has increased communication parents, teachers, and students. Teachers are able to share class information and assignment dates and details, which parents can view directly online or they can sign up to receive messages by email through the eChalk parent notification. Through the PowerSchool Parent Portal, parents can view student grades online anytime. Through each of these resources, parents and students can contact teachers through email to ask questions at any time. Access to these resources allows parents to be involved on a continued basis with their student's coursework and progress, so that they can gather information to reinforce progress with their children and communicate with teachers and staff.*

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

*Adult Education provides several programs that incorporate technology resources. More information about the Adult Education program can be found on their website at [http://www.kcsdschools.com/home.asp?goto=groups&name=Adult\\_Education](http://www.kcsdschools.com/home.asp?goto=groups&name=Adult_Education).*

11. 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.

*Please refer to the Evaluation section (V) for each dimension listed in this document.*

12. 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.

*Please refer to the District Needs Assessment section of this document.*

## Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Guidelines for professional development plans can be found on the S.C. State Department of Education's website at <http://ed.sc.gov/agency/offices/tech/teachprofprov/>.

	<b>Minimum</b>	<b>Ideal</b>
Standards	Adopt ISTE standards.	Adopt and expand ISTE standards in accordance with district needs.
Professional Development	A course to prepare teachers to demonstrate proficiency as per proviso.	On-going sustained professional development in a variety of formats for teachers and administrators based on standards.
Assessment Strategies	Multiple choice self-assessments. Teachers are evaluated a minimum of once every certificate validation period.	On-going assessment to measure integration of technology into the classroom curriculum (including portfolios, observation, and online self-assessments.) Teachers are evaluated annually.
Remediation Strategies	Repeat courses with minimal feedback.	Provide specialized instruction for targeted weaknesses, with approaches include mentoring, individualized assistance/instruction, and observation of model teaching/classrooms.
Timeline	Activities, responsibilities, time frame for first year cycle.	Activities, responsibilities, time frame for three to five year planning horizon with annual update cycle.

# Appendix 3: Acceptable Use Policies

## Kershaw County Schools Student Acceptable Use Policy for Grades PreK-5

### I PROMISE . . .



- to always ask for permission before I use technology. Technology includes (but is not limited to) computers, monitors, keyboards, mouse, cables, printers, digital cameras, televisions, Smart Boards, iPods, and other devices.



- to use technology for educational purposes only. Computers are not to be used for entertainment or playing non-instructional games.



- to have clean hands and to use gentle hands when I use technology. I will not harm any part of the computer in any way. I will not adjust controls, move or hide icons, change or rename items on the desktop in any way.



- to follow teacher directions. I will pay attention when my teacher gives instructions.
- to ask for help. I will ask for help if I don't know what to do or if something is not working.



- to be responsible when I use technology. I understand that my Internet searches must be guided by a teacher. Just "surfing" is never allowed. I will remember that the computer keeps track of EVERYTHING I do.
- to be safe when I use technology. I will never share my name, address, phone number or other personal information on the Internet. Chat rooms and e-mail accounts are not permitted for students.
- to respect all people when I use technology. I will never copy the work of others. I will never use anyone else's password and will only access my own work or records. I will follow my teacher's instructions for using information and pictures found on the Internet.

*Please note: Kershaw County School District monitors all computer usage through a security system. Federal law (CIPA) mandates that all computer activity within schools be closely watched in order to ensure the safety of our students. It is the policy of the Kershaw County School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access, including so-called „hacking,“ and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)] enacted December 21, 2000.*

**I understand that there are consequences if I don't follow this Acceptable Use Policy.**

STUDENT NAME: \_\_\_\_\_ STUDENT SIGNATURE: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# Kershaw County Schools

## Student Acceptable Use Policy for Grades 6-12

The **Kershaw County School District** views the use of technology as a tool for productivity and for learning. As such, technology operates as an extension of the classroom and library media center and as an integral part of the curriculum. This policy extends to both school and home use of the district network and all district-owned technology (e.g. computers, laptops, printers, handheld devices, digital cameras, digital media players, televisions, digital white boards). Employees with district-owned laptops are also expected to abide by the guidelines in the Student/Parent Laptop Agreement and Regulations.

The **Kershaw County School District** expects responsible behavior from technology users. Technology use is a privilege, not a right, and inappropriate use may result in a loss of those privileges as well as other disciplinary action. Willful damage or vandalism will result in legal or disciplinary action as well as repair or replacement charges.

The **Kershaw County School District** uses filtering software designed to prevent access to certain sites and monitors the network activity of all users (e.g. email, websites, chat rooms, bulletin boards).

<b>1.0</b>	<b>Appropriate Uses</b>
<b>1.1</b>	District technology resources are for educational use.
<b>1.2</b>	The primary use of technology is for reference, inquiry and production of educational documents.
<b>1.3</b>	Students shall not play games or use technology resources for other non-academic activities during instructional time without the teacher's authorization.
<b>1.4</b>	Copyright laws must be followed when using information from electronic resources (e.g. on-line databases, electronic encyclopedias, news services), including appropriate reference citation. Plagiarism and copyright violations will not be tolerated.
<b>1.5</b>	Downloading or using illegal music, games, software, or other files is prohibited. Copyright violations will not be tolerated.
<b>2.0</b>	<b>Use and Care of Technology Resources</b>
<b>2.1</b>	Students must ask for assistance if they do not know how to operate any equipment.
<b>2.2</b>	Appropriate procedures must be followed, including proper startup, shutdown and sign-in procedures. Resources and peripheral devices (e.g. keyboards, disk drives, mice, and cables) must be used with care. Keep food, drinks, gum and magnets away from all equipment.
<b>2.3</b>	Students must use only their assigned equipment or peripheral and are prohibited from using equipment assigned to other students unless they have the permission of the teacher or technician. Students must ask for permission before printing.
<b>2.4</b>	Damaging, marring, or defacing technology resources in any manner is prohibited. Technology resources refers to the monitor, CPU, keyboard and mouse, printer, modems and any associated equipment. Technology resources also includes network cabling system such as cables, connections, switches or electrical supplies.
<b>2.5</b>	Deleting, altering or modifying software residing on school equipment is strictly prohibited. This includes modifying system setups such as Windows desktop controls, menu settings or network security settings.

<b>3.0 Communications and E-Mail</b>	
3.1	Creation or transmission of material in violation of school district policy or any local, state, or national law is prohibited. This includes, but is not limited to, copyrighted material, threatening or bullying, gang-related activities, sexting, obscene material, or material protected by trade secrets.
3.2	Communication with other Internet users is limited to use of eChalk accounts unless approved by the supervising teacher. Social networking sites are strictly prohibited.
3.3	All electronic communications must be conducted in a polite and considerate manner.
3.4	The school district archives all email according to federal law.
3.5	For safety purposes, students should not share or post their own or anyone else's personal data (e.g. full name, address, social security, driver's license number, personal photograph). Any activity that results in the loss of another person's privacy is prohibited.
<b>4.0 Software and Internet</b>	
4.1	Only district-approved software may be used on computers. Installing, copying or executing software not approved by the district is prohibited.
4.2	Making illegal copies of software or other copyrighted media (e.g. CDs, DVDs, music, movies, and downloaded files) is prohibited.
4.3	All access to the Internet from school or home is protected by filtering software provided by the district. Circumventing any filtering software (e.g. proxy) is prohibited.
4.4	Computers connected to the network must have security software installed. Any computer brought from home must first be physically checked by district personnel to ensure it has appropriate software, licensing, security and updates.
<b>5.0 System Security</b>	
5.1	Abuse of network or personal passwords, obtaining the passwords of other users, or circumventing system security measures in any way is prohibited.
5.2	Do not engage in any activity that might be harmful to the computer or network (e.g. mass forward/email blasts, create viruses, damage files, disrupt service intentionally, and access hacking programs).
5.3	Altering files, changing BIOS settings or hiding directories or files is prohibited.
5.4	Unauthorized remote access or hacking to school resources is prohibited.
<b>6.0 Controversial Material</b>	
6.1	Students should not attempt to access inappropriate sites such as those that contain obscenity, pornography, sexting, advertisements for products or services not permitted to minors by law, bullying, hate or gang sites, or other sites which may be harmful to minors or may cause a substantial disruption to the academic environment.
6.2	The Kershaw County School District attempts to filter inappropriate material through a selected list of sites deemed as inappropriate due to content.

Student Name (Print): \_\_\_\_\_

**Sign and return this page to your school. Please keep pages 1-2 for your records.**

### Enforcement

The **Kershaw County School District** considers any violation of the Acceptable Use Policy to be a serious offense and reserves the right to copy and examine any files or information resident on district systems allegedly related to unacceptable use. Violators are subject to disciplinary action. Offenders also may be prosecuted under laws including (but not limited to) the Privacy Protection Act of 1974, The Computer Fraud and Abuse Act of 1986, The Computer Virus Eradication Act of 1989, Interstate Transportation of Stolen Property Act, and the Electronic Communications Privacy Act.

### Summary

This Acceptable Use Policy is designed to describe how the **Kershaw County School District** expects technology resources to be used. Persons violating this policy may suffer disciplinary action including, but not limited to, the loss of privileges relating to the use of technology in the schools. The district's goal is to provide employees and students with access to technology in a safe environment that encourages and supports instruction. As a user of these technologies you are expected to read, understand, and acknowledge this policy before using the technology resources.

Please note: **Kershaw County School District** monitors all computer usage through a security system. Federal law (CIPA) mandates that all computer activity within schools be closely watched in order to ensure the safety of our students. It is the policy of the Kershaw County School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access, including so-called „hacking,“ and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act {Pub. L. No. 106-554 and 47 USC 254(h)} enacted December 21, 2000.

### Signatures

I understand and agree to abide by the Kershaw County School District's Acceptable Use Policy. I understand that there are consequences if I don't follow this Acceptable Use Policy.

\_\_\_\_\_

\_ Student Signature

\_\_\_\_\_

Date

\_\_\_\_\_

# Kershaw County Schools

## Employee Acceptable Use Policy

The **Kershaw County School District** views the use of technology as a tool for productivity and for learning. As such, technology operates as an extension of the classroom and library media center and as an integral part of the curriculum. This policy extends to both school and home use of the district network and all district-owned technology (e.g. computers, laptops, printers, handheld devices, digital cameras, digital media players, televisions, digital white boards). Employees with district-owned laptops are also expected to abide by the guidelines in the Employee Laptop Agreement and Regulations.

The **Kershaw County School District** expects responsible behavior from technology users. Technology use is a privilege, not a right, and inappropriate use may result in a loss of those privileges as well as other disciplinary action. Willful damage or vandalism will result in legal or disciplinary action as well as repair or replacement charges.

The **Kershaw County School District** uses filtering software designed to prevent access to certain sites and monitors the network activity of all users (e.g. email, websites, chat rooms, bulletin boards).

### 1.0 Appropriate Uses

1.1 District technology resources are for educational use.

1.2 The primary use of technology is for reference, inquiry and production of educational documents.

1.3 Employees must know that students are not to play games or use technology resources for other non-academic activities during instructional time without a teacher's authorization.

1.4 Copyright laws must be followed when using information from electronic resources (e.g. on-line databases, electronic encyclopedias, news services), including appropriate reference citation. Plagiarism and copyright violations will not be tolerated.

1.5 Downloading or using illegal music, games, software, or other files is prohibited. Copyright violations will not be tolerated.

### 2.0 Use and Care of Technology Resources

2.1 Users must ask for assistance if they do not know how to operate any equipment.

2.2 Appropriate procedures must be followed, including proper startup, shutdown and sign-in procedures. Resources and peripheral devices (e.g. keyboards, disk drives, mice, and cables) must be used with care. Keep food, drinks, gum and magnets away from all equipment.

2.3 Employees must know that students are to use only their assigned equipment or peripheral and are prohibited from using equipment assigned to other students unless they have the permission of a teacher or technician. Students are to ask for permission before printing.

2.4 Damaging, marring, or defacing technology resources in any manner is prohibited. Technology resources refer to the monitor, CPU, keyboard and mouse, printer, modems and any associated equipment. Technology resources also include network cabling system such as cables, connections, switches or electrical supplies.

2.5 Deleting, altering or modifying software residing on school equipment is strictly prohibited. This includes modifying system setups such as Windows desktop controls, menu settings or network security settings.

<b>3.0 Communications and E-Mail</b>	
3.1	Creation or transmission of material in violation of school district policy or any local, state, or national law is prohibited. This includes, but is not limited to, copyrighted material, threatening or bullying, gang-related activities, sexting, obscene material, or material protected by trade secrets.
3.2	Employees must know that student communication is limited to use of eChalk accounts unless approved by a district administrator. Social networking sites are strictly prohibited.
3.3	Email is for District communication only and is the property of the District. All electronic communications are professional correspondence and must be conducted in a polite and considerate manner. It is prohibited to use district email resources for personal businesses, sales, or commercial purposes.
3.4	The school district archives all email according to federal law.
3.5	For safety purposes, employees should not share or post their own or anyone else's personal data (e.g. full name, address, social security, driver's license number, personal photograph). Any activity that results in the loss of another person's privacy is prohibited.
<b>4.0 Software and Internet</b>	
4.1	Only district-approved software may be used on computers. Installing, copying or executing software not approved by the district is prohibited.
4.2	Making illegal copies of software or other copyrighted media (e.g. CDs, DVDs, music, movies, and downloaded files) is prohibited.
4.3	All access to the Internet from school or home is protected by filtering software provided by the district. Circumventing any filtering software (e.g. proxy) is prohibited.
4.4	Computers connected to the network must have security software installed. Any computer brought from home must first be physically checked by district personnel to ensure it has appropriate software, licensing, security and updates.
<b>5.0 System Security</b>	
5.1	Abuse of network or personal passwords, obtaining the passwords of other users, or circumventing system security measures in any way is prohibited.
5.2	Do not engage in any activity that might be harmful to the computer or network (e.g. mass forward/ email blasts, create viruses, damage files, disrupt service intentionally, access hacking programs).
5.3	Altering files, changing BIOS settings or hiding directories or files is prohibited.
5.4	Unauthorized remote access or hacking into school resources is prohibited.
<b>6.0 Controversial Material</b>	
6.1	Users should not attempt to access inappropriate sites such as those that contain obscenity, pornography, sexting, advertisements for products or services not permitted to minors by law, bullying, hate or gang sites, or other sites which may be harmful to minors or may cause a substantial disruption to the academic environment.
6.2	The Kershaw County School District attempts to filter inappropriate material through a selected list of sites deemed as inappropriate due to content.

<b>7.0 Classroom Use of Online Resources</b>	
<b>7.1</b>	Internet use is for legitimate educational purposes. Violations will result in disciplinary action and may result in loss of Internet access privileges.
<b>7.2</b>	Employees are responsible for reviewing and compliance of the acceptable use policies and procedures with students prior to computer and Internet usage.
<b>7.3</b>	Guided Internet use involves employees modeling or directing student use of specific online resources (e.g. eChalk, DISCUS, WebPath Express) in a closely-supervised situation. All online resources and searches should be previewed before presenting to students. Employees may work directly with small groups of students or with an entire class.
<b>7.4</b>	Independent Internet use involves employees directing student use of appropriate online resources (e.g. eChalk, DISCUS, WebPath Express) in a supervised situation. Students may work independently or in small groups.
<b>7.5</b>	Only guided Internet use should be used for elementary students. Both guided and independent Internet use are appropriate for middle and high school students.

## **Ownership of Property**

Upon separation of the employee from the **Kershaw County School District**, all hardware, software, email and electronic files created by the employee are considered property of the district. Employee issue of computer, peripherals, cell phones and Blackberries terminates upon leaving employment and must be turned in to their administrator.

## **Enforcement**

The **Kershaw County School District** considers any violation of the Acceptable Use Policy to be a serious offense and reserves the right to copy and examine any files or information resident on district systems allegedly related to unacceptable use. Violators are subject to disciplinary action. Offenders also may be prosecuted under laws including (but not limited to) the Privacy Protection Act of 1974, The Computer Fraud and Abuse Act of 1986, The Computer Virus Eradication Act of 1989, Interstate Transportation of Stolen Property Act, and the Electronic Communications Privacy Act.

## **Summary**

This Acceptable Use Policy is designed to describe how the **Kershaw County School District** expects technology resources to be used. Persons violating this policy may suffer disciplinary action including, but not limited to, the loss of privileges relating to the use of technology in the schools. The district's goal is to provide employees and students with access to technology in a safe environment that encourages and supports instruction. As a user of these technologies you are expected to read, understand, and acknowledge this policy before using the technology resources.

Please note: **Kershaw County School District** monitors all computer usage through a security system. Federal law (CIPA) mandates that all computer activity within schools be closely watched in order to ensure the safety of our students. It is the policy of the Kershaw County School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access, including so-called „hacking,“ and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act {Pub. L. No. 106-554 and 47 USC 254(h)} enacted December 21, 2000.

Employee Name (Print): \_\_\_\_\_

**Sign and return this page to your school. Please keep pages 1-3 for your records.**

### Ownership of Property

Upon separation of the employee from the **Kershaw County School District**, all hardware, software, email and electronic files created by the employee are considered property of the district. Employee issue of computer, peripherals, cell phones and Blackberries terminates upon leaving employment and must be turned in to their administrator.

### Enforcement

The **Kershaw County School District** considers any violation of the Acceptable Use Policy to be a serious offense and reserves the right to copy and examine any files or information resident on district systems allegedly related to unacceptable use. Violators are subject to disciplinary action. Offenders also may be prosecuted under laws including (but not limited to) the Privacy Protection Act of 1974, The Computer Fraud and Abuse Act of 1986, The Computer Virus Eradication Act of 1989, Interstate Transportation of Stolen Property Act, and the Electronic Communications Privacy Act.

### Summary

This Acceptable Use Policy is designed to describe how the **Kershaw County School District** expects technology resources to be used. Persons violating this policy may suffer disciplinary action including, but not limited to, the loss of privileges relating to the use of technology in the schools. The district's goal is to provide employees and students with access to technology in a safe environment that encourages and supports instruction. As a user of these technologies you are expected to read, understand, and acknowledge this policy before using the technology resources.

Please note: **Kershaw County School District** monitors all computer usage through a security system. Federal law (CIPA) mandates that all computer activity within schools be closely watched in order to ensure the safety of our students.

### Signatures

I understand and agree to abide by the Kershaw County School District's Acceptable Use Policy. I understand that there are consequences if I don't follow this Acceptable Use Policy.

\_\_\_\_\_  
\_ Employee Signature

\_\_\_\_\_  
Date

# Kershaw County Schools

## Non-Employee Acceptable Use Policy

School Name (Print): \_\_\_\_\_

This Acceptable Use Policy is designed to describe how the **Kershaw County School District** expects technology resources (e.g. computers, laptops, printers, handheld devices, digital cameras, digital media players) to be used. The district's goal is to provide employees and students with access to technology in a safe environment that encourages and supports instruction. As a user of these technologies you are expected to read, understand, and acknowledge this policy before using the technology resources.

Adult visitors may be allowed access to technology resources if students or employees are not using them. Visitor use of technology is at the discretion of school administrators or the media specialist, and access may be withdrawn at any time. Minors not enrolled in school are not allowed to use computer resources.

### As a visitor to this school, I understand:

- I must request permission every time I want to use the school's technology resources.
- School computer resources are for educational use. The primary use of the computer resources is for reference, inquiry and production of educational documents.
- I must ask for assistance if I do not know how to operate any equipment.
- The district uses software designed to block access to certain sites and will monitor network activity (e.g. email, websites, chat rooms, bulletin boards) visited by users of the network. Circumventing any filtering software (e.g. proxy and ghost server web sites) is prohibited.
- Accessing, creating or transmitting material in violation of school district policy or any local, state, or national law is prohibited. This includes, but is not limited to, copyrighted material, threatening or bullying, gang-related activities, obscene material, material protected by trade secrets, and other sites which may be harmful to minors or may cause a substantial disruption to the academic environment.
- Downloading or using illegal music, games, software, or other files is prohibited. Copyright violations will not be tolerated.
- Computers connected to the network must have security software installed. Any computer brought from home must first be physically checked by district personnel to ensure it has appropriate software and licensing.

The **Kershaw County School District** considers any violation of the Acceptable Use Policy to be a serious offense and reserves the right to copy and examine any files or information resident on district systems allegedly related to unacceptable use. Violators are subject to disciplinary action. Offenders also may be prosecuted under laws including (but not limited to) the Privacy Protection Act of 1974, The Computer Fraud and Abuse Act of 1986, The Computer Virus Eradication Act of 1989, Interstate Transportation of Stolen Property Act, and the Electronic Communications Privacy Act.

*Please note: Kershaw County School District monitors all computer usage through a security system. Federal law (CIPA) mandates that all computer activity within schools be closely watched in order to ensure the safety of our students. It is the policy of the Kershaw County School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access, including so-called „hacking,“ and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act {Pub. L. No. 106-554 and 47 USC 254(h)} enacted December 21, 2000.*

**I understand and agree to abide by the Kershaw County School District's Acceptable Use Policy. I understand that there are consequences if I don't follow this Acceptable Use Policy.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix 4: How E-rate Areas Have Been Addressed

### E-rate Compliance and the Telecommunications Act of 1996

The E-rate discount program requires that district technology plans be approved by the South Carolina Department of Education, and that each plan addresses the five areas below, in order for E-rate discounts for telecommunications services and internal wiring to be claimed.

1. The Telecommunications Act of 1996 requires that the district technology plan include the following:  
Establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services:

**Goal 1:** Utilize telecommunications for safety, security and timely communications.

Strategy: The central goal for the use of telecommunications is safety and security. The district provides telephone service in all instructional, administrative, and operational spaces. The district also provides cellular telephone service via handheld devices for administration and support services.

**Goal 2:** Provide and maintain reliable equipment, infrastructure and internet connection to enhance the flow of information for instruction, file sharing and research.

Strategy: The central goal for the use of information technology is improving education and library services. The district provides and maintains reliable equipment and a reliable infrastructure, and the state CIO provides and maintains reliable internet connections. These systems combine to provide all users with access to technology for instruction, file sharing and research.

2. Have a professional development strategy to ensure that staff members know how to use the new technologies to improve education:

**Goal:** Ensure that staff members are effectively trained on the use of telecommunications and new technologies.

Strategy: Aside from the professional development strategies and measurement for the use of instructional or administrative technologies for improving education, staff members are trained specifically on the use of telephones in their respective buildings. The goal is to ensure that all staff members are sufficiently trained on using the telephone systems so that any response to emergency situations is effective. The goal of mobile communications is for gaining productivity and effectiveness of timely communications.

3. Assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education:

**Goal:** Through regular and on-going assessments of educational technology in the district, KCSD focuses on strategies of continuous improvement in all areas of the educational institution.

Strategy: In applying the continuous improvement methodology to the arena of telecommunications, the overarching telecom goal of safety and security is augmented by practices of increases in effectiveness, cost-benefit and overall total cost of ownership.

4. 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 discounts? It is recommended that a plan for hardware refreshment be built into all district technology plans:

**Goal 1:** The district, together with the leadership of the superintendent, School Board and the administration, aims to maintain a culture of world-class teaching and learning throughout the educational process. The funding of this overall goal is backed by exemplary fiscal management by the Chief Financial Officer and accompanying staff.

Strategy: Together with the fiscal management for the acquisition, implementation and management of technology resources, an equipment obsolescence plan has been adopted. For computer equipment, a five-year life cycle has been adopted and whose objective is to replace the oldest 20 percent of computer equipment annually to maintain the five year refreshment cycle. For other types of hardware, varying refreshment cycles are in place with the overall goal to maintain modern and effective technology resources for appropriately supporting the teaching and learning environment.

5. Ensure 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.

**Goal:** Evaluate and monitor the effectiveness of instructional and operational technology regularly.

Strategy: The district's replacement plans, coupled with the ability to react to industry changes, will be observed & evaluated in an effort to either end or change various aspects of technology implementations as may be deemed appropriate. The findings of program evaluations will be used, in part, as a basis for continuous improvement.

## Appendix 5: Budget

Technology Purchased Services

\$255,000

Technology Supplies

\$68,000

Technology Software / Annual Licensing

\$200,000

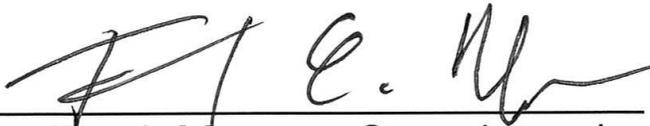
Technology Equipment

\$570,000

Technology Travel

\$6,000

*I verify that all above components for the Kershaw County  
School District Technology Plan have been addressed.*

Signed.  Date 6/8/15  
Dr. Frank Morgan, Superintendent

Signed. Walt K Morgan Date. 6/8/15  
Walter K. Morgan, Senior Logistics Analyst

Signed. William L Oden Date. 6/8/15  
William L. Oden, Senior Systems Specialist