

ANDERSON COUNTY SCHOOL DISTRICT FIVE

Technology Plan - 2014-2016



Transforming Education for the 21st Century

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DISTRICT PROFILE

Anderson School District Five is located in Anderson County, South Carolina, midway between Atlanta, Georgia and Charlotte, North Carolina along the busy Interstate-85 corridor. The school district has a Pre-K through 12th grade enrollment of approximately 12,700 students which constitutes over 40% of the county's total school population. There are four other school districts in Anderson County; Anderson School Districts 1, 2, 3, and 4. In 2008, Anderson County's population was 182,825, up from 173,500 in 2000.

Student Population (2013-2014 Pre-K – 12)	12,700
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Number of Schools:

High Schools:	2
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Career Campus:	1
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Middle Schools:	5
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Elementary Schools:	10
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Primary Schools:	1
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Child Development Centers:	2
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Alternative Schools:	1
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Total Number of Schools:	22
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Charter School:	1
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Percentage Free/Reduced Lunch Students:	57.27%
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Number of English as a Second Language Students:	708
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Dropout Rate:	3.2%
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Graduation Rate:	73.7%
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E-Rate Discount Percentage (2013-2014):	73%
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PREFACE

Anderson School District Five strives for excellence in academic success for our students and it is here that planning becomes the equalizer for charting a course with realistic direction and the knowledge of what to do, and do right, in facing each new challenge. Anderson School District Five believes that good planning is a prerequisite to value and success. We believe in the strategy of start small, get it right, and then grow as this strategy creates a foundation for success.

As part of the planning process in growing technology in the district, starting small and getting it right was the key technique leading to the current status of high quality technology integration throughout the district. This technology plan is a component of the strategy to continue growing the dream for excellence in teaching and learning with technology. This new plan spans the years of 2014 through 2016 and is closely modeled after the South Carolina state technology plan in order to achieve consistency at multiple levels – from the state to the districts and ultimately to the classroom. Specifically selected goals or objectives have either been modified, updated or enhanced to reflect the very latest trends in educational technology. The following pages chart the strategies for continuous improvement during the next several years.

EXECUTIVE SUMMARY

This technology plan for Anderson School District Five outlines objectives and strategies for further advancing the technology-integrated teaching, learning and administrative capabilities of the district.

To maintain consistency at multiple levels and for compliance with state and federal regulations, this plan is organized based on the state-mandated focus dimensions and major goals. The five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1: Learners and Their Environment

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

Technology Dimension 2: Professional Capacity

Goal: Anderson School District Five will provide curriculum development and professional development to increase the competency of all district educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Technology Dimension 3: Instructional Capacity

Goal: Anderson School District Five will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Technology Dimension 4: Community Connections

Goal: Anderson School District Five will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Technology Dimension 5: Support Capacity

Goal: Anderson School District Five will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Each of these goals is followed by recommended implementation strategies and considerations that reflect aspects of the particular core dimension. Provided at the end of the five dimensions sections in the document is a cumulative list of benchmarks crafted to enable progress validation on an annual basis. The process and plan ensures accountability, increases access, and identifies funding strategies to be addressed after each operational plan.

DISTRICT NEEDS ASSESSMENT

For more than a decade, Anderson School District Five has been on a continuous march to improve teaching and learning with technology. The district has made significant investments in hardware, software and professional development. The outcomes have been positive in terms of student achievement and engagement and well received by the stakeholders. The district is among the leaders in high-quality, effective uses of educational technology due to the commitment of the board members, superintendent, staff, and community for modernizing the learning process and creating contemporary learning environments.

The following are the current technology needs of the district:

- Beginning and advanced professional development for instructional strategies
- Beginning and advanced professional development for instructional pedagogies
- Beginning and advanced professional development for technology-integrated lesson plan design with special emphasis on higher-order thinking skills
- Professional development for leveraging technology in differentiated instruction
- Professional development in curricular design for delivery in virtual, online environments
- Hardware for expansion of one-to-one computing environments for reaching greater quantities of students
- Various hardware for supporting instructional technology tools and concepts
- Various hardware for online assessments

Current Technology Inventory:

Lab & Classroom Desktop Computers	3735
Staff Desktop Computers	313
Media Center Devices	227
Student Laptop Computers	885
Staff Laptop Computers	1164
Student Apple Computers	295
Staff Apple Computers	22
Student iPad Tablets	2250
Staff iPad Tablets	250
Student Google Chromebooks	1010
Staff Google Chromebooks	25
Student Windows Tablets	15
Staff Windows Tablets	70
Interactive Whiteboards (Smartboards/Mimeos)	1051
Digital Projectors	1092
Network Printers	572
Dell Physical Servers	84
Dell Virtual Servers	50
Cisco Network Switches	375
Aerohive Wireless Access Points	850
Shoretel VoIP Handsets	667

Traditional Phone Handsets	860
CCTV Servers	24
CCTV Cameras	828
Visitor Management Systems	21
IP Based Corridor Clocks	72
Total Devices:	16,807

Current Technology Support Strategy:

- Online system for placing and tracking help requests (48-hour average turnaround)
- 7 centralized district-level field technology support technicians for technology
- 2 centralized systems engineers
- 1 centralized senior systems engineer
- 1 centralized part time secretarial position for technology
- 1 centralized director of technology

DISTRICT VISION

Excellence in Student Learning	To ensure a comprehensive education with a strong foundation in academic disciplines.
Meeting Diverse Student Needs	To ensure that a variety of quality programs is available to meet the diverse needs and interests of all students.
Safe and Secure Environment	To ensure a safe and orderly environment for quality teaching and learning.
Quality Teachers and Personnel	To ensure that the best employees are recruited and retained for every job.
Effective Leadership And Management of Resources	To ensure that leaders demonstrate vision, innovation and effective use of resources to maintain a culture of excellence.
School, Parent, Student and Community Partnership	Continually to develop and promote full partnerships among student, parent, school and community

The district vision includes technology as a component that permeates all aspects of the educational process. The overarching goal for technology, including assistive technology, is to support the district's strategic initiatives which include the following:

1. Improve Graduation Rate
 - a. Partnership with National Dropout Prevention Center
 - b. College and Career Liaison Specialist

2. Implement a strategic evaluation of our resource allocation
 - a. Personnel allocation
 - b. Other resources
 - c. Hire and organize to allow people to excel
3. Provide equity and excellence for all students
 - a. Evaluation of employee transfer policy
 - b. Personnel incentives
4. Focus on reading and family literacy
 - a. Interventionists
 - b. Reading Recovery
 - c. Adult Education
 - d. Other reading initiatives
5. Implement an active/visible force in economic and workforce development
 - a. Internships
 - b. Articulation agreements
 - c. Apprenticeship programs
 - d. Partnerships

DISTRICT AND TECHNOLOGY MISSION STATEMENTS

District Mission Statement

By assuring quality improvement in every facet of school life and incorporating the resources and diversities of our communities, Anderson School District Five's mission is to educate all students and produce graduates with the knowledge and skills to be lifelong learners, individuals of ethical character, and citizens who contribute to an ever-changing global society.

Technology Mission Statement

Our mission is to develop and promote a world-class education by advancing and supporting the integration of evolving technologies for teaching, learning, and information management.

Technology Integration Vision

Instructional technology in Anderson School District Five applies best practices to ensure high quality learning opportunities that improve student engagement and academic achievement through effective use of technologies across the curriculum. Anderson School District Five will facilitate the opportunity for all students to become well informed, imaginative and effective decision makers, capable of working both independently and collaboratively to create workable solutions to complex problems resembling those they will encounter during the Information Age. We will encourage them to act in a caring, compassionate and empathetic manner. Toward those ends, we will stress activities which challenge students to do their own thinking and learning.

OVERVIEW OF THE TECHNOLOGY DIMENSIONS

THE FIVE DIMENSIONS



Learners and Their Environment: This dimension emphasizes helping students use technology in ways that advance their understanding of the content in the curriculum standards while improving their real-life problem-solving and inquiry skills. The environment should be one of shared learning and should be designed to enhance student academic achievement through scientifically based learning practices and modern technologies.



Professional Capacity: This dimension emphasizes strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, and school media center personnel. Utilizing a broad definition for the term *professional capacity*, this dimension is also aligned with the EOC action area called “Leadership and Coalition Building.”



Instructional Capacity: Anderson School District Five’s “Instructional Capacity” dimension specifically targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based on solid and relevant scientific research. This dimension also aligns with the EOC action area “Teacher Quality.”



Community Connections: This dimension emphasizes strategies for the development of partnerships and collaborative efforts to support technology-related activities and to maximize community involvement in education. This dimension promotes school and district partnerships with such entities as private schools, higher education institutions, public libraries, museums, nonprofit organizations, adult literacy providers, and business and industry in ways that will increase student achievement and teacher technology proficiency. This dimension aligns with the EOC action areas “Education for Economic Development” and “Community and Parental Support and Involvement.”



Support Capacity: Anderson School District Five’s “Support Capacity” dimension emphasizes the development of strategies to provide the necessary physical infrastructure and supporting resources such as services, software and other electronically delivered learning materials, and print resources in order to ensure efficient and effective uses of technology. This dimension aligns with the EOC action areas “The Governance and Structure of the System” and “Efficient Use of Resources and Accountability.”

On the following pages of this technology plan, operational plans for the individual technology dimensions are proposed. These plans are closely aligned with the South Carolina state-level technology plans and have been modified, updated and tailored to meet the specific environments,

recent technology advancements and the current needs of Anderson School District Five. As a result of the district existing in a moderately advanced stage of overall technology use in relation to the vast majority of public school districts across the state and the region, these operational plans reflect efforts for the district to firmly grasp the *transformative*, or highest, level of technology integration for teaching and learning, which, in turn, reflects additionally challenging and aggressive objectives for reaching new levels of achievement. Whenever feasible, key elements of web practices are included as steps in surmounting the most advanced levels of technology use in contemporary public education. Action lists to monitor progress have also been tailored for Anderson School District Five. And similarly, each objective is correlated with evaluation criteria and benchmarks to be assessed on an annual basis.

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT

GOAL

Anderson School District Five will use research-proven strategies to provide high quality learning environments conducive to our students achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement throughout the district.



SNAPSHOT OF CURRENT TECHNOLOGY USE

The district has been engaged in a continuous forward march toward modernizing the educational environment for over a decade. With the goal of infusing technology into every aspect of the educational process and significant progress has been made. The overarching aim is threefold:

1. Improve overall student academic achievement
2. Ensure students become technologically literate
3. Improve curriculum design and pedagogies

Overview of Technology Resources in Anderson School District Five Classrooms

The typical classroom features the following instructional technologies:

- Teacher laptop
- Telephone and/or intercom communication abilities
- Student devices – (available for use and checkout)
- Mounted Interactive Whiteboard (Smartboard or other interactive mechanism)
- Wall or ceiling-mounted projector
- Classroom audio for computer driven instructional technology uses
- Access to color or black and white printer – networked and/or standalone
- BYOT – **B**ring **Y**our **O**wn **T**echnology for students and staff
- Access to permanent computer labs or mobile device labs
- Wireless Networking (802.11 b/g/n)
- 100 Mbps wired ethernet network connectivity to local school network

- Internet access via local network to central 100 Mbps Metro-Ethernet wide area network to 300Mbps internet speed connection
- Lightspeed content filtering system for Internet content access control
- Google Apps for Education for staff and students
- Microsoft Office 365 for staff and students
- Streaming digital video aligned with curriculum standards (StreamlineSC)
- Video over Ethernet media access system (Vbrick)
- Collection of local and web-based curriculum software

Overview of Technical Resources and Technology Capacities at the District Level

The following summarizes the central infrastructure that ultimately translates to quality, performance and reliability of technology resources for classroom teaching and learning:

The district maintains the majority of key network services from the District Office Network Operations Center (NOC). Within the NOC, the processes of file hosting, print server hosting, directory operations, software application control and other processes provide seamless resources to all Anderson Five campuses. File, print and directory services are provided by Microsoft and VMWare services. Application, web, and database servers are provided by Microsoft and VMWare services. Collectively, the district supports approximately 134 servers that provide a variety of services to all district users.

37% of servers in the NOC are virtualized via VMware Virtual Infrastructure. At this time, the district hosts approximately 50 guest servers on 6 physical host servers. Virtualization makes it possible to rapidly deploy new servers with standard configurations, perform hardware upgrades and repairs, eliminate down time, significantly reduce costs, and keep pace with increasing demands while not outgrowing the physical environment space limitations. For sharing disk storage within the VMware implementation and physical servers, the district utilizes Storage Area Networking (SAN) systems from Dell Equallogic. Our district's current storage capacity is 23.55 terabytes.

Our NOC is connected to all Anderson Five campuses via Metro Ethernet services provided by AT&T. Elementary, Middle and High schools are connected to the NOC and configured for 250Mbps bandwidth. High speed WAN connections allow the district to centralize the majority of services including the hosting of voice and video services over the IP network, centralization of data backups and a variety of other cutting edge services to our end users.

The NOC hosts the centralized district Internet connection. We currently provide a shared 300Mbps Metro Ethernet service to the internet for approximately 11,000 client devices. Internet content filtering is managed centrally with Lightspeed content filtering systems, providing students and staff safe and reliable access to the Internet. Additional products that we use to manage and secure our Internet connection include the Exinda packet shaper for internet bandwidth control, CIOs security appliance for intrusion detection and prevention and the Barracuda appliance for virus and spam filtering.

Overview of Contemporary Instructional Practices

Anderson School District Five is located in Anderson County, South Carolina, midway between Atlanta, Georgia and Charlotte, North Carolina along the busy Interstate-85 corridor. The school district has a Pre-K through 12th grade enrollment of approximately 12,700 students which constitutes over 40% of the county's total school population

Preparing students to be college and career ready is the primary focus of Anderson School District Five. To successfully meet the growing demand to make all students ready for college and careers, District Five is focused on preparing its students and teachers to make a fundamental shift in both what is taught and how it will be taught. Students will be assessed on standards that are far more rigorous and much more applied than in the past; therefore, teachers will need to match their instruction to those higher levels of rigor and relevance.

In District Five, we are working to create a culture of high expectations for all students, not simply because of the pending demands of the Common Core State Standards, Next Generation Assessments, and new teacher evaluation requirements, but rather because we understand the need to prepare students for our increasingly technological, globally competitive society.

District Five understands that school funding is a current issue and will remain so. We realize that it is essential to align priorities and initiatives, and work at all levels of the system, from classroom to school to district; around instructional effectiveness.

Finally, District Five is committed to literacy across the curriculum at all levels. We understand that both the workplace and postsecondary educational institutions are demanding higher levels of literacy. This reality is behind the higher expectations that underpin the Common Core State Standards and Next Generation Assessments. Meeting these demands means literacy must become a bell-to-bell responsibility of all educators. District Five is committed to every student reading on grade level by the third grade.

Leading to Modernization: BYOT and One to One Computing

In 2012, we began to pilot BYOT scenarios across our district. We realized more access for our students was critical with funding being our primary challenge. In 2012, we decided to pilot One-to-One at one of our middle schools for the district to conduct further research and development that would lead to the creation of a prototype “Classroom and School of the Future”. This classroom design would seek to envision a futuristic learning environment with technology usage as a major focus. In this setting, teachers will teach with technology and students will learn with technology. The pilot test of this 1 to 1 school-wide device model began in the fall of 2013 at Robert Anderson College and Career Academy.

The school-wide pilot will give us further sampling of changes with the entire student population as it relates to the infusion of the technology. We are anticipating the technology to become the equalizer. We are hoping to find the low performing students become intensely engaged and quickly learn they can be successful in this setting. We are projecting the high performing students to continue to perform well. But with technology as the equalizer, we anticipate low performing students to become leaders in the class due mainly to their logical abilities for fixing problems coupled with an ambition level previously unseen. When technology glitches occur, the classmates will invariably look to this student leader for the solution, not the teacher. As a result, we are anticipating performance levels to increase.

At the end of this pilot at Robert Anderson College and Career Academy, we want everyone that sees this model to have the thought “*This should be the school model for the entire country.*” We are striving for every Principal in our District to request to move their school to the One-to-One initiatives and strategies.

The Technology-Integrated Learning Environment

Without question, we have a desire to have the learning environments in Anderson School District Five tightly intertwined with technology as a common thread across all disciplines. Teachers teach with technology and students learn with technology. The culture of the district includes the expectation of world-class quality. And with world-class quality comes the expectation that modern teaching and learning with technology is a natural equation within the district culture. While much has been accomplished, much work remains. Careful planning, effective use of resources and strategic goal-setting for continuous improvement is the overarching philosophy of the district’s technology efforts.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will use research-proven strategies to provide high quality learning environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement throughout the district.

OBJECTIVES	STRATEGIES
<p>1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state curriculum standards and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> A. Provide opportunities and resources to facilitate the development and implementation of effective communication and collaboration skills using instructional technology in the core content areas B. Increase project-based learning that will yield sustained, engaged learning and collaboration in the core content areas. C. Reinforce application of content by utilizing relevant presentations and collaborative projects D. Recognize and promote best practices that successfully integrate technology and web tools, including assistive technology, into the curriculum E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will use research-proven strategies to provide high quality learning environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement throughout the district.

OBJECTIVES	STRATEGIES
<p>1.2 Students will engage in authentic learning activities that are aligned with state standards and the rigor, relevance and relationship model that integrates technology into the core content.</p>	<ul style="list-style-type: none"> A. Develop technology-enhanced learning activities aligned with state standards in core content areas B. Continue to leverage school-level Instructional Technology Facilitators for offering guidance, coaching and professional development to teachers for helping to ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs
<p>1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks aligned with the rigor, relevance and relationship model to demonstrate technology competence by the end of the eighth grade.</p>	<ul style="list-style-type: none"> A. Create and use lesson activities in which students employ a variety of technology tools including web tools and assistive technology where appropriate, to complete authentic multidisciplinary tasks B. Measure student technology proficiency by using surveys, literacy benchmarks and performance-based assessments 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. Align the activities with the rigor, relevance and relationship model. D. Develop assessment strategies that measure student's mastery of college and career skills.

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will use research-proven strategies to provide high quality learning environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement throughout the district.

OBJECTIVES	STRATEGIES
<p>1.4 Students will be provided with an enhanced learning environment through technological tools and web tools, including assistive technology that are designed to promote high academic achievement.</p>	<p>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research</p> <p>B. Adopt grade-level-appropriate technology standards and college and career ready skills and integrate them into the curriculum to enable students to fully participate in today's information-rich global society</p>



II. ACTION LIST

- Develop an on-line database within the district web services to include technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards and college and career ready skills. The example lesson plans should utilize a mix of web tools that, through carefully designed curriculum integration, lead to the mastery of state academic standards and contemporary skills.
- Improve access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- Develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- Continue leveraging grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- Ensure improved student achievement test scores in the core content areas, increased student access to technology, both inside and outside of the school environment. Develop strategies for assessing student capabilities with college and career ready skills in all grades.
- Give students opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- Conduct surveys of students, educators and parents to ensure that the use of technology is perceived as effective in enhancing student learning.
- Identify best practices of seamless technology integration that will be accessible through the district's web services



III. IMPLEMENTATION ACTION STEPS

DISTRICT LEVEL

- Continue offering and improving professional development courses using innovative delivery strategies
- Establish a recognition program for teachers reaching various technological levels within our professional development systems
- Develop a project that solicits district-wide collaboration via an online mechanism for educators, students, parents and the business community to contribute ideas aimed at continuous improvement in developing college and career ready skills in the education process
- Assign priority to teachers to improve overall communication with parents using various online tools
- Continue to offer the specialty training and professional development activities and practices for the school-level instructional technology specialists during their regularly scheduled meetings (Tech Talks)
- Continue to develop programs for teachers to ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals special needs
- Incrementally expand the culture of college and career ready skills for students through innovative lesson plan design
- Recognize exemplary teacher and student technology use
- Encourage home and community involvement in the public school system by electronic communications and other media venues
- Increase and continue to further develop programming that highlights technology in district for broadcast on the Anderson Five portal

SCHOOL LEVEL

- Recognize exemplary student technology projects
- Create and/or expand showcase exemplary student technology projects and teacher use of technology to the community
- Provide access to technology resources, including assistive technology, during non-traditional school hours
- Encourage home and community involvement in the public school system through the use of electronic communications and other media venues
- Encourage schools to increase parent usage of the district parent portal system

IV. FUNDING CONSIDERATIONS

DISTRICT LEVEL

- Technology professional development (direct cost, indirect cost)
- Technology course development
- Technology staffing (elementary technology specialists and both district level instructional and technical staff)
- Summer Institute
- Recognition programs with incentives
- Technology resources to support standards-based learning across the curriculum
- Technology resources to support college and career ready skills
- Shift equipment obsolescence replacement funds from capital expenditures funds to general fund

SCHOOL LEVEL

- Technology professional development
- Technology course development
- Recognition programs
- Technology resources to support project and standards-based learning across the curriculum
- Technology resources to support college and career ready skills

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.)				
			JULY 2014	JULY 2015	JULY 2016	JULY 2017	JULY 2018
<p>1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state curriculum standards and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> Statewide achievement test scores District report cards Technology surveys Customer (student) satisfaction surveys School technology and improvement plans District, school, and community surveys Community involvement data from on-line resources 	<ul style="list-style-type: none"> Statewide achievement test scores District report cards Technology surveys Observations and interviews Customer satisfaction survey data Anecdotal records Excerpts from community participation in on-line resources Documented access to on-line resources such as Parent Portal Listing of recognition programs Library of exemplar student projects/work 					
<p>1.2 Students will engage in authentic learning activities that are aligned with state standards and the rigor, relevance and relationship model that integrates technology into the core content.</p>							
<p>1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks aligned with the rigor, relevance and relationship model to demonstrate technology competence by the end of the eighth grade.</p>							
<p>1.4 Students will be provided with an enhanced learning environment through technological tools and web tools, including assistive technology that are designed to promote high academic achievement.</p>							

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

Anderson School District Five will provide curriculum development and professional development to increase the competency of all district educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.



SNAPSHOT OF CURRENT TECHNOLOGY USE

In Anderson School District Five, 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 using technology.

The state of South Carolina is 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.

As a result, Anderson School District Five, like all South Carolina school districts, is responsible for developing a teacher professional development plan to address the requirements of the technology proficiency proviso.

The Anderson School District Five Teacher's Technology Professional Development Plan (see Appendix 1) embraces the state-mandated teacher technology proficiency proviso by establishing professional development for teachers in demonstrating their proficient use of technology.

One of the hallmarks of Anderson School District Five is the exemplary use of support and professional development for teachers. As part of the world-class culture, recruitment and retention is critically important to the future of education and the resulting support systems and professional development offerings are often cited as one of the major assets in signing talented new teachers – and keeping them.

In Anderson Five, we offer the following technology professional development opportunities:

- **Technology Courses/Workshops**

We offer a wide variety of technology training courses ranging from the basics to graduate credit courses.

- **Instructional Technology Facilitators (ITF)**

The district maintains a district-level funded program of school-level ITF's for all middle and high schools. The ITF is a certified teacher who has been designated by the school principal to serve as the school technology coach full-time. This position has no classroom teaching load and whose purpose is to help other teachers integrate technology into classroom teaching and learning. The program requires all ITF's to attend intensified and specialized training on an ongoing basis and is coordinated from the district level. The ITF is also responsible for providing technical support for effective school technology integration and use.

- **Summer Institutes**

Each summer, the district conducts Summer Institutes that span four days of intensive professional development activities. The topics include training for various technology project implementations, contemporary best practices, peer collaboration, team-building, skill-refinement, problem-solving and reflection.

- **District Administrator Technology Training**

Knowing that for any initiative to be successful in schools, the leadership and transmission of the culture must begin at the top. The district offers Take Five Technology Tips at monthly leadership meetings.

- **Technology-delivered Professional Development**

Increasingly, the time available for teaching training is at a premium. State and federal accountability measures and other time demands have been increasing on classroom teachers and thereby reducing the available time for additional training.

We are currently using an on demand web based training portal, SimpleK12.

- **BYOT and One-to-One Computing Professional Development**

The district is committed to providing world-class training for maximizing the benefits of the BYOT and one-to-one experience – both for students and for teachers. To meet the challenge, the district offers specialized training for BYOT teachers and those in other one-to-one device settings.

Summary

Anderson School District Five provides world-class professional development opportunities for all teachers. Technology is a vital component of the overall district strategic plan, philosophy and culture and is intertwined throughout the visions of the district.

Like the examples outlined above, the high quality training evolves to reflect the most contemporary practices available including the use of Google Apps for Education and web tools and concepts to foster student learning and collaboration, applied applications of technology in the context of college and career ready skills, and training to improve software selection and return on investment for ensuring resource quality and modern effectiveness for today's learners. The training strategies are both a train-the-trainer model and an individual teacher modality that ultimately supports technology integration in each classroom.

Anderson Five provides multiple types of professional development to support educators in using technology effectively in their schools and classrooms. Our goal is to provide traditional professional development opportunities as well as to increase the number of on-line professional development opportunities that are easily accessible through SimpleK12. Our plan also calls for expanding the use of the Google Apps for Education as a learning and collaboration tool for all staff.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p>2.1 Improve the professional development practices for the full-time school-level instructional technology facilitators (ITF) in order to increase the assurances that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<ul style="list-style-type: none"> A. Conduct a needs assessment of the stakeholders including the ITF, school principal, administrative staff, teachers, curriculum planners, district executive staff and students to assemble data for use in supporting decisions for changes in the PD curriculum for the ITF B. Implement changes to the ITF PD program based on and aligned with the results of the needs assessment. Provide restructuring in order to evolve the program to a truly digital learner-based program aligned with the college and career ready skills framework. C. Infuse the newly updated ISTE NETS-x standards into the ITF PD practices with special emphasis on helping administrators, teachers, and students meet these newly updated standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state’s content standards in all areas D. Ensure that Web 2.0 and the emerging Web 3.0 tools and concepts are included as vital components of the integration program district-wide.

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p>2.2 Provide advanced information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p>	<ul style="list-style-type: none"> A. Evaluate the Anderson Five baseline of professional development activities and training in order to gather information aimed at continuous improvement in the delivery mechanisms, PD content and contemporary strategies for addressing the technology needs of staff, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs B. Leverage the evaluation data for making meaningful PD improvements and adjustments that reflect the needs of the diversity of Anderson Five students C. Explore new and emerging best practices for aligning state standards with contemporary technology integration with an emphasis on college and career ready skills D. Increase and improve the PD availability for the use of all typical Anderson Five classroom technologies with an emphasis on interactive whiteboard PD and tools for differentiated instruction to meet the needs of all students, including those with special needs.
<p>2.3 Implement training in the assessment of skills as part of the Anderson Five state standards assessment practices in order to gauge the extent to which students are mastering contemporary skills</p>	<ul style="list-style-type: none"> A. Increase teacher PD in rigor and relevance skills for students B. Engage industry experts in assisting with assessment items for college and career ready skills.



II. ACTION LIST

- Administer a needs assessment to assemble data for use in supporting the decision-making process aimed at adjusting and improving the professional development strategies for school ITF's.
- Adopt the new ISTE NETS-T, NETS-S and NETS-A standards
- Encourage district administrators to achieve the proficiencies aligned with the ISTE NETS-A standards. Provide recognition.
- Provide training in the use of assistive technologies and options for curriculum integration.
- Provide training in the issues of applicable state and federal legislation as it relates to technology use
- Update and integrate the new ISTE standards into the Anderson Five online assessments of teacher technology proficiency
- Periodically evaluate the use of SimpleK12 for effectiveness in reporting Professional Development credits for district staff.



III. IMPLEMENTATION ACTION STEPS

DISTRICT LEVEL

- Integrate the newly updated ISTE NETS-T, NETS-S and NETS-A standards into the district integration strategies
- Integrate the newly updated ISTE NETS-T, NETS-S and NETS-A standards into the teacher technology proficiency support resources
- Integrate the newly updated ISTE NETS-T, NETS-S and NETS-A standards into the district teacher technology proficiency assessment instruments
- Develop a program that allows district administrative staff to demonstrate technology proficiency in alignment with the ISTE NETS-A standards
- Conduct needs assessment for restructuring and improving the ITF professional development practices.
- Conduct appropriate work leading to the improvement of assistive technologies for special needs students
- Collaborate with school principals to review the assigned duty structure of the ITF in order to maximize the district's return-on-investment in the ITF allocated position ultimately aimed for the sole purpose of the improvement of teaching and learning with technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

SCHOOLS

- Collaborate with school principals regarding the assigned duty structure of the school ITF in order to ensure high return-on-investment by the district in the allocated ITF position
- Administer local school needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust local school practices for professional development in technology and improve the empowerment of the ITF to provide appropriate leadership aimed at the improvement of teaching and learning with technology.

IV. FUNDING CONSIDERATIONS

DISTRICT LEVEL

- Technology resources for professional development

SCHOOL LEVEL

- Shifting of selected duties from the ITF to other personnel
- Investment of local school funds for technology items not allocated by the district

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.)						
			JULY 2014	JULY 2015	JULY 2016	JULY 2017	JULY 2018		
<p>2.1 Improve the professional development practices for the full-time school-level instructional technology facilitators (ITF) in order to increase the assurances that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Teacher technology proficiency results • PD surveys 	<ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency results • Observations and interviews • Anecdotal records • Documented access to on-line resources 							
			<ul style="list-style-type: none"> • School technology and improvement plans • Technology assessments 	<ul style="list-style-type: none"> • Observations and interviews • Anecdotal records • Documented access to on-line resources • Technology assessments • PD Needs Assessment 					
<p>2.2 Provide advanced information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p>									
<p>2.3 Implement training in the assessment of skills as part of the Anderson Five state standards assessment practices in order to gauge the extent to which students are mastering contemporary skills</p>									

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL

Anderson School District Five will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.



CURRENT SNAPSHOT OF TECHNOLOGY USE

Since the aforementioned implementation of the Superintendent's vision for technology, Anderson School District Five has achieved tremendous progress in acquiring instructional technologies, using these learning tools wisely to increase student achievement and instilling a culture of high expectations for being a technology leader in modern public education. With continued and unwavering support by the district Board of Trustees coupled with community expectations of a technology-infused education for their children, Anderson Five has emerged as a progressive, forward-thinking district that empowers students to be highly effective contributors in today's global, knowledge-based society.

Today in all Anderson Five schools, teachers teach with technology and students learn with technology. 100% of our classrooms have audio, visual, and digitally engaging interactivity provided for educational purposes. These digitally enabled classrooms have fundamentally changed the ways in which instruction is delivered and the ways in which students learn. State-of-the-art resources are wide-spread and reliable including the 11,000-computer district network for accessing unprecedented information and online instructional tools. One-to-one computing is expanding throughout core curriculum classrooms and unmatched instruction takes place in multimedia ways expertly aligned with the ways in which today's students learn.

In Anderson Five, students can submit their assignments online through the system – from anywhere on the Internet.

Anderson Five is already well on track for integrating technology into curricula and instruction. The next steps for the district are to improve software selection to ensure alignment with our curriculum and instructional quality; to expand the use of web tools by students, teachers and administrators; and to expand opportunities for parents to access resources that they can use to support their child's learning. The resources for parents will include a revamp of our web site to include more comprehensive parent resources and improvements to our parent portal. Each of these projects has been initiated and will be substantially completed by the end of term covered by this plan.

Anderson Five acknowledges that today's students learn differently than past generations and, consequently, the instructional practices of the 20th century no longer apply. Moreover, the district acknowledges these transformations and has responded by delivering a teaching and learning environment that is on the move and aims to remain lock-step in pace with today's never-ending dynamic changes facing those who seek to improve education.

In Anderson Five classrooms, these philosophies are visibly evident and continuously improving. While much has been accomplished, much work remains in order to meet the challenges of our ever-changing society and associated educational landscape.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will use current and emerging technologies including web tools and practices to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
<p>3.1 Enhance the technology framework for addressing the steps necessary to create a contemporary teaching and learning environment that will foster increased achievement and engagement by all students, including those with special needs.</p>	<p>A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) and are aligned with college and career ready skills to significantly impact teaching and learning</p> <p>B. Facilitate the use of web tools for supporting and enhancing instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills aligned with college and career ready skills</p>
<p>3.2 Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>A. Continue to expand resources that promote the acquisition of college and career ready skills and knowledge for teachers. Provide teachers with access to and support from the district Technology Instructional Facilitators and industry experts and resources that help build the capacity of Anderson Five teachers to modify teaching practices to align with college and career ready skills.</p> <p>B. Develop assessment instruments for gauging the extent of student mastery of college and career ready skills.</p>

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will use current and emerging technologies including web tools and practices to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
<p>3.3 Provide students with access to current and emerging web resources that will extend and enhance their learning beyond the traditional classroom setting and schedule.</p>	<p>A. Provide students with access to current web tools aligned with college and career ready skills attainment. Provide emphasis on tool selections best suited to allow them to extend, enrich and engage their learning experience.</p>
<p>3.4 Provide and support a variety of multimedia equipment and software for teaching and learning that supports Web tools, college and career ready skills and curriculum standards.</p>	<p>A. Communicate via the district technology plan a vision for expanding and enhancing the infrastructure designed to support instruction.</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment and resources in direct support of curricular objectives</p>



II. ACTION LIST

- Foster collaboration and planning sessions with the district Technology Integration Coordination Team, Instructional Technology Facilitators, Curriculum Planners, and representative classroom teachers for developing strategies for curricular design and pedagogies that support a framework of contemporary teaching and learning skills.
- Conduct technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- Develop specific professional development activities that teach the mechanics of using instructional technology resources
- Develop specific professional development activities that address the inclusion of instructional technology resources into the curricular design and pedagogical practices
- Explore strategies for increasing the availability of instructional technology resources within the infrastructure
- Develop additions and improvements to the district Acceptable Use Policy that are aligned with current instructional technology strategies
- Conduct research to identify emerging and best practices for assessing student mastery.



III. IMPLEMENTATION ACTION STEPS

DISTRICT LEVEL

- Conduct technology curriculum planning meetings with curriculum planners and the Technology Integration Coordination Team
- Update the student technology benchmarks to include newly released updates to the ISTE NETS-S standards for ensuring that students are technologically proficient by the eighth grade
- Facilitate the development of assessment instruments to gauge student attainment of technology skills
- Evaluate hardware and software for desirable student outcomes and standardize the selection when appropriate
- Include instructional technology resource training for the instructional technology facilitators
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Develop and refine professional development opportunities for instructional technology integration

SCHOOL LEVEL

- Conduct technology curriculum planning meetings
- Increase the knowledge of the ITFs and assistants about assistive technologies
- Survey students to assess information literacy and the integration of technology into the classroom
- Create environments that support the expansion of contemporary teaching and learning

IV. FUNDING CONSIDERATIONS

DISTRICT LEVEL

- Collaboration of various teams for development of strategies to include contemporary strategies including instructional technology resources into curriculum and instruction
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Industry experts to help develop strategies and assessment methods
- Professional development

SCHOOLS

- ITF resources and professional development
- Professional development survey tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- 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.)				
			JULY 2014	JULY 2015	JULY 2016	JULY 2017	JULY 2018
<p>3.1 Enhance the technology framework for addressing the steps necessary to create a contemporary teaching and learning environment that will foster increased achievement and engagement by all students, including those with special needs.</p>	<ul style="list-style-type: none"> Statewide achievement test scores Technology readiness and access surveys District report cards 	<ul style="list-style-type: none"> Statewide achievement test scores District report cards Technology readiness and access surveys 					
<p>3.2 Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning</p>	<ul style="list-style-type: none"> Teacher technology proficiency results 	<ul style="list-style-type: none"> Student demonstrations of technology skills Observations and interviews 					
<p>3.3 Provide students with access to current and emerging web resources that will extend and enhance their learning beyond the traditional classroom setting and schedule.</p>	<ul style="list-style-type: none"> School improvement plans Technology assessments 	<ul style="list-style-type: none"> Surveys Anecdotal records Documented access to on-line resources 					
<p>3.4 Provide and support a variety of multimedia equipment and software for teaching and learning that supports web tools, college and career ready skills and curriculum standards</p>	<ul style="list-style-type: none"> Documentation of offerings provided via innovative delivery methods 	<ul style="list-style-type: none"> Technology assessments Documentation of offerings provided via innovative delivery methods Library of exemplar student projects/work 					

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTIONS

GOAL

Anderson School District Five will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Anderson School District Five is one of the fastest growing school districts in South Carolina. Much of the area's growth is attributed to the reputation and performance of the district as a progressive, forward-thinking and innovative public school system. The area's diversity lends itself to the rich culture of community connections that places value on strong school and community involvement focused on high quality contemporary education.

School choice is another key attribute of Anderson School District Five. The district prides itself on the fact that families can choose the best educational environments for their children. All families can select to apply for enrollment in any of the district's schools, regardless of attendance lines. Moreover, the district is a national leader, not only in school choice, but in themed school initiatives. As it relates to our themed schools and schools of choice, it is our belief that:

1) Each school must be uncommonly good at those things commonly offered by most schools, and 2) Each school must be great at something not commonly offered in other schools.

Due in part to the successful strategy of school choice, strong community connections are fostered and nurtured. Families are empowered to choose their own destiny best suited for their children – to have it their way, and technology plays a role.

The signup season for the expanded choice program in the district is an active time. Orientations are held, student-counselor conferences help guide the way, and families eagerly make their selections for the school of their choosing. And the district has leveraged technology to help facilitate the process by developing a web-based software application that provides an online way for parents to make their school choice selection.

In the context of the district web presence for community connections, the district is continuously revamping the entire district web site to include a new design that will better suit the community as a customer and consumer of district information. The district has strategic plans to dramatically increase the web site as a tool for building and serving the community.

Parent or guardian involvement in the teaching and learning process is vital to improving student academic performance. The district knows that higher parent involvement equates to higher student performance. To increase parent communications with the education system, the district has developed a comprehensive web-based Parent Portal. Through the portal, parents can view information about their child's performance in school, essentially by having online access to all

COMMUNITY CONNECTIONS

grading and assessment information that teachers keep in their grade books. Parents no longer have to wait for report cards to come home to get the information they want about their student's most recent classroom performance and attendance history.

In Anderson Five, technology itself helps build communication connections. By offering a high-quality education experience tightly integrated with technology, the value of the district grows. Families choose communities with educational opportunities that best reflect their beliefs and desires for their children's future.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will enhance the overall education experience and academic achievement for students through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
<p>4.1 Facilitate building local business and industry partnerships for the purpose of improving education through an advisory committee of local business representatives</p>	<ul style="list-style-type: none"> A. Invite key representatives from local businesses and industries to participate in a district-sponsored event that communicates the technology-infused education capabilities of the district to the representatives. B. Invite key representatives to tour schools and observe technology integration C. Build an advisory panel consisting of local business and industry for the purpose of soliciting feedback and gathering recommendations for the district's strategies and technology programs. D. Leverage the district-industry partnership information sharing for the purpose of improving instructional programs and for improving outcomes for students transitioning from school to work or higher education
<p>4.2 Develop technology-based offerings that allow the community to offer input and feedback in the planning and program development process</p>	<ul style="list-style-type: none"> A. Enable a public system that permits the community to collaborate in an environment with the district during key planning and development projects B. Continue to use School Messenger for targeted electronic communications with the community



II. ACTION LIST

- Identify key representatives from local business and industry, higher education, and government officials as potential participants in the district/community partnership
- Organize an event for re-orienting the partnership with the district and its current state of education and technology. Provide selected school site visits.
- Solicit feedback and gather data from the participants regarding their perceptions of local education and to what extent they wish to play a role in partnering to help improve and enhance student outcomes.
- Begin to establish an ongoing advisory capacity from the partnership that aims to build consensus on future directions for improving the district as a source of valuable future human resources
- Solicit input from the partnership for ways to improve education with technology
- Create and maintain logs of partnerships and their role in helping research and evaluate technology projects.
- Seek media coverage through press releases and press conferences as part of the activities to help foster community buy-in, awareness and ownership of the overall educational resources offered by the district
- Publicize successful collaborations with outside entities in improving educational resource access through assistive technology.
- Continue to enhance the district's Parent Portal through input and suggestions from the stakeholders.
- The district should seek to develop lists of possible partner organizations, institutions, and initiatives that may serve as a resource in improving the implementation of assistive technologies including:
 - South Carolina Assistive Technology Advisory Committee
 - South Carolina Assistive Technology Project
 - South Carolina Commission for the Blind
 - South Carolina Department of Disabilities and Special Needs
 - South Carolina Department of Education
 - South Carolina Educational Television
 - South Carolina State Library
 - South Carolina Vocational Rehabilitation Department
- Continue to plan and coordinate regular meetings of representatives of the collaborative groups to determine how they can best cooperate to meet the goals of improving the overall education experience within the district.
- Continue to implement and improve our use of the School Messenger communication system



III. IMPLEMENTATION ACTION STEPS

DISTRICT LEVEL

- Initiate partnerships with community entities, business and industry to create collaboration forums for improving the overall education experience of the district
- Initiate partnerships with community entities to research technology related projects
- Include members of the community in collaboration activities for improving technology for teaching and learning, including assistive technology
- Through advanced programming, continue to enhance the district web site as a vital resource

SCHOOLS

- Require teachers to take full advantage of the Parent Portal for enhancing the value of information communicated via the medium
- Initiate partnerships with community entities for improving overall value of the education experience of the school
- Initiate partnerships with community entities to research technology projects
- Include members of the community in collaborating for ways to improve technology for teaching and learning, including assistive technology

IV. FUNDING CONSIDERATIONS

DISTRICT LEVEL

- Maintain a healthy SIS system to allow for effective parent portal usage, maintain the School Messenger software subscription service for effective electronic communications, maintain district web site and other technology based efforts for improving community connections
- Community, business and industry partnerships
- District survey administration, collection and analysis, and reporting

SCHOOLS

- Community, business and industry collaboration forums
- Teacher training for local school-initiated efforts
- 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.)				
			JULY 2014	JULY 2015	JULY 2016	JULY 2017	JULY 2018
<p>4.1 Facilitate building local business and industry partnerships for the purpose of improving education through an advisory committee of local business representatives</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • Community technology access surveys • Customer satisfaction surveys • Documentation of offerings provided via innovative delivery methods • Community participation data 	<ul style="list-style-type: none"> • Statewide achievement test scores • Community technology access surveys • Customer satisfaction surveys • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods • Feedback data from partnerships 					
<p>4.2 Develop technology-based offerings that allow the community to offer input and feedback in the planning and program development process</p>							

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL

Anderson School District Five will expand and support technology resources to assist educators and learners in meeting the state academic standards.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Anderson School District Five recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication and administration in the public schools. The district's investment in technology resources can be seen in the amount of hardware and connectivity available to the schools and the overall advanced quality and reliability of the supporting infrastructure.

Unquestionably, Anderson Five's technology infrastructure implementations are more advanced than many other school districts in the state, region and country. This outcome is by-design due to an underlying belief that for any educational technology system to realize top success levels, the underlying infrastructure forming the foundation must be extremely robust and reliable. And for this to occur, adequate and appropriate resources must be available. Two key elements are critical to this success: adequate funding and outstanding technical staffing. By matching the two, the district is striving to construct a platform capable of supporting the best possible educational technology instances both for now and for the future. The scalability and wise use of modern techniques in honing the network architecture has created the highest available reliability levels, performance and flexibility for accommodating the needs of the classroom teacher and student. The quality of the foundation infrastructure is best described by teachers who have left the district to work in other educational settings and who, in later follow-up conversations, invariably remark that they didn't realize how good the Anderson Five system was until they worked elsewhere.

Highlights of the technology infrastructure and support systems maintained include the following:

- 300 Mbps Metro Ethernet link for Internet Access
- 1 Gigabit Metro Ethernet connections via AT&T fiber linking schools to WAN
- Wi-Fi wireless access for mobile computing in all facilities (802.11 B/G/N)
- 134 servers with 50 of the 134 being virtual servers utilizing VMWare technologies supporting rapid virtual server deployment
- PacketShaper resource management system for bandwidth and application control
- Lightspeed internet content filtering and oversight
- Virus, spam and spyware filtering
- Storage Area Networks (SAN) for disk storage sharing among applications
- Planning a future Dell CommVault disaster and recovery system at a remote location
- Blade servers for streamlined and effective use of space and facility resources
- Streaming digital video-on-demand servers

- Converged network district-wide for voice, video and data
- VoIP systems for telephone communications in 13 facilities
- Traditional centrex telephone communications in 8 facilities
- 100 Mbps local workstation connectivity
- Web server content management system for students, staff, and community use
- Automated processing for student account creation
- School Interoperability Framework (SIF) processes or equivalent for intersystem data sharing
- Text messaging to district network engineers for system alerts
- VLAN connectivity for remote service and support
- CCTV systems are installed at all school locations, district office, and our building and grounds maintenance facility (21)

The above resources, systems and processes help form the foundation of performance and reliability.

Key district technology staffing provides the human resource component of the total system district-wide. Field technology support technicians (7) support school and classroom technologies including voice, video and data systems. Systems Engineers (2) design and support the infrastructure and processes with all technology related systems. Senior Systems Engineer (1) coordinates project management and supervises systems engineers. Secretary (.5) assists Director of IT and staff with technology related functions. Director of IT (1) oversees the IT operation and manages vision while providing leadership.

Key district instructional technology staff include our Director of eLearning and Integration (1) position and Director of Federal and State programs/Instructional Technology (1).

Key school staffing provides the human resources component of the total system at the school level, High School Technology Facilitators (2), Middle School Technology Facilitators (5), and Elementary Technology Lab Assistants (11).

Collectively, the human resource component is a vital key for educational technology success.

Anderson Five has been effective in developing innovative solutions in-house for situations where commercially available solutions are not feasible. Examples include the customization of the Parent Portal system and the student account creation system.

Overall, the state of technology integration and support in Anderson Five is in good health. From interactive lessons in all classrooms to powerful one-to-one scenarios with unmatched rigor and talent in the teaching cadre, emerging web resources and contemporary skills for students are engaging the future leaders, thinkers and innovators of our country.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will expand and support technology resources to assist educators in creating contemporary, engaging learning environments conducive to learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
<p>5.1 Ensure that all students, teachers and administrators, including those with special needs, have access to contemporary technology resources supporting students to be college and career ready</p>	<p>A. Conduct needs assessments to identify additional resources needed to advance the district's technology resources and offerings in such a way to better outfit learning environments conducive to support students in becoming college and career ready</p> <p>B. Expand, accelerate and increase the research capacity of the district for identifying and implementing contemporary technology resources supporting college and career ready skills and web tools and concepts</p> <p>C. Evaluate and implement appropriate advice and suggestions gleaned from Technology Dimension 4: Community Connections for further improving and advancing the teaching and learning capacities of the district in meeting the expectations of future employers or institutions of higher education</p>
<p>5.2 Ensure the district infrastructure remains at the leading edge of educational technology systems appropriately suited for advancing student learning environments and teacher instructional resources</p>	<p>A. Accelerate research and development in identifying new techniques and technology infrastructure that support current computing needs (bandwidth, telecommunications, mobility, and cloud computing)</p> <p>B. Enhance and improve the equipment and software selection and evaluation system and processes to ensure quality control in technology implementations</p>

I. OBJECTIVES AND STRATEGIES

GOAL: Anderson School District Five will expand and support technology resources to assist educators in creating contemporary, engaging learning environments conducive to learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
<p>5.3 Ensure the district maintains highly qualified technical staff, including network engineers and technology support technicians while maintaining appropriate quantities of support staff in delivering and maintaining the district expected levels of innovation and support</p>	<p>A. Ensure that district growth and growth of the infrastructure is commensurate with corresponding growth of technical support with the information technology department.</p> <p>B. Create environments conducive to employee retention and recruiting</p> <p>C. Require ongoing professional development activities for all IT staff</p>
<p>5.4 Ensure the district's technology assets are kept current through the continued execution of appropriate programs for managing equipment obsolescence and replacement</p>	<p>A. Strive to create a sustainable plan where maximum life span of five years for technology related equipment.</p> <p>B. Strive to create a sustainable plan to replace the oldest 20 percent of technology inventory each year</p>
<p>5.5 Increase the ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</p>	<p>A. Provide training and bring awareness in Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum</p>



II. ACTION LIST

- Continue to perform research and development appropriate for further advancing the district's technology resources and offerings in creating and maintaining learning environments aligned with current organizational needs.
- Maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.
- Continue to include in budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- Seek to create a sustainable strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources.
- Maintain a strategic vision for advancing the multimedia infrastructure to support the organization in support of current trends and needs
- Ensure the district's disaster recovery plan is perpetually validated
- Seek to create a sustainable plan that endures the district equipment obsolescence and equipment replacement plan continues to address the growing inventory of technology
- Continue to ensure that operational practices include security accountability, virus protection, and Internet filtering guidelines.
- Ensure the SDE Technology Counts on-line survey is managed and reported in a timely way as required by the SDE.
- Ensure that new school facility designs are aligned with the district's vision for enhanced and advanced technology learning environments for student and for advanced teaching environments for teachers



III. IMPLEMENTATION ACTION STEPS

DISTRICT LEVEL

- While working with school technology staff, continue to maintain and improve technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including assistive technology
- Seek to create enhanced strategies for acquiring, managing, and implementing required technology, including assistive technology
- Perform periodic validation of the district disaster recovery plan
- Seek to create a plan that ensures continuance of the equipment obsolescence plan
- Enhance the vision for an advanced multimedia infrastructure supporting web tools and concepts
- Ensure recruitment and retention of highly qualified staff
- Continue and enhance management applications that monitors bandwidth on the LAN and WAN
- Publish procedures and schedules for review of equipment and software including rubrics for judging impact on teaching and learning
- Provide schools with the necessary guidance and training in using web tools

SCHOOLS

- Enhance strategies for acquiring and implementing required technology, including assistive technology
- Ensure the school technology staff is well-suited, outfitted and empowered to effectively assist technology integration and the utilization of the advanced infrastructure

IV. FUNDING CONSIDERATIONS

DISTRICT LEVEL

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources
- Acquisition/development of products supporting the multimedia infrastructure plan and the disaster recovery plan
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Equipment inventory assessment program
- Support planning
- Technology needs assessments and surveys
- Staffing needs at both school and district levels

SCHOOLS

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources
- Local school activities for professional development including community activities based in Support planning
- Technology needs assessments and surveys

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.)				
			JULY 2014	JULY 2015	JULY 2016	JULY 2017	JULY 2018
<p>5.1 Ensure that all students, teachers and administrators, including those with special needs, have access to contemporary technology resources supporting students to be college and career ready</p>	<ul style="list-style-type: none"> Statewide achievement test scores District report cards Professional development tracking and surveys 	<ul style="list-style-type: none"> Statewide achievement test scores District report cards Professional development tracking and surveys 					
<p>5.2 Ensure the district infrastructure remains at the leading edge of educational technology systems appropriately suited for advancing student learning environments and teacher instructional resources</p>	<ul style="list-style-type: none"> District, school, and community surveys School improvement plans 	<ul style="list-style-type: none"> Observations and interviews Documented access to technology resources 					
<p>5.3 Ensure the district maintains highly qualified technical staff, including network engineers, technology support technicians while maintaining appropriate quantities of support staff in delivering and maintaining the district expected levels of innovation and support</p>	<ul style="list-style-type: none"> Documented access to technology resources Technology needs assessments SDE Technology Counts on-line survey 	<ul style="list-style-type: none"> District, school, and community surveys School improvement plans Documented access to technology resources 					
<p>5.4 Ensure the district's technology assets are kept current through the continued execution of appropriate programs for managing equipment obsolescence and replacement</p>	<ul style="list-style-type: none"> Budget data State personnel reports 	<ul style="list-style-type: none"> Technology needs assessments SDE Technology Counts on-line survey Budget data State personnel 					

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.)				
			JULY 2014	JULY 2015	JULY 2016	JULY 2017	JULY 2018
<p>5.5 Increase the ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</p>		reports					

CUMULATIVE BENCHMARKS

Benchmark to be met during 2014-2015
Assessing Benchmark

Timeline

Method for

Strategic plan items

- | | | |
|---|---------------|---|
| 1. Increase the number of teachers using Instructional technology resources | June 2014 | Surveys
observations, ITF
Reports |
| 2. Implement Simple K12 | October 2014 | Teacher usage
reports |
| 3. Begin development of implementation surveys | May 2014 | Survey results |
| 4. Begin research and development into available solutions for increasing access to web site and web-based instruction for at risk students | November 2014 | Increase in
workable methods
for achieving
objective |

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Mr. David Brooks, Assistant Superintendent for Financial Services and Operations
Mr. Tripp Dukes, Assistant Superintendent for Instructional Services
Mr. Kyle Newton, Coordinator of Communications
Mr. Wesley Grant, Director of Technology
Mrs. Kim Morgan, Director of State/Federal Programs, and Instructional Technology
Mrs. Anna Baldwin, Director of eLearning and Integration
Mr. Ben Willis, Senior Systems Engineer
Mr. Craig Crittendon, Systems Engineer
Mr. Jason Hart, Systems Engineer
Mr. Randolph Ligon, Technology Support Specialist
Mr. Marlin McCollum, Technology Support Specialist
Mr. Gerry Hooper, Technology Support Specialist
Mr. Dean Kitsos, Technology Support Specialist
Mr. Tony Stubblefield, Technology Support Specialist
Ms. Carol Smith, Technology Support Specialist
Mr. Neal Van Hook, Technology Support Specialist

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APPENDIXES

**Appendix 1: Teacher Technology Proficiency
Proviso Professional Development
Plan**

Appendix 2: Acceptable Use Policy

**Appendix 3: How E-Rate Areas Have Been
Addressed**

**Appendix 4: Report on Last Year's Progress
toward Goals, Objectives, Strategies,
Benchmarks, Actions and Outcomes**

**Appendix 5: Software Evaluation and Selection
Guidance Form**

**Appendix 6: Technology and Telecommunication
Budgets**

Appendix 1: Teacher Technology Proficiency Proviso Professional Development Plan

I. Standards

Anderson School District Five has adopted the ISTE National Educational Technology Standards (NETS-T) and aligned our technology performance indicators with them. Using these standards, educators should place a special focus on reaching higher levels of technology integration.

II. Professional Development Offerings

Technology professional development opportunities are available for all Anderson School District Five staff at their site based on individual needs, through our district wide Technology classes, Simple K12 offerings, and other methods as needed.

III. Methods of Assessment:

Anderson School District Five conducts on-going assessment to measure technology integration into the classroom curriculum using observations and surveys.

Our district provides remediation through our Instructional Technology Facilitators who are available on site at the Middle and High level to assist educators having difficulty attaining the minimum technology standards. Focus is on educators using technology to prepare students to meet the process and content skill goals to meet the state curriculum standards.

IV. Timeline

Anderson School District Five's timeline: The Technology Proficiency Professional Development Plan is actively monitored.

V. District Contact

The primary contact for implementation and management of this plan is:

Name: Wesley Grant

Title: Director of Technology

District: Anderson School District Five

E-Mail Address: wessgrant@anderson5.net

Appendix 2: Technology Policies and Administrative Rule

TECHNOLOGY RESOURCES

Code **IFBGA** Issued **08/13**

Internet Responsible Use Policy

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

Responsible Use

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

As part of the implementation of the administration's guidelines, students and staff must be instructed on the appropriate use of the Internet. *Internet permission forms are sent home with each student at the beginning of the school year where students and parents are informed to review policy IFBGA and administrative rule IFBGA-R which govern the use of technology in our district. This form also gives parents the ability to deny permission for their child to access to the internet using district resources should they elect to sign and return the form indicating their decision. Employees are made aware of the need to review this same policy and administrative rule by way of the employee handbook.*

Technology Protection Measures and Internet Safety

In compliance with the *Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 & 47 U.S.C. § 254(h)*, the District administration must ensure that the District's computers and computer networks are equipped with technological devices designed to filter and block the use of any of the District's computers with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or "harmful to minors" as defined in the CIPA. Adult users of a District computer with Internet access may request that such "technology protection measures" be temporarily disabled by the chief building administrator of the building in which the computer is located, for bona fide research purposes or other lawful purposes not otherwise inconsistent with law, this Policy, or the Administrative Rule issued to implement this Policy.

For purposes of the *Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 & 47 U.S.C. § 254(l)*, the administrative rule developed by the district administration to

implement this policy is the District's CIPA "internet safety policy." The rule must include provisions to address: (1) access by minors to inappropriate matter on the Internet and World Wide Web; (2) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (3) unauthorized access, including so-called "hacking" and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; (5) and measures designed to restrict minors' access to materials harmful to minors;

(6) provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and chat rooms, and cyber bullying awareness and response.

The Administrative Rule developed by the district administration shall also be intended to reduce the ability of the user to access web sites displaying information or material in violation of state criminal law concerning obscenity, material harmful to minors, and child exploitation.

Email, Phone, and Internet Usage

The district will monitor email, phone, and Internet activity and may disclose the content and/or details when, in the district's sole discretion, there is a business need to do so. Employees and students should not expect that e-mail messages, even those marked as personal or access by a personal ID, are private or confidential.

Employee e-mail, phone, and Internet usage should be used only for business purposes. Occasional personal use of e-mail and Internet is permitted, however, assigned cell phones should only be used for personal use in emergency situations. The district reserves the right to monitor personal use to the same extent that it monitors business use.

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

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

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

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

Adopted 4/18/00, Revised 3/19/02, 11/21/06, 5/19/09, 7/17/12, 8/20/13

Legal references:

A. Federal Law:

1. 47 USC Section 254(h) – Children’s Internet Protection Act.
2. The Digital Millennium Copyright Act of 1998, Section 512 – Limitations on liability relating to material online.

B. S.C. Code of Laws, 1976, as amended:

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

RESPONSIBLE USE OF TECHNOLOGY (AUP)

Code **IFBGA-R** Issued **08/13**

Internet Access

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

- locally networked reference and research sources;
- global information and news;
- discussion groups on a vast range of topics;
- local, regional, public, state and national library catalogs; and
- world wide web.

Additionally, staff and students shall have full access to digital communication services to include electronic mail services.

The availability of Internet access provides a unique educational opportunity for students and staff to contribute to the District's presence on the World Wide Web. This medium of communication provides an opportunity to share accurate information with the community, the state, and the world about the District's curriculum and instruction, school-authorized activities, and other related information. The District provides this instructional resource as an educational tool for staff and students and its use will be governed by the Internet Responsible Use policy. The failure to follow these policies or responsibilities may result in the loss of privileges or other disciplinary measures.

With access to computers and people all over the world also comes the availability of material that may not be of educational value in the context of the school setting. The District has taken precautions to restrict access to controversial or inappropriate materials; however, on a global network it is impossible to control access to all materials and an industrious user may discover controversial information. The District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District. The District will take measures to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The smooth operation of the Internet network relies on the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so that students and staff are aware of their responsibilities when using the Internet. Any violations of these guidelines will subject the user to appropriate disciplinary action and possible denial of access to the Internet. In general, this requires efficient, ethical and legal utilization of the network resources.

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

offensive materials and cannot be held responsible for such use.

Use of Personal Devices

The District believes technology is a powerful tool to enhance learning for all students. As we work to prepare students for the 21st century, we must challenge students with increased rigor and personalized academic experiences integrating Creativity, Communication, Collaboration, and Critical Thinking. To this end, the District will provide a filtered wireless network through which students can connect privately owned personal devices. All students using a personal device must follow all guidelines in this document while on school property, attending any school-sponsored activity, on any district provided transportation, or using the District's wireless network.

Guidelines for Personal Devices

- Students and staff are only allowed to access the internet through wireless networks designated for personal devices. Personal devices are not allowed to utilize any network resources other than the designated networks and resources. At no time should they use their personal cell service to access the internet. Therefore, there will be no additional cost to your data plan.
- Responsibility to keep the device secure rests with the individual owner. The Anderson School District Five, its staff or employees, will not be liable for any device stolen or damages to any device on campus.
- If a device is stolen or damaged, it will be handled through the administrative office similar to other personal items in such situations.
- It is recommended that appropriate skins (decals) and other custom touches are used to physically identify your device from others. Additionally, protective cases for technology are encouraged.
- These devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on District property, including school buses.
- Each student is responsible for his/her own device; set-up, maintenance, charging, and security.
- Devices are only to be used for educational purposes at the direction of a classroom teacher.
- Administrators and staff members have the right to prohibit use of devices at certain times or during designated activities that occur during the school day (guest speakers, campus presentations, or other performances).
- An administrator may examine a student's personal device and search its contents, in accordance with disciplinary guidelines.
- When using personal devices on buses, students must have one ear bud in ear and have the volume at a level that can only be heard by the user of the device.

Technology Protection Measures

In compliance with the Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 & 47 U.S.C.. § 254(h), the district uses technological devices designed to filter and block the use of any of the district's computers with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography, or "harmful to minors" as defined in the CIPA. Adult users of a district computer with Internet access may request that the "technology protection measures" be temporarily disabled by the chief building administrator of the building in which the computer is located, for bona fide research purposes or other lawful purposes not otherwise inconsistent with this Acceptable Use Policy.

Internet Safety Policy

For purposes of the Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 & 47 U.S.C. § 254(l), this

Administrative Rule is the district's "Internet safety policy." This Rule includes provisions to address access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including so-called "hacking" and other unlawful activities by minors online; unauthorized disclosure, use, and dissemination of personal identification information regarding minors; measures designed to restrict minors' access to materials harmful to minors, and provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and chat rooms, and cyber bullying awareness and response.

Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet, including interacting with others on social networking sites, in chat rooms, cyber bullying awareness and response, and safety and security of users when using electronic mail and other forms of direct electronic communications. The superintendent or his/her designee will develop a program to educate students on these issues. In addition, internet permission forms are sent home with each student by way of the student packets where students and parents are informed to review policy IFBGA and administrative rule IFBGA-R which govern the use of technology in our district. This form also gives parents the ability to deny permission for their child to access the internet using district resources should they elect to sign and return the form indicating their decision. Employees are made aware of the need to review this same policy and administrative rule by way of the employee handbook.

Terms and Condition of Use

Responsible Use

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

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

Procedures for Use

Administrators and teachers may access the Internet for educational or work-related purposes at any time, which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members. Occasional employee personal use is permitted.

Students will be allowed to access the Internet and receive digital communication services to include electronic mail services through their school resources and staff. Student use must be supervised at all times by a staff member.

Rules Governing Use

The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of Internet privileges and will be subject to disciplinary consequences described in this policy. All staff and students must abide by the generally accepted rules of network etiquette, including the following:

- Vandalism is prohibited and will result in disciplinary and/or legal action. Vandalism includes any malicious attempt to harm or destroy data of another user, Internet, or other networks that are connected to any of the Internet infrastructures. Vandalism also includes, but is not limited to, the uploading or creation of computer viruses, deletion or alteration of other user files or applications, removing protection from restricted areas, or the unauthorized blocking of access to information, applications, or areas of the network.
- Never access or attempt to access inappropriate or restricted information, such as pornography or other obscene materials, or other information not directly related to the educational purposes for which access is being provided. Restricted information includes obscene, libelous, indecent, vulgar, profane, or lewd materials, advertisements for products or services not permitted to minors by law, insulting, fighting, and harassing words, and other materials which may cause a substantial disruption of the academic environment. Violations of this policy will result in disciplinary and/or legal action.
- Be polite. Do not be abusive in messages to others. Always use appropriate language. Profanity, vulgarities, or other inappropriate language is prohibited. Illegal activities are strictly forbidden.
- Documents, electronic mail, chat room messages, and any other form of direct communications may not include a student's social security number or any other personally identifiable information that may lead to the identity of one's self or others. For example, do not reveal personal home addresses or phone numbers to others.
- No student pictures (video or still) or audio clips will be published without permission from the student's parent or guardian.
- Documents may include "directory information," including a student's name, address, or telephone number, provided the parent/guardian has been informed about the release of "directory information" and has not notified the district in writing that he/she objects to the release of information.
- Electronic mail is not guaranteed to be private. People who operate the system have access to all electronic mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
- Do not disrupt, harass, or annoy other users.
- All communications and information accessible via the network should not be assumed to be private property. Always cite all quotes, references, and sources.
- All subject matter on District Web pages shall relate to curriculum, instruction, school-

authorized activities, or to the District.

- Neither students nor staff may publish personal home pages as part of District Web sites, or home pages for other individuals or organizations not directly affiliated with the District.
- All users should remain on the system only as long as necessary to complete their work, so that other individuals will have equal opportunities to access the Internet.
- All users should use the Internet only for research and academic reasons; non-academic uses are prohibited. Occasional employee personal use is permitted. Users may not use the system for financial or commercial gain.
- All work should be proofread so as to avoid spelling and grammatical errors.
- All pages on the District's server(s) are property of the School District.
- Always follow the instructions of the supervising staff members.
- Passwords are not to be used by unauthorized individuals. Individuals given passwords to access the district's systems will assume responsibility for proper use and safe keeping of those passwords. If a staff member feels that there is a security problem on the network, misuse of a district password, or a compromised password the matter should be reported to the building principal or the designated local school technology resource.
- No user of the system may use the system to make an unauthorized disclosure or use of, or otherwise disseminate, personal identification information regarding minors and/or students.

Inappropriate uses

The following list represents some of the inappropriate uses that are not permitted by the District:

- Commercial advertising, commercial fundraising, or unethical/illegal solicitation.
- Accessing a file or web site that contains pornographic or obscene pictures, videos, stories, or other material, making copies of such material, or distributing or exposing others to such material.
- Using copyrighted material without permission.
- Sending messages or materials that are obscene, profane, racist, sexist, inflammatory, threatening, or slanderous toward others.
- Creating and/or placing a computer virus on the network or any workstation.
- Sending messages or information with someone else's name on it or misrepresenting the source of information entered or sent.
- Sending or receiving messages or information that is inconsistent with the school's conduct code or assisting others to violate that code.
- Requesting or distributing addresses, home phone numbers, or other personal information, which could then be used to make inappropriate calls or contacts?

Sending chain letters or engaging in "spamming" (sending an annoying or unnecessary message to large numbers of people.)

- Using material that is potentially disruptive to the learning environment.
- Purchasing something which requires a credit card number and obligates a student or school to provide payment to another party.
- Accessing, attempting to access, and/or altering information in restricted areas of any network.
- Downloading or loading any software or applications without permission from the building network administrator or system administrator.
- Violating the confidentiality rights of other users on any network.
- Failing to report abuses or other conditions that may interfere with the appropriate and efficient use of school resources.

Users are required to report any of the following to his/her teacher or the building administrator as soon as the following are discovered:

- Any messages, files, web sites, or user activities that contain materials that are in violation of this policy.
- Any messages, files, web sites or user activities that solicit personal information, such as an address, phone number, credit card number, or social security number, about the user or someone else, or request a personal contact with the user or another user.
- Attempts by any user to abuse or damage the system or violate the security of the network and its resources.
- Any illegal activity or violation of school policy.

Penalties for Improper Use

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

Warranty

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

information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Security

Security on any computer system is a high priority, especially when the system involves many users. If you feel you have identified a security problem on the network you must notify the administrator for the School or the District Director of Technology. Do not demonstrate the problem to other users. Attempts to log on to any network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be subject to severe restriction or cancellation of privileges or other disciplinary and/or legal action.

User Privacy

The District reserves the right to examine, restrict, or remove any material that is on or passes through its network, just as it does any other work or material generated or brought to school by staff or students.

Access to electronic information related to any student or staff member will be governed by the same policies that would apply to that information if it were not in electronic form.

School Board Policies

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

- Electronic transmission of materials is a form of copying. As specified in District policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the District's equipment, including its Web server(s).
- Documents created for the web and linked to District web pages will meet the criteria for use as an instructional resource.
- Any links to District web pages that are not specifically curriculum-related will meet the criteria established in the District Internet related policies. Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be non-sectarian, exclusively devoted to community interests or child welfare, non-profit, and non-discriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.
- All communications via District web pages will comply with the District Technology Resources policy, Internet Acceptable Use & Safety policy, and the applicable student behavior policies. Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.
- Any student information communicated via District Web pages will comply with District policies on Data Privacy and Public Use of School Records.

OTHER

Material on Web pages reflects an individual's thoughts, interests, and activities. Such web pages do not, in any way, represent individual schools or the District, nor are they endorsed or sanctioned by any individual school or the District. Concern about the content of any page(s) created by students or staff should be directed to the building principal of that school.

Given the rapid change in technology, some of the technical standards outlined in this regulation may require change throughout the year. Such changes will be made with approval of the Superintendent. This web page regulation may be updated on an annual basis, or more frequently if required.

Issued 4/18/00; Revised 3/19/02, 11/21/06, 5/19/09, 7/17/12, 8/20/13

Appendix 3: How E-Rate Areas Have Been Addressed

E-rate Compliance and the Telecommunications Act of 1996

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

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

The Telecommunications Act of 1996 stipulates the following:

Anderson School District Five goals for using telecommunications:

1a Goal: *Utilize telecommunications for the purpose of safety, security and timely communications.*

1a Strategy: The overarching and primary goal for the use of telecommunications in Anderson School District Five is for safety and security. The district continues to strive to implement telephone service in all instructional and administrative spaces. For mobile communications, the district has implemented cellular telephone service for the administration and support services.

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

1b Strategy: Secondly, the district utilizes various forms of telecommunications voice, video and data communications.

Anderson School District Five goals and strategies for professional development in the use of telecommunications:

2a Goal: *Ensure that staff members are effectively trained on the use of telecommunications and new technologies.*

2a 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. The district technology plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.

Anderson School District Five assessment of the telecommunications services, hardware, software, and other services:

3a Goal: Through regular and on-going assessments of educational technology in the district, Anderson Five focuses on strategies of continuous improvement in all areas of the educational institution.

3a 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.

3b Strategy: Over time, the district has evaluated the effectiveness, initial and on-going costs of ownership, and relevance of obsolescence in telecommunications. The outcome of the evaluation, from both an end-user standpoint and from that of the Information Technology department, is to incrementally migrate to a Voice over IP (VoIP) environment for voice communications within district facilities. This strategy begins with new schools and aims to convert existing facilities to VoIP as is deemed necessary and appropriate.

For cellular communications, the district has evaluated new and existing technologies as they may apply to the Anderson Five environment. The vast majority of cellular communication equipment selected includes a “push to talk” feature that operates much like a walkie talkie and supports direct one-to-one and one-to-many instant communications. As newer technologies become available, the concept of integrated PDA with cellular and direct connect functionality may be researched and investigated as solutions for the longer term. An ongoing monitoring and evaluation of these technologies serves to provide an informed decision-making basis.

For data services and bandwidth needs, the district will continuously seek to improve and enhance our bandwidth capabilities at our LANs, WANs, and the internet connections to further enhance our technology infrastructure.

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

Anderson School District Five funding and fiscal management for the ongoing implementation, ownership and expansion of educational technologies:

4a Goal: The district, together with the leadership of the superintendent, board of trustees 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 district staff.

4a Strategy: To fund educational technology items of equipment, software, services, and training not covered by the E-rate discount, the district has established several funding sources including:

1. Information Technology General Operating Budget: approximately \$ 345,000
2. Capital Expenditure Funds: renewed annually at approximately \$0.00
3. Special Revenue Funds: varies from year-to-year and is typically \$0.00
4. Local School Funds: varies from year-to-year and are site-based \$0.00

4b Strategy: Together with the fiscal management for the acquisition, implementation and management of technology resources, an equipment obsolescence plan is being pursued. For computer equipment, we are striving to establish a five-year life cycle where the 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. The district technology plan must include an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.

Anderson School District Five process for technology evaluation:

5a Goal: To ensure desirable returns on investment in educational technologies, the district will evaluate and monitor the effectiveness of technology implementations and usages. The district will adjust strategic direction and maintain agility in applying educational technologies with respect to the effects of industry innovation and contemporary practices.

5a Strategy: From time to time, where applicable, the district will commission both internal and external evaluations, progress reviews and usage effectiveness studies to gauge the value of technology implementations as it relates to teaching, learning and/or administrative operations. The evaluations will be summative, formative or both for the objective of ensuring proper and effective use of technology.

5b Strategy: The district's practice of strategic abandonment coupled with the ability to react to industry changes will be observed 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 4: Report on Progress

The following objectives were completed as items categorized as future objectives within the previous technology plan update: (Goals now superseded since previous update submission)

2.01 Growth/Expansion

- 2.01.01 Expand wireless capabilities – 100% of schools & DO
- 2.01.02 Expand wireless bandwidth capabilities – supporting 1 to 1 at RACCA
- 2.01.03 Expand mobile devices – iPads, Chromebooks, Tablets
- 2.01.04 Expand CCTV systems and coverage installed in all facilities
- 2.01.05 Expand digitally enabled classrooms – 100% complete
- 2.01.06 Expand virtual server environments – 37% virtualized
- 2.01.07 Expand IP telephony capabilities – 13 facilities
- 2.01.08 Expand visitor management systems – 100% of schools
- 2.01.09 Expand IP corridor clocks – 3 schools

2.02 Classroom Technology Integration

- 2.02.01 Create digitally enabled classrooms – 100% of schools

2.03 Infrastructure Upgrades

- 2.03.01 Upgrade district internet connection speed from 150Mbps to 300Mbps
- 2.03.02 Upgrade wide area network speeds to 250Mbps to all schools
- 2.03.03 Implementation of data storage array (SAN)
- 2.03.04 Increase quantity of network switches (Growth)
- 2.03.04 Increase POE switches to support POE devices
- 2.03.06 Network core switches

2.04 Technology Maintenance

- 2.04.01 Continue system maintenance & software licensing
- 2.04.02 Procure operations support and maintenance equipment
- 2.04.03 Continue support for school cabling additions/modification
- 2.04.04 Continue repair and maintenance program

2.05 Technology Equipment Obsolescence Management

- 2.05.01 Replace 1000 desktop computers
- 2.05.02 Replace 1000 laptop computers
- 2.05.03 Repair/Replace interactive Smartboards and projector lamps
- 2.05.04 Continue hardware replacement / maintenance

2.06 Custom Technology Initiatives for Schools

- 2.06.01 Support school-level new technology initiatives

Appendix 5: Software Selection Form

Summary: As a component of Anderson School District Five's strategic operational plan for technology integration into instruction and administrative operations, the district has developed procedures and best practices governing **software selections and purchases**.

The district has developed a Software Evaluation and Selection Guidance Form. Used in combination with other local tools that help guide Change Management, this form serves to help district and school technology teams intelligently evaluate and consider return on investment (ROI) in an organized method of aligning new technology resources with district and school priorities for improving student academic achievement.

The following form is available online and currently being improved so that technology teams can construct their evaluations and selections interactively online with work-flow that routes the information to the appropriate participants including district curriculum planners and information technology engineers who evaluate compatibility issues:

Software Selection Procedures

Single-User License

Single-User software includes software that is to be loaded on only one machine in the classroom/lab or the teacher's station (includes laptop). This software would typically be used for demonstration purposes, for individual student remediation, acceleration, research, or projects, or for instructional support (such as grading program, test maker, etc.). Software that is run directly from the CD-ROM is preferred. This type of software cannot be loaded on the network or multiple stations without the proper license.* The selection of single-user software should follow the same objectives-based selection criteria as other instructional material used in the classroom.

Single-User Software Selection Procedures:

1. Complete instructional need/software selection procedures form.
2. Identify software titles that potentially meet your needs.
3. Preview software, talk to others who have used it, and/or read reviews.
4. Consult computer facilitator and instructional specialist for technical and curriculum appropriateness.
5. Send PO to principal for final purchase approval.

*Non-Network software should not be purchased to be loaded on the server. Please refer to procedures for purchasing Networked/Multi-User licenses.

Networked/ Multi-User Software

Networked or Multi-User Software includes software that is suitable for whole-class or network applications. This software would typically be used for whole-class application, remediation, or research. Any software that is to be run from the file server must have a network license. Software sold in lab-packs would also fall under this category; however, it may not be loaded on the file server. The type and scope of license would determine where the software could be installed (i.e., network, classroom, laptops, etc.). The selection of Networked/Multi-User software should follow the same objectives-based selection criteria as other instructional material used in the classroom.

Networked/Multi-User Software Selection Procedures:

1. Identify need, goal, and objective to be satisfied using software.
2. Form software review committee made up of grade-level/subject teachers to identify and review software.
3. Identify software titles that potentially meet your needs and objectives.
4. Read software reviews and/or talk to others who have used the various titles.
5. Preview software with students (30-day preview of full program preferred). Complete instructional need/software review form.
6. Consult computer facilitator and instructional specialist for technical and curriculum appropriateness.
7. Forward recommendation to Assistant Superintendent for Instructional Services for final approval.
8. Approval will be sent to Principal (or designee) for P.O. preparation.

Note: If this software has an instructional component, please evaluate with steps below. If it's non-instructional software (ex. file converter, magnifier, etc...), please skip steps 1-7.

Steps in software selection:

1. **Analyze Needs** – Identify need, goals, and objectives that you are seeking to satisfy by through the use of software.
2. **Specify Requirements** – Look for direct correlation with instructional objective and curriculum requirements identified in needs analysis. Consider content, instructional presentation, demands placed on the learner, technical features, and documentation/management features.
3. **Identify Promising Software** – Talk to other teachers, search catalogs, search the Internet, post a question on a listserv, and talk to media specialists.
4. **Read Relevant Reviews** – Reviews can be found in educational journals, computer magazines, and Internet sites. Media specialists are a good source for finding reviews.
5. **Preview Software** – Vendors have various rules for software review (demo disks, ? day trial, P.O. with return privilege, full pilot testing). Avoid purchasing software in which a preview is not possible.
6. **Make Recommendation** – Base recommendation on quantitative data obtained through steps 1-5.
7. **Get Post-Use Feedback** – Keep a record of the extent that the new software met or did not meet the instructional objectives intended and share this information with others. (See attached form.)

Taken from Eric Digest “Seven Steps to Responsible Software Selection”

****Note:** A database of approved software, including reviews of the software, will be established on the network. A school may purchase software that has previously been reviewed and approved without resubmitting the review, however, notification of the purchase should be submitted in order to update the database. You will be notified when the software database is operational.

**Anderson School District Five
Instructional Need/Software Review Form**

Software Title: _____

Producer: _____ Copyright Date: _____

Grade Level(s) (Circle all that apply) Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 Post-Secondary

Format (3.5" floppy, CD-ROM, Internet): _____ Version: _____

Type of License (single, 5-user lab pack, network, etc): _____

Hardware Requirements: _____

Software Requirements (e.g. Win 98, Win 2000, etc.): _____

Server Requirements (e.g. Netware 4.11 or higher, etc): _____

Anderson School District Five Technology Review Team

Meets Technical Requirements _____
Technology Dept. Designee

NOTE: ALL SOFTWARE MUST BE REVIEWED AND APPROVED BY DISTRICT TECHNOLOGY STAFF PRIOR TO PURCHASE

Instructional Need Identified:

Standard(s) Addressed by Software:

Instructional Purpose: (Check all that apply)

- | | | |
|----------------------|----------------------------|--------------------------------|
| _____ Drill/Practice | _____ Productivity Tool | _____ Tutorial |
| _____ Review | _____ Multimedia Authoring | _____ Exploration |
| _____ Simulation | _____ Reference | _____ Educational Game |
| _____ Testing | _____ Problem Solving | _____ Demonstration |
| _____ Remediation | _____ Enrichment | _____ Instructional Management |

_____ Other (please specify) _____

Educational Value

Scale: 5-excellent 4-good 3-average 2-poor 1-unacceptable 0-does not apply

- _____ 1. Appropriate methodology used for featured material.
- _____ 2. Content is educationally sound.
- _____ 3. Content and presentation is age appropriate.
- _____ 4. Help is available.
- _____ 5. Material is presented clearly and interestingly.
- _____ 6. Branches to new information, reviews old information and adjusts feedback.

Educational Value (continued)

- _____ 7. Follows progression of skills.
- _____ 8. Student response input is in a familiar manner.
- _____ 9. Student advances at appropriate speed.
- _____ 10. Teacher can manage individual student records.

Ease of Use

- _____ 1. Clear, complete teacher documentation.
- _____ 2. Clear, complete student documentation.
- _____ 3. Easy to maneuver through activities
- _____ 4. Easy to exit from program
- _____ 5. Easy to set up program

Authorship

- _____ 1. Are the authors/producers reputable?
- _____ 2. Does the documentation/guide use expertise of educators in the field?
- _____ 3. Are critical reviews signed?

Comments:

Overall Rating _____

Scale: 5-excellent 4-good 3-average 2-poor 1-unacceptable

Software Reviewer(s) _____

Computer Facilitator

Instructional Specialist

Principal

Assistant Superintendent for Instructional Services

Appendix 6: Technology and Telecommunications Budgets Summary

Anderson School District Five funding for items of equipment, software, services and training not covered by the E-rate discount:

Fiscal Year 2013-2014

General Fund Allocation for Technology (does not include salary or fringe benefits)	\$ 345,000
Capital Expenditure Funds for Technology (not including equipment replacement).....	\$ 0
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement	\$ 0
E2T2 Formula Funds	\$ ~ 0
South Carolina Apple License Plate Special Revenue	\$ ~ 1,000
General Fund Telecommunications Allocation	\$ 250,000
Total Funds 2013-2014.....	\$ <u>596,000</u>

Fiscal Year 2012-2013

General Fund Allocation for Technology (does not include salary or fringe benefits)	\$ 345,000
Capital Expenditure Funds for Technology (laptops, labs, classrooms, and CCTV).....	\$ 4,000,000
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement	\$ 0
E2T2 Formula Funds	\$ ~ 0
South Carolina Apple License Plate Special Revenue	\$ ~ 1,000
General Fund Telecommunications Allocation	\$ 250,000
Total Funds 2012-2013.....	\$ <u>4,596,000</u>

Forecasted Budgets

Fiscal Year 2014-2015

General Fund Allocation for Technology (does not include salary or fringe benefits)	\$ 345,000
Capital Expenditure Funds for Technology (not including equipment replacement).....	\$ 0
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement	\$ 0
E2T2 Formula Funds	\$ ~ 0
South Carolina Apple License Plate Special Revenue	\$ ~ 1,000
General Fund Telecommunications Allocation	\$ 250,000
Total Funds 2014-2015.....	\$ <u>596,000</u>

Fiscal Year 2015-2016

General Fund Allocation for Technology (does not include salary or fringe benefits)	\$ 345,000
Capital Expenditure Funds for Technology (not including equipment replacement).....	\$ 0
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement	\$ 0
E2T2 Formula Funds	\$ ~ 0
South Carolina Apple License Plate Special Revenue	\$ ~ 1,000
General Fund Telecommunications Allocation	\$ 250,000
Total Funds 2015-2016.....	\$ <u>596,000</u>

Fiscal Year 2016-17

General Fund Allocation for Technology (does not include salary or fringe benefits)	\$ 345,000
Capital Expenditure Funds for Technology (not including equipment replacement).....	\$ 0
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement	\$ 0
E2T2 Formula Funds	\$ ~ 0
South Carolina Apple License Plate Special Revenue	\$ ~ 1,000
General Fund Telecommunications Allocation	\$ 250,000
Total Funds 2016-2017.....	\$ <u>596,000</u>