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District Home Page
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Technology Plan

July 1, 2010 – June 30, 2016

II. District Profile

- There are six schools in the district

  Manning Early Childhood Center (pre-k to 1st)

  Manning Primary (2nd to 3rd)

  Manning Elementary School (4th-6th)

  Manning Junior High School (7th-8th)

  Manning High School (9th-12th)

  Phoenix Center (Charter School 9th-12th)

- There were 3142 students enrolled in district schools for 2009-20010
- There were 79.% students eligible for free and reduced lunch for 2009-2010
- There were currently 85 ESL students in our district for 2009-2010
- There were 20 dropouts for the 2008-2009school year
- The graduation rate for 2008-2009 was 89%
- The district E-rate discount for 2006-2007 was 87%

III. Executive Summary

The Clarendon School District Two Technology Plan begins with an explanation of the planning processes used and the key stakeholders' roles and responsibilities in devising their subsection of the overall strategic plan. Throughout the document the plan is correlated with key state and federal legislation, including legislative acts such as the Education Accountability Act and the No Child Left Behind Act.

After setting the stage for the necessity of a new strategic plan that uses goals-based, measurable activities, the present five core technology dimensions that must be addressed in order for us to begin improving student achievement through the use of technology as an integrated tool. All strategic actions are designed to increase student achievement through the effective integration of technology into the core curriculum. Measurable goals, objectives and strategies, an action list, an evaluation plan, and benchmarks are given for each core technology dimension.

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: The school district and the schools 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 in South Carolina.

Technology Dimension 2: Professional Capacity
Goal: The school district and the schools 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.

Technology Dimension 3: Instructional Capacity
Goal: The school district and the schools will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Technology Dimension 4: Community Connections
Goal: The school district and the schools 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: The school district and the schools 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 that are crafted to enable the technology planning committee to validate progress on an annual basis. Ensuring accountability, increasing access, and funding strategies are addressed after the operational plan.

The technology planning committee has infused several mechanisms for soliciting feedback for plan modifications on an ongoing basis. The plan will be reviewed annually, and the collected data will be used to make decisions regarding improvement and change. The Clarendon School District Two Technology plan is a dynamic document designed to be flexible and updated to support continuous growth and progress.

IV. District Needs Assessment

The District needs to update its aging inventory of equipment to better serve it students, facility and staff. Our present inventory includes approximately 1300 Windows machines. We have 9 files servers in our 45MB Wide Area Network. Each school has one file server for its Local Area Network with filtered Internet Access.

V. District Vision

It is our vision that as we complete the first decade of the twenty-first century, all of CSD2 students and teachers have access to the latest technology and are proficient in the use of technology to increase knowledge, create strong and healthy communities, and promote lifelong learning. No longer are classrooms confined by time and space. Our children are truly connected learners who share, explore, and evaluate information through many forms of interactive technology. Teachers are able to use the latest techniques for total integration, encouraging the use of technology by all students. All teachers and students collaborate on standards-based projects and keep a record of their technology journey in education. We are developing community and business partnerships that assist in providing all children equal access to technology and promote priority funding for equipment, technical support, and professional development opportunities for all Clarendon School District Two educators. No child is left behind as our school district cross the digital divide together, with support in prioritized funding for all schools in integrating technology and creating learner-centered environments. The result will be a generation of adults who successfully live, work, and participate in our rapidly changing information-based society.

VI. District Mission

The mission of Clarendon School District Two is educating children.

VII. Plans for the Five Individual Technology Dimensions

Technology Dimension 1
LEARNERS AND THEIR ENVIRONMENT

GOAL

The Clarendon School District Two and its schools will use research-proven strategies to provide home, school, and community environments conducive to students achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

Actively embracing the charge by the Education Oversight Committee and the No Child Left Behind legislation to raise the district's level of student achievement, South Carolina has reached many milestones in its journey toward making technology a reality in all of our school districts..

Technology resources are now widely available in CSD2 schools, and we have followed the state's recommendation to adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S). Increasingly, we are using portfolios and other performance-based methods to conduct needs assessments and to measure students' technological proficiency. CSD2 continues to partner with private business and higher education to offer technology training and resources to educators and students. In addition, CSD2 uses the SCTLC (South Carolina: Teaching, Learning, Connecting) Web portal at http://www.sctlc.com, which serves as a unique one-stop resource enabling teachers to align their daily lessons with the state curriculum standards.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. Integrating technology into the core curriculum is a major focus of technology initiatives in the district. The District Office closely partners with the Office of Curriculum and Standards to ensure that technology is integrated throughout the curriculum rather than being isolated as a stand-alone tool.

State and federal grants have encouraged the innovative implementation of technology in the classroom to address state standards and increase student achievement. In addition, accountability and measurement of technology's impact in the schools have become a major area of focus. CSD2 teachers, having a strong desire to use the skills they have acquired through professional development opportunities, are receptive to the idea of integrating technology not only into the core curriculum but into all curricula. Our students are ready for the twenty-first century's learning environment and the hands-on technology applications and project-based learning .

Although tremendous strides have been made in the use of technology to create interactive learning environments that enhance student achievement, many steps in the process still remain. Equity of access and accountability must be addressed. Students must be provided with a level playing field within the state as well as the nation. The operational plan that follows should ensure that CSD2 reaches its goal of providing home, school, and community environments conducive to assisting students in using technology to communicate effectively, achieve high academic standards, and achieve technological literacy by the end of the eighth grade.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools 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 in South Carolina.

OBJECTIVES	STRATEGIES
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	A. Provide opportunities and resources to CSD2 and schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas C. Have students present their collaborative projects to identified audiences D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	A. Develop technology-enhanced learning activities aligned with state standards in core content areas B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies C. Appoint or hire districtwide school technology coaches or form districtwide technology integration teams to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools 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 in South Carolina.

OBJECTIVES	STRATEGIES
1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks B. Measure student technology proficiency by using surveys 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
1.4 CSD2, and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.	A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society

II. ACTION LIST

- CSD2 and the schools should coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the SCTLC Web portal, the MarcoPolo "Internet Content for the Classroom" Web site (http://www.marcopolo-education.org/), and other digital resources.
- CSD2 and the schools should provide 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.
- CSD2 should 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.
- CSD2 should establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- CSD2, and the schools should ensure improved student achievement test scores in the core content areas, increased student access to technology (shown by the SDE Technology Counts on-line survey), and increased student access to technology outside the school environment (shown by the 2002 TAGLIT on-line survey).
- CSD2 and the schools should establish minimum requirements for student portfolios that document student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.
- Student portfolios and checklists in all grades as well as a performance-based technology applications evaluation at the completion of the seventh and eighth grades should be used to assess student technology proficiency as well as to assess the effectiveness of the assistive technology tools used by students with special needs.
- Students themselves should be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- CSD2 should complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents should complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- CSD2, and school curriculum/technology teams should identify best practices of seamless technology integration that will be disseminated via on-line resources such as the SCTLC Web portal and the *South Carolina Technology News* e-magazine, conferences and workshops, and the South Carolina Association for Educational Technology (SCAET) technology project awards.

II. ACTION LIST

- CSD2 and schools should develop methods of recognizing student technology achievement, including the use of assistive technology, using resources such as CPU (Computer Power Users) and TNT (Teachers 'N Technology).

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Assign school technology coaches or form districtwide technology integration specialist teams to offer guidance to schools
- Assign assistive technology coaches to educate teachers and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals special needs
- Offer professional development courses using innovative delivery strategies
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Hold technology fairs that showcase exemplary student technology projects to the community
- Encourage home and community involvement in the public school system by electronic communications and other media

SCHOOLS

- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
- Recognize exemplary student technology projects
- Hold "technology nights" that showcase exemplary student technology projects and technology teachers to the community
- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Include goals and strategies for technology and assistive technology development in school improvement plans
- Encourage home and community involvement in the public school system through the use of electronic communications and other media

IV. FUNDING CONSIDERATIONS

DISTRICT

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

SCHOOLS

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	• Statewide achievement test scores • District report cards • Technology surveys • Student portfolios • School technology and improvement plans • District, school, and community surveys	• Statewide achievement test scores • District report cards • Technology surveys • Student portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources • Listing of recognition programs					
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.							
1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.							
1.4 The school district, and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.							

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL
CSD2 and its schools will provide curriculum development and professional development to increase the competency of all CSD2 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

Meaningful, sustained professional development is the key to ensuring that CSD2 educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. CSD2 continues its commitment to professional development by supplying resources, training, and support to enable the district's educators to use technology effectively.

Additionally, the School Technology Initiative has provided funding directly to CSD2 for technology professional development activities such as graduate courses, recertification courses, workshops, and technical courses.

In 2001, the CSD2 obtained funding from the School Technology Initiative to provide technical training to the school district. CSD2 continues to be able to provide training such as A+ Certification training, Novell and Cisco courses, SASIxp courses, Internet development courses, and Microsoft technical training courses.

Institutions of higher education in South Carolina have been invaluable in helping to provide technology professional development opportunities for the District's school educators

The use of technology in CSD2's schools is encouraging. The 2002 TAGLIT survey and the KPMG survey indicate that the district's teachers are beginning to integrate technology into instructional activities across the curriculum. In this new era of accountability, more funds will be devoted to professional development with emphasis on showing the impact on student achievement that training activities for educators have had. Professional development will be a continuous, long-term commitment for CSD2, and the schools so that greater teacher proficiency and increased student performance can be realized.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The CSD2 and the schools 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
2.1 The District will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards B. Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards C. Adopt a District educator professional development program to aid schools in satisfying the requirements of the teacher technology proficiency proviso D. Include in district technology plans a professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency E. Require district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A)
2.2 The District will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	A. Appoint or hire full-time technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school B. Require that technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology 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

I. OBJECTIVES AND STRATEGIES

GOAL: The CSD2 and the schools 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
2.3 The District will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building B. Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams C. Include in district technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs D. Include in district technology plans the training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs
2.4 The District will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of CSD2.

I. OBJECTIVES AND STRATEGIES

GOAL: The CSD2 and the schools 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
	B. Provide a list of professional development opportunities on the SCTLC (South Carolina: Teaching, Learning, Connecting) Web portal at http://www.sctlc.com and publicize other recognized professional opportunities for educators C. Provide professional development opportunities focused on aligning state technology standards with state content standards D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum E. Increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities. F. Develop an extensive statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use
2.5 The District will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	A. Establish minimum levels of teacher technology proficiency for replication and adaptation across the state B. Incorporate instructional technology assessment into current teacher and administrator evaluation processes

I. OBJECTIVES AND STRATEGIES

GOAL: The CSD2 and the schools 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
	C. Administer a CSD2 needs assessment to teachers and administrators to determine current levels and types of professional development that must be offered D. Administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators E. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms F. Develop an on-line professional development tracking system of teachers and administrators

II. ACTION LIST

- CSD2 should hire or appoint full-time leadership for the use of technology, including that for assistive technology, to increase student learning.
- Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and Media Specialists.
- The existing regional alliance structure that brings together service providers from the various groups should be strengthened. Each alliance should work to develop at least one technology initiative during each year that involves all members.
- The District should utilize the expertise of staff members and faculty in the school district and institutions of higher learning .
- A school technology coach should be hired or appointed in every school .
- An assistive technology specialist and an assistive technology assessment team should be hired or appointed in the district.

II. ACTION LIST

- The school district will submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- The District will work with the Office of Curriculum and Standards to develop recommendations for teacher professional development plans, integrating technology and content standards into professional development opportunities.
- School administrators will submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS-A and that is reviewed as part of the administrator's annual evaluation.
- The District will provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- The District will provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.
- The District will provide training for teachers in using assistive technology tools.
- The District will provide training in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.
- The District will provide training in accessibility issues involving applicable state and federal legislation.
- Teachers will keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- The District will collect, maintain, and report documentation of teacher technology portfolio data.
- The District will adopt assessment instruments and develop a model or template for teacher portfolio content.
- SDE- and district-developed tracking tools (electronic or Web-based surveys) of district professional activities will be completed each year in conjunction with STEP or other district evaluation procedures that include an instructional technology component.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds will show an increase in access to professional development.
- The District will continue to play a leadership role in working with the legislature and other entities in securing funding and training for technology, including assistive technology, initiatives.

II. ACTION LIST

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval.
- Administer a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

SCHOOLS

- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

IV. FUNDING CONSIDERATIONS

DISTRICT

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

SCHOOLS

- Committee development of district and school technology plans
- School technology leader salary
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
2.1 The District will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	• Statewide achievement test scores • District report cards • Teacher technology proficiency proviso forms • Professional development surveys • Teacher and administrator portfolios • School technology and improvement plans • SCTLC "Training" tab • Technology assessments	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources • SCTLC "Training" tab • Technology assessments					
2.2 The District will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.							
2.3 The District will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.							
2.4 The District will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.							

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
2.5 The District will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement							

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL
CSD2 and its schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Over the past decade, CSD2 has made steady strides in acquiring instructional technologies and using these learning tools wisely to increase student achievement. In many schools, technologies such as satellite systems, and on-line course delivery tools are used frequently as apparatuses for learning. Grants continue to provide funds for increased access to technologies such as digital cameras, digital camcorders, scanners, personal digital assistants, and laptops as well as subject-specific tools such as science probes.

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CSD2 is taking advantage of E-rate discounts. These discounts are used to help pay for Internet access for every school. The schools use E-rate for internal connections, which include local phone service, file servers, switches, hubs, routers, building wiring, and network operating systems.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
3.1 CSD2 will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
	B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills
3.2 CSD2 will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals
3.3 CSD2 will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning
3.4 CDS2 will provide and support a variety of multimedia equipment and software for teaching and learning.	A. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives

II. ACTION LIST

- CDS2 will conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- CSD2 will conduct technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- The District will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.

II. ACTION LIST

- The District will pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Student portfolios will display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Conduct technology curriculum planning meetings
- Include an instructional technology plan and an assistive technology plan in the technology plan to be submitted to the Office of Technology for approval
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

SCHOOLS

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

IV. FUNDING CONSIDERATIONS

DISTRICT

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Portfolio creation
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Distance learning
- Eighth-grade proficiency measurement
- School technology leader implementation
- Professional development

SCHOOLS

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

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
3.1 CDS2 will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	• Statewide achievement test scores • Technology readiness and access surveys • District report cards	• Statewide achievement test scores • District report cards • Technology readiness and access surveys • Teacher technology proficiency proviso forms					
3.2 CDS2, and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	• Teacher technology proficiency proviso forms • Teacher and administrator portfolios	• Teacher and administrator portfolios • Observations and interviews					
3.3 CDS2, and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	• School technology and improvement plans • Technology assessments	• Anecdotal records • Documented access to on-line resources • Technology assessments					
3.4 The school district will provide and support a variety of multimedia equipment and software for teaching and learning.	• Documentation of offerings provided via innovative delivery methods	• Documentation of offerings provided via innovative delivery methods					

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTIONS

GOAL

The school district and its schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement B. Form district-community partnerships to help research and evaluate school and district technology projects C. Provide recognition/reward programs and/or incentives for partnerships showing impact D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education
4.2 The District will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.	A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. Compile a database of institutions willing to partner with high-need school districts by creating a message board on the South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal (http://www.sctlc.com) where potential partners can communicate with one another and generate ideas C. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
4.3 The **s**chool district will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	Host an electronic list through the SCTLC Web portal for school districts and community entities interested in collaborative initiatives

II. ACTION LIST

- The district and schools will initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- Schools will develop a rubric to measure the success of their community partnerships.
- The district will maintain logs of professional development, community offerings, and internship opportunities in technology.
- The district will maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The district will publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The district will post successful technology grant applications on the Internet for others to use as models
- The District will develop a list of possible partner organizations, institutions, and initiatives that may include the following:
  - South Carolina Commission on Higher Education
  - Distance education learning centers (DELCs)
  - Instructional Television (ITV)
  - School Technology Initiative
  - Math and Science Hubs
  - South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal
  - South Carolina Assistive Technology Advisory Committee
  - South Carolina Assistive Technology Project
  - South Carolina Commission for the Blind

II. ACTION LIST

- 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
- County Library

- The district will lead the formation of consortia among local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.
- The District will publish a list of successful consortia, partnerships, and initiatives on the SDE Web site and the SCTLC Web portal.
- CSD2 will provide flexible technology training schedules to the SDE.
- CSD2 will provide information about assistive technology training opportunities on the SDE Web site and through the SCTLC Web portal.
- The school district will utilize its Web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Utilize the Web site to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

SCHOOLS

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

IV. FUNDING CONSIDERATIONS

DISTRICT

- Evaluation experts to help show impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community and apprentice internships
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

SCHOOLS

- Evaluation experts to help show the impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community internships
- Facility operation beyond the regular school day
- School survey administration, collection and analysis, and reporting

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Documentation of offerings provided via innovative delivery methods	• Statewide achievement test scores • Community technology access surveys • Lab, media center, and classroom schedules • SDE Technology Counts survey • School technology plans • Observations and interviews • District and school Web site information • Documentation of offerings provided via innovative delivery methods • Districts and school list of grants and community partnerships					
4.2 The District will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.							
4.3 The school district will provide after-hours training and community access to labs, media centers, and classrooms.							
4.4 The school district will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.							

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL
The SDE, the school districts, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

SNAPSHOT OF CURRENT TECHNOLOGY USE

CSD2 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. District goals have been met in critical areas such as the number of servers per school and the number of schools connected to a wide-area network (WAN). . Connectivity has been a priority. In addition to backbones, factors of paramount importance are hardware and software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs such as the Technology Grants have helped our schools make building, network, and technical repairs.

Steady progress continues to be made in implementing the NCS (National Computer Systems) student-information collection system, SASIxp, in all schools and district office. Technical assistance is provided by the NCS and the SDE's Office of Technology. Additional support is given through SDE LISTSERV lists. This system enables us to keep a dynamic districtwide database of all available student data.

Effective collection and evaluation of information will lead to decisions backed by quantitative as well as qualitative data. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources D. Develop the district strategic plan with input from all segments of the school community—students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds
5.2 The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that	A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction B. Establish a system for identifying, specifying, prioritizing, and managing equipment for

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
allow for communication, data collection and distribution, and distance learning.	multimedia development in direct support of curricular and professional development objectives C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance H. Implement a district network management tool that performs automated software installation
5.3 The school district will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.	A. Develop statewide minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of networking engineer, networking technician, educational technology director, and support technician B. Provide state-level network support for district engineers C. Appoint a district network manager who will lead a committee in identifying and evaluating network management tools that will meet the needs of the district

I. OBJECTIVES AND STRATEGIES

GOAL: The SDE, the school districts, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
5.4 The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.	A. Ensure that disaster recovery plans are included in the district technology plan B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely
5.5 The school district will implement a obsolescence and upgrade plan to replace and recycle equipment and software.	Ensure that the obsolescence and upgrade plans are included in the district technology plan
5.6 The District will increase their 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.	Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum

II. ACTION LIST

- School district will have access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- District will 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.
- District will include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.

II. ACTION LIST

- District will publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews will quantify equipment and processes by their impact on teaching and learning.
- District will maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document will show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- District technology plan will include a strategic vision for building a multimedia infrastructure to support instruction.
- District technology plan will include a disaster recovery plan.
- District technology plan will include an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- District policies outlined in district technology plans will include security accountability, virus protection, and Internet filtering guidelines.
- District technology plan will provide for outlets and amperage and for meeting industry standards and building codes.
- District will use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- District will have records to show that they have assessed their current LAN/WAN technology.
- District network managers will provide the district office with quarterly reports of statistics on bandwidth utilization.
- District will use the SDE Technology Counts on-line survey to report on their use of network management tools.
- District will ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- District will provide UPS (uninterruptible power supply) systems for all critical equipment.
- District will use the minimum staffing and salary requirements for the positions specified in objective 4.3.
- District will have a network manager in place.
- District staff, teachers, and students will be aware of basic Web accessibility guidelines when designing Web pages.
- District will designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Maintain technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including assistive technology
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology
- Implement a district disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Encourage and publicize flexible access schedules
- Create a vision for a multimedia infrastructure
- Encourage schools to provide multimedia-capable workstations
- Research and implement an integrated network infrastructure
- Use bundled distribution packages to manage fully converged networks
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Implement a district management application that monitors bandwidth on the LAN and WAN
- Ensure that schools have adequate electrical distribution systems
- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning
- Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs

SCHOOLS

- Create a strategic technology plan that includes strategies for acquiring and implementing required technology, including assistive technology
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Provide adequate electrical distribution systems

IV. FUNDING CONSIDERATIONS

DISTRICT

- 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 [Consortium for School Networking's TCO tool available on-line at http://www.classroomtco.org]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Technology director, networking engineer, and networking technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys

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 [Consortium for School Networking's TCO tool available on-line at http://www.classroomtco.org]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- 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.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • District, school, and community surveys • School technology and improvement plans • Documented access to technology resources • Technology needs assessments • SDE Technology Counts on-line survey • Budget data • State personnel reports	• Statewide achievement test scores • District report cards • Professional development tracking and surveys • Observations and interviews • Documented access to technology resources • District, school, and community surveys • School technology and improvement plans • Documented access to technology resources • Technology needs assessments • SDE Technology Counts on-line survey • Budget data • State personnel reports					
5.2 The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning .							
5.3 The school district will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.							
5.4 The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.							
5.5 The school district will implement an obsolescence and upgrade plan to replace and recycle equipment and software.							

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2010	JAN. 2011	JAN. 2012	JAN. 2013	JAN. 2014
5.6 The District will increase their 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.							

CUMULATIVE TARGETS AND BENCHMARKS

2009-10

Learners and Their Environment

- Thirty percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Thirty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Thirty percent of CSD2's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Sixty percent of the district's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Twenty percent of the district's schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Ten percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Ten percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Thirty percent of the district's teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Thirty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- The district will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- The school district will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- Sixty percent of the schools will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.

- The school district will provide and document professional development training in how to access and use available community resources. Results will be reported on the SDE on-line professional development tracking system.
- The district's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- The district will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2011-12

Learners and Their Environment

- Forty percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Forty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Fifty percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Seventy percent of the district's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Thirty percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Twenty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Twenty percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Forty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Forty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- The school district will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields,

more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.

- The district will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- The district will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- The district will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

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Support Capacity

- The district will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2013-14

Learners and Their Environment

- Fifty percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Fifty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Seventy percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Eighty percent of the district's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Forty percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Thirty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Thirty percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Fifty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.

- Fifty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- The district will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- The schools will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- The district will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- The district will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

Support Capacity

- Eighty percent of the schools will include in their technology plans an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.

2011–12

Learners and Their Environment

- Seventy-five percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Seventy-five percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

Professional Capacity

- Eighty percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Ninety-five percent of the district's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Fifty percent of the schools will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Forty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.
- Forty percent of the schools will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

Instructional Capacity

- Sixty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Sixty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- The school district will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- The school district will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- The district will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- The district will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

Appendix 1

According to Section 2413 of the No Child Left Behind Act, to be eligible to receive a subgrant from a State educational agency under Ed Tech subpart, a local educational agency or eligible local entity shall submit to the State educational agency an application containing a new or updated local long-range strategic educational technology plan that is consistent with the objectives of the statewide educational technology plan described in section 2413 of the *No Child Left Behind Act.*

Reference: < http://www.ed.gov/legislation/ESEA02/pg35.html#sec2414>

QUESTIONS

1. Describe how your district will use federal funds under Enhancing Education Through Technology (Ed Tech) section to improve the student academic achievement, including the technology literacy, of all students attending schools served.

All five schools within Clarendon District Two have Accelerated Reader accessibility. Students read designated books, then take the reading comprehension test on the computer. These tests are accessible through the libraries and classroom computers. Classroom computers are also wired for internet use. Computer labs at each school are also used to improve student achievement at four of the school. Second and third grades use Orchard Software while fourth through eighth graders use Skills Bank. Junior high students also work with computer application. At the high school level labs are use for writing, math and keyboarding.

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

Training teachers to be of high quality is a large component of the Title II, No Child Left Behind Program. Our teachers are given the opportunity to take computer classes at no expense to them. They are also provided technical assistance for computers in their classrooms. It is the desire of this district for all teachers to be competent computer users and computer teachers. It is the desire for all students to have access to computers and the advanced technology where they will be able to utilize computers for higher order problem solving. Inter-net research and the use of power point presentations are other advanced technology that will be useful to our students in the near future. As funds become available additional computers will be placed in classrooms for teachers to instruct in a higher technology atmosphere. Additional library computers are also needed for the school libraries and lab accessibility. As the world of technology is constantly changing so should our classrooms. We will use additional funds to provide mobile computer labs for total classroom instruction and resource.

3. Describe the steps the district will take to ensure that all students and teachers in schools served by the local educational agency have increased access to educational technology.

Each classroom currently has at least two computers. As funds are available this number will increase. Classrooms in three of the five schools are wired for five computers to accommodate this increase in computers when funds allow. Mobile labs are available with classroom sets of notebooks. These computers are internet and printer accessible. As teachers become more proficient at computer usage additional mobile labs are needed. All libraries have limited numbers of computers for individual student usage.

4. Describe how your district will use funds under this subpart (such as combining the funds with monies from other sources such as federal, state, and local sources), to help ensure that students in high-poverty and high-needs schools have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

The district's free and reduced lunch program serves 73% of our students. Along with this high number of poverty students comes the realization that our district must do everything with in our means to educate our students. Highly qualified teachers are one way we are addressing this problem. Teachers are being provided with training and technical assistance, which in turn allows them to use the classroom computers to bring their students to a higher level of computer literacy. Title I and Title II both include high qualified teachers and computer education.

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

Central Carolina, University of South Carolina, Clemson University and The Citadel provide classes that are accessible to our teachers, administrators, and other school staff. Teachers teach specific computer classes to their peers. As funds are available through different sources teachers will be given professional development and classes to further not only their computer literacy but their ability to teach computers to students and how to use the computer as a resource. Plans are underway to partner with Camp Bob Cooper, a local camp of Clemson University, to train 1000 students, teachers and parents.

6. Describe the type and costs of technologies to be acquired under the Enhancing Education Through Technology (Ed Tech) program, including supporting sources such as services, software, and digital curricula. Your explanation should include specific provisions for interoperability among components of such technologies.

These funds will allow our district to update hardware that is 10 years old and becoming a problem. It also will allow our district to seek additional licenses that are needed to continue to provide updated software for our students.

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

Four of the five schools are currently using the Accelerated Reader Program to strengthen reading comprehension at grades 2-12. Efforts are being made to bring the new Pre-K through 1st grade building to the point they too will be able to offer Accelerated Reader to their students. It is the desire of the district to provide the software that provides spoken questions for early readers and non-readers. Computer labs are providing reinforcement of skills in four of the five

schools. The technology program has been ongoing since the 80's, however it is a struggle to meet the demands of the fast growing computer world.

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

Central Carolina is located within our school district. Due to its central location distance learning is not as big an issue as in the past.

9. Describe how your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Explain how these strategies will allow parents to reinforce at home the instruction their child receives at school.

Clarendon District is very fortunate to have an active Parenting Center. The center provides parents with free computer classes. They also have lap top computers for families to check out to work at home with their child. These materials, resources, and workshops are publicized through PTA meetings, newsletters, and word of mouth from pleased parents.

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

Central Carolina offers adult education classes for parents seeking computer technology. The district works closely with the college to meet needs of the adults within our schools and communities.

11. Describe your district's process and accountability measures that will be used to evaluate the extent to which activities funded under the Ed Tech program are effective in integrating technology into curricula and instruction, increasing ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

Each group of teachers taking classes and staff development will complete an evaluation for that session. Random surveys will be distributed to teachers, parents, students, and administrators. Test scores are an additional source to examine student abilities.

Appendix 2

Clarendon School District Two
Teacher Professional Development Plan

Standards

Our district has adopted the ISTE National Educational Technology Standards for Teachers.

Professional Development Offerings

Courses: The following technology integration professional development courses are available twice a year for our teachers and administrators. They are afforded through the local Community College in collaboration with the school district.

Course Title	**Brief Description**	**Hours**
Introduction to Computers and Windows XP/Internet	This course is designed to introduce the computer user to Windows XP. Topics will include an introduction to Windows XP, working with files using My Computer, customizing Windows using the control panel, working with windows applications, managing files using Explorer and the beginning principles of the Internet. This course offers graduate recertification credit.	45
Microsoft Office XP	This course is designed for the beginner and casual user of Microsoft Word. It will include Word, Excel and PowerPoint instruction. This course offers graduate recertification credit.	45
Digi-Cam-Scan Technology	This course is an introduction to the wide variety of ways in which contemporary multi-media technology can be used for home, business, and school. This course offers graduate recertification credit.	45
Teachers are encouraged to participate in the SC On-Line Professional Development	Various topics are available.	Varies

B. Workshops: The following technology integration professional development workshops are available to our teachers and administrators through the district's newly hired Computer Technologist.

Workshop Name	Workshop Description	Hours
Internet Basics	This workshop provides learners with hands-on instruction for district email usage, web exploration, and use as applicable to the teaching of academic standards.	1
Word Basics	This workshop provides a review of Word and its application to teaching academic standards.	2
Digital Camera Basics	This workshop provides digital camera basics and its application to the teaching of academic standards.	1
PowerPoint Basics	This workshop provides the elements and visual strategies of effective presentations using PowerPoint.	1
Excel Basics	This workshop provides the components of Excel and its application to the classroom.	1
Computer Proficiency Review	This workshop provides review information for teachers still struggling with computer proficiency.	2

Assessment

Our district conducts ongoing assessment to measure technology integration into the classroom curriculum. The following methods of assessment may be used.

Methods Of Assessment

A. Principal Observations
B. Performance measure checklist from courses and workshops.
C. One-on-one checklist performed by district computer technologist and/or individual school assigned technology representative.

Our district will provide remediation for teachers and administrators who have difficulty attaining the minimum technology standards. The district computer technologist and principals will target weaknesses and arrange for attendance in specialized instruction; mentoring, individualized assistance/instruction, and /or observation of model classrooms.

The district maintains teachers and administrators competencies levels. When deemed competent this information is placed in the appropriate database by the personnel department.

Timeline

Our district timeline contains the activities, the person(s) responsible, and the timeframe for a three-year professional development cycle with provision for an annual update.

Activity	**Person(s) Responsible**	**When**
Hold organizational planning meeting.	Director of Finance Assistant Superintendent for Instruction	Fall 2006
Develop pretest and/or survey instrument based on all ISTE standards.	Computer Technologist Staff Development Coordinator District Technology Committee	Fall 2006
Pretest and survey staff to determine needs	Computer Technologist Staff Development Coordinator District Technology Committee	Fall 2006
Develop a progressive schedule of professional development offerings to meet identified needs.	Computer Technologist Staff Development Coordinator District Technology Committee	Fall 2006 with yearly review and adjustments.
Create professional development delivery schedule	Computer Technologist Staff Development Coordinator	Fall 2004 with yearly review and adjustments.
Deliver continuous professional development	Computer Technologist Staff Development Coordinator	Fall 2006- Spring 2011
Posttest and assess staff to determine proficiency in ISTE standards.	Computer Technologist District Technology Committee Principals	Spring 2007 Spring 2008 Spring 2009
Once all ISTE standards have been met, submit assurance form to the Office of Teacher Certification confirming that the teacher is proficient in technology prior to the conclusion of his or her validity period.	Director of Personnel	Annually per Proviso 1.40
Conduct annual review and updating of the technology plan.	Computer Technologist District Technology Committee	Yearly

District Contact

This person is primary contact for the implementation and management of this plan:

Name: Mr. John Tindal

Title: Superintendent

District: Clarendon School District Two

Mailing address: PO Box 1252

City, state, zip: Manning, SC 29102

Phone number: 803-435-4435

Fax number: 803-435-8172

E-mail address: jtindal@clarendon2.k12.sc.us

Clarendon School District Two

In accordance with Teacher Technology Proficiency Proviso 1.40, I hereby validate that following summary data are accurate and the teachers listed here have demonstrated proficiency in the teacher technology standards adopted by this district for their current certification renewal cycle.

Validated by:

District
Name_____

Superintendent's
Name_____

_____ _____
Superintendent's Signature Date

Summary Data for School Year_____

	Number	**Percentage**
Teachers in the District Who Demonstrated Technology Proficiency During This Year.		
Teachers in the District Who Have Demonstrated Technology Proficiency During Prior Years		
Teachers in the District Who Have Not Yet Demonstrated Technology Proficiency		
Total Teachers in the District		100%

Teachers Demonstrating Technology for School Year _____

	Name (last, first)	**Social Security Number**	**Technology Proficiency Date**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Appendix 3:

CLARENDON SCHOOL DISTRICT TWO
INTERNET POLICY FOR ALL FACULTY AND STAFF

1. No program applications can be installed without prior consent from the District Technology Coordinator.
2. Any faculty /staff member who encounters any inappropriate material, such as bad language or pictures, must immediately report the site to your immediate supervisor.
3. Use of the Internet is a privilege, not a right. Any inappropriate usage of the internet will result in appropriate action taken by the district. The viewing of inappropriate sites will not be tolerated.

EQUIPMENT USE POLICY

Technology is purchased and maintained with taxes. All damages must be paid in the same way**.** The administration urges every faculty member to cooperate in reporting any incidents of vandalism to district property and the name of the person(s) believed to be responsible. The administration will take all necessary steps and seek police cooperation and action to protect school property from theft and vandalism.
The faculty member is responsible for any and all equipment being used for personal activities and will be responsible for the damage and may be required to pay for repairs and or replacement of the damages incurred while in your use. I also understand that computers and printers are not to be used for personal projects (invitations, bulletins, etc.) on school time. All personal projects should be done after school hours and with personally purchased ink cartridges and paper.

Staff

I have read the Internet Usage Guidelines. I understand that Internet access is being provided for educational purposes only and I agree to follow these guidelines. My signature indicates that I will follow the guidelines set fourth by the district for the use of the Internet. I have also read and understand that damages to district property caused by my misuse shall carry penalties and possible payment.

_____
Signature Date

INTERNET USER AGREEMENT

PLEASE READ THIS DOCUMENT CAREFULLY BEFORE SIGNING.

Internet access is provided to all students and teacher in Clarendon School District Two.

Manning Early Childhood Center
2759 Raccoon Rd
Manning, SC 29102
803-473-4744

Manning Primary
125 N. Boundary St.
Manning, SC 29102
803-435-2268

Manning Elementary
311 West Boyce St.
Manning, SC 29102
803-435-5066

Manning Jr. High
1101 W.L.
Hamilton Road
Manning, SC 29102
803-435-8014

Manning High
2155 Paxville Hwy.
Manning, SC 29102
803-4345-4417

The goal in providing this service to teachers and students is to strengthen the educational program in our school district. The Internet provides us with an unlimited variety of resources to enhance learning, research and communication. It enables us to explore hundreds of libraries, databases and museums; to communicate instantly with people all over the world; and to obtain the most current information available on almost any topic.

With the access comes the availability of material which may not be considered to be of educational value in a school setting, and occasionally a user will encounter material that is not appropriate. Therefore, we have developed a set of user guidelines that teachers will be expected to follow in order to avoid misuse of the Internet.

We believe that the benefits of using the Internet far exceed the possible disadvantages. Therefore, teachers who are exploring the Internet should only be exploring sites that are known to be educationally appropriate. In the event an inappropriate site is entered the web server documents the address and the user responsible for entering the site. Therefore, the viewing of any inappropriate site should be reported immediately to your direct supervisor.

If this form is not returned signed and dated (on the back of this page) by you, the staff member, you will be denied access to the Internet.

STUDENT INTERNET USER AGREEMENT

PLEASE READ THIS DOCUMENT CAREFULLY BEFORE SIGNING.

Internet access is available to students and teachers in all Clarendon School District Two Schools.

The goal in providing this service to teachers and students is to strengthen the educational program in our school district. The Internet provides us with an unlimited variety of resources to enhance learning, research, and communication. It enables us to explore hundreds of libraries, databases, and museums; to communicate instantly with people all over the world; and to obtain the most current information available on almost any topic.

With the access comes the availability of material which may not be considered to be of educational value in a school setting, and occasionally a user will encounter material that is not appropriate. Therefore, we have develope a set of user guidelines that students and teacher will be expected to follow in order to avoid misuse of the Internet.

We believe that the benefits of using the Internet far exceed the possible disadvantages. Therefore, teachers who are exploring the Internet with students do not need special parental permission for such an activity if the teacher is in control of the computer and is exploring only sites that are know to be educationally appropriate. However, for your child to search the Internet independently, your permission is required. We ask that you read our policy and discuss it carefully with your child to make sure he/she understands it. Then you should both sign the Internet Agreement form and return it to school.

If this form is not returned sign and dated by the parent or guardian and the student, your child will be denied independent access to the Internet.

--------CLARENDON SCHOOL DISTRICT TWO-------
INTERNET POLICY FOR STUDENTS

1. Students must ask permission of the teacher before using the Internet.
2. Students must not insert any disk into the computer without permission from the teacher.
3. Students may not type his or her full name, home address, or telephone number at any time while on the Internet.
4. Student may only use the Internet for educational purposes. Students must provide a copy of their assignment or research topic to the librarian before using the Internet on the computers in the library.
5. Any student who encounters any inappropriate material, such as bad language or pictures, must immediately tell a teacher.
6. Use of the Internet is a privilege, not a right. Students who fail to follow these guidelines will lose their computer privileges for one month. Failure to follow the guidelines a second time will result in a loss of privileges for the rest of the school year.

EQUIPMENT USE POLICY

Technology is purchased and maintained with taxes. All damages must be paid in the same way. The administration urges every student to cooperate in reporting any incidents of vandalism to district property and the name of the person(s) believed to be responsible. The administration will take all necessary steps and seek police cooperation and action to protect school property from theft and vandalism.

The student(s) and parents will be responsible for the damage and may be required to pay for repairs and / or replacement of the damaged property.

Clarendon School District Two Internet Agreement for _____.
Student's Name

PARENT

I have read the Internet Usage Guidelines and gone over them with my child. I understand that Internet Access is being provided to my child for educational purposes only. My signature indicates that my child has my permission to use the Internet, and that I agree not to hold Clarendon School District Two, or any of its employees responsible for any controversial material my child may access through use or misuse of the Internet. I have also read and explained to my child that damages to district property caused by my child shall carry penalties and possible payment.

_____

_____
Signature of Parent or Guardian Date

STUDENT

I have read the Internet Usage Guidelines and understand them. My signature indicates that I agree to follow them. I also understand that if I do not follow them, my computer privileges may be taken away. I further understand that if I damage district property, I am subject to disciplinary action based upon the severity of the damage and that I can be required to pay for repairs and or replacement.

_____ Date

Signature of Student

Appendix 4

Clarendon School District Two
Technology Budget for 2010-2011

Account	Account Name	Amount
100-266-316-0000-00	$15,000	Data Processing Services
100-266-410-0000-00	$ 8,000	Supplies
100-266-323-0023-00	$ 7,500	Repairs and Parts
100-266-332-0000-00	$ 4,000	Travel
100-266-545-0000-00	$ 4,000	Equipment

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I verify that all above components for Clarendon School District 2 *technology plan have been addressed.*
Please print.

Director of Technology's name: John Sagona _____
Please print.

Director of Technology's signature: _____ **_____**
Date signed

Superintendent's name: John Tindal _____
Please print.

Superintendent's signature: _____ **_____**
Date signed