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Dr. Percy A. Mack **Date**
Superintendent

Walter L. Fox Feb 25 2011
Walter "Luke" Fox **Date**
Executive Director
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Table of Contents

I. COVER PAGE 1

II. DISTRICT PROFILE 3

III. EXECUTIVE SUMMARY 7

A. District Technology Planning Committee Structure 7
B. Instruction 7
C. Administration 8
D. Financial Summary 8
E. Required Funding Chart 10

IV. DISTRICT NEEDS ASSESSMENT 12

V. DISTRICT MISSION – VISION - BELIEF STATEMENTS 13

A. Mission Statement 13
B. Vision Statement 13
C. Goals 13
E. Technology Vision Statement 13
F. Technology Mission 14

VI. PLANS FOR THE FIVE INDIVIDUAL TECHNOLOGY DIMENSIONS 15

Technology Dimension 1 – Learners and Their Environment 16
Technology Dimension 2 – Professional Capacity 26
Technology Dimension 3 – Instructional Capacity 35
Technology Dimension 4 – Community Connections 44
Technology Dimension 5 – Support Capacity 52

VII. CUMULATIVE BENCHMARKS 62

VIII. ACKNOWLEDGEMENTS 63

Technology Planning Committee 63

IX. BIBLIOGRAPHY 64

X. REQUIRED APPENDIXES 65

Appendix 1: No Child Left Behind Action Plan Update 65
Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan 69
Appendix 3: Acceptable Use Policy 70
Appendix 4: How E-rate Areas Have Been Addressed 86
Appendix 5: Report on Last Year's Progress 88

NON-REQUIRED APPENDIXES 91

Appendix 1: SC Technology Outline 91
Appendix 2: Plan Updates and Assessment 93
A. Plan Updates 93
B. Plan Assessment 93
Appendix 3: Technology Selection Process 94
Appendix 4: Approved Software List December 2010 96
Appendix 5: Approved Hardware List 2010 97
Appendix 6: "Adequate Yearly Progress" 98
Appendix 7: Technology Schematic and Inventory 99
Appendix 8: Key Stakeholder Scenarios 103
Appendix 9: Strategies and Actions for Cumulative Benchmarks 111

II. District Profile

Richland County School District One (RCSD1) serves the capital city of Columbia. The District covers 482 square miles, and has 48 schools educating nearly 23,119 students including 951 Pre-K students.

There are a number of student measurements taken to establish progress for RCSD1 students.

2010 AYP Objectives Elementary and Middle - AYP (Adequate Yearly Progress) is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests

- Performance Objective on PASS
  - 58.8% met or better in ELA
  - 57.8% met or better in Math
- Participation Objective
  - 95.0% of students tested
- Other Academic Indicator
  - 94.0% Attendance rate or greater than last school year

2010 AYP Objectives High School

- Performance Objective on HSAP
  - 71.3% proficient or better in ELA
  - 70.0% proficient or better in Math

- Participation Objective
  - 95.0% of students tested
- Other Academic Indicator
  - Graduation Rate >= 88.3% or
  - >= 3-year Average
  - >= last year rate

- 2010 AYP Progress
  - Richland One met 29 out of 33 objectives (87.9%)
  - 21 Elementary schools made AYP two consecutive years, four elementary three consecutive years.

In 2010, 21 Richland One schools met their Adequate Yearly Progress (AYP) goals for student academic achievement as outlined under the federal No Child Left Behind Act. The Richland One schools that made AYP for 2010 are:

* Arden Elementary – Dr. Peggie Grant, principal
* Bradley Elementary – Dr. Erica Fields, principal
* Brennen Elementary – Dr. Marian Crum-Mack, principal
* Brockman Elementary – Lynn Robertson, principal
* Burnside Elementary – Dr. Felicia Butler, principal
* Burton-Pack Elementary – Dr. Denise Collier, principal
* Carver-Lyon Elementary – Dr. Dorothy Gallman, principal

* Gadsden Elementary - Karis Mazyck, principal
* Greenview Elementary – Delores Gilliard, principal
* Hopkins Elementary – Angela Brown, principal
*Hyatt Park Elementary – Elizabeth Eason, principal
* Logan Elementary – Dr. Richard Moore, principal
* Pine Grove Elementary – Inger Ferguson, principal
* Rhame Elementary – Mikell Owens, principal
* Rosewood Elementary – Elizabeth Williams, principal
* Sandel Elementary – Fae Young, principal
*South Kilbourne Elementary – Sarah Smith, principal
* E.E. Taylor Elementary – Debbie Hunter, principal
* J.P. Thomas Elementary – Evelyn Moore, principal
* Watkins-Nance Elementary – Dr. Evelyn Cohens, principal
* Webber Elementary – Dorothy Ham, principal

2010 SAT Summary - SAT (Scholastic Aptitude Test) Reasoning Test, is a standardized test for college admissions in the United States where possible scores range from 600 to 2400, combining test results from three 800-point sections (Mathematics, Critical Reading, and Writing).

- ✓ Less students took the SAT in 2010 than 2009
- ✓ Richland One African American students scored -3, -11, and -3 points lower than African American students statewide on the critical reading, mathematics and writing, respectively
- ✓ Richland One African American students scores decreased -16 points from 2009
- ✓ Richland One White students continue to surpass White students statewide
- ✓ SAT scores dropped in each of the three categories: Critical Reading, Mathematics, and Writing

2010 ACT Summary - is a standardized test by an organization called ACT for high school achievement and college admissions in the United States; consists of four tests: English, Mathematics, Reading, and Science Reasoning.

- ✓ Composite score dropped from 2009 by -.1 points
- ✓ Richland One African-American students are slipping behind state scores by -.2
- ✓ Richland one White students surpass White students statewide
- ✓ The number of students taking the ACT for 2010 increased roughly 11%

2010 PASS Summary – PASS (Palmetto Assessment of State Standards) includes tests in five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies for grades 3 through 8.

- ✓ Writing Scores Increased (percent met and exemplary) in grades 3, 5, 6 and 8
- ✓ * ELA Scores Increased (percent met and exemplary) in grades 3 and 6
- ✓ * Math Scores Increased (percent met and exemplary) in grades 3, 6 and 8
- ✓ * Science Scores Increased (percent met and exemplary) in grades 5 and 8
- ✓ * Social Studies Scores Increased (percent met and exemplary) in grades 3, 6 and 7
- ✓ * Increased (percent met and exemplary) for Hispanic students in all five subject areas
- ✓ * Increased (percent met and exemplary) for LEP students in 4 of 5 subject areas (missed ELA by .1%)

Richland One diverse graduates are some of the best prepared in the state of South Carolina and the nation. The number of graduates who continue on to post-secondary education has increased to more than 76 percent, and our scholarship total increased to more than $45 million this year. As these numbers have increased, our dropout rate has decreased to 3.2 percent.

Richland One is proud to serve a richly diverse student body. Students from rural, suburban, and urban neighborhoods combine to form a student population representative of a wide range of cultural and ethnic backgrounds. Of the District's 4,500 employees, 2,500 are classroom teachers.

For the 2009-10 school year, 67.2 percent of RCSD1's students are eligible for the Federal Free and Reduced Lunch Program. This is reflected in the District's 77 percent discount rate for the national Schools and Libraries Universal Service Support Mechanism, or E-rate program. The District takes advantage of E-rate discounts wherever possible to continue to move forward with technology and telecommunications initiatives as described in this plan.

Attendance was 95.8 % for the year 2009-2010
Ethnicity demographics for the district are 76% black, 18% white, 6% other for the 2009 year.
Retention rates are 9% for the year 2009.
Graduation rates are up 1% to 72.3% in 2009 over 2008.

Technology continues to be a focus for RCSD1. District leadership understands five key factors:

1. Technology properly integrated into the classroom can raise student academic achievement;
2. Technology can help insure that all students have equity of access to learn;
3. Technology can assist district administration to increase efficient services, lower cost to deliver required support for instruction, and increase parent/community outreach;
4. The District is heavily dependent on technology to operate – Information Technology (IT) must be empowered to proactively maintain sound infrastructure and strong support to keep up with the demands of the district.
5. Technology can be useful in preparing students to be contributing citizens in a global society

With this focus in mind, RCSD1 has recently accomplished the following important activities to continue to attain its goals for technology as laid out in Strategy Five of the District Strategic Plan:

- RCSD1 offers a variety of courses and workshops or professional development to teachers and staff to insure maximum use of technology in the District and is striving for higher attendance.
- RCSD1 uses its official website to distribute important information for the District regarding students, staff, technology, and parents.
- RCSD1 receives some K-5 funds for a school-based technology coach to support the continuing competitive Enhancing Education through Technology (E2T2) grant that Richland One first received in 2003. In addition, Richland One receives annual E2T2 formula funding designed to improve student achievement through the use of technology, to assist every student to become technologically literate by the end of the 8th grade, and to encourage the effective integration of technology. RCSD1 has been awarded approximately $20.9 million in E-rate funds in the past 12 years.

Additional district goals are documented by the following:

- The South Carolina State Department of Education Palmetto Assessment of State Standards (PASS) scores - South Carolina's Education Accountability Act (EAA) and No Child Left Behind

rely on PASS scores to determine performance ratings for elementary and middle schools. High school performance data will come from student performance on the new exit examination, the High School Assessment Program.

- No Child Left Behind Act (NCLB) - this sweeping federal law evaluates public school performance to see whether specific groups of students are making Adequate Yearly Progress. Under NCLB, every student in America must demonstrate proficiency in mathematics and English Language Arts by the year 2014. Of South Carolina's 905 elementary and middle schools, 556 (61%) met all of their "Adequate Yearly Progress" (AYP) targets. According to South Carolina's No Child Left Behind plan as approved by the federal government, each school's performance levels must continue to progress toward the ultimate goal of having all students at the proficient level by 2014. (Figures 1, 2 and 3)
- EAA-mandated report cards, published each November, will now include Adequate Yearly Progress (AYP) data in addition to state absolute and improvement ratings.

III. Executive Summary

The Richland County School District One (RCSD1) created the following District Technology Plan. As required by the state, the plan addresses the instructional uses of technology in the District and includes plans for five individual technology dimensions. The RCSD1 plan will also review the administrative requirements to support the instructional goals of the District. The Technology Planning Committee has focused on strategies for using technology in the District to meet district, state, and federal goals for student achievement while increasing administration's effectiveness and lowering cost where possible.

Priorities for the plan include a number of strategic objectives developed by a diverse technology committee for classroom instruction and the administrative use of technology in the District. These priorities include – substantial professional development and associated release time to properly integrate technology into curriculum; mobile technology for the instructional staff to enhance instruction and become more efficient with time; instructional support personnel to "coach" teachers as they develop new teaching strategies and technology integration skills; planning and piloting emerging technology strategies such as 1:1 computing and anytime/anywhere learning; modify infrastructure to accommodate emerging technologies and best practices for becoming more effective and efficient with resources. These priority objectives along with other important strategies are detailed in this plan. To insure all goals and objectives are met, the planning committees are structured around the core planning areas as listed below.

A. District Technology Planning Committee Structure

- Instructional Committee Planning Areas
    - Learners and Their Environment
    - Professional Capacity
    - Instructional Capacity
    - Community Connections
    - Support Capacity
- Administrative Committee Planning Areas
    - Systems and Applications and Professional Development
    - Infrastructure and Technical Support

B. Instruction

The South Carolina State Standards are driving the curriculum in Richland One; the Richland One comprehensive curriculum drives instruction. The role of technology is to provide help to teachers and learners as they attempt to master each academic standard by improving many skills associated with learning including research, communication, analysis, organization, creativity, and critical thinking. Key areas for the RCSD1 are to improve technology instructional support to the classroom teachers, continue to build and replace infrastructure as required, find new teachers and support existing teachers with effective technologies and professional development, provide easy access to data for RCSD1 leadership to make effective decisions for the District, and connect the District with the community in real and meaningful ways. Success with these key areas will move RCSD1 to improve AYP and standings in rankings for student achievement and prepare RCSD1 students for their futures.

Many strategies and actions have been devised to assure that goals are met. The Five Dimensions in this document, listed below, provide written detail of the core requirements for a successful technology plan:

1. Learners and Their Environment,
2. Professional Capacity,
3. Instructional Capacity,
4. Community Connections, and
5. Support Capacity.

The objectives and strategies in this document will provide a process for the implementation of these instructional goals and objectives.

The estimated cost for meeting the instructional and administrative goals, excluding PC and printer replacement, will be $37.8 million over the five-year period from 2011-2016. An additional $16.9 million will be necessary to replace PCs and printers. This plan and associated costs will be updated annually. The plan will also be evaluated twice yearly to update leadership on progress against plan.

C. Administration

Planning for technology for district level administrative use is driven by the systems and applications that enable administration to support the District in achieving instructional goals efficiently and cost effectively. All district departments and functions in RCSD1 including - purchasing, accounting, human resources, student services, and maintenance are served by technology. In an effort to reach this goal, five core themes have been identified, which present a number of administrative challenges:

1. Integrate data between systems and applications;
2. Streamline process of reporting complex data between systems;
3. Ensure purchasing procedures that eliminate duplication, decisions in isolation, and that will facilitate the use of standards with input from IT and Purchasing;
4. Streamline communication and collaboration;
5. Update protection for infrastructure for network security and disaster recovery.

To meet the challenges, the plan details a number of strategies and actions including the creation of a steering committee to play an important role in assessment, research, and recommendation of future technology purchases and updates. The strategies and actions have been devised to assure that the five stated objectives are met and the current challenges are met or minimized.

Narratives included in this document will provide more written detail. The strategies and actions in this document will provide a step-by-step process for the implementation of these administration goals and objectives.

Much of the cost of infrastructure and technical support is under the Administrative cost structure.

D. Financial Summary

The $37.8 million funding requirement of the five year plan, excluding PC and printer replacement, is a roll-up of the strategy and action costs for both the instructional and administrative components of

the plan. The current 2011-2012 school year planning costs, also excluding PC and printer replacement, is approximately $6.9 million. The plan calls for the District to resort to a number of methods for raising funds to meet the needs of the plan. The anticipated net unfunded amount for next year is $5.6 million and the 5 year anticipated unfunded amount is projected at $32.2 million.

E. Required Funding Chart

Funding Sources

There is a perception that adequate funding for technology is available through use of local, state and federal funding sources. However, the demand for technology is so great that it generally exceeds the available funding. To fully implement the initiatives in this plan, it will be necessary to secure resources from a variety of public and private organizations. Competitive governmental grants and state and federal funds must be leveraged in a disciplined and unified manner to provide funding for technology.

Universal Service Fund (E-rate)

The Telecommunications Act of 1996 requires the Federal Communications Commission (FCC) and the states to ensure that affordable, quality telecommunications services are available to all Americans. Consistent with the congressional mandate, the FCC has set in motion universal service policies that will ensure that all citizens, including low-income consumers and those who live in rural, insular, or high-cost areas, shall have affordable service and will help connect eligible schools, libraries, and healthcare providers to the global telecommunications network. On May 8, 1997, the FCC adopted the Federal-State Joint Board's recommendations for providing discounts to eligible schools and libraries on purchases of all commercially available telecommunications services, Internet access, and internal connections. These E-rate reimbursements range from 20 percent to 90 percent. Total expenditures for Universal Service support is capped at $2.25 billion per year with a rollover into the following years for moneys not fully disbursed in any given year. Richland One applied for E-rate reimbursements every year. The following reimbursements have been provided to Richland One since 1998:

Funding Year	Requested	Committed[J1]
2010	$4,486,846	$2,243,419
2009	$3,703,017	3,623,223
2008	$2,651,481	$1,859,366
2007	$2,837,932	$1,449,188
2006	$2,805,412	$979,006
2005	$2,568,793	$2,051,307
2004	$3,377,136	$1,701,025
2003	$8,485,443	$4,945,120
2002	$2,456,227	$2,245,318
2001	$1,282,473	$484,550
2000	$1,058,333	$523,488
1999	$2,768,627	$1,272,010
1998	$1,158,217	$1,123,902
Totals	**$31,450,074**	**$24,500,922**

Table 1 represents the funding status of the plan. Local, state, and federal known funding resources are posted by year and subtracted from the funding required by the plan to provide an annual view of the funding requirements to meet plan objectives. Current personnel resources are not included in this chart as funding requirements. Only costs associated with the strategies and actions in this plan representing new technology costs and additional personnel or contract resources are in Table 1.

Table 1: Richland County School District 1 Funding Requirements

Richland County District One - Funding Requirements							
Plan							
	Last Year	5 Year					
Anticipated Funding Sources	**Yr 10-11**	**Yr 11-12**	**Yr 12-13**	**Yr 13-14**	**Yr 14-15**	**Yr 15-16**	**Total**
PC Replacement Funding							
Bond	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	10,000,000
General Fund	500,000	500,000	500,000	500,000	500,000	500,000	2,500,000
eRate	250,000	250,000	250,000	250,000	250,000	250,000	1,250,000
Other	450,000	450,000	450,000	450,000	450,000	450,000	2,250,000
Sub-Total	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000	16,000,000
IT Operational	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000	6,500,000
Total Anticipated Funding Sources	**4,500,000**	**4,500,000**	**4,500,000**	**4,500,000**	**4,500,000**	**4,500,000**	**22,500,000**
Anticipated Costs							
Instructional/ Administrative Technology	6,885,000	6,753,453	6,833,453	7,593,453	8,313,453	8,313,453	37,807,265
PC Replacement	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000	16,000,000
Printer Replacement	-	178,453	178,453	178,453	178,453	178,453	892,265
Total Anticipated Costs	**10,085,000**	**10,131,906**	**10,211,906**	**10,971,906**	**11,691,906**	**11,691,906**	**54,699,530**
Anticipated Un-Funded Costs	**(5,585,000)**	**(5,631,906)**	**(5,711,906)**	**(6,471,906)**	**(7,191,906)**	**(7,191,906)**	**(32,199,530)**

Note: Other anticipated revenue opportunities may apply (grants, local, state, federal, Title I, etc.), but are either not significant or data is unknown at this time.

IV. District Needs Assessment

Academic

RCSD1 needs to continue to make strides toward meeting South Carolina "Adequate Yearly Progress" (AYP) measurements. Although the South Carolina AYP standards are recognized as being some of the highest in the country, RCSD1 needs to continue to make progress.

District math scores are a priority for improving AYP. The District needs to evaluate available software resources to assist students' mastery of math objectives. As previously stated, every student in grades three through eight must demonstrate proficiency in mathematics (in South Carolina, roughly B+ work) by the year 2014. According to South Carolina's No Child Left Behind plan as approved by the federal government, each school's performance levels must continue to progress toward the ultimate of having all students at the proficient level by 2014.

Technology

The District has been on an annual PC replacement program for two complete cycles where a percentage of PCs are replaced each year and will remain on that replacement cycle. Other technologies will need to be considered in a similar replacement plan to maintain effective technology resources for teachers and students. Funding requirements will need to be considered and planned. Although funding has been reduced by $500k, with the reduced cost in systems, the same number of PCs should be maintained.

Technology Inventory (See Appendix 7)

With the dependence of the District on technology, both instructional and administrative, there is a need to create a comprehensive disaster recovery plan for the District. Critical data is backed up both on and off site.

District leadership requires better reporting of the vast amount of data collected in the District to make informed academic decisions for schools, teachers and students. Staff needs to review and provide a collection and reporting system for all of the RCSD1 data with a simple and easy access "dashboard" for viewing.

Technology Support Strategies

Technical support efforts have been contracted at the administrative level. In addition, RCSD1 currently has 6 technology support technicians to provide technology support to schools and administrative sites.

Professional Development and Technology Instructional Support

Teachers are offered numerous opportunities for professional development, but there is a district need to support teachers in the classroom with qualified technology integration coaches. Currently, the number of "technology educator" positions does not meet the District requirements per school. The SDE plan suggests one technology instructional coach per school. We are currently seeking funding for five technology coaching positions; these individuals will be certified teachers.

V. District Mission – Vision - Belief Statements

The Richland County School District One Plan (RCSD1) has been aligned with the 2005 updated SDE Technology Plan recommended format and the No Child Left Behind legislation as demonstrated in our Mission, Vision and Belief Statements.

A. Mission Statement

Richland School District One will prepare every student to be a successful, contributing citizen in a global society by providing an effective and high quality education.

B. Vision Statement

Richland School District One, in collaboration with an engaged community, is committed to ensuring each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

The Mission and Vision for RCSD1 will be fulfilled by meeting the following strategic objectives:

1. Students will reach their optimal literacy potential.
2. Students will demonstrate the skills, attitude and character necessary to be successful, contributing citizens.
3. Students will be life-long learners prepared to explore their interests and passions.

C. Goals

- To increase annually the percentage of students who meet state standards in the five content areas assessed by PASS until the percentage meets or exceeds the statewide average. (Elementary and Middle Schools)
- To increase annually the percentage of students scoring 3 or 4 on HSAP until the percentage meets or exceeds that statewide average. (High Schools)
- To ensure that faculty and staff are knowledgeable, competent, and productive.
- To create, maintain, and enhance a school environment that is child-centered, safe, and promotes healthy behaviors.
- To ensure that students in Richland One will become proficient readers.

E. Technology Vision Statement

The RCSD1 technology vision is -

To inspire each teacher, administrator, and student to use technology for lifelong learning in a global society.

As part of realizing this vision, improving technology is a strategic focus for Richland One. In support of the overall District mission and vision, the entire RCSD1 community will have access to

technology, including assistive technology, to increase knowledge and promote lifelong learning. We are moving into a "Flat World" and, as a consequence, our students need to be prepared to be globally competitive!

F. Technology Mission

In an effort to continually improve student achievement and empower all our students with "real world 21st Century learning skills" we promote interaction with industry and the community using the power of technology. This enables us to leverage every student's ability to compete and prosper. With that goal in mind, the RCSD1 Technology Mission is -

> *To provide a technologically integrated learning and working environment for the Richland One learning community.*

VI. Plans for the Five Individual Technology Dimensions

The Richland County School District One (RCSD1) Technology Planning Committee members have the responsibility of providing input for the creation of a District plan. The plan consists of both instructional and administrative technology planning (to remain consistent with the requested format of the South Carolina Outline for District Technology Plan, the Administration portion of the plan has been moved to Appendix 7). To accomplish all primary objectives of the RCSD1 plan, the committee periodically has been separated into two groups (1) instructional and (2) administrative. These groups consist of sub-committees with specific foci.

Planning for technology is very linear and it is driven by a core set of district goals and objectives for student achievement and equal learning opportunities for all students. This plan uses a linear process for instructional technology planning with curriculum and instruction driving the requirements supported by infrastructure, technology integration support, and professional development.

Technology Planning Committee

Walter L. "Luke" Fox, Executive Director, IT, Chair
Ida Thompson, Director, ITS, Co-Chair
Dr. Debra Brathwaite, Deputy Superintendent, Member
Dr. Jennifer Coleman, Executive Director, AARE, Member
Otha Dillihay, Chief, Human Resources, Member
Elizabeth Kohut, Coordinator, Instructional Tech., Member
Mark Leslie, Coordinator, Tech. Operations Member
Cynthia Ferjani, Coordinator, Tech. App. Spt., Member
Jon Beard, CEO, Knowledge Network Solutions, Consultant

Technology Dimension 1 – Learners and Their Environment

GOAL

RSCD1 will use proven and creative strategies to provide learning environments appropriate for our students to meet and exceed the end of the eighth grade technology competencies with the ultimate goal of improving student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

The RCSD1 vision is to provide all students and staff with the technology tools and environment to learn effectively and safely with the support required to insure both technology and instructional help is easily accessible.

To support this vision, 25 percent of the computing technology in the District is replaced on an annual basis—at least one-fourth of the computers are replaced and other technology is replaced as needed and when funded. This replacement provides up-to-date technology for all teachers and faculty. Technology support staff is deployed across the District with each technician responsible for a varying number of schools, depending on the number of students in each school; deployment seems to be adequate. Technology support technicians are also available to schools. Technology support technicians are used to both provide professional development for teachers and to coach teachers on the integration of technology into curriculum.

New classroom printers were purchased in 2006. Lifecycle replacement will be included in the Technology Lifecycle Replacement Plan, currently under development if funded.

The district's approved computer platform is IBM compatible computers and the current vendor is Dell.

RCSD1		**# Techs**	**# Technology support technicians**
		27	5 technology education specialists
Teachers	2,046		1 Coach/60 teachers
PreK	23		
All Other	2,377		
Students	23,923		
PreK	987		
All Other	22,936		
# Schools	48		
Classrooms	2,000		
Internet Enabled CPUs	12,559		
Students	10,369	1 to 2.28 Student Ratio	
Teachers	2,190	1 to 1 Teacher Ratio	

SNAPSHOT OF CURRENT TECHNOLOGY USE

A significant success factor for the technology learning environment is preparing students and teachers for learning. The RCSD1 plan helps to provide district personnel, faculty, students and parents with the prioritized technologies to affect the desired impact on student achievement. Although each subsequent update to the plan is documented on the RCSD1 website, more awareness among the greater community needs to be built around plans for technology in RCSD1.

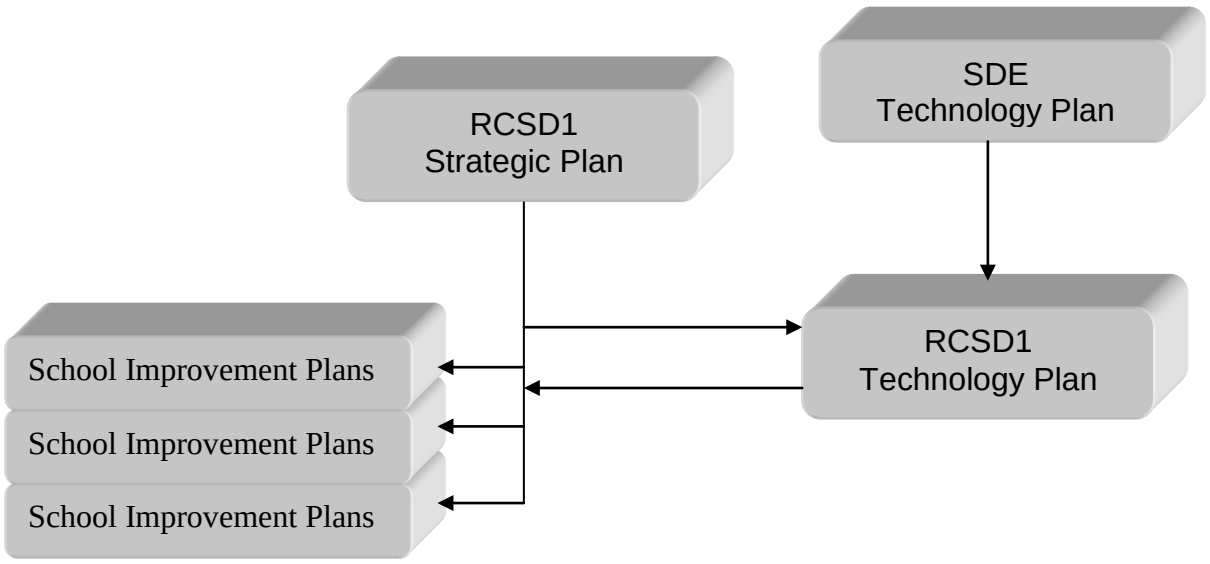
Opportunities for whole group instruction for technology and other courses are available. There are approximately two general purpose computer labs on average per school and 34 distance learning labs available to students in the District.

In 2010, a wide range of district licensing for electronic resources has assisted in facilitating easy access by students and staff.

Staff members yearly participate in several National School Boards' Association (NSBA) events to bring best practices back to the learning environment.

Progress has been made in the upgrade of all Administrative sites to 100Mbps connectivity. Plans are being developed to expand wireless connectivity to provide a more complete learning environment on schools.

Alignment with the SDE Technology Plan, District Strategic Plan and School Improvement Plans is an important consideration for a cohesive and successful implementation. RCSD1 is working to ensure alignment of all plans with the correct sequence of priorities.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Students in Richland One participate in distance learning in various ways. Some of the high school students take courses online, usually from South Carolina Virtual School or Michigan Virtual School. Students have the ability to take credit recovery courses or courses for new credit. Courses are taken both during the school day and after school. Some of the students have chosen to take Algebra, Chinese, Spanish, AP Chemistry, English, Web Design or US History.

Richland One currently has 34 video conference units and has plans to add 12 additional units if our E-rate application is fully funded. Students can video conference with other students within the district and outside of the district. Students also participate in virtual field trips to enhance their curriculum. Video conferencing has also been used for professional development sessions within the district. The library media specialists were at five different sites, yet all participated in a video conference with the Cleveland Museum of Art.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: RSCD1 will use proven and creative strategies to provide learning environments appropriate for our students to meet and exceed the end of the eighth grade technology competencies with the ultimate goal of improving student achievement.

OBJECTIVES	STRATEGIES
1.1 Provide relevant teaching and learning resources for the RCSD1 learning environment based on student data and district goals for learning.	A. Utilize existing procedures to identify and select appropriate resources and online tools. B. Plan, develop, and implement a customer-friendly data warehouse that supports sophisticated instructional queries. C. Investigate alternative technology systems for administering assessment of students' performance.
1.2 Practice pedagogical methods to engage all learners and improve academic achievement.	A. Identify best practices for utilizing educational technology to support current district initiatives. B. Develop lessons and activities that illustrate the integration of 21st century skills and educational technology. C. Investigate the use of alternative assessment tools and strategies. D. Revise the information literacy technology

I. OBJECTIVES AND STRATEGIES

GOAL: RSCD1 will use proven and creative strategies to provide learning environments appropriate for our students to meet and exceed the end of the eighth grade technology competencies with the ultimate goal of improving student achievement.

OBJECTIVES	STRATEGIES
	integration plan and connect to the district's curriculum. E. Promote and incorporate teaching partnerships and collaboration among teachers, the CRT, and the Information Technology Specialists. F. Provide 40 hours per year of professional development for each employee through a rich array of technology courses, modules, workshops, and in-school staff development sessions. G. Develop procedures integrating the use of educational technology tools, resources and 21st century skills. H. Provide training for administrators, coordinators, and consultants in support of classroom use and integration of educational technology.
1.3 Based on requirements, determine and provide necessary changes in infrastructure.	A. Develop a district purchasing plan with adequate fund allocation to provide for electronic resources based on determined criteria, school curriculum and student needs that also include allocations for updates, ongoing subscriptions, and supplies. B. Determine number of instructional computers and peripherals needed annually. C. Determine minimum specifications for all computers and peripherals to run approved instructional and application software. D. Establish an electronic resource clearinghouse; revise present electronic resource guidelines and develop procedures, policies and protocols for the selection, evaluation, acquisition, purchasing, installation, and instructional use in district. E. *Continue* procedures to phase out outdated software.

I. OBJECTIVES AND STRATEGIES

GOAL: RSCD1 will use proven and creative strategies to provide learning environments appropriate for our students to meet and exceed the end of the eighth grade technology competencies with the ultimate goal of improving student achievement.

OBJECTIVES	STRATEGIES
1.4 Students engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	A. Develop standards-based technology-enhanced learning activities in core content areas. B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies. C. Appoint or hire technology coaches for each school.
1.5 Students select the appropriate tools to complete authentic, real-life multidisciplinary tasks and 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. 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. C. Replacement for PC technology D. Replacement for Printers
1.6 Provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.	A. Select online grade-level assessment tools for students which demonstrate district expectations for student competence. B. Integrate technology standards into the curriculum to enable students to fully participate in today's information-rich global society. C. Continue to investigate emerging technology for classroom use.

II. ACTION LIST

- Determine Key Performance Indicators (KPIs) important for district decisions on student achievement improvements and resources for collection and management of data.
- Establish a central data warehouse for best practices that support a 21st Century learning skill learning environments.
- Review school leadership accountability for teacher evaluation and methods of measurement.
- Plan attendance at conferences and school visits to review how other school districts have created successful learning environments.
- Track the effectiveness of the district technology purchasing plan through use of cumulative benchmarks, quarterly updates to the Cabinet, and annual updates.
- Continue to improve technology infrastructure for connectivity and security.
- Provide resources and opportunities for student development of communication and collaboration skills.
- Provide all faculty with access to state standards and provide lesson plan rubrics with technology integration.
- Evaluate teacher lesson plans with student work to determine if teachers are effectively aligning technology integration activities with state standards.
- Provide students with a communication platform for exploration and collaboration on projects requiring critical thinking skills.
- Gain access to on-line databases of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through digital resources.
- Review all software being used in the district and then provide access to approved assistive technologies including software, peripherals, and other tools to increase student communication, collaboration, and engagement that will support inclusion of students with disabilities in the core content courses at all grade levels.
- Develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- Promote best practices for increased student access to technology as a means to promote improved student achievement test scores in the core content areas.
- 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 fifth and eighth grades, are 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 are given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- Initial and ongoing assessments are used to measure increased availability of technology opportunities and resources.
- Educators and parents complete initial and follow-up assessments to ensure that the use of

II. ACTION LIST

technology, including the range of assistive technology tools, is effective in enhancing student learning.

- The district works with regional curriculum/technology teams to identify best practices of seamless technology integration.
- The district develops methods of recognizing student technology achievement, including the use of assistive technology.

III. IMPLEMENTATION ACTION STEPS

RCSD1

- Hire and assign school technology coaches (one per school) 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.
- Continue to offer professional development courses using innovative delivery strategies.
- Continue working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks.
- Continue to 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, such as our ParentPortal, SchoolMessenger and the PCs@Home Program.
- Improve our data warehouse system to manage the district's volume of data for reporting and enabling data-driven decision making.

SCHOOLS

- Implement an on-line system for publishing student work such as email projects and on-line projects.
- Recognize exemplary student technology projects.
- Engage "at risk" students.
- 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 including industry in the public school system through the use of electronic communications and other media.

IV. FUNDING CONSIDERATIONS

DISTRICT

- Planning and updates
- Conferences and visits to other schools
- Technology professional development
- Technology course development
- Technology technical staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum
- 1:1 computing defined as 24/7 access to technology resources for all students and teachers
- Wireless connectivity at school
- Communities of collaboration for students and teachers

SCHOOLS

- Technology coaches
- 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. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
1.1 Provide relevant teaching and learning resources for the RCSD1 learning environment based on student data and district goals for learning.	• School Leadership Evaluations of Teachers for Integration • Statewide achievement test scores • District report cards • Technology surveys • Student portfolios • School technology and improvement plans • District, school, and community surveys	• SchoolMatters.com for comparison data relative to other similar districts • 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 Practice pedagogical methods to engage all learners and improve academic achievement.							
1.3 Based on requirements, determine and provide necessary changes in infrastructure.							
1.4 Students engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.							
1.5 Students select the appropriate tools to complete authentic, real-life multidisciplinary tasks and demonstrate technology competence by the end of the eighth grade; replacements for PCs and printers.							
1.6 Provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.							

Technology Dimension 2 – Professional Capacity

GOAL

The RCSD1 district staff and schools will provide curriculum development and professional development to increase the competency of all district educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Meaningful, sustained professional development is the key to ensuring that RCSD1 educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. RCSD1 continues its commitment to professional development by supplying resources, training, and support to enable teachers to use technology effectively.

A South Carolina proviso requires Richland One to report that all teachers have been verified as technologically proficient during each five year recertification cycle.

Instructional Technology Services, a division of the Office of Curriculum and Instruction, provides resources and support for technology education programs, school library media programs, distance learning, online and software resources, and instructional television.

Technology professional development is provided by the technology educators at the school level with additional workshops and courses for both certified and classified staff. Webinar sessions are available throughout the school year and summer months.

The district's Professional Development Academy makes annual assessments in order to plan and deliver professional development appropriate for the needs of staff.

Professional development options have been expanded to include purchased courses from various sources including integration webinars and Atomic Learning for certified staff through SCDOE.

Although plans are updated annually, the district needs to evaluate progress against the plan twice each year.

Reflective practice is incorporated into the curriculum frameworks and professional development sessions for administrators and teachers.

Teachers are incorporating best practice instruction for working with students in a technology rich environment and this content is now part of the teacher technology competencies, a process reviewed annually.

Instruction for teachers in integrating technology into curriculum is enhanced through collaborative initiatives between instructional technology staff and curriculum specialists. Staff participates in numerous professional development opportunities such as CoSN and SC EdTech Conference when approved.

SNAPSHOT OF CURRENT TECHNOLOGY USE

A plan has been developed for hardware and software selection and on-going training procedures. The District Technology Leadership Committee evaluates and approves all software requests.

The district will continue to modify its vision for "Digital Schools and Classrooms."

The Instructional Technology web site is continually updated to promote new learning opportunities. Procedures are in place to ensure website is current and accurate.

Instructional Technology personnel are communicating with local and state higher education teaching programs for expected skills and knowledge needed for incoming teachers.

The district pursues E-rate and grant funding when appropriate.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will provide curriculum development and professional development to increase the competency of district 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 Continue to improve the system for analyzing and maintaining a comprehensive professional development plan for integrating technology into the curriculum.	A. Analyze and monitor needs assessment data to formulate and annually update comprehensive professional development plan that includes opportunities for a variety of delivery systems, online, face-to-face, video conferencing, etc. B. Develop or purchase courses/workshops based on needs of instructional staff. C. Implement and monitor the professional development plan.
2.2 Create a professional community that harnesses and develops individual commitment and talent into a group effort that increases learning of a high intellectual quality.	A. Provide opportunities for reflective practice that is grounded in the context of teaching and learning. B. Provide continual context for formal and informal study and reflective practice to

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will provide curriculum development and professional development to increase the competency of district educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
	improve teaching and learning. C. Implement and monitor the professional development plan. D. Provide professional development for integrating a wide range of technology tools and resources into a standards-based curriculum.
2.3 Restructure the use of instructional/ learning time.	A. Investigate the length of the school day. B. Analyze instructional program to ensure optimal focus on learning.
2.4 Increase external support for technology integration in the learning environment.	A. Create meaningful professional development tools aligned with pacing guides.
2.5 Develop collaborative partnerships with higher education to ensure pre-service teachers develop knowledge and skills to integrate technology aligned with content.	A. Provide support for PDS schools to ensure pre-service teachers are provided opportunities to experience technology integration. B. Provide pre-service teachers opportunities to observe and teach in classrooms where technology is used to enhance teaching and learning.
2.6 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 areas of professional practice to increase student achievement.	A. Establish a progressive leveled process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards, including assistive technology components. B. Maintain and update the Instructional Technology Services Web Site to promote new learning opportunities and easy access to information.

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will provide curriculum development and professional development to increase the competency of district educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
2.7 Provide the schools with technology staff to ensure a significant instructional and administrative impact for students, teachers, and administrators.	A. Establish staff roles and responsibilities within each school to provide instructional support to integrate technology into the curriculum. B. Support the E2T2 technology coach and the five district technology educators to 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.
2.8 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 with school and district input that ensures technology professional development in all realms, including assistive technology and technologies that support learning for students with special needs. B. Include in district technology plans the teacher technology professional development (40 hours per year) needed to ensure the accessibility of electronic and information technology to all students, including students with special needs. C. 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.
2.9 Provide the 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 in a variety of ways to address the technology needs of staff, paying special attention to high-need schools. B. Provide a list of professional development

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will provide curriculum development and professional development to increase the competency of district educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
	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. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum. D. Develop an on-line professional development tracking system of teachers and administrators.
2.10. Assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	A. Incorporate observable, measurable instructional technology indicators into teacher and administrator evaluation processes. B. Administer surveys to determine the effectiveness and impact of the professional development offered to teachers and administrators. C. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms. D. Avatar has been used to do this for the past several years.

II. ACTION LIST

- RCSD1 continues to support instructional leadership for the use of technology, including assistive technology, to increase student learning.
- RCSD1 investigates a Technology Advisory Board includes participants such as educators (including special educators), business and industry, higher education, and other community members.
- RCSD1 collaborates with the existing regional alliance structure that brings together service providers.
- The South Carolina Department of Education (SCDOE) suggests a school technology coach to be hired or appointed in every school in every district. RCSD1 is reviewing resources.
- RCSD1 continues to submit to the SCDE 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.
- RCSD1 instructional leaders continue to review professional development offerings through the Regional Technology Centers and through the SCTLC Web portal.
- RCSD1 provides 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.
- RCSD1 provides training in accessibility issues involving applicable state and federal legislation.
- Teachers keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- RCSD1 collects, maintains, and reports documentation of teacher technology portfolio data.
- RCSD1 reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

III. IMPLEMENTATION ACTION STEPS

RCSD1

- Review SCDOE portfolio of courses in technology integration, including assistive technology, that meet the highest professional development needs and are offered in a variety of ways.
- Evaluate and adjust technology professional development plans as indicated by needs assessments.
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment.
- Administer a district technology professional development needs assessment annually 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.
- Use the current professional development tracking system to create transcripts for teacher and administrator portfolios.
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment.
- Evaluate and adjust technology professional development plans as indicated by needs

III. IMPLEMENTATION ACTION STEPS

assessments.

SCHOOLS

- Continue keeping technology portfolios for teachers and administrators.
- Review 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

RCSD1

- Regional Technology Center professional development
- RCSD1 collaboration and partnership meetings with other schools districts, institutions of higher education, business and community entities, other states, and technology-focused organizations such as the Technology Leaders Roundtable, CoSN, and others to determine professional development direction
- RCSD1 Committee development of professional development plans
- RCSD1 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
- School technology support technicians' salaries
- Scientifically based research

SCHOOLS

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation 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. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
2.1 Continue to improve the system for analyzing and maintaining a comprehensive professional development plan for integrating technology into the curriculum.	• 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 Create a professional community that harnesses and develops individual commitment and talent into a group effort that increases learning of a high intellectual quality.							
2.3 Restructure the use of instructional/learning time.							
2.4 Increase external support for technology integration in the learning environment.							
2.5 Develop collaborative partnerships with higher education to ensure pre-service teachers develop knowledge and skills to integrate technology aligned with content.							

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. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
2.6 Enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETA-A, ISTE NETS-S, and ISTE NETS-T) into their specific areas 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					
2.7 Provide the schools with technology to ensure a significant instructional and administrative impact for students, teachers, and administrators.							
2.8 Collaborate in planning for professional development ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.							
2.9 Provide the schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.							
2.10 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

RCSD1 will use current and emerging technology to create a student-centered learning environment that enhances academic achievement in all curricular areas.

SNAPSHOT OF CURRENT TECHNOLOGY USE

RCSD1 currently surveys hardware and software by school and centralizes this information for planning. The district has put established processes in place for reviewing and recommending purchases of future hardware and software for instructional purposes.

The district continues to evaluate existing instructional hardware and software for effectiveness, alignment with standards, usage and impact on student achievement. Processes to evaluate are operational through the Technology Leadership Committee. RCSD1 takes advantage of E-rate discounts. These discounts are used to help pay for wide area network and Internet connectivity. The District uses E-rate discounts for internal connections, which include local phone service, file servers, switches, routers, building wiring, and some software.

RCSD1 continues to decrease the digital equity gap in order to reach all students regardless of location or wealth. Progress has been made to provide a 2.28 : 1 student to computer ratio. The vision is to ultimately provide every student with a mobile computing device for use in school and at home to expand the learning environment.

Educators need to use technology for student data management to streamline administrative duties in order to be able to spend time more time on teaching the state's academic standards. Teachers should be trained to use data to make informed decisions for continuous improvement and change. Currently RCSD1 collects the data and is investigating the purchase of a comprehensive data warehouse.

Mobile computing devices (laptops, tablets, slates) are beginning to be used by teachers and students allowing personal and educational efficiencies, movement in the district away from paper-based education and more effective research, collaboration and communication while increasing 21st Century learning skills.

Interactive uses of technology including interactive document cameras, flip cams, student personal cell devices, white boards, projection devices, and tablet computers are being used to engage and motivate students to higher academic achievement.

Other solutions such as wireless technology, e-mentoring, global communication platforms, VoIP, live video, application sharing, document cameras, student response systems, and wireless slates are under consideration as emerging technologies to enhance student and teacher achievement.

RCSD1 has established a District-sponsored, annual Technology Fair to showcase teachers' and

SNAPSHOT OF CURRENT TECHNOLOGY USE

students' work.

RCSD1 supports activities including the Visual Literacy Festival and its associated television broadcasts, the district's weekly newsletter, and websites at the district and school level.

RCSD1 uses Data Driven to provide a repository for curriculum documents.

RCSD1 offers many professional development opportunities for all staff in the district for integration of technology into curriculum.

RCSD1 has incorporated a professional development tracking system, Avatar, for teacher technology proficiency.

RCSD1 has implemented help desk software (Parature/ICARE) to manage technology work orders.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The RCSD1 schools will use current and emerging technology / software to create learner-centered instructional environments that enhance academic achievement in all curricular areas.

OBJECTIVES	STRATEGIES
3.1. Provide incentives and recognition to teachers and students for efforts in the appropriate use of technology.	A. Purchase and distribute incentives for teachers who successfully complete technology portfolio requirements such as classroom equipment and conference attendance. B. Provide a full time certified teacher as a technology coach for every school (1.4.c). C. Continue District-sponsored Technology Fair to showcase teachers' and students' work. D. Establish opportunities and methods for teachers to share best instructional practices and student-learning practices that involve the integration of technology (such as TV/Bulletin Board Spotlights); post best practices on district-wide Intranet.

I. OBJECTIVES AND STRATEGIES

GOAL: The RCSD1 schools will use current and emerging technology / software to create learner-centered instructional environments that enhance academic achievement in all curricular areas.

OBJECTIVES	STRATEGIES
3.2. Provide adequate support for both personnel and technology to develop a successful instructional environment.	A. Provide training and support for the eight Customer Care Center and 22 Field Technicians to enhance pro-active and reactive support capabilities. B. Establish a committee to revise the job description of CRTs, significantly reducing their time spent on testing and using such time to help teachers with technology integration. Investigate the use of computer-based testing. C. Conduct an external review to evaluate job descriptions that impact the integration of technology into the curriculum, including (but not limited to) IT, ITS, Professional Development, Curriculum Consultants, Title One and Special Ed Consultants, and CATE Coordinators. D. Provide funding for outcome of external review of current job descriptions. E. Form a committee to review and evaluate Richland One practices in technology integration. Identify national trends, best practices and models in technology integration and design opportunities to implement best practices. F. Implement flexible scheduling of Media Centers in all elementary schools so that the school ITS personnel are available to work with grade level teams. G. Create a survey to be completed by the school Information Technology Specialists (Media Specialists) to determine current barriers to the successful collaboration with teachers. H. Earmark grants for technology integration. I. Create an online repository for teacher-created, technology-infused lessons.

I. OBJECTIVES AND STRATEGIES

GOAL: The RCSD1 schools will use current and emerging technology / software to create learner-centered instructional environments that enhance academic achievement in all curricular areas.

OBJECTIVES	STRATEGIES
	J. Develop a procedure and measurement to determine effectiveness of grant writing committees and/or efforts. K. Review usage and effectiveness of the Professional Development Management System.
3.3 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.
3.4 Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	A. 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. B. Provide mobile computing devices for faculty.
3.5 Provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	A. 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. B. Well planned 1:1 Pilot computing initiative for anytime and anywhere learning (costs in 5.2.F) C. Investigate Cloud Computing and Thin Client Technology.
3.6 Provide and support a variety of multimedia equipment and software for teaching and learning.	A. Develop and communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction. B. Manage technologies to support curricular and

I. OBJECTIVES AND STRATEGIES

GOAL: The RCSD1 schools will use current and emerging technology / software to create learner-centered instructional environments that enhance academic achievement in all curricular areas.

OBJECTIVES	STRATEGIES
	professional development objectives.

II. ACTION LIST

- RCSD1 conducts technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- RCSD1 conducts technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- RCSD1 continues to pursue and expand additional funding opportunities such as E-rate and school grants to provide funds for technology integration and other technology-focused activities.
- RCSD1 pursues funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Student portfolios display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to analyze and synthesize information.
- RCSD1 continues to maximize the use of E-rate funds to provide technology services, hardware, and software for schools.

III. IMPLEMENTATION ACTION STEPS

RCSD1

- Semi-annually evaluate RCSD1 Technology Plan against actual implementation to review and revise, as necessary the steps necessary to create a technology-rich environment that will foster increased student achievement.
- Conduct technology curriculum planning meetings.
- Develop curriculum guides for core areas, providing a framework for the integration of technology across the curriculum.
- Document teacher technology proficiency using SCDOE database.

III. IMPLEMENTATION ACTION STEPS

- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods.
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of technology, including assistive technology, on instruction and student achievement.
- Provide feedback concerning teacher and administrator portfolios to measure the impact of technology, including assistive technology, on instruction and student achievement.
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology.
- Create and analyze results from surveys.
- Technology coaches receive additional training on awareness of and instruction in the use of assistive technologies.
- RCSD1 reviews the assistive technologies use and training plans for implementation.
- Create methods of gauging technology readiness.
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate.
- 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.
- Create a position for a school technology coach in each school who is cross-trained and knowledgeable about assistive technologies.
- 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 RCSD1 district office.
- 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.
- Develop processes, guidelines, and timelines for student interviews 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

RCSD1

- Equitable access to instructional technology
- Scientifically based research
- Committee development of curriculum guides for integrating technology
- Eighth-grade proficiency measurement
- Professional development
- 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
- Technology coaches at each school
- Each teacher and student has a mobile device for use in school and at home

SCHOOLS

- Committee development of district and school technology plans
- Identify school technology leaders
- 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. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
3.1 Provide incentives and recognition to teachers and students for efforts in the appropriate use of technology.	• Statewide achievement test scores • Technology readiness and access surveys • RCSD1 report card • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments • Documentation of offerings provided via innovative delivery methods	• Statewide achievement test scores • District report cards • Technology readiness and access surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources • Technology assessments • Documentation of offerings provided via innovative delivery methods					
3.2 Provide adequate support for both personnel and technology to develop a successful instructional environment.							
3.3 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.							
3.4 Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.							

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. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
3.5 Provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	• Statewide achievement test scores • Technology readiness and access surveys • RCSD1 report card • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • School technology and improvement plans • Technology assessments Documentation of offerings provided via innovative delivery methods	• Statewide achievement test scores • District report cards • Technology readiness and access surveys • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews • Anecdotal records • Documented access to on-line resources • Technology assessments Documentation of offerings provided via innovative delivery methods					
3.6 Provide and support a variety of multimedia equipment and software for teaching and learning.							

Technology Dimension 4 – Community Connections

GOAL

RCSD1 schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Computer labs, media centers, and classrooms are the primary technology resources available to the community. RCSD1 has employed various strategies to provide student, parents, and community members.

RCSD1 uses its broadcasting station, website and other available media and technologies to "push" information out to the community. Laptops are made available to students and parents at home via the district's PCs@Home program.

Recent RCSD1 technology-focused committees have included all levels of district leadership. Future committees may also include board members, local industry leader and parents. The district wants to communicate district plans for technology in new and exciting ways with the possibility of technology fairs, technology nights and demonstrating best case classrooms for the future of technology in the district.

RCSD1 uses standard methods of communication between home, school, and community such as email, telephone, homework centers, voice mail, and web sites. Beyond the standard, RCSD1 has incorporated a telephone event notification system which allows district leadership to use outside phone and email services to send messages to parents and school personnel immediately.

Richland One Adult and Community Education operates a full range of programs throughout the calendar year, during both the day and evening. The regular session operates for 35 weeks from August to May. A summer program for high school diploma, GED and ELL is offered during June and July.

Educational Opportunities Offered:

- Child Care training classes offer child care workers the opportunity to earn 15 recertification hours.
- Adult and Community Education offers a wide variety of computer classes including :
    - Employment Certification Programs
    - English as a Second Language
    - GED
    - High School Diploma Program
    - Workplace Education

RCSD1 intends to review and evaluate its grant writing staff and resources. Grants have been a major catalyst for community and business partnerships.

The district's website software, eChalk, Power School, School Messenger, and the emerging

SNAPSHOT OF CURRENT TECHNOLOGY USE

Student PC Loan program, called PCs@Home, are among the latest efforts in providing access to technology solutions for communication.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships particularly with industry and local government.

OBJECTIVES	STRATEGIES
4.1 Build community relationships and effective methods of collaboration.	A. Create methods of communication and stronger relationships among district, families, and communities at large. B. Continue to use web-based tools to communicate with parents. C. Continue to provide the telephone event notification system (SchoolMessenger) to contact parents regarding student daily attendance issues and other information.

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships particularly with industry and local government.

OBJECTIVES	STRATEGIES
4.2 Establish community technology partnerships and collaborations (parents, businesses, agencies, nonprofits, and higher education) by providing tools, resources, and training that support student transition, achievement, and outcomes.	A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement and get students interacting with industry early and often. B. Investigate district-community partnerships to help research and evaluate school and district technology projects; engage industry to e-mentor and post student opportunities for engagement. 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 – e-mentoring (Career Day – Every Day).
4.3 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. 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: RCSD1 will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships particularly with industry and local government.

OBJECTIVES	STRATEGIES
4.4 Provide after-hours training and community access to labs, media centers, and classrooms.	A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members. B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members. C. Create an advisory team of local community IT experts.

II. ACTION LIST

- 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.
- Develop a rubric to measure the success of their community partnerships.
- Publish school lab schedules showing after-hours technology access and training in all available communication methods
- Maintain logs of professional development, community offerings, and internship opportunities in technology.
- Maintain logs of partnerships and their role in helping research and evaluate technology projects.
- Publicize successful collaborations in the demonstration, loan, and assessment of assistive technology.
- Develop lists of possible partner organizations, institutions, and initiatives that may include the following:
    - Local corporations,
    - Local county and city government,
    - Math and Science Hubs,
    - Local social services groups, and
    - Local news media.
- Plan and coordinate regular meetings of representatives of collaborative groups including local government and industry to determine how they can best cooperate to meet the professional development needs of RCSD1 educators and student learning opportunities.
- 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.
- Publish a list of successful consortia, partnerships, and initiatives on the RCSD1 Web site.
- RCSD1 surveys provide increased access and use of school facilities for after-hours technology training.
- Provide information about assistive technology training opportunities on the RCSD1 Web site.

RCSD1 utilizes its web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

III. IMPLEMENTATION ACTION STEPS

RCSD1

- Submit a technology plan, including a community partnership plan, to the Office of Technology for approval
- Review and determine benefits of a community-based social network platform
- Encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology
- 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

- Submit a technology plan, including a community partnership plan, to the local district office
- Distribute parent and community information through report cards
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.
- 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

RCSD1

- Evaluation experts to help show impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community-based social network platform
- 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, job shadowing, part-time jobs
- 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. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
4.1 Build community relationships and effective methods of collaboration.	• 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 Establish community technology partnerships and collaborations (parents, businesses, agencies, nonprofits, and higher education) by providing tools, resources, and training that support student transition, achievement, and outcomes.							
4.3 Fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.							
4.4 Provide after-hours training and community access to labs, media centers, and classrooms.							

Technology Dimension 5 – Support Capacity

GOAL

RCSD1 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

SNAPSHOT OF CURRENT TECHNOLOGY USE

RCSD1 has been steadily increasing the infrastructure of the district schools using available dollars including E-rate and other district funds. With an IT staff reduction of 19%, the department was able to manage workloads through the implementation of the Parature maintenance system providing effective data and process.

The No Child Left Behind legislation demands that data be collected and analyzed to inform future decision making. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

RCSD1		**# Techs**	**# Technology support technicians**
		27	5 technology education specialists
Teachers	2,046		1 Coach/60teachers
PreK	23		
All Other	2,377		
Students	22,936		
PreK	987		
All Other	22,936		
# Schools	48		
Classrooms	2,000		
Internet Enabled CPUs	12,559		
Students	10,369	1 to 2.28 Student Ratio	
Teachers	2,190	1 to 1 Teacher Ratio	

Administrative sites have been upgraded to 100 Mbps connectivity. All schools have 100 Mbps connectivity.

Many schools with higher E-rate reimbursement have received new internal connections (network equipment and cabling.) Several other schools received new internal connections due to renovations.

A Phase I server consolidation was completed resulting in the retirement of 52 servers.

Detailed policies and procedures are being developed to assess current policies and policy needs.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Consistent, repeatable customer care processes are in place and proving to be effective by providing our customers with improved customer care. .

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
5.1 Assess all District systems and infrastructure.	A. Conduct internal assessment and inventory of all systems. B. Diagram current network infrastructure (includes servers). C. Assess current and future infrastructure demands: * Bandwidth requirements * Wired vs. wireless * Remote access * Voice and Video over IP * Communications systems D. Develop plans to expand wireless. E. Assess file server needs. F. Investigate migration to Microsoft Active Directory and Exchange (email). G. Contract for supplemental tech support. H. Replace Uninterruptible Power Supplies. I. Maintain an appropriate organizational structure. J. Provide Network Electronics equipment

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	maintenance. K. Assess current policies and policy needs. L. District will use its Project Management process and tools in all projects. M. Determine next review period not to exceed one year with semi-annual review of policy, process, and procedures. Update technology and strategic plans as necessary.
5.2. Ensure that all students, including those with special needs, and teachers have access to electronic information resources.	A. Maintain a technology inventory that includes: * servers * workstations and laptops * software * peripherals * network electronics B. Compare previous technology inventory to current assessment and document what was implemented. List the following items: * servers * workstations and laptops * software * peripherals * network electronics C. C. Ensure the Technology Plan supports the RCSD1 Strategic Plan. 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

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
	as needed. E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds. F. Initiate a 1:1 Computing initiative.
5.3 Ensure that schools have an integrated, secure network infrastructure with appropriate bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.	A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction. B. Manage technologies to support of curricular and professional development objectives. C. Install and maintain network security components according to industry standards, including: * virus protection * Internet filtering * spam filtering D. Implement a district network management tool that performs automated software installation.
5.4 Have qualified technical staff.	A. Review RCSD1 technology staffing and job descriptions against accepted standards.
5.5 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.

I. OBJECTIVES AND STRATEGIES

GOAL: RCSD1 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
5.6 Implement a Technology Lifecycle Replacement Plan to replace and recycle equipment and software.	A. Review replacement plans for technology each year and ensure that the obsolescence and upgrade plans are included in the district technology plan.
5.7 Increase 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.	A. 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

- RCSD1 accesses 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.
- RCSD1 maintains documentation of needs 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.
- RCSD1 budgets include sufficient budget/funding for the Technology Lifecycle Replacement Plan to implement the designated strategies, including assistive technology.
- RCSD1 publishes a procedure for the perpetual review of equipment used in multimedia development processes. The District reviews quantify equipment and processes by their impact on teaching and learning.
- The RCSD1 technology plan includes a strategic vision for building a multimedia infrastructure to support instruction.
- The RCSD1 technology plan includes a disaster recovery plan.
- RCSD1 policies outlined in district technology plan include security accountability, virus

II. ACTION LIST

protection, and Internet filtering guidelines in accordance with CIPA.

- The RCSD1 technology plan provides for outlets and amperage and for meeting industry standards and building codes.
- RCSD1 uses professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- RCSD1 has records to show that they have assessed their current LAN/WAN technology.
- RCSD1 network managers produce quarterly reports of statistics on bandwidth utilization to develop future needs.
- RCSD1 uses the SDE Technology Counts on-line survey to report technology inventory.
- RCSD1 ensures that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- RCSD1 provides UPS (uninterruptible power supply) systems for all critical equipment.
- RCSD1 has a network manager in place.
- RCSD1 staff, teachers, and students are aware of basic Web accessibility guidelines when designing Web pages.
- RCSD1 designates a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. IMPLEMENTATION ACTION STEPS

RCSD1

- Maintain technology inventories
- 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 obsolescence and upgrade plan. Test components of the plan annually.
- Seek funding from local, state, and federal sources.
- Encourage and publicize flexible access schedules.
- Annually review and update a technology 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 according to established standards.
- Implement a district management application that monitors bandwidth on the LAN and WAN.
- Ensure that schools have adequate uninterruptable power supplies.
- 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

IV. FUNDING CONSIDERATIONS

RCSD1

- Funding for the Technology Lifecycle Replacement Plan, including PC replacement.
- 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
- Consulting to assist creating technology plan and updates
- Twice yearly reviews
- 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
- Technology infrastructure to include wireless projection devices and connectivity, circuit plans, and 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. 2012	JAN. 2013	JAN. 2014	JAN. 2015	JAN. 2016
5.1 Assess all District systems and infrastructure.	• 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 surveys • Budget data	• Statewide achievement test scores • RCSD1 report cards • Professional development tracking and surveys • Observations and interviews • Documented access to technology resources • RCSD1, school, and community surveys • School technology and improvement plans • Documented access to technology resources • Technology needs assessments • SDE surveys • Budget data • State personnel reports					
5.2 Ensure that all students, including those with special needs, and teachers have access to electronic information resources.							
5.3 Ensure that schools have an integrated, secure network infrastructure with appropriate bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.							
5.4 Have qualified technical staff.							
5.5 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.							
5.6 Implement a Technology Lifecycle Replacement 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. 2012	**JAN. 2013**	**JAN. 2014**	**JAN. 2015**	**JAN. 2016**
5.7 Increase 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.	• 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 surveys • Budget data	• Statewide achievement test scores • RCSD1 report cards • Professional development tracking and surveys • Observations and interviews • Documented access to technology resources • RCSD1, school, and community surveys • School technology and improvement plans • Documented access to technology resources • Technology needs assessments • SDE surveys • Budget data • State personnel reports					

VII. Cumulative Benchmarks

Every goal and objective will be reviewed twice each year for progress on objectives and strategies for a given year. The technology committee chairpersons will designate a review committee for evaluation. This may consist of internal and external resources.

To meet the Richland County School District One goal of using current and emerging technology / software to create learner-centered instructional environments that enhance academic achievement in all curricular areas, each objective associated with the 5 dimensions must be clearly defined with strategies and actions to ensure each objective.

Each strategy and action must define when an action is to be performed by priority, who is responsible for the action, expected outcome of the strategy, method of measurement, and cost by year. This will provide 2 critical success factors – (1) implementation direction and (2) accountability.

These cumulative benchmarks with strategies and actions are attached to the back of this plan.

Technology Planning Committee

The RCSD1 Technology Planning Committee members have the responsibility of providing input for the creation of a District plan. The plan consists of both instructional and administrative technology planning.

Technology Planning Committee

Walter L. “Luke” Fox, Executive Director, IT, Chair
Ida Thompson, Director, ITS, Co-Chair
Dr. Debra Brathwaite, Deputy Superintendent, Member
Dr. Jennifer Coleman, Executive Director, AARE, Member
Otha Dillihay, Chief, Human Resources, Member
Elizabeth Kohut, Coordinator, Instructional Tech., Member
Mark Leslie, Coordinator, Tech. Operations Member
Cynthia Ferjani, Coordinator, Tech. App. Spt., Member
Jon Beard, CEO, Knowledge Network Solutions

IX. Bibliography

1. AYP Target Comparison Table – (URL) Section I –District Notes
2. Enrollment of Racial/Ethnic Groups – (URL) Section I –District Notes
3. RCSD1 2006 Reading and Math Proficiency – (URL) Section I –District Notes
4. Answers to Parents' Questions About No Child Left Behind in South Carolina - From the SC Department of Education
5. Charts: www.schoolmatters.com
6. Charts: www.schooldatadirect.org
7. SDE Website - http://ed.sc.gov/
8. RCSD1 Website - www.richlandone.org

Appendix 1: No Child Left Behind Action Plan Update

Provide narratives for each of the twelve items in part C of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2003–08.

Richland 1 is one of 18 South Carolina school districts to receive more than $4 million in education technology grants as part of the No Child Left Behind Act (NCLB, Title II, Part D).

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

Response:
Our teachers will continue to learn how to integrate technology into all aspects of the K-12 curriculum and will be required to create student-centered, standards-based, technology-rich learning plans. Students in each subject area will use application software tools for learning rather than learning computer skills in isolation from content.

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

Response:
After researching best practices regarding the use of technology to enhance teaching and learning, Richland One School District is planning to investigate the use of ubiquitous computing. This 1:1 computing initiative will effectively erase the walls of the classroom to engage students in relevant learning beyond the confines of the classroom walls and the limits of the 5.5 hour instructional day. We will continue the use of ABTutor for participating classrooms which will allow students to annotate teacher's PowerPoint presentations and teacher-selected web pages. Students will also become actively involved in collaborative learning efforts. By using these advanced and emerging technologies, our students will learn concepts beyond the minimum state standards.

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

Response:
We are tracking our ratio of computers to students with the long-range intent of moving to a 1:1 computing ratio. Listed in the Strategies and Actions sections of our plan is the "roll-out" of machines year by year.

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

Response:
As mentioned above in Item 3, every student in every school in our district will have increased access to technology. In addition, all teachers will be required to show progress in their understanding of technology integration by creating at least one standards-based, student-centered, technology-rich learning plan during the school year. These plans will be scored based on previously defined rubrics.

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

Response:
The district currently provides professional development materials and opportunities for the teachers and administrators. Many instructional resources for delivery of the courses also come from the district staff. The district has access to materials and instructors from Knowledge Network Solutions for additional integration training, as required. Please refer to the Professional Development section of our plan and to the list of strategies and actions for a complete explanation of our ongoing professional development program. Our plan also provides information about our partners who will continue to help us in our sustained efforts in improving all professionals' effective use of technology in the learning environment.

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

Response:
Please refer to the Dimension #5-Support Capacity section and the list of strategies and actions listed in each section for a complete explanation.

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

Response:
The district has a comprehensive set of offerings for the integration of technology into the curriculum. Information Technology Specialists will be trained to support the local school-based instruction for integration. Please refer to the Technology Dimensions 1 and 3 along with their accompanying strategies and actions for a complete explanation.

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

Response:
Review opportunities for Internet based webinar technologies for delivery of courses and distant learning relevant content to the students PC whether at school or home. Allow for e-mentors to provide knowledge and experience for how academics apply in industry.

9. A description of 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.

Response:
Increase communication by all media available. Provide interactive Internet platform for interaction between students, teachers, parents, local community. Allow students to post portfolios online for peer and parent review. (School Messenger, ParentPortal, eChalk).

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

Response:
RCSD1 will continue to provide labs and courses for adult literacy in the communities. Assessments and surveys will be given to local citizenship for knowledge interests and requirements to provide required knowledge content.

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

students to meet challenging state academic content and student academic achievement standards.

Response:
Please refer to the Evaluation section (Section V) for each dimension.

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

    Response:
    Provide a community –based Internet platform for delivery of course content and support for students and the local adult community.

    (See Appendix: Inventory)

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Guidelines for district professional development plans can be found at /offices/tech/announce/proviso140.htm.

☐ Recommendations for Plan Components

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

Appendix 3: Acceptable Use Policy

Table of Contents

ADMINISTRATIVE RULE

Acceptable Use Policy of Information Systems

SECTION A – District Officials and Employees	2
Statement of Intent	2
Incidental Use	2
Disclaimer of Liability	3
Acceptable Uses	3
Prohibited Uses	3
Due Process	4
Copyright and Plagiarism	4
SECTION B - Students	5
Statement of Intent	5
Disclaimer of Liability	5
Acceptable Uses	6
Prohibited Uses	6
SECTION C - Operations and Procedures	7
District Responsibilities	7
Parental Notification and Responsibility	7
Due Process	8
Email Procedures	8
Software Licensing and Installation	8

District Web Pages 8

SECTION D - Definitions 9

FORMS 10

Acceptable Use Policy Guidelines for Students 10

Parent Form for Denial of Student Use of Internet and E-Mail Resources 11

Employee Agreement for Use of Internet Resources 12

Guest Account Form 13

Policy IJNDB-R

ADMINISTRATIVE RULE
Acceptable Use Policy of Information Systems
(SECTION A – District Officials and Employees)

STATEMENT OF INTENT

The purpose of this document is to educate district officials, employees and students of Richland One to the uses, regulations and limits of access to the network, Internet, email and other technology devices. All employees and students must read and agree to the guidelines outlined in this document before entering into any online activity. Users must understand and appreciate the responsibilities as well as the rules and regulations of accessing and using these resources. Compliance with this policy is mandatory for all district officials, employees and vendors of Richland School District One.

This policy applies to all information, computer systems and data that are used for official Richland One business regardless of its location. The system also includes, but is not limited to peripheral devices for printing, storing, archiving and duplicating information.

Use of the system carries a limited privacy expectation for all activities and files by all users - both adult and students. Employees should be aware that their personal files are discoverable under the State of South Carolina Freedom of Information Act. Richland One has the right to place restrictions on the material accessed or posted through the system.

Access to and use of the district system is provided as a privilege, not a right. All violations of the Acceptable Use Policy and its associated Administrative Rule will be investigated and will result in one or more of the following consequences:

- Limiting, suspending or canceling use and access to the system
- Applying penalties in accordance with the *Employee Handbook* and *Discipline Code*
- Levying fines and payments for damages, repairs and hardware replacement
- Application of civil or criminal liability under other applicable laws
- Dismissal or expulsion

This policy, administrative rule and its supporting forms are available on the district website, with additional references included in the *Employee Handbook* and the student *Discipline Code*.

INCIDENTAL USE

As a convenience to our users, incidental use of information systems is permitted. The following restrictions apply:

- **Incidental personal use of email, Internet access, fax machines, printers, copiers, etc. is restricted to approved users of the information systems. It does not extend to family members or others acquaintances.**
- **Incidental use must not result in direct costs to RCSC1.**
- **Incidental use must not interfere with the normal performance of an employee's work duties.**
- **No files or documents may be sent or received that may cause legal action against or embarrassment to RCSD1.**
- **Storage of personal email, voice messages, files, and documents must be nominal.**
- **All messages, files, and documents, including personal messages, files, and documents located on RCSD1 resources may be subject to open records requests and may be accessed in accordance with this policy.**

DISCLAIMER OF LIABILITY

The district makes no warranties of any kind, either expressed or implied, that the functions of the services provided by or through the district system will be error-free or without defect. The district will not be liable for the users' inappropriate use of the district's electronic communication resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The district will not be responsible for ensuring the accuracy or usability of any information found on the Internet.

ACCEPTABLE USES

- The information system is limited to educational purposes. The term "educational purpose" includes use of the system for classroom activities, professional or career development. Permitted uses are to:
- Increase district intra-communication, enhance productivity, and assist district employees in upgrading their skills through greater exchange of information with their peers;
- Assist the district in sharing information with the local community, including parents, social service agencies, government agencies, and businesses;
- Involve teachers, instructional support personnel, administrators and community leaders in a continuous dialog and review of matters, materials and applications; and
- Provide student access to electronic information resources and communication tools

When using the Internet for class activities, teachers will select materials that are age-appropriate and relevant to the course objectives.

- Teachers will preview the materials and sites they require or recommend students access to determine the appropriateness of the material contained on or accessed through the site.
- Teachers will provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly so that research correlates with instruction.
- Teachers will assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

Users will subscribe only to high quality discussion group mail lists that are relevant to their educational or professional/career development.

PROHIBITED USES

Employees who violate the terms of the Acceptable Use Policy or otherwise misuse the technology provided, will be subjected to disciplinary action as determined by the district, *Employee Handbook* and application of civil or criminal liability under other applicable laws. Specific prohibitions include:

- Using the system for commercial purposes
- Using the system for political activities
- Posting chain letters or engaging in spamming.
- Attempting to gain unauthorized access to the email system, the district web pages or any other computer system through the network or performing functions that exceed their authorized access including attempting to log in through another person's account or accessing another person's files.
- Making deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. Using the district system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of another person, or any other activity that violates existing district policies.
- Sharing account information (User ID and/or password) or attempting to log in to another user's account.
- Downloading or installing any unauthorized software or hardware on any system or district device.
- Running any executable files attached to an email message.

- Knowingly use portable data storage devices which contain viruses or in any other way knowingly spread computer viruses.
- Using inappropriate language in public messages, private messages, stored files and material posted on web pages.
- Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or gang-related language or symbols
- Posting information that could cause damage or a danger of disruption
- Engaging in personal attacks, including prejudicial or discriminatory remarks
- Harassing another person or using any language in an email that threatens another person, whether it is the recipient of the message or a third party.
- Knowingly or recklessly post false or defamatory information about a person or organization
- Using the district system to access, receive, distribute, or store material that is profane, or obscene, pornographic, or sexually explicit, that advocates illegal acts, or that advocates violence or discrimination towards other people (e.g. hate literature). This includes access through the system and all network peripherals including printers, hard drives, removable disc drives and electronic storage devices.
- Sharing account information (User ID and/or password) or attempting to log in to another user's account. Any sharing of user IDs or password will result in immediate restriction or removal of account privileges.

DUE PROCESS

- The district will cooperate fully with internal, local, state, and federal officials in any investigation concerning or relating to any illegal activities conducted through the district system. These activities include, but are not limited to accessing, reviewing, uploading, downloading, storing, sharing, and printing, posting or distributing inappropriate materials.
- Employee violations of the district Acceptable Use Policy will be handled in accord with the Richland School District One *Employee Handbook.*
- A district administrator may terminate the account privileges of a guest user named by him/her by providing notice to the user. Guest accounts not active for more than 30 days may be removed, along with the user's files, without notice to the user.
- Misuse of the information system will result in restrictions being put in place, with the possibility that use of such resources may be temporarily or permanently revoked. The district reserves the right to act upon reports of misuse as it sees fit. This may include immediate restrictions placed on an individual's access to the information system pending further investigation.
- System users have a limited privacy expectation in the contents of their personal files on the district system. The contents of employee email and files are property of the district. District employees should be aware that their personal files are discoverable under the State of South Carolina Freedom of Information Act.
- If routine maintenance and monitoring of the system leads to discovery that the user has violated the district Acceptable Use Policy, or federal or state law, then an individual search will be conducted. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation as outlined in district policy.
- District employees should be aware that their personal files are discoverable under the State of South Carolina Freedom of Information Act.
- Email messages and any other electronic files created using Richland County School District One information system and resources or stored on district resources are property of the district.

COPYRIGHT AND PLAGIARISM

- The Copyright Law as referenced in the *Employee Handbook* will govern the use of material accessed through the district system. Plagiarism, which is a copyright violation, is taking the ideas or writings of others and presenting them as if they were original to the user.
- Employees and students will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement.

- Teachers will instruct students to respect and adhere to copyright law and to request permission for use when appropriate. Teachers will instruct students in appropriate research and citation practices.
- Resources created for the district on district system are and will remain the intellectual property of the district.

Policy IJNDB-R

ADMINISTRATIVE RULE
Acceptable Use Policy of Information Systems
(SECTION B – Students)

STATEMENT OF INTENT

Richland School District One provides an electronic network and Internet access to enhance your educational experiences. Access to electronic and web-based resources is available through classrooms, media centers, computer labs and home computers. Through active learning experiences, students are expected to develop appropriate information literacy skills to ensure effective use of the wide variety of tools available through the network. As a network user, you are required to participate in Acceptable Use Policy training and always follow these important practices.

Email accounts are available to students in grades 3-12 unless denied by parents/guardians. All email messages and electronic files created or stored using district resources are property of the district. Policy IJNDB and this Administrative Rule fully outline the district's intent, expectations, users' responsibilities and penalties regarding the network and its associated components.

Compliance with this policy is mandatory and includes access and use of the district information system and all peripheral devices for printing, storing, archiving and duplicating information regardless of location.

Use of the system carries a limited privacy expectation for all activities and files by all users. Parents have the right at any time to request in writing to see the contents of student email and stored files.

Be aware that personal files are discoverable under the State of South Carolina Freedom of Information Act. Richland One has the right to place restrictions on the material accessed or posted through the system.

Access to and use of the district system is provided as a privilege, not a right. All violations of the Acceptable Use Policy and its associated Administrative Rule will be investigated and will result in one or more of the following consequences:

- Limiting, suspending or canceling use and access to the system
- Applying penalties in accordance with the *Discipline Code*
- Levying fines and payments for damages, repairs and hardware replacement
- Application of civil or criminal liability under other applicable laws
- Expulsion

DISCLAIMER OF LIABILITY

The district makes no warranties of any kind, either expressed or implied, that the functions of the services provided by or through the district system will be error-free or without defect. The district will not be liable for the users' inappropriate use of the district's electronic communication resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The district will not be responsible for ensuring the accuracy or usability of any information found on the Internet.

ACCEPTABLE USES

- Student email is limited to educational purposes. The term "educational purpose" includes classroom activities, career development, completing applications to colleges and universities, and other high-quality discovery activities as determined by the school district. Non-classroom activities, such as using email to communicate with prospective colleges or universities, will at no time take precedence over class work.
- For school-related business, you may download text and other non-executable files attached to email messages. You are encouraged, where possible, to download large files during off-peak hours.
- You will check your email frequently, delete unwanted messages promptly, and stay within your email quota. Be aware that email may be deleted by system administrators at any time.

- You can subscribe only to high quality discussion group mail lists at the direction of your teacher that are relevant to your education or career development.
- Your right to free speech, as set forth in the *"Discipline Code"* applies also to using email and any other form of online communication. This student email system is considered a limited forum, similar to the school newspaper, and therefore the District may restrict your speech.
- You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not actively seek security problems, but immediately report any potential issues that are found

PROHIBITED USES

Students who violate the terms of the Acceptable Use Policy or otherwise misuse the technology resources provided, will be subjected to disciplinary action for a Level 2 Offense, as outlined in Section IV-I (Other Unlawful Activities) of the Richland One *Discipline Code*. Specific prohibitions include:

- Using email account for commercial purposes or political activities
- Posting chain letters or engaging in spamming
- Using email for personal use, with the exception of contacting a parent/guardian for school-related or emergency purposes
- Posting personal contact information about yourself or other people (name, address, telephone, address)
- Agreeing to meet with someone you have met online without parent's/guardian's approval
- Promptly disclosing to your teacher or other school officials any message received that is inappropriate
- Not attempting to gain unauthorized access to the system or performing unauthorized functions
- Accessing another person's files
- Deliberately attempting to disrupt the information system, destroying data, or spreading viruses
- Engaging in other illegal acts such as arranging for a drug sale or the purchase of alcohol, engaging in criminal activity, threatening the safety of a person in an intention or joking manner
- Sharing account information, IDs, and passwords with others
- Not downloading or run executable files attached to email or using portable data storage devices which contain viruses or in any other way knowingly spread computer viruses
- Using inappropriate language in public and private messages, stored files and materials on web pages
- Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or gang-related language or symbols
- Posting information that could damage or a disruption to the system
- Engaging in personal attacks or harassing another person.
- Knowingly or recklessly posting false or defamatory information about another person or organization
- Accessing material that is profane, obscene, pornographic or sexually explicit, that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature)
- Reposting a message that was sent to you privately without the author's permission or other activity of the information system that causes a disruption.

Policy IJNDB-R

ADMINISTRATIVE RULE
Acceptable Use Policy of Information Systems
(SECTION C – Operations and Procedures)

PROCEDURES

District Responsibilities

- The Superintendent or his/her designee will serve as the administrator to oversee the district system.
- The building principal or district department head or his/her designee will serve as local administrator for the district system.
    - The principal/department head may designate a staff member (at the school level, preferably the Information Technology Specialist), to act as coordinator of system use and management.
    - The building/department level coordinator will submit all email account applications to the IT Customer Care Center and will maintain a file of email applications.
    - The principal/department head will approve building/department level activities, and will ensure that users receive proper training in the use of the system and the requirements of this policy.
    - The principal will establish a system to ensure adequate supervision and training of students using the system and will maintain a file of Student Email Use Agreements.
- The Executive Director of Information Technology will establish a process for setting up employee network and email accounts, set quotas for file storage on the system, and establish file retention and backup schedules, a district virus protection process, and an Internet filtering system that meets Children's Internet Protection Act (CIPA) requirements. He/she will oversee the administration and maintenance of the district's network infrastructure and operations, and the district's management information system).
- The Director of Communications will oversee the design and maintenance of the district web presence. The Technology Leadership Committee will coordinate the selection and purchase of software, hardware and electronic resources.
- The Director of Instructional Technology Services will collect and report usage statistics for these resources. He/she will manage the technology staff development of district employees, school web administrators and teachers in the use of the schools' web-based communication system and in the use of district online resources.
- The Director of Professional Development will maintain and administer online certification and professional development data.

Parental Notification and Responsibility

- The district will notify parents/guardians about the district network, related safety issues and issues governing its Internet through a general letter to all parents. Parental permission is not required for use of the Internet, but parents will be notified that they have the right to file a Parent/Guardian Denial Form available from the school principal if they do not want their children to have access to Internet resources. A parent/guardian must sign an agreement to allow their child to have an individual email. A parent/guardian may request in writing alternative activities for their child(ren) that do not require Internet access with the understanding that such a request limits student opportunity and academic involvement.
- If a child has been denied access to the Internet by a parent/guardian, then the parent/guardian must communicate to the child that he/she is to be restricted and is to discuss alternative activities with the teacher when instruction requires use of the Internet. It is incumbent upon the student to respect his/her parent's/guardian's decision regarding denial to Internet resources.
- A parent/guardian may request in writing at any time the right to see the contents of the child(ren)'s individual email and stored files. Parents/guardians have the right to request in writing the termination of their child(ren)'s individual account at any time.

- The district Acceptable Use Policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not possible for the district to monitor and enforce a wide range of social values in student use of the Internet. Further, the district recognizes that parents/guardians bear primary responsibility for transmitting their particular set of family values to their children. The district will encourage parents/guardians to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the district system.

Due Process

- The district will involve law enforcement should illegal activities take place.
- Adult users who mistakenly access inappropriate information or images should immediately report this to the IT Customer Care Center. This will initiate proceedings to have sites reviewed.
- The district will provide students and parents/guardians with guidelines for student safety while using the Internet and email. Refer to Guidelines for Student Use of Email and Student Email Use Agreement.
- In the event there is an allegation that a student has violated the district Acceptable Use Policy, the student will be provided with a written notice of the alleged violation and an opportunity to present an explanation to be heard in the manner set forth in the Richland County School District One *Discipline Code*.
- Users may download text and other non-executable files attached to email messages or from the Internet for school-related business only. Large files should be downloaded during off-peak hours whenever possible.

Email Procedures

- Users will check their email frequently, delete unwanted messages promptly, and stay within their email quota. Response to email should be provided within 48 hours. Be aware that the system administrator may delete email at any time.

Software Licensing and Installation

- All software used on the system is to be acquired through established procurement procedures. Licensing is to be maintained at the site and copies filed with the Office of Instructional Technology Services.
- Installation of software is in accordance with the licensing agreements at the time of purchase.

DISTRICT WEB PAGES

- The district web site is www.richlandone.org. The Office of Communications will maintain the web page.
- Departments will establish web pages that present information about department activities and resources based on district minimum specifications.
- Schools will establish web pages that present information about the school and class activities based on district minimum specifications. The building principal will designate an individual to be responsible for coordinating and managing the school web site, which includes establishment and posting of material to the district web page.
- Teachers will establish class web pages that present information about the school and class activities based on district minimum specifications.
- Student web pages may be created as part of an instructional activity and posted only on the school's secure web intranet. Personal student web pages will not be accepted. Student web pages must include the following notice: "This is a student web page. Opinions expressed on this page will not be attributed to the district."
- With the approval of the building principal, extracurricular organizations may post their information as part of the school web page. This information must relate specifically to the organization's activities and be submitted to the faculty sponsor before posting. Organization web

pages must include the following notice: "This is a student extracurricular organization web page. Opinions expressed on this page will not be attributed to the district."

Policy IJNDB-R

ADMINISTRATIVE RULE
Acceptable Use Policy of Information Systems
(SECTION D – Definitions)

-
- Commercial purposes are defined as offering or providing goods or services or purchasing goods or services for personal use.
- Internet: Upon signing the district Internet Use Agreement, all district employees, board members, and students will have access to the World Wide Web through the district's networked computers. The Internet is considered an important research tool for students and employees. Parents may specifically request that their child(ren) not be provided access. However, it should be understood that all activities are curriculum driven and that to deny access is to limit the student's ability to participate in instructional opportunities.
- **Harassment.** Persistently acting in a manner that distresses or annoys another person.
- **Employee Intranet:** All board members and district employees will have access to additional resources through the district Local Area Network (LAN) and Wide Area Network (WAN). Access to resources that include confidential information will be password protected, and the department responsible for the administration of the resource will assign access rights.
- **School Intranets:** Students and school employees will have access to additional resources through the school Local Area Networks (LANs). Access to resources that include confidential information will be password protected, and the department responsible for the administration of the resource will assign access rights.
- **Student Email Accounts:** With parental approval, students can be granted access to personal email accounts. An agreement is required, which must be signed by the student and his or her parent. Parents may specifically request that their child(ren) not be provided access. However, it should be understood that all activities are curriculum driven and that to deny access is to limit the student's ability to participate in instructional opportunities. Student email access will not be available from home computers.
- **District Employee Email Accounts:** All employees must agree to abide by the district's employee email use agreement in order to initialize the account and to renew that agreement annually.
- **Guest Email Accounts**. Guests may receive temporary individual email accounts with the approval of a district administrator if there is a specific, district-related purpose requiring such access. Administrators must submit the name of a guest request to the IT Help Desk. Guest users must agree to abide by the district's employee email use agreement in order to initialize the account and to renew that agreement annually. Use of the system by a guest must be specifically limited to the district-related purpose. A parental signature is required if the guest is a minor.
- **Spamming** : Spamming is sending an unnecessary message to a large number of people.

ACCEPTABLE USE POLICY GUIDELINES FOR STUDENTS

(date)

Richland School District One provides an electronic network and Internet access to enhance your educational experiences. Access to electronic and web-based resources is available through classrooms, media centers, computer labs and home computers. Through active learning experiences, you are expected to develop appropriate information literacy skills to ensure effective use of the wide variety of tools available through the network. As a network user, you are required to participate in Acceptable Use Policy training and always follow these important practices. Email accounts are available to students in grades 3-12 unless denied by parents/guardians. All email messages and electronic files created or stored using district resources are property of the district. Policy IJNDB and its Administrative Rule fully outline the district's intent, expectations, users' responsibilities and penalties regarding the network and its associated components.

STUDENT AGREEMENT

- In order to take full advantage of these resources, I will:
- Read and abide by all sections of the Richland One Acceptable Use Policy and Administrative Rule Guidelines.
- Use the system for educational purposes only including classrooms activities, career development, college applications and other activities as determined by the district.
- Protect myself by never posting personal contact information or account information (passwords/logins) about myself or others.
- Respect the district network and not attempt to gain unauthorized access to the network, website, Internet or online resources.
- Refrain from destruction and vandalism of the network system and its hardware.
- Notify teachers or administrators of any inappropriate email messages or possible system security problems.
- Refrain from inappropriate, obscene, profane, vulgar, rude, inflammatory, threatening, disrespectful or gang-related language or symbols.
- Use district owned and identified resources and not download or install unauthorized software or executable files.
- Use network and email access responsibly, understanding that it is a privilege and all violations will result in disciplinary measures as outlined in the *Disciple Code.*

PENALTIES FOR IMPROPER USE

Students who violate the terms of the Acceptable Use Policy or otherwise misuse the technology resources provided, will be subjected to disciplinary action for a Level 2 Offense, as outlined in Section IV-I (Other Unlawful Activities) of the Richland One *Discipline Code*.

I understand each of these Acceptable Use Policy guidelines and agree to abide by them and all components of the policy and Administrative Rule.

Student's Name (Print) _____

Student's Signature _____ Date _____

Parent Form for Denial of Student Use of Internet and Email Resources
Acceptable Use Policy of Information Systems (IJNDB)-Administrative Rule
(To be filed in the school)

The involved parent or guardian must sign this form before Internet and Email use can be denied to a student in Richland County School District One. The form should be submitted to the principal. The site-based coordinator will file the form and provide a copy to the parent. The site-based coordinator will furnish teachers with a list of students who are being denied access to the Internet. The parent through written notification to the school principal may retract the denial. The principal will notify the site-based coordinator of any retraction of denial.

Parent's Name: Date: _____
Student's Name:
_____
Homeroom Teacher:
_____
School: Principal: _____

I have read the letter concerning the use of the Internet and Email in Richland County School District One. I do not want my child to have access to the Internet. I have talked to my child and he/she understands my wishes. I understand that by denying access to my child, he/she will not be involved in instructional activities that require the use of the Internet. I request that my child be provided with alternative activities. My child understands that he/she also has a responsibility and that his/her teacher cannot be watching every minute. I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the district system, including, but not limited to, claims that may arise from the unauthorized use of the system to purchase products or services.

Parent Signature: Date: _____

Student Signature:_____
Principal Signature: _____ Date:_____

_____ Internet _____ Email _____ Both Internet and Email

Employee Agreement for Use of Internet Resources
Acceptable Use Policy of Information Systems (IJNDB)-Administrative Rule
(To be completed annually and filed at the school)

School: _____

I have reviewed the policies and procedures for use of the Richland One Information system. I understand that the system includes all hard drives and peripheral devices for printing, storing, archiving and duplicating information. I agree to abide by all rules and regulations for use of the System and also agree to the following:

- I will seek to provide students with the benefits and opportunities of Internet access by developing lessons and activities that make appropriate use of district resources.
- I understand that any students under my direction may not use district Internet or email unless I have provided them with instruction as outlined in the Acceptable Use Policy and any supporting documents.
- I will supervise my students as they use the district' information system and resources and will direct their involvement.
- I will provide AUP instruction for any new students that enter my class.
- I understand that email messages and other electronic files created using Richland County School District One resources or stored on district resources are property of the district

Employee Signature: **Date:** **Employee Signature:** **Date:**

Guest Account Form

Acceptable Use Policy of Information Systems (IJNDB)-Administrative Rule (To be filed in the school or department with which the person is affiliated)

This form must be completed and signed by the involved parties before an email account will be created for a guest of the district. The school principal or department head must submit this form to the site-based email administrator. Upon creating the guest account, the site-based email administrator will return this form to the school or department with which the user is affiliated and will notify the guest user that the account has been activated and how they may access the email system.

Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

I have reviewed the policies and procedures for use of the Richland One Network/Internet/Email system and agree to abide by all rules and regulations of the district's Acceptable Use Policy. I also agree to the following:

- I will utilize the system for educational and professional or career development activities only.
- I may download text and other non-executable files attached to email messages or from the Internet for school-related business only. Large files should be downloaded during off-peak hours whenever possible.
- I will check my email frequently, delete unwanted messages promptly, and stay within my email quota. Be aware that the system administrator may delete email at any time.
- I can expect only limited privacy in the contents of any personal files on the district system or created from the system. The contents of my email account are property of the district.
- The District reserves the right to terminate my account at any time. In this event, I will be given the opportunity whenever possible to first remove my personal files. If my account is unused for more than 30 days, it may be terminated and my personal files removed without notice.

The purpose for which this account is provided (use back of sheet if needed):

_____

_____

I agree to limit use of my account to activities related to the above stated purpose.

I hereby release the District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages any nature arising from my use of, or the inability to use, the district system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Signature: _____ Date: _____

Guest Account authorized by: _____ Signature: _____

School or Department: _____ Date: _____

Appendix 4: How E-rate Areas Have Been Addressed

See part B of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2009-2013 for the five E- rate areas.

Richland One has been awarded approximately $20.9 million in E-rate funds in the past 12 years.

Richland One has utilized E-rate discounts to enable us to upgrade and maintain our data network, and for our telecommunications objectives. Tremendous progress has been made in the past three years, including 37 of our schools being upgraded to district network standards utilizing E-rate discounts. It is our intent to continue in this manner so that all schools will have networks that meet district standards. E-rate funds will be utilized where possible as detailed in this document. E-rate funds will also be utilized for the eligible portions of our web-based communications system.

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

Response:
RCSD1 will upgrade all schools to District E-rate eligible schools to network standards and replace technology as included in the E-rate eligible service list.

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

Response:
A comprehensive professional development program is in place for all staff using internally created instructional materials. The District allocates funds to support professional development for E-rate technologies and services.

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

Response:
RCSD1 has significant telecommunication, services, hardware, software expenditures and provides a bi-annual assessment

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

recommended that a plan for hardware refreshment be built into all district technology plans.

Response:
A plan for PC replacement is currently being implemented with a 4-year rotation. (Refer to Dimension #3 – Instructional Capacity. Bond funds are used for non-discounted e-rate expenditures.

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

Response:
The plan calls for periodic reviews of the implementation status against the Instructional (I) and Administrative (A) Worksheets. In addition, an annual plan update is required to maintain a "rolling" 5-year plan.

Appendix 5: Report on Last Year's Progress

Goals, Objectives, Strategies, Benchmarks, Actions and Outcomes

1. Ratio of students to Internet Enabled CPUs is 2.28 to 1

2. There are approximately two general purpose computer labs on average per school and 34 portable distance learning devices available to students in the District.

3. High school students can now take courses online, usually from South Carolina Virtual School

4. Teachers are incorporating best practice instruction for working with students in a technology rich environment

5. A plan has been developed for software and hardware selection and retirement with on-going training. The District Technology Leadership Committee evaluates and approves all software requests. Eighty-four software titles were retired in 2009-10.

6. Multiple delivery systems for professional development are ongoing, using multimedia (DVDs, virtual sessions, videos, CDs, Videoconferencing, distance learning, webinars, etc.)

7. Staff participates in numerous conferences such as NSBA and South Carolina EdTech Conference. This year approximately 20 teachers RCSD teachers attended the South Carolina EdTech Conference.

8. The District uses a Train the Trainer model when relevant to increase learning capacity at school level.

9. The District ITS team instructs Information Technology Specialists as appropriate.

10. The Instructional Technology web site is continually updated to promote new learning opportunities. Procedures are in place to ensure website is current and accurate.

11. The District pursues E-rate and grant funding when appropriate.

12. Technology Leadership Committee (TLC) currently surveys hardware and software by school and centralizes this information for planning. The district has put established processes in place for reviewing and recommending purchases of future hardware and software for instructional purposes.

13. The district is continuing to evaluate existing instructional hardware and software for effectiveness, alignment with standards, usage and impact on student achievement. Methods of on-going measurement need to be put in place.

14. RCSD1 takes advantage of E-rate discounts. These discounts are used to help pay for wide area network and Internet connectivity, eChalk and web communication. The District uses E-rate discounts for internal connections, which include local phone service, file servers, switches, routers, building wiring, and network operating systems.

15. RCSD1 continues to decrease the digital divide in order to reach all students regardless of location or wealth.

16. RCSD1 has collected much data and has purchased a data management system for collection and reporting of standardized test data.

17. Mobile computing devices are used by teachers and students allowing personal and educational efficiencies, movement in the district away from paper-based education and more effective research, collaboration and communication while increasing 21st Century learning skills.

18. Interactive uses of technology including interactive white boards, projection devices, wireless slates and tablet computers are being used to engage and motivate students to higher academic achievement.

19. Other solutions such as e-mentoring, global communication platforms, VoIP, live video, application sharing are under consideration as emerging technologies to enhance student and teacher achievement.

20. RCSD1 supports activities including the Visual Literacy Festival and its associated television broadcasts, the district's weekly e-newsletter, and websites at the district and school level.

21. RCSD1 offers many professional development opportunities for all staff in the district for integration of technology into curriculum.

22. Computer labs, media centers, and classrooms are now the primary technology resources available to the community. RCSD1 has employed various strategies to provide students, parents, and community members.RCSD1 continues to use its broadcasting station, website and other available media and technologies to "push" information out to the community.

23. The TLC has included all levels of district leadership.

24. RCSD1 uses standard methods of communication between home, school, and community such as email, telephone, voice mail, and Web sites. Beyond the standard, RCSD1 has incorporated a Telephone Event Notification System which allows district leadership to use outside phone and email services to send messages to parents and school personnel immediately.

25. RCSD1 local library media centers use Destiny for web based access 24/7for education and access by the community.

26. Richland 1 Adult and Community Education now operates a full range of programs throughout the calendar year, during both the day and evening. The regular session operates for 35 weeks from August to May. A summer program for high school diploma, GED and ELL is offered during June and July.

a. Educational Opportunities Now Offered:

    i. Child Care training classes offer child care workers the opportunity to earn 15 recertification hours.

    ii. Adult and Community Education offers a wide variety of computer classes including :

iii. Employment Certification Programs
iv. English as a Second Language
v. GED
vi. High School Diploma Program
vii. Workplace Education

27. RCSD1 now has interactive whiteboards in approximately 48% of the classrooms.

28. Many schools with higher E-rate reimbursement have received new internal connections (network equipment and cabling.) Several other schools received new internal connections due to renovations.

29. Reduced servers through a consolidation – deployed 50 bulked up servers and retired 52 older server systems.

30. National Accreditation

Non-Required Appendixes

Appendix 1: SC Technology Outline

A primary checklist for district plans has been provided by the State of South Carolina and is referenced below along with additional items to consider.

Outline for District Technology Plans

I. Cover Page

- District name,
- Name and signature of district superintendent,
- Name and signature of technology coordinator,
- Mailing address, phone and fax numbers, and email address of district technology coordinator,
- District home page URL, and
- Effective dates covered by the plan or the year covered by the annual update.

II. District Profile

- Number of schools in the district,
- Number of students enrolled in district schools,
- Percentage of students eligible for free and reduced lunches,
- Number of English as a Second Language (ESL) students,
- Number of dropouts,
- Graduation rate, and
- District E-rate discount.

III. Executive Summary

This section must be a concise description of the entire technology plan.

IV. District Needs Assessment

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

V. District Vision and Mission Statements

These overarching statements should address the district's needs, including assistive technology needs, and should be aligned with the 2003–08 state technology plan as well as the No Child Left Behind legislation.

VI. Plans for the Five Individual Technology Dimensions

The narrative of the district's plans for the individual Technology Dimensions ***must*** be organized on the basis of the following five sections, which ***must be labeled and ordered as shown here***:

Technology Dimension 1: Learners and Their Environment

A. Snapshot of Current Technology Use in District
B. Overall Goal for This Dimension
C. Objectives, Strategies, and Action List to Reach Goal
D. Implementation Action Steps for Districts and Schools
E. Funding Considerations for District and Schools
F. Evaluation of Objectives (including baseline data sources and ongoing data sources)
G. Current Best Practices in District (if applicable)

Technology Dimension 2: Professional Capacity

A. Snapshot of Current Technology Use in District
B. Overall Goal for This Dimension
C. Objectives, Strategies, and Action List to Reach Goal
D. Implementation Action Steps for Districts and Schools
E. Funding Considerations for District and Schools
F. Evaluation of Objectives (including baseline data sources and ongoing data sources)

G. Current Best Practices in District (if applicable)

Technology Dimension 3: Instructional Capacity

A. Snapshot of Current Technology Use in District
B. Overall Goal for This Dimension
C. Objectives, Strategies, and Action List to Reach Goal
D. Implementation Action Steps for Districts and Schools
E. Funding Considerations for District and Schools
F. Evaluation of Objectives (including baseline data sources and ongoing data sources)
G. Current Best Practices in District (if applicable)

Technology Dimension 4: Community Connections

A. Snapshot of Current Technology Use in District
B. Overall Goal for This Dimension
C. Objectives, Strategies, and Action List to Reach Goal
D. Implementation Action Steps for Districts and Schools
E. Funding Considerations for District and Schools
F. Evaluation of Objectives (including baseline data sources and ongoing data sources)
G. Current Best Practices in District (if applicable)

Technology Dimension 5: Support Capacity

A. Snapshot of Current Technology Use in District
B. Overall Goal for This Dimension
C. Objectives, Strategies, and Action List to Reach Goal
D. Implementation Action Steps for Districts and Schools
E. Funding Considerations for District and Schools
F. Evaluation of Objectives (including baseline data sources and ongoing data sources)
G. Current Best Practices in District (if applicable)

VII. Cumulative Benchmarks

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

VIII. Acknowledgements

This section must contain a list stakeholders that shows a wide diversity of school and community members who contributed to the planning process.

IX. Bibliography

This section should provide full publication information and specific page references for all secondary sources utilized.

X. Required Appendixes

Appendix 1: No Child Left Behind Action Plan

Provide narratives for each of the twelve items in part C of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2003–08.

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Guidelines for district professional development plans can be found at /offices/tech/announce/proviso140.htm.

Appendix 3: Acceptable Use Policy

Appendix 4: How E-rate Areas Have Been Addressed

See part B of the "Guidelines for District Technology Plans" section of the South Carolina State Technology Plan 2003–08 for the five E- rate areas.

Appendix 5: Report on Last Year's Progress toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

Include other appendixes that are vital to the explanation and support of the district technology plan.

Appendix 2: Plan Updates and Assessment

The district technology plan is a forward-moving and living document. As a result, the plan must be updated periodically to align with new priorities and take advantage of emerging technologies. In addition, the plan must be evaluated to determine progress against objectives based on accountability built into the strategies and actions identified in the Plan Implementation section. This progress will be reported periodically to district management for review and direction.

A. Plan Updates

The district plan is a five-year rolling plan. Annually, the plan will be re-evaluated and updated for the next five years. Recommendations for new or updated goals and objectives will be submitted through the year to the Technology Committee and included in its determination of annual updates. As priorities change, the committee will fine-tune the plan each year to reflect the most effective use of technology for the district. Each member of the committee will participate in the evaluation and approval of the updates to the plan. The annual plan updates will be initiated and facilitated by the Executive Director of Information Technology or outsourced to consultants at the discretion of the Executive Director. An updated annual plan will be completed and approved by the district cabinet by January 1 each year.

Typical plan considerations for updating the plan each year include:

- Progress attained in the previous year
- Actual and projected available funding
- Changes in technology
- Updated student achievement requirements

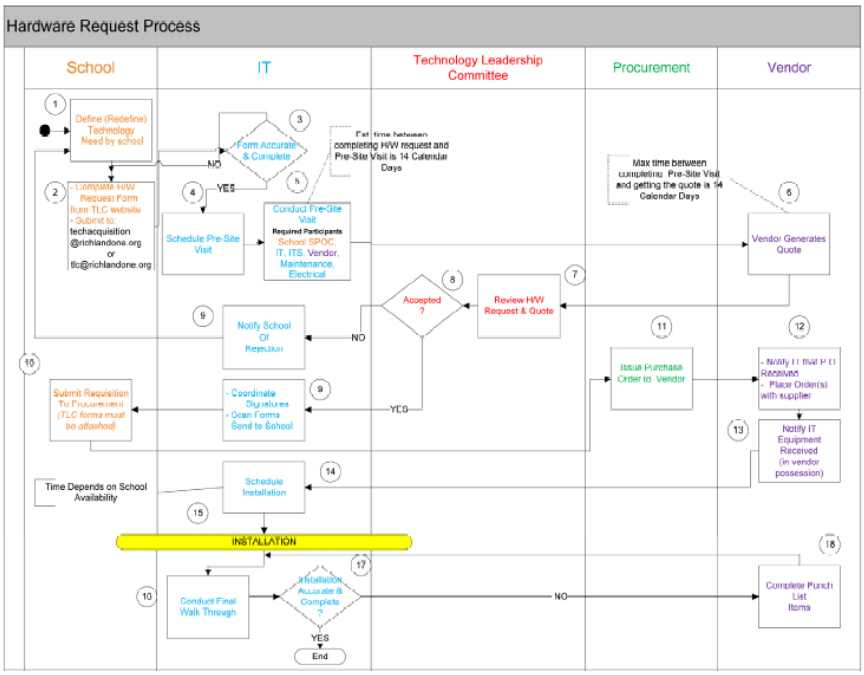
B. Plan Assessment

The Committee has determined that accountability is the key to insuring the success of the plan. This plan contains a detailed Implementation Schedule with strategies and actions outlining how each goal and objective will be met. The implementation schedule includes the following: timelines; responsible party; expected outcomes; methods of measurement; and cost. The schedule will be reviewed twice each year with progress reported to district management and plan chairpersons. A member of each of the core committees will be selected to participate in the review and reporting of the plan assessment. The Executive Director of Information Technology will initiate and facilitate the assessment or will outsource the assessment to consultants at his/her discretion.

The Plan Assessment section identifies progress against the plan based on expected outcomes and methods of evaluation described in the plan. Each strategy and action will receive a rating (On Task, Behind Task, Ahead of Task) with an appropriate description if other than "On Task." A detailed report will be provided to the committee chairpersons and the Executive Director of Information Technology. A summary report will be provided to the Cabinet with statements and resolutions. Assessments will be completed by July 1 and January 1 each year.

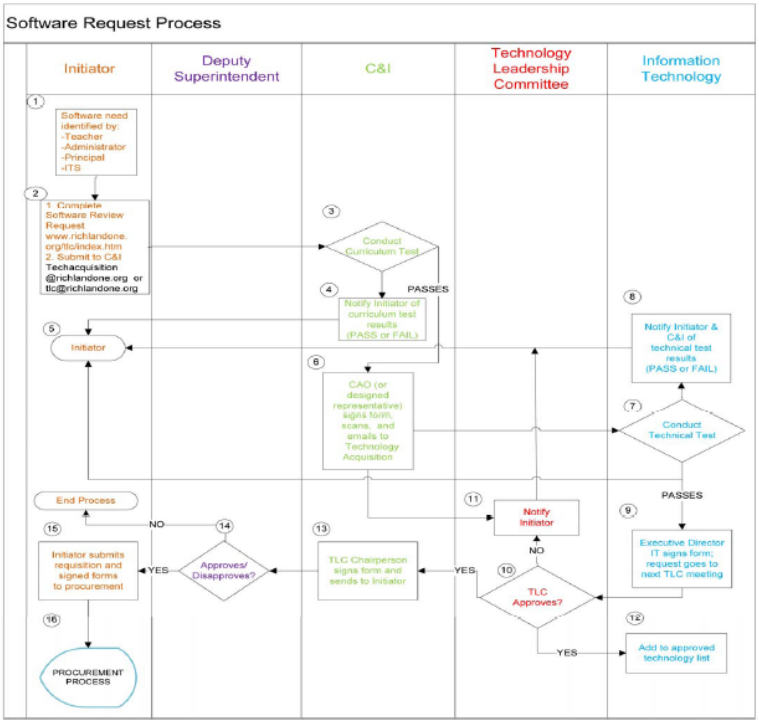
Appendix 3: Technology Selection Process

For hardware:
http://www.richlandone.org/tlc/documents/HardwareRequestProcess.pdf



Step	Explanation
1	Technology need identified by the school
2	Initiator goes to TLC website (http://www.richlandone.org/tlc/index.htm) and downloads Hardware/Equipment Plan. Initiator completes the form and emails it to the IT Department, Technology Acquisition, techacquisition@richlandone.org or tlc@richlandone.org.
3	The forms are verified by the Technology Acquisition Technician. Initiator is notified if problems exist with request.
4	The pre-site visit is scheduled with all required participants.
5	The pre-site visit is completed with the required participants. (Estimated time between steps 2 and 5 is 14 calendar days.)
6	The vendor prepares a quote based on pre-site visit information. (Estimated time between steps 5 and 6 is 14 calendar days.)
7	The request is considered at the TLC meeting.
8	Following the TLC meeting, the initiator is notified of the TLC decision (pass or fail).
9	If the equipment is approved by the TLC, the Technology Acquisition Technician coordinates the signing of the forms, then scans the forms into a pdf document, and sends to the
10	The school must submit the MUNIS requisition for the equipment AND the TLC forms MUST BE ATTACHED for approval or the requisition will be rejected.
11	Procurement issues a purchase order to the vendor.
12	The vendor notifies the Technology Acquisition Technician that PO has been received and places the equipment order.
13	The vendor notifies the Technology Acquisition Technician when all equipment is received.
14	The Technology Acquisition Technician schedules the installation with the vendor and the school. (This will depend on school availability)
15	The vendor completes the installation.
16	The final walk-thru is conducted to verify that installation has been done according to what was decided during pre-site visit.
17	If the installation is accurate and complete, the order is considered complete and any issues will be considered warranty problems.
18	If installation is not accurate and complete a punch list of items is developed and completed by the vendor.

For software:
http://www.richlandone.org/tlc/documents/SoftwareRequestProcess.pdf



Step	Explanation
1	New or additional software need identified by teacher, administrator, principal, etc.
2	Initiator goes to TLC website (http://www.richlandone.org/tlc/index.htm) and downloads a Request for Electronic Resource Review. Initiator completes the form and emails it to C&I (techacqisition@richlandone.org or tlc@richlandone.org).
3	For new software requests, C&I evaluates the new software for use instructionally. C&I will determine if the implementation plan is sufficient to use the technology appropriately. If the request is for additional purchases of software already in use, C&I will determine if the implementation plan is sufficient to use the technology appropriately.
4	At the conclusion of the C&I evaluation, C&I or Technology Acquisition notifies initiator of the test results (pass or fail).
5	Initiator receives status of C&I evaluation.
6	If the software passes the C&I evaluation, C&I will send the signed request form to the IT Department, Technology Acquisition, techacquisition@richlandone.org.
7	The IT Department conducts a technical test to determine if the software will work in our environment. At the conclusion of the technical test, the initiator is provided with a complete and accurate cost estimate.
8	At the conclusion of the technical test, IT notifies initiator of the test results (pass or fail).
9	If the equipment or software passes the instructional and technical tests, the item is added to the next TLC meeting agenda.
10	The request is considered at the TLC meeting.
11	Following the TLC meeting, the initiator is notified of the TLC decision (pass or fail)
12	If the equipment is approved by the TLC, the Technology Acquisition Technician coordinates the signing of the forms, then scans the forms into a pdf document, and sends to the initiator.
13	If the technology is approved by the TLC, the TLC Chairperson signs the forms and submits it to the Deputy Superintendent for approval.
14	If the technology is approved, the Deputy Superintendent signs the forms and returns it to Information Technology.
15	The school must submit the MUNIS requisition for the equipment **AND** the TLC forms **MUST BE ATTACHED** for approval or the requisition will be rejected.
16	The proper procurement action occurs.

Appendix 4: Approved Software List December 2010

Academic Software

Link to the approved software list as of October 2010 (includes both academic and administrative): To be published at a later date.

Appendix 5: Approved Hardware List 2010

Link to the Hardware list:
http://www.richlandone.org/tlc/equipment_standards.htm

Appendix 6: "Adequate Yearly Progress"

Adequate Yearly Progress Revised 9-12-07

As Required by No Child Left Behind Act

Introduction

The federal No Child Left Behind Act calls for ALL students in the U.S. to be at the Proficient or Advanced level (two highest levels) on state tests by 2014. In addition, Adequate Yearly Progress (AYP) status for elementary and middle schools includes student attendance, and AYP status for high schools includes graduation rate.

Test Requirements

In South Carolina, ALL demographic "student subgroups" will have to continue to improve on PACT and the High School Exit Exam each year until 2014. The student subgroups are as follows: All, White, African-American, Hispanic, Asian/Pacific Islander, American Indian, Limited English Proficiency, Disabled, and Free-Reduced Price Lunch Participants.

Percentage of Students Required to Score at the Proficient or Advanced Level

Elementary and Middle Schools - PACT

Grades 3-8	2002-2004	2005-2007
English/Language Arts	17.6%	38.2%
Mathematics	15.5%	36.7%

High Schools – HSAP (High School Exit Exam)

10th Grade and Other 2nd Year High School Students	2003-05	2006-08
English/Language Arts	33.3%	52.3%
Mathematics	30.0%	50.0%

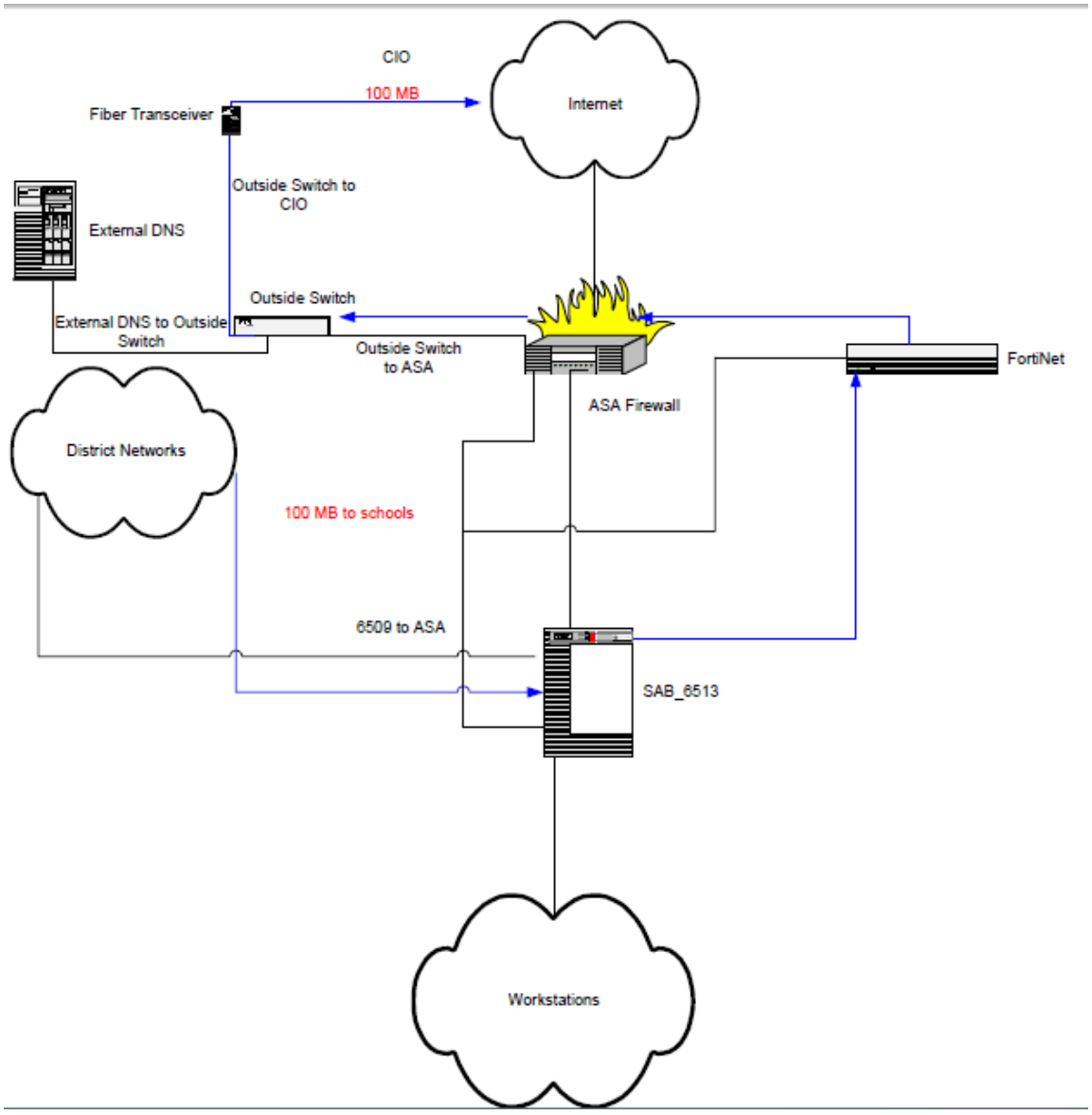
For AYP performance objectives to be measured, a school must have 40 or more students in each subgroup, except for Disabled and Limited English Proficiency subgroups for which 50 students are required. For AYP percentage tested objectives to be calculated, each subgroup must have 40 or more students. If just one student subgroup fails to meet one of the performance or percentage tested objectives in a given year, that school fails to meet AYP for that year. AYP status will be noted on the School Report Card as MEETING or NOT MEETING AYP.

A school district may not meet AYP for a subgroup of students even if all schools meet AYP. This is possible when each school has fewer than 40 students (50 for Disabled and Limited English Proficiency) in a student subgroup, but the total of all students in the subgroup attending district schools is 40 or more (50 for two specified categories).

Attendance and Graduation Requirements

Elementary and middle schools must achieve a 94.0% student attendance rate or have a higher attendance rate than previous year to meet AYP requirements. High schools must annually achieve an 88.3% student graduation rate, meet or exceed last year's graduation rate, or meet or exceed its three-year average graduation rate. A graduation rate of 100 percent is required by the Class of 2014.

Appendix 7: Technology Schematic and Inventory List



Technology Inventory Secondary and Elementary

School	Students	# Classrooms	Labs		Computers			Projectors		SMARTBoards	
			General Purpose	*Video Conferencing*	*Student*	*Admin*	*Student to Computer Ratio*	*Total*	*% Classroom With Projector*	*Total*	*% Classroom With SMARTBoard*
High Schools											
A.C. Flora High	1310	85	5	1	455	33	2.88	67	79%	22	26%
C.A. Johnson High	486	49	3	1	252	7	1.93	40	82%	29	59%
Columbia High	738	65	4	1	429	49	1.72	33	51%	32	49%
Dreher High	1189	86	8	1	431	18	2.76	85	99%	72	84%
Eau Claire High	802	70	1	1	343	25	2.34	54	77%	51	73%
Keenan High	829	57	4	1	428	36	1.94	35	61%	11	19%
Lower Richland High	1452	143	5	1	490	20	2.96	82	57%	51	36%
Heyward Career Center		24	2	1	160	3	0.00	8	33%	4	17%
Olympia Learning Center		21	5	0	202	15	0.00	20	95%	2	10%
Middle Schools											
Alcorn Middle	388	48	4	0	196	5	1.98	38	79%	39	81%
Crayton Middle	999	72	3	1	320	16	3.12	50	69%	39	54%
Gibbes Middle	382	37	1	0	177	23	2.16	29	78%	22	59%
Hand Middle	815	73	2	0	280	12	2.91	49	67%	23	32%
W.A.. Perry Middle	304	33	5	0	425	6	0.72	27	82%	28	85%
Secondary Sub-Total	***11,863***	***1,093***	***58***	***11***	***5,496***	***331***		***6***	***791***	***72%***	***523***	***48%***
District Total	***22,758***	***2,034***	***91***	***13***	***10,369***	***688***	***2.19***	***1,408***	***69%***	***980***	***48%***

School	Students	# Classrooms	Labs		Computers			Projectors		SMARTBoards	
			General Purpose	*Video Conferencing*	*Student*	*Admin*	*Student to Computer Ratio*	*Total*	*% Classroom With Projector*	*Total*	*% Classroom With SMARTBoard*
	Elementary Schools										
A.C. Moore Elementary	268	20	1	0	109	6	2.46	18	90%	10	50%
Arden Elementary	315	35	1	0	153	8	2.06	26	74%	15	43%
Bradley Elementary	337	37	1	0	254	8	1.33	11	30%	7	19%
Brennen Elementary	774	58	1	0	277	8	2.79	27	47%	25	43%
Brockman Elementary	260	13	0	0	114	8	2.28	5	38%	5	38%
Burnside Elementary	289	19	0	0	89	0	3.25	20	105%	20	105%
Burton Pack Elementary	388	40	2	0	219	35	1.77	11	28%	14	35%
Carver Lyon Elementary	303	35	2	0	377	7	0.80	29	83%	31	89%
Caughman Road Elementary	516	45	1	0	257	15	2.01	38	84%	15	33%
E.E. Taylor Elementary	237	27	2	0	141	10	1.68	34	126%	31	115%
Forest Heights Elementary	408	39	2	1	186	27	2.19	27	69%	22	56%
Gadsden Elementary	140	17	1	0	154	7	0.91	13	76%	13	76%
H.B. Rhame Elementary	380	23	1	0	162	10	2.35	10	43%	2	9%
Hopkins Elementary	310	30	3	0	182	16	1.70	25	83%	16	53%
Horrell Hill Elementary	580	42	2	1	196	15	2.96	15	36%	4	10%
Hyatt Park Elementary	487	45	0	0	146	10	3.34	37	82%	28	62%
J.P. Thomas Elementary	346	55	2	0	216	22	1.60	36	65%	36	65%
Lewis Greenview Elementary	417	30	0	0	175	8	2.38	12	40%	2	7%
Logan Elementary	234	27	1	0	62	13	3.77	19	70%	15	56%
Meadowfield Elementary	608	43	0	0	208	10	2.92	32	74%	22	51%
Mill Creek Elementary	310	31	2	0	140	15	2.21	20	65%	6	19%
Pendergrass Fairwold School	73	8	0	0	41	0	1.78	3	38%	3	38%
Pine Grove Elementary	442	25	2	0	87	20	5.08	17	68%	13	52%

Rosewood Elementary	405	28	1	0	96	10	4.22	21	75%	21	75%
Sandel Elementary	472	29	1	0	132	10	3.58	23	79%	23	79%
Satchel Ford Elementary	650	45	1	0	257	6	2.53	39	87%	36	80%
South Kilbourne Elementary	236	22	1	0	125	22	1.89	13	59%	6	27%
Watkins Nance Elementary	404	40	0	0	184	15	2.20	22	55%	6	15%
Webber Elementary	306	33	2	0	134	16	2.28	14	42%	10	30%
Elementary Sub-Total	***10895***	***941***	***33***	***2***	***4873***	***357***	***2.24***	***617***	***66%***	***457***	***49%***

Appendix 8: Key Stakeholder Scenarios

It is our belief that a vision is critical to the Richland County School District One plan. The committee has captured the following scenarios to establish a basis for which the plan was developed. In developing these scenarios, committee members were advised to ignore preconceived notions and limitations, and describe how technology should be working for the organization in five years' time.

Technology Integration Support Scenario: RCSD One in Year 2016

Richland One School District – Columbia, SC
Student Scenario

As a student in Richland County School District One, technology is a vital part of everyday life. Johnny, a seventh grader and active student body member, starts his morning by logging in to his mobile device and checking his assignments for the day. His ELA teacher has posted an assignment that involves collaborating with other students creating a multimedia presentation. Johnny goes to the web and creates a wiki for this project and invites his classmates to join. He has used DISCUS and several other online research tools to help him explore the assigned topic. He has several items in his in box, detailing plans for the upcoming Student Council fundraiser. He reviews several flyers sent by the publicity committee and forwards them to the council advisor for approval. The bell rings and he is off to Social Studies.

Johnny enters his Social Studies class and sees that he will be participating in an interactive SMART Board lesson on World History. During this lesson Johnny and his classmates have the opportunity to manipulate images of foreign countries and follow links to additional information about each of these places. After this lesson the teacher reminds Johnny and his classmates to record their assignment, which consists of taking the information they have explored during the lesson and synthesizing it into a digital format that can be shared with classmates through a class website. Johnny is very excited about this assignment because his class just recently worked with Flip cameras to create short documentaries. He thinks this project would be a great opportunity to create a video with the Flip camera and enter it in a national competition he heard about on the History Channel.

At lunch Johnny uses his mobile device to send a message to his collaborative group to remind them how they agreed to divide responsibilities and to include a direct link to the wiki where they will be building their project. He then looks at his RSS Reader and sees that he has some new comments on his blog and his Social Studies teacher has posted the details to the assignment. He reads the new comments on his blog and checks his schedule and is reminded that he has a Math quiz later that afternoon.

When Johnny enters his math class, his teacher says that the students will be engaging in a review activity before the quiz. Johnny and his classmates interact with a teacher-made

SMART activity/game to review and discuss the material. Then, Johnny and his classmates use their student response systems to answer their quiz questions. Once all students have completed the quiz, they will be able to access the results of their quiz via bar graphs/pie charts and discuss their

After math class, Johnny rushes to his Science class just in time to settle in for their class' video conference with a world-renowned scientist from Australia who has just recently made a fascinating discovery in his field of infectious diseases. After the video conference, Johnny's teacher tells the class that they will write a one page summary of what they learned from the video conference and how it applies to what they are currently learning in class. The students are required to submit the one page summary via the Homework Drop Box on their teacher's eChalk page.

It has been a busy day, but Johnny isn't done yet. He is off to the school's television studio to record several public service announcements about the upcoming Student Council fundraiser. He has just enough time to head to the gym to program the advertisements that will be shown on the jumbotron screen at today's basketball game. He and his friend Marcus created the graphics for the electronic scoreboard in their media production class last week. It's an early game so he gets home in time for dinner with his family. "How was your day at school today?" asked his parents. "It was pretty cool, actually. Nothing I couldn't handle."

Richland One School District – Columbia, SC
Teacher Scenario

It's a cold January morning and Ms. Taylor checks her district issued handheld device for Richland District One's Twitter feed to ensure that school has not been canceled due to inclement weather. She has planned an exciting day for her students and wants to stay on schedule with their learning activities.

She logs into her web-based email to view morning announcements from the principal prior to leaving home. Upon arrival, she signs in with a quick finger scan in the main office. She meets the school guidance counselor in the hallway who lets her know that the profile and academic assessment data of the new student assigned to her second period class on yesterday afternoon has been posted to her in-box.

Once in her classroom, she prepares her SMART Board for daily attendance and lunch count that the students complete as they enter the classroom. She uses mobile technology to assess students as they complete the "morning wake up" activity displayed from the SMART document camera onto the SMARTBoard. She has programmed the students' school issued handheld devices to receive questions for a pop quiz she will be giving. She gives each student a SMARTT response system to take a quiz before beginning the collaborative project the students are involved in. Mrs. Taylor prepares the distance learning equipment for the students to collaborate with students from another school in a more rural part of the district. Upon completing the collaborative project, the students

will create daily podcast journals on the hosting site she has set up for her class. Mrs. Taylor will also make the podcast available via her website.

During her planning period, she reviews several emails from parents, and posts grades online through PowerTeacher. She forwards several articles on gender-based instruction from professional journals she has been reading to her grade level team. She has just enough time to review the online video from her principal taken during his observation of her class on Monday. He emailed it to her from his iPhone with several positive comments and suggestions. She makes a note to share his comments with her class.

Mrs. Taylor takes the students to lunch, and checks her class in via the cafeteria's finger scan system. After lunch, she divides the class into groups to work in several learning centers that involve different types of technologies to research and share information on global warming. The students will be asked to use the media center's online catalog to create a bibliography and resource list, preview and take notes on several video segments from StreamlineSC and begin work on a multimedia production to summarize their learning. Each student will use their Neo2 to take notes and record their reflections as they move from center to center. They will submit their information to her wirelessly before leaving for the day.

As the day winds down, Mrs. Taylor feels that it was indeed a good day of instruction and learning. Her final task is to update her eChalk site with several announcements and reminders about the remaining week's activities.

Richland One School District – Columbia SC
School Leader Scenario

The year is 2016. Time has moved forward but elementary schools still welcome students with backpacks. The backpacks and messenger bags are not filled with paper and pencils. Instead the bags contain thumb drives and interactive pads that have replaced textbooks and allow for increased differentiation of instructional materials. Students send their assignments to the teacher wirelessly which better allows each student to move at his/her own pace. Parents are able to better monitor their student's progress as instant messages are sent to the parent's phone letting them know the score of a completed test. This allows for increased parental involvement and fast parental praise before the student leaves the school.

As a school administrator, some things have changed, some have not. Buses still run late sometimes though we are now better able to anticipate when they will arrive via instant messaging before the administrator even arrives at work. Updates also arrive wirelessly letting us know if the milk delivery is delayed so that we can alter the lunch schedule. Loud disruptive announcements are no longer heard as tweets updating staff are sent out to notify them of changes to the routine.

New students sometimes get lost in an unfamiliar place. Instead of walking the student up to the guidance office for a new schedule, the administrator can see where the student

should be via iPhone and send a message to guidance to have a new schedule sent to the student's interactive pad. An interactive map on the pad would also help the student find their way around the building.

Community outreach is also enhanced via technology. An after hour's call may alert the principal regarding a house fire in the school zone. The principal can check the address of the fire with the student database via iPhone to see if other support staff members (social workers, school psychologists, etc.) need to be notified in order to best serve the needs of the students and community in such a crisis.

Technology allows for instant updates if an unauthorized visitor tries to check in at the front desk. Perhaps a non-custodial parent is trying to sign a student out or a prospective volunteer has been flagged as a sex offender, a message is sent to the administrator via iPhone. The principal can be discreetly made aware of the situation via the Visitor Tracking system so that the concern may be addressed appropriately.

Instructionally technology has made the access to information a breeze. On-line access to grades, attendance and discipline information via computer or phone has empowered parents to improve communication between school and home. Administrators are able to capture samples of student work via iPhone camera to share exemplars with other staff members. Questions that may come up during a classroom observation regarding the lesson's alignment to the pacing guide or support document can be quickly answered while in the class by pulling up the document in question online via iPhone. Documentation of teacher observations will be as simple as opening a file on the administrator's interactive tablet and typing in the observation in real-time. This is much easier compared to the old days of writing notes on a pad and trying to decipher the scribbled notes in order to create a typed report later in the day.

Principals will be better able to monitor student progress by accessing grades on their interactive tablets during class visits. The administrator will also be able to review test data via the District's Data Warehouse/TestView system as well as interventions that have been used to better serve the needs of the individual student.

The school administrator of 2016, like the administrator of 2010, is focused on creating the best possible academic environment for all students. The increased use of technology and secure access of information will allow administers to better serve their students.

Richland One School District – Columbia, SC
Instructional Technology Leader Scenario

It has been a very productive day. My morning began with a 7:30am breakfast meeting with the foundation board of one of the district's high schools. The meeting was devoted to assisting them with plans for Phase II of their technology acquisition initiative. The group has committed to ensuring that all students have ready access to mobile technology devices and through a collaborative project with the local cable provider, providing

stipends to families to assist them in acquiring Internet access at home. Their efforts grew out of the both the district and school technology plan to eliminate as many barriers as possible for students in mastering technology as a viable learning tool. The next two hours were spent on school visits, observing elementary and middle school students' present research projects completed for their technology portfolios. In addition to school staff and parents, students across the district observed the presentations via video conferencing with a lively exchange of questions and comments. I posted comments to the district's Twitter page and uploaded several video clips to the website and district cable channel so the community could share in the students' work.

A quick video conference call with instructional technology directors from across the state to discuss the release of new national technology standards rounded out my morning. I am chairing the group's response to the standards with our goal being an implementation plan that will be rolled out in the fall.

The afternoon was spent checking data from online evaluations from teachers who are enrolled in fall courses and workshops. Ratings are very positive for all instructors. I will use this data in a presentation to the Board of School Commissioners designed to highlight departmental activities and effective use of technology resources scheduled for next week.

Following several meetings with colleagues in the Curriculum and Instruction Division, I settle in to work on finishing touches for a national conference presentation for school and district technology leaders later in the month. It will showcase the district's instructional efforts in providing ready access to technology tools and innovative student projects with learning partners around the world.

As an instructional technology director, I am focused on encouraging faculty, staff students and the community to consider literacy in a broad sense that involves information in all forms – to engage our learning community with technology tools, effective written and presentation skills and communication through a wide range of media that meets their needs. It is an exciting job and very rewarding experience. I leave my office knowing that today has been a good day and tomorrow will present more opportunities to enhance the teaching and learning process in Richland One.

Richland One School District – Columbia, SC
Parent Scenario

I am so grateful that Richland One has continued to provide new technologies to make it easier for parents to participate in the educational experience of their children. It is especially challenging for me since my husband is in the military and deployed overseas and I have an elementary, middle, and high school student and I work full time!
Two years ago, the district transitioned to online registration for most registration requirements. I am able to access and edit most of my children's registration information. No more reams of paper going home with repetitive information each year!

And while it may be a bit of a hassle, I understand why parents must present current proof of residence.

I also enjoy the various automatic methods I receive information from the school. I receive normal email, electronic newsletters, text messages to my phone, automatic telephone messages, websites, teacher web pages, and social media such as Twitter and Facebook. I also like that I have a single entry point to log in and check upcoming assignments and grades. Much feedback is immediate. For example, I receive a text message right away whenever any of my children are tardy for a single class. I also receive automatic emails whenever my child's grade drops below a B or whenever they fail an assignment.

I further like the ability to do teleconferencing with teachers using an inexpensive video camera attached to my home computer. I can have a conference with my children's teachers in the evening after I return home from work. The teacher connect using their home computer and a video camera and are able to ace the student information system (PowerSchool) just as I can so we are looking at the same data.

Another feature I applaud is online scheduling. My children and I can review the course offerings and sign up for classes. No more long lines and frustrations when a course fills up.

And possible the best feature, my husband who is overseas can also participate! He can log in and see assignments and grades and jointly participate in teleconferences although he sometimes has to get up in the middle of the night!

Richland One School District – Columbia SC
IT Leader Scenario

As the Executive Director of Information Technology, I want to be sure we are providing quality services at all times. Gone are the automated data processing days of the 1980s where large frame computers ran primarily applications for the operational side of the district. Today, technology is ubiquitous and cheap!

As I am having my morning coffee at home, I check my hand-held device and open up my personalized dashboard to view the status of the critical applications such as our Student Information System (PowerSchool Version 3), District Facebook, the physical network, and work orders. I see independent "gauges" for each critical application that indicate all is well. But, I see that Friday night's automated upgrade of PowerSchool had some problems. The service went down for 30 minutes, but the servers re-started and the application was running smoothly before the teachers arrived Monday morning. It was good that no technician had to come in and take action!

I see the physical network is fine; no bottlenecks yet. I believe the upgrade to 10 Gbps last summer goes a long way in preventing bottlenecks. While E-rate has allowed us to

purchase 20 Gbps of Internet capacity, we still need more. Many more web based applications used by teachers are video intensive and use more bandwidth. It seems like we will never have enough Internet bandwidth.

I also see our work order system ICARE run by Parature show we have met our response goals of resolving 70% of work orders within the first day and 90% within the first week. I still wish we could find a way to keep our antiquated electrical system from blowing out bulbs for our three dimensional data projectors. They have tripled the bulb life of 2010-11, but an electrical surge will still blow them. I also see that we have fewer work orders submitted each year for the past three years. We attribute this to discovering the root cause of problem and prevent them from occurring. We still believe this to be the leading indicator for the Customer Care we provide.

After I arrive at the office, I have a project gate review for the deployment of new transportation system software. Our formal project management process is still working well. We still have not developed a need to implement comprehensive (and complicated) project management software such as Microsoft Project or Pcubed. We use the process developed in 2008-09 with a few modification. The meeting goes well. The project manager is prepared. He uses our "4 Box" slide to show Accomplishments - Last 14 Days, Key Activities to Complete – Next 14 Days, Risks/Issues, and Key Milestones to bring me up to date. There is some risk that Transportation may not complete all testing before deployment, but we mitigate this by acknowledging that we can delay the deployment of modules not tested.

In the afternoon, I visit a high school to observe the use of student technology in the classroom. I see a variety of student personal technology devices (mostly handhelds) in use. These student devices are their own, brought in from home. We securely connect them to our network, but allow access to an assortment of resources including the Internet. I am glad the pilot we conducted during the 2011-12 school year has really paid off.

After I go home, I check the health of the network and applications one last time before I go to bed. I pull up my dashboard on my handheld and see everything is "green." Therefore, I can sleep peacefully.

Richland One School District – Columbia SC
Business Partner Scenario

Being part of the Columbia, SC community and a community relations manager, I am excited to see the progress our medical device company, TechMed, has made in supporting the local school district, Richland County School District One (RCSD1). Historically, we had wanted to do more but did not have a specific plan or strategy. Since 40% of our employees actually graduated from the RCSD1 and many are parents of RCSD1 students, we are particularly interested in grooming the next generation of employees and supporting our parent's students.

I check my hand-held device and find two students have requested to discuss internships through the RCSD1 online learning community during my weekly Thursday evening 8pm webinar session for students. There has been much interest generated with RCSD1 students for our internships since we have successfully completed 20 over the last 3 years. Parent and teacher feedback in the online learning community report increased engagement from their students both academically and from a career perspective.

We have positions for 2 more student interns and I will use the online community webinar technology to interview 2 students today for the internships open in our medical tool design, sales and manufacturing process areas. Online interviews with video and application sharing help me to narrow down the student candidates before personal onsite interviews. This has worked so well we are starting to use the technology to interview as we hire our own employees.

My email shows a manager requesting another student summer position. The managers have been very happy with the student interns, especially since RCSD1 started an intern program where the students are given special instruction on internship roles and are pre-qualified for each position for use of technology. Students must have a special academic interest to apply for an internship position. I pull out my hand held device and post the new internship directly to the RCSD1 online community.

Friday this week is my monthly webinar for parents and students to understand our medical parts business and opportunities for students and access to our e-mentors. Beyond our internships posted, we encourage our employees to become e-mentors to the RCSD1 students to answer questions about our employee career areas including – sales, graphic design, robotics, technology, management, marketing, manufacturing and human resources. Our employees have enjoyed advising students and sharing job and career knowledge particularly because they are able to manage the amount of time expended and the convenience of remote e-mentoring through the RCSD1 easy to use platform.

We are particularly excited for next semester because we are creating a joint project with the RCSD1 physics department for designing a new robotic medical device. Our design team has created a competition for several groups of students to build a model design and demonstrate it to our design engineers. Students will create their project portfolio and present their work virtually to our design team for awards. One of the awards will be an opportunity to intern with one of our international facilities in Barcelona, Spain.

Technology is bringing our community closer together and allowing us to communicate, collaborate, share knowledge and invest in each other to be a more successful and engaged community.

Appendix 9: Strategies and Actions for Cumulative Benchmarks

To be published at a later date.