

# Anderson School District Five

## Technology Plan

(2017 - 2020)



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## EXECUTIVE SUMMARY

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

As part of the planning process which targets technology growth across the district, starting small and getting it right was the key technique leading to the current status of high quality technology integration throughout the district. This technology plan spans the years of 2016 through 2019 and is a vital component of the strategy to continue growing the dream for excellence in teaching and learning with technology. Using the following five core technology focus dimensions and the major goals set forth for these areas we will chart the strategies for continuous improvement during the next several years.

### **Technology Dimension 1: Learners and Their Environment**

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

### **Technology Dimension 2: Professional Capacity**

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

### **Technology Dimension 3: Instructional Capacity**

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

### **Technology Dimension 4: Community Connections**

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

### **Technology Dimension 5: Support Capacity**

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

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

## CURRENT STATE OF TECHNOLOGY

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

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

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

- 2 Gigabit Metro Ethernet link via AT&T for Centralized Internet Access
- 4 Gigabit Metro Ethernet link via AT&T fiber for linking District Office to WAN
- 1 Gigabit Metro Ethernet link via AT&T fiber for linking all schools to WAN
- 802.11 A/B/G/N/AC Wi-Fi wireless access for mobile computing in all facilities
- 125 servers supported with 55 of the 125 being virtualized
- Packet Shaping Appliance in use for resource management of bandwidth and application control
- Redundant/Load Balanced internet content filtering and oversight
- Virus, spam and spyware filtering software
- Storage Area Networks (SAN) for disk storage sharing among applications
- Multiple local backups of all user and business related data
- Offsite replication of all user and business related data
- Streaming digital video-on-demand servers
- Converged network district-wide for voice, video and data
- VoIP systems for telephone communications in 20 facilities
- Traditional Centrex telephone communications in 1 facility
- 10/100/1000 Mbps local workstation connectivity
- Web server content management system (CMS) for students, staff, and community use
- Automated processing for staff and student account creation
- School Interoperability Framework (SIF) processes or equivalent for intersystem data sharing
- Text messaging to district network engineers for system alerts
- VPN connectivity for remote service and support
- CCTV systems are installed at all school locations, district office, and our building and grounds maintenance facility (21)

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

## KEY DISTRICT TECHNOLOGY STAFFING:

Key district technology staffing provides the human resource component of the total system district-wide. The makeup of this staff includes Technology Support Technicians (8) supporting school and classroom technologies including voice, video and data systems. Systems Administrators (2) assist with day to day user support and administration of key technology systems. Systems Engineers (2) design and support the infrastructure and processes related to all technology systems. Senior Systems Engineer (1) investigates technology trends, coordinates project management and supervises systems engineers. Secretary (.5) assists Director of IT and staff with technology related functions. Director of IT (1) oversees the IT operation and manages vision while providing leadership.

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

Key school staffing provides the human resources component of the total system at the school level, Digital Integration Specialists' (7) provide technology related professional development to assist teachers with incorporating technology into their lessons in the classroom. High School Instructional Technology Assistants (2), Middle School Instructional Technology Assistants (4), and Elementary Instructional Technology Assistants (11) serving as the first line of support for technology related issues across all schools.

Collectively, the human resource component is a vital key for educational technology success. Anderson Five has been effective in developing innovative solutions in-house for situations where commercially available solutions are not feasible.

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

## **DISTRICT NEEDS ASSESSMENT:**

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

### **The following are the current technology needs of the district:**

- Continued expansion of advanced professional development for instructional strategies
- Continued expansion of advanced professional development for instructional pedagogies
- Continued expansion of advanced professional development for technology-integrated lesson plan design with special emphasis on higher-order thinking skills
- Continued expansion of professional development for leveraging technology in differentiated instruction
- Professional development in curricular design for delivery in virtual, online environments
- Hardware for expansion of one-to-one computing environments for reaching students in lower grade levels (K-3)
- Hardware for continued life cycle management of aging computing infrastructure used for state mandated online assessments
- Various hardware for supporting instructional technology tools and concepts

## TECHNOLOGY PLAN

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

### DISTRICT MISSION STATEMENT:

*To educate students who are college and career-ready and will positively contribute to an ever-changing world.*

### DISTRICT VISION:

*To provide a superior school system empowering students to reach their potential through academics, arts, and athletics.*

### TECHNOLOGY MISSION STATEMENT:

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

### TECHNOLOGY INTEGRATION VISION:

*Instructional technology in Anderson School District Five applies best practices to ensure high quality learning opportunities that improve student engagement and academic achievement through effective use of technologies across the curriculum.*

*Anderson School District Five will facilitate the opportunity for all students to become well informed, imaginative and effective decision makers, capable of working both independently and collaboratively to create workable solutions to complex problems resembling those they will encounter during the Information Age. We will encourage them to act in a caring, compassionate and empathetic manner. Toward those ends, we will stress activities which challenge students to do their own thinking and learning.*

## OVERVIEW OF THE FIVE TECHNOLOGY DIMENSIONS:



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



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



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



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



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

## TECHNOLOGY DIMENSION 1: LEARNERS AND THEIR ENVIRONMENT

### GOAL

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



### ***SNAPSHOT OF CURRENT TECHNOLOGY USE***

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

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

### **Overview of Technology Resources in Anderson School District Five Classrooms**

The typical classroom features the following instructional technologies:

- Teacher laptop
- Telephone and/or intercom communication abilities
- Student devices – (1:1 Chromebooks 5<sup>th</sup>-12<sup>th</sup> grades and other devices available for use and checkout)
- Mounted Interactive Whiteboard (Smartboard or other interactive mechanism)
- Wall or ceiling-mounted projector
- Classroom audio for computer driven instructional technology uses
- Access to color or black and white printer – networked and/or standalone
- BYOT – Bring Your Own Technology for students and staff
- Access to permanent computer labs or mobile device labs
- Wireless Networking (802.11 a/b/g/n/ac)
- 10/100/1000 Mbps wired Ethernet network connectivity to local school network
- Internet access via local network to central 1Gbps Metro-Ethernet wide area network to 2Gbps internet connection
- Lightspeed Web Content Filtering system for Internet content access control
- Google Apps for Education and Microsoft Office 365 for all staff and students
- Streaming digital video aligned with curriculum standards (StreamlineSC)
- Video over Ethernet TV/VOD access system
- Collection of local and web-based curriculum software

## ***Overview of Technical Resources and Technology Capacities at the District Level***

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

The district maintains the majority of key network services from the District Office Network Operations Center (NOC). Within the NOC, the processes of file hosting, print server hosting, directory operations, software application control and other processes provide seamless resources to all Anderson Five campuses. File, print and directory services are provided by Microsoft and VMWare services. Application, web, and database servers are provided by Microsoft and VMWare services. Collectively, the district supports approximately 125 servers that provide a variety of services to all district users.

Currently, 55 servers, in the NOC, are virtualized via VMware Virtual Infrastructure on 6 physical host servers. Virtualization makes it possible to rapidly deploy new servers with standard configurations, perform hardware upgrades and repairs, eliminate down time, significantly reduce costs, and keep pace with increasing demands while not outgrowing the physical environment space limitations. For sharing centralized disk storage within the VMware implementation and physical servers, the district utilizes Storage Area Networking (SAN) systems from Dell. Our district's current centralized storage capacity is 66.67 terabytes.

Our NOC is connected to all Anderson Five campuses via Metro Ethernet services provided by AT&T. Elementary, Middle and High schools are connected to the NOC and configured for 1Gbps bandwidth. High speed WAN connections allow the district to centralize the majority of services including the hosting of voice and video services over the IP network, centralization of data backups and a variety of other cutting edge services to our end users.

The NOC hosts the centralized district Internet connection. We currently provide a shared 2Gbps Metro Ethernet service to the internet for approximately 20,000 client devices. Internet content filtering is managed centrally with Lightspeed Systems content filtering, providing students and staff safe and reliable access to the Internet. Additional products that we use to manage and secure our Internet connection include the Exinda packet shaper for internet bandwidth and application control, CIOs security appliance for intrusion detection and prevention and the Barracuda Email Spam appliance for virus and spam filtering.

## ***Overview of Contemporary Instructional Practices***

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

In recent years, all twenty-three schools within our district became schools of choice. Families have the opportunity during the month of February to apply to the school that best suits the students' interest. We also opened a Charter school that will eventually serve students in grades 4-12 who perform better academically in a smaller, alternative setting. Community support of education is evident by the passing of a \$140 million bond referendum in 2007. The vote was favorably approved by over 60% of voters and the funds were used to support the construction of new schools and the renovation of the older existing schools. In District Five, there are ten elementary schools, one primary school, five middle schools, two high schools, two early childhood centers, one career campus, one Charter School, and the Adult Education Center.

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

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

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

Finally, District Five is committed to literacy across the curriculum at all levels. We understand that both the workplace and postsecondary educational institutions are demanding higher levels of literacy. Meeting these demands means literacy must become a bell-to-bell responsibility of all educators. District Five is committed to every student reading on grade level by the third grade.

## ***Leading to Modernization: BYOT and One to One Computing***

In 2012, we began to pilot BYOT scenarios across our district. We realized more access for our students was critical with funding being our primary challenge. In 2012, we decided to pilot One-to-One at one of our middle schools for the district to conduct further research and development that would lead to the

creation of a prototype “Classroom and School of the Future”. Since that time Anderson School District Five has gone on to fully implement a One-to-One computing initiative across grades 5 through 12 utilizing Google Chromebooks with shared Chromebooks in grades 3 and 4.

Through rigorous Professional Development, and further integration in the classroom, we are anticipating the technology to become the equalizer. We are hoping to find the low performing students become intensely engaged and quickly learn they can be successful in this setting. We are projecting the high performing students to continue to perform well. But with technology as the equalizer, we anticipate low performing students to become leaders in the class due mainly to their logical abilities for fixing problems coupled with an ambition level previously unseen. When technology glitches occur, the classmates will invariably look to this student leader for the solution, not the teacher. As a result, we are anticipating performance levels to increase as the use of this technology becomes the norm.

### ***The Technology-Integrated Learning Environment***

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

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p><b>1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state curriculum standards and will thereby increase their level of academic achievement.</b></p>	<ul style="list-style-type: none"> <li>A. Provide opportunities and resources to facilitate the development and implementation of effective communication and collaboration skills using instructional technology in the core content areas</li> <li>B. Increase project-based learning that will yield sustained, engaged learning and collaboration in the core content areas.</li> <li>C. Reinforce application of content by utilizing relevant presentations and collaborative projects</li> <li>D. Recognize and promote best practices that successfully integrate technology and web tools, including assistive technology, into the curriculum</li> <li>E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology</li> </ul>
<p><b>1.2 Students will engage in authentic learning activities that are aligned with state standards and the rigor, relevance and relationship model that integrates technology into the core content.</b></p>	<ul style="list-style-type: none"> <li>A. Develop technology-enhanced learning activities aligned with state standards in core content areas</li> <li>B. Continue to leverage school-level Instructional Technology Facilitators for offering guidance, coaching and professional development to teachers for helping to ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs</li> </ul>
<p><b>1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks aligned with the rigor, relevance and relationship model to demonstrate technology competence by the end of the eighth grade.</b></p>	<ul style="list-style-type: none"> <li>A. Create and use lesson activities in which students employ a variety of technology tools including web tools and assistive technology where appropriate, to complete authentic multidisciplinary tasks</li> </ul>

	<p>B. Measure student technology proficiency by using surveys, literacy benchmarks and performance-based assessments</p> <p>C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration. Align the activities with the rigor, relevance and relationship model.</p> <p>D. Develop assessment strategies that measure student’s mastery of college and career skills.</p>
<p><b>1.4 Students will be provided with an enhanced learning environment through technological tools and web tools, including assistive technology that are designed to promote high academic achievement.</b></p>	<p>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research</p> <p>B. Adopt grade-level-appropriate technology standards and college and career ready skills and integrate them into the curriculum to enable students to fully participate in today’s information-rich global society</p>

## II. ACTION LIST

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

- Identify best practices of seamless technology integration that will be accessible through the district's web services

### III. IMPLEMENTATION ACTION STEPS

#### **DISTRICT LEVEL**

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

#### **SCHOOL LEVEL**

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

## IV. FUNDING CONSIDERATIONS

### DISTRICT LEVEL

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

### SCHOOL LEVEL

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

<b>V. EVALUATION</b>						
<b>Objectives</b>	<b>Possible Baseline Data</b>	<b>Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report</b>	<b>Outcomes (Include "action list" items achieved.)</b>			
			<b>JULY 2017</b>	<b>JULY 2018</b>	<b>JULY 2019</b>	<b>JULY 2020</b>
<b>1.1</b> Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state curriculum standards and will thereby increase their level of academic achievement.	<ul style="list-style-type: none"> <li>▪ Statewide achievement test scores</li> <li>▪ District report cards</li> <li>▪ Technology surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Statewide achievement test scores</li> <li>▪ District report cards</li> <li>▪ Technology surveys</li> </ul>				
<b>1.2</b> Students will engage in authentic learning activities that are aligned with state standards and the rigor, relevance and relationship model that integrates technology into the core content.	<ul style="list-style-type: none"> <li>▪ Customer (student) satisfaction surveys</li> <li>▪ School technology and improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations and interviews</li> <li>▪ Customer satisfaction survey data</li> </ul>				
<b>1.3</b> Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks aligned with the rigor, relevance and relationship model to demonstrate technology competence by the end of the eighth grade.	<ul style="list-style-type: none"> <li>▪ District, school, and community surveys</li> <li>▪ Community involvement data from on-line resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anecdotal records</li> <li>▪ Excerpts from community participation in on-line resources</li> <li>▪ Documented access to on-line resources such as Parent Portal</li> </ul>				
<b>1.4</b> Students will be provided with an enhanced learning environment through technological tools and web tools, including assistive technology that are designed to promote high academic achievement.		<ul style="list-style-type: none"> <li>▪ Listing of recognition programs</li> <li>▪ Library of exemplar student projects/work</li> </ul>				

## TECHNOLOGY DIMENSION 2: PROFESSIONAL CAPACITY

### GOAL

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



### *SNAPSHOT OF CURRENT TECHNOLOGY USE*

In Anderson School District Five, meaningful sustained professional development is the key to ensuring that the district's educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. The district continues its commitment to professional development by supplying resources, training, and support to enable its educators to use technology effectively. This practice applies not only to certificated faculty, but to all employees using technology.

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

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

The Anderson School District Five Teacher's Technology Professional Development Plan (see Appendix 5) embraces the state-mandated teacher technology proficiency proviso by establishing professional development for teachers in demonstrating their proficient use of technology.

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

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

- **Technology Courses/Workshops**

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

- **Digital Integration Specialists (DIS)**

The district maintains a district-level funded program of school-level DIS's for middle and high schools. Digital Integration Specialists are certified teachers. They are responsible for assisting teachers in the effective integration of technology into classroom instruction. They help teachers in modeling, designing and carrying out lessons that use technology to promote 21st Century skills amongst students. This position has no classroom teaching load and whose purpose is to help other teachers integrate technology into classroom teaching and learning. The program requires all DIS's to attend intensified and specialized training on an on-going basis and is coordinated from the district level

- **Summer Institutes**

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

- **District Administrator Technology Training**

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

- **Technology-delivered Professional Development**

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

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

- **One-to-One Computing Professional Development**

The district is committed to providing world-class training for maximizing the benefits of the one-to-one experience – both for students and for teachers. To meet the challenge, the district offers specialized training for teachers in the use of one-to-one technology in their classrooms and for the infusion of technology into all curriculum areas.

## ***SUMMARY***

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

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

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

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p><b>2.1 Improve the professional development practices for the full-time school-level Digital Integration Specialists (DIS) in order to increase the assurances that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</b></p>	<ul style="list-style-type: none"> <li>A. Conduct a needs assessment of the stakeholders including the DIS, school principal, administrative staff, teachers, curriculum planners, district executive staff and students to assemble data for use in supporting decisions for changes in the PD curriculum for the DIS</li> <li>B. Implement changes to the DIS PD program based on and aligned with the results of the needs assessment. Provide restructuring in order to evolve the program to a truly digital learner-based program aligned with the college and career ready skills framework.</li> <li>C. Infuse the newly updated ISTE NETS-x standards into the DIS PD practices with special emphasis on helping administrators, teachers, and students meet these newly updated standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S ) as well as helping students to meet the state’s content standards in all areas</li> <li>D. Ensure that Web 2.0 and the emerging Web 3.0 tools and concepts are included as vital components of the integration program district-wide.</li> </ul>
<p><b>2.2 Provide advanced information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</b></p>	<ul style="list-style-type: none"> <li>A. Evaluate the Anderson Five baseline of professional development activities and training in order to gather information aimed at continuous improvement in the delivery mechanisms, PD content and contemporary strategies for addressing the technology needs of staff, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs</li> </ul>

	<p>B. Leverage the evaluation data for making meaningful PD improvements and adjustments that reflect the needs of the diversity of Anderson Five students</p> <p>C. Explore new and emerging best practices for aligning state standards with contemporary technology integration with an emphasis on college and career ready skills</p> <p>D. Increase and improve the PD availability for the use of all typical Anderson Five classroom technologies with an emphasis on interactive whiteboard PD and tools for differentiated instruction to meet the needs of all students, including those with special needs.</p>
<p><b>2.3 Implement training in the assessment of skills as part of the Anderson Five state standards assessment practices in order to gauge the extent to which students are mastering contemporary skills</b></p>	<p>A. Increase teacher PD in rigor and relevance skills for students</p> <p>B. Engage industry experts in assisting with assessment items for college and career ready skills.</p>

II. ACTION LIST	
<ul style="list-style-type: none"> <li>▪ Administer a needs assessment to assemble data for use in supporting the decision-making process aimed at adjusting and improving the professional development strategies for school DIS.</li> <li>▪ Adopt the new ISTE NETS-T, NETS-S and NETS-A standards</li> <li>▪ Encourage district administrators to achieve the proficiencies aligned with the ISTE NETS-A standards. Provide recognition.</li> <li>▪ Provide training in the use of assistive technologies and options for curriculum integration.</li> <li>▪ Provide training in the issues of applicable state and federal legislation as it relates to technology use</li> <li>▪ Update and integrate the new ISTE standards into the Anderson Five online assessments of teacher technology proficiency</li> <li>▪ Periodically evaluate the use of SimpleK12 for effectiveness in reporting Professional Development credits for district staff.</li> </ul>	

### III. IMPLEMENTATION ACTION STEPS

#### **DISTRICT LEVEL**

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

#### **SCHOOLS**

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

## IV. FUNDING CONSIDERATIONS

### DISTRICT LEVEL

- Technology resources for professional development

### SCHOOL LEVEL

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

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)			
			JULY 2017	JULY 2018	JULY 2019	JULY 2020
<b>2.1</b> Improve the professional development practices for the full-time school-level instructional technology facilitators (DIS) in order to increase the assurances that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	<ul style="list-style-type: none"> <li>▪ Statewide achievement test scores</li> <li>▪ District report cards</li> <li>▪ Teacher technology proficiency results</li> </ul>	<ul style="list-style-type: none"> <li>▪ Statewide achievement test scores</li> <li>▪ District report cards</li> <li>▪ Professional development tracking and surveys</li> </ul>				
<b>2.2</b> Provide advanced information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	<ul style="list-style-type: none"> <li>▪ PD surveys</li> <li>▪ School technology and improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher technology proficiency results</li> <li>▪ Observations and interviews</li> </ul>				

<p><b>2.3 Implement training in the assessment of skills as part of the Anderson Five state standards assessment practices in order to gauge the extent to which students are mastering contemporary skills</b></p>	<ul style="list-style-type: none"> <li>▪ Technology assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anecdotal records</li> <li>▪ Technology assessments</li> <li>▪ PD Needs Assessment</li> </ul>				
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## TECHNOLOGY DIMENSION 3: INSTRUCTIONAL CAPACITY

### GOAL

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



### *CURRENT SNAPSHOT OF TECHNOLOGY USE*

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

Today in all Anderson Five schools, teachers teach with technology and students learn with technology. 100% of our classrooms have audio-visual aids that provide the ability for staff to interact and engage students digitally for educational purposes. These digitally enabled classrooms have fundamentally changed the ways in which instruction is delivered and the ways in which students learn. State-of-the-art resources are wide-spread and reliable including the 20,000-plus computer district network for accessing unprecedented information and online instructional tools. One-to-one computing is fully implemented in grades 5-12 classrooms and unmatched instruction takes place in ways expertly aligned with the way in which today's students learn.

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

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

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

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p><b>3.1 Enhance the technology framework for addressing the steps necessary to create a contemporary teaching and learning environment that will foster increased achievement and engagement by all students, including those with special needs.</b></p>	<p>A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) and are aligned with college and career ready skills to significantly impact teaching and learning</p> <p>B. Facilitate the use of web tools for supporting and enhancing instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills aligned with college and career ready skills</p>
<p><b>3.2 Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</b></p>	<p>A. Continue to expand resources that promote the acquisition of college and career ready skills and knowledge for teachers. Provide teachers with access to and support from the district Technology Instructional Facilitators and industry experts and resources that help build the capacity of Anderson Five teachers to modify teaching practices to align with college and career ready skills.</p> <p>B. Develop assessment instruments for gauging the extent of student mastery of college and career ready skills.</p>
<p><b>3.3 Provide students with access to current and emerging web resources that will extend and enhance their learning beyond the traditional classroom setting and schedule.</b></p>	<p>A. Provide students with access to current web tools aligned with college and career ready skills attainment. Provide emphasis on tool selections best suited to allow them to extend, enrich and engage their learning experience.</p>

## II. ACTION LIST

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

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICT LEVEL

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

#### SCHOOL LEVEL

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

### IV. FUNDING CONSIDERATIONS

#### DISTRICT LEVEL

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

#### SCHOOLS

- DIS resources and professional development
- Professional development survey tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Professional development

V. EVALUATION						
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)			
			JULY 2017	JULY 2018	JULY 2019	JULY 2020
<b>3.1</b> Enhance the technology framework for addressing the steps necessary to create a contemporary teaching and learning environment that will foster increased achievement and engagement by all students, including those with special needs.	<ul style="list-style-type: none"> <li>▪ Statewide achievement test scores</li> <li>▪ Technology readiness and access surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Technology readiness and access surveys</li> <li>▪ Student demonstrations of technology skills</li> </ul>				
<b>3.2</b> Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Teacher technology proficiency results</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations and interviews</li> <li>▪ Surveys</li> </ul>				
<b>3.3</b> Provide students with access to current and emerging web resources that will extend and enhance their learning beyond the traditional classroom setting and schedule.	<ul style="list-style-type: none"> <li>▪ School improvement plans</li> <li>▪ Technology assessments</li> <li>▪ Documentation of offerings provided via innovative delivery methods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anecdotal records</li> <li>▪ Technology assessments</li> <li>▪ Documentation of offerings provided via innovative delivery methods</li> <li>▪ Library of exemplar student projects/work</li> </ul>				

## TECHNOLOGY DIMENSION 4: COMMUNITY CONNECTIONS

### GOAL

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



### *SNAPSHOT OF CURRENT TECHNOLOGY USE*

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

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

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

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

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

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

Parent or guardian involvement in the teaching and learning process is vital to improving student academic performance. The district knows that higher parent involvement equates to higher student performance. To increase parent communications with the education system, the district has developed a comprehensive web-based Parent Portal. Through the portal, parents can view information about their child's performance in school, essentially by having online access to all grading and assessment information that teachers keep in their grade books. Parents no longer have to wait for report cards to come home to get the information they want about their student's most recent classroom performance and attendance history.

Over the past several years Anderson Five has worked to transition its traditional paper application and forms to online technologies. Through this conversion; Anderson Five has worked to reduce the workload for parents during initial enrollment and during subsequent school years through online digital processes. This trend will continue as we expand in this area and begin offering the ability to also pay associated school fees through the online system.

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

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

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

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

## II. ACTION LIST

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

### III. IMPLEMENTATIO ACTION STEPS

#### DISTRICT LEVEL

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

#### SCHOOLS

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

### IV. FUNDING CONSIDERATIONS

#### DISTRICT LEVEL

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

#### SCHOOLS

- Community, business and industry collaboration forums
- Teacher training for local school-initiated efforts
- School survey administration, collection and analysis, and reporting

V. EVALUATION						
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)			
			JULY 2017	JULY 2018	JULY 2019	JULY 2020
<b>4.1</b> Facilitate building local business and industry partnerships for the purpose of improving education through an advisory committee of local business representatives	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• Community technology access surveys</li> <li>• Customer satisfaction surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• Community technology access surveys</li> <li>• Customer satisfaction surveys</li> <li>• Observations and interviews</li> </ul>				
<b>4.2</b> Develop technology-based offerings that allow the community to offer input and feedback in the planning and program development process	<ul style="list-style-type: none"> <li>• Documentation of offerings provided via innovative delivery methods</li> <li>• Community participation data</li> </ul>	<ul style="list-style-type: none"> <li>• District and school Web site information</li> <li>• Documentation of offerings provided via innovative delivery methods</li> <li>• Feedback data from partnerships</li> </ul>				

## TECHNOLOGY DIMENSION 5: SUPPORT CAPACITY

### GOAL

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



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

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

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p><b>5.1 Ensure that all students, teachers and administrators, including those with special needs, have access to contemporary technology resources supporting students to be college and career ready</b></p>	<ul style="list-style-type: none"> <li>A. Conduct needs assessments to identify additional resources needed to advance the district’s technology resources and offerings in such a way to better outfit learning environments conducive to support students in becoming college and career ready</li> <li>B. Expand, accelerate and increase the research capacity of the district for identifying and implementing contemporary technology resources supporting college and career ready skills and web tools and concepts</li> <li>C. Evaluate and implement appropriate advice and suggestions gleaned from Technology Dimension 4</li> </ul>
<p><b>5.2 Ensure the district infrastructure remains at the leading edge of educational technology systems appropriately suited for advancing student learning environments and teacher instructional resources</b></p>	<ul style="list-style-type: none"> <li>A. Accelerate research and development in identifying new techniques and technology infrastructure that support current computing needs (bandwidth, telecommunications, mobility, and cloud computing)</li> <li>B. Enhance and improve the equipment and software selection and evaluation system and processes to ensure quality control in technology implementations</li> </ul>
<p><b>5.3 Ensure the district maintains highly qualified technical staff, including network engineers and technology support technicians while maintaining appropriate quantities of support staff in delivering and maintaining the district expected levels of innovation and support</b></p>	<ul style="list-style-type: none"> <li>A. Ensure that district growth and growth of the infrastructure is commensurate with corresponding growth of technical support with the information technology department.</li> <li>B. Create environments conducive to employee retention and recruiting</li> <li>C. Require ongoing professional development activities for all IT staff</li> </ul>

<p>5.4 <b>Ensure the district’s technology assets are kept current through the continued execution of appropriate programs for managing equipment obsolescence and replacement</b></p>	<p>A. Strive to create a sustainable plan where maximum life span of five years for technology related equipment.</p> <p>B. Strive to create a sustainable plan to replace the oldest 20 percent of technology inventory each year</p>
<p>5.5 <b>Increase the ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</b></p>	<p>A. Provide training and bring awareness in Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum</p>

## II. ACTION LIST

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

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICT LEVEL

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

#### SCHOOLS

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

## IV. FUNDING CONSIDERATIONS

### DISTRICT LEVEL

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

### SCHOOLS

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

V. EVALUATION						
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)			
			JULY 2017	JULY 2018	JULY 2019	JULY 2020
<p><b>5.1</b> Ensure that all students, teachers and administrators, including those with special needs, have access to contemporary technology resources supporting students to be college and career ready</p>	<ul style="list-style-type: none"> <li>▪ Statewide achievement test scores</li> <li>▪ District report cards</li> <li>▪ Professional development tracking and surveys</li> <li>▪ District, school, and community surveys</li> <li>▪ School improvement plans</li> <li>▪ Documented access to technology resources</li> <li>▪ Technology needs assessments</li> <li>▪ SDE Technology Counts on-line survey</li> <li>▪ Budget data</li> <li>▪ State personnel reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Statewide achievement test scores</li> <li>▪ District report cards</li> <li>▪ Professional development tracking and surveys</li> <li>▪ Observations and interviews</li> <li>▪ Documented access to technology resources</li> <li>▪ District, school, and community surveys</li> <li>▪ School improvement plans</li> <li>▪ Documented access to technology resources</li> <li>▪ Technology needs assessments</li> <li>▪ SDE Technology Counts on-line survey</li> <li>▪ State personnel</li> </ul>				
<p><b>5.2</b> Ensure the district infrastructure remains at the leading edge of educational technology systems appropriately suited for advancing student learning environments and teacher instructional resources</p>						
<p><b>5.3</b> Ensure the district maintains highly qualified technical staff, including network engineers, technology support technicians while maintaining appropriate quantities of support staff in delivering and maintaining the district expected levels of innovation and support</p>						
<p><b>5.4</b> Ensure the district's technology assets are kept current through the continued execution of appropriate management of equipment</p>						

<b>5.5</b> <b>Increase the ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</b>						
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## TIMELINES

- By 2017-18, the district will provide professional development for staff to accommodate for the evolving technological needs of a 21st century learner that will be measured by 100% of staff earning 35 points for professional development credits.
- By the end of 2017-18, the district will increase digital citizenship education for staff, students, parents, and the community by 100%.
- By the end of 2017-18, the district will continue to implement new or modified processes that will become more digitized to improve online access opportunities and reduce dependency on paper.
- By the end of 2017-18, the district will increase district and school based technology staffing in support of evolving technological instructional needs of the 21st century learner.
- By the end of 2018 – 19, the district will have successfully transitioned to an online payment system for the collection of school/district related fees.
- Ongoing, the district will maintain and expand its technological hardware lifecycle to accommodate the instructional strategies of the district based on purchase orders.
- Ongoing, the district will maintain and expand its technological software lifecycle to accommodate the instructional strategies of the district based on purchase orders.

## **ACKNOWLEDGEMENTS**

Anderson School District Five gratefully acknowledges the following individuals who contributed to the creation of the technology plan:

**Mr. Thomas A. Wilson, Superintendent**  
**Mr. Wesley Grant, Chief Operating Officer**  
**Mr. Tripp Dukes, Assistant Superintendent for Instructional Services**  
**Mr. Kyle Newton, Director of External Affairs**  
**Mr. Ben Willis, Director of Technology**  
**Mrs. Kim Morgan, Director of State/Federal Programs**  
**Mrs. Anna Baldwin, Director of eLearning and Integration**  
**Mr. Craig Crittendon, Senior Systems Engineer**  
**Mr. Lee Brookshire, Systems Engineer**  
**Mr. Thomas Pearson, Systems Engineer**  
**Mr. Dean Kitsos, Systems Administrator**  
**Mr. Neal Van Hook, Systems Administrator**  
**Mr. Randolph Ligon, Technology Support Specialist**  
**Mr. Marlin McCollum, Technology Support Specialist**  
**Mr. Gerry Hooper, Technology Support Specialist**  
**Mr. Tony Stubblefield, Technology Support Specialist**  
**Ms. Carol Wilkins, Technology Support Specialist**  
**Mr. Chase Childress, Technology Support Specialist**  
**Mr. Taylor Lee, Technology Support Specialist**  
**Ms. Tonyna Hudgens, Technology Support Specialist**

## ATTACHMENTS/APPENDICES

### APPENDIX 1: CURRENT TECHNOLOGY INVENTORY

Lab & Classroom Desktop Computers	3735
Staff Desktop Computers	313
Media Center Devices	227
Student Laptop Computers	885
Staff Laptop Computers	1164
Student Apple Computers	295
Staff Apple Computers	22
Student iPad Tablets	2250
Staff iPad Tablets	250
Student Google Chromebooks	9452
Staff Google Chromebooks	1043
Student Windows Tablets	30
Staff Windows Tablets	100
Interactive Whiteboards (Smartboards/Mimeos)	1074
Digital Projectors	1126
Network Printers	660
Dell Physical Servers	70
Dell Virtual Servers	55
Cisco Network Switches	484
Aerohive Wireless Access Points	1545
Shoretel VoIP Handsets	1302
Traditional Phone Handsets	48
CCTV Servers	27
CCTV Cameras	1103
Visitor Management Systems	21
IP Based Corridor Clocks	72
<b>Total Devices:</b>	<b>27,353</b>

**APPENDIX 2: BUDGET SUMMARY**

**Technology and Telecommunications Budgets Summary**

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

**Fiscal Year 2016-2017**

General Fund Allocation for Technology Infrastructure .....	\$	365,000
General Fund Allocation for Software Maintenance .....	\$	126,500
<i>(does not include salary or fringe benefits)</i>		
Capital Expenditure Funds for Technology (not including equipment replacement).....	\$	0
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement .....	\$	0
E2T2 Formula Funds .....	\$	~ 0
South Carolina Apple License Plate Special Revenue .....	\$	~ 2,300
General Fund Telecommunications Allocation .....	\$	190,000
<b>Total Funds 2016-2017.....</b>	<b>\$</b>	<b><u>683,800</u></b>

**Fiscal Year 2017-2018**

General Fund Allocation for Technology Infrastructure .....	\$	365,000
General Fund Allocation for Software Maintenance .....	\$	126,500
<i>(does not include salary or fringe benefits)</i>		
Capital Expenditure Funds for Technology (not including equipment replacement).....	\$	0
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement .....	\$	0
E2T2 Formula Funds .....	\$	~ 0
South Carolina Apple License Plate Special Revenue .....	\$	~ 2,300
General Fund Telecommunications Allocation .....	\$	190,000
<b>Total Funds 2016-2017.....</b>	<b>\$</b>	<b><u>683,800</u></b>

## Fiscal Year 2018-2019

General Fund Allocation for Technology Infrastructure .....	\$	365,000
General Fund Allocation for Software Maintenance .....	\$	126,500
<i>(does not include salary or fringe benefits)</i>		
Capital Expenditure Funds for Technology (not including equipment replacement).....	\$	0
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement .....	\$	0
E2T2 Formula Funds .....	\$	~ 0
South Carolina Apple License Plate Special Revenue .....	\$	~ 2,300
General Fund Telecommunications Allocation .....	\$	190,000
<b>Total Funds 2016-2017.....</b>	<b>\$</b>	<b><u>683,800</u></b>

## Fiscal Year 2019-2020

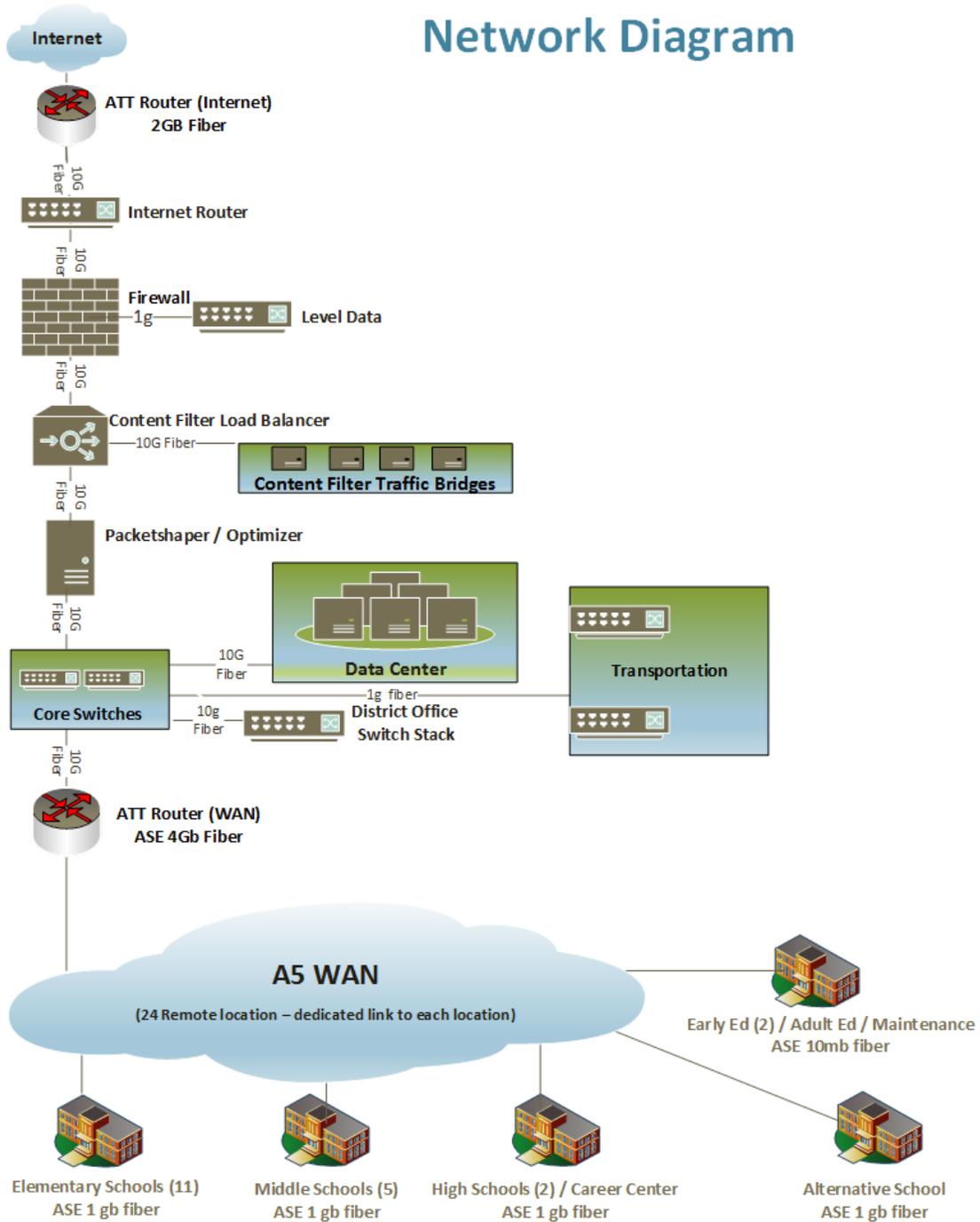
General Fund Allocation for Technology Infrastructure .....	\$	365,000
General Fund Allocation for Software Maintenance .....	\$	126,500
<i>(does not include salary or fringe benefits)</i>		
Capital Expenditure Funds for Technology (not including equipment replacement).....	\$	0
Capital Expenditure Funds Allocation for Obsolete Equipment Replacement .....	\$	0
E2T2 Formula Funds .....	\$	~ 0
South Carolina Apple License Plate Special Revenue .....	\$	~ 2,300
General Fund Telecommunications Allocation .....	\$	190,000
<b>Total Funds 2016-2017.....</b>	<b>\$</b>	<b><u>683,800</u></b>

### APPENDIX 3: IT SKILLS INVENTORY

ABILITY	SKILL NEEDED	SKILL AVAILABLE IN-HOUSE?	CONTRACTED TECH SUPPORT?
<b>PC Skills</b>			
Install & Configure Hardware		X	
Load & Update		X	
Troubleshoot & Repair Problems		X	
<b>LAN Skills</b>			
Design Network		X	
Install & Configure Hardware		X	
Load & Update Software		X	
Troubleshoot & Repair Problems		X	
<b>WAN Skills</b>			
Install & Configure Hardware		X	
Load & Update		X	
Troubleshoot & Repair Problems		X	

APPENDIX 4: NETWORK DIAGRAM

# Anderson School District Five Network Diagram



## **APPENDIX 5: TEACHER TECHNOLOGY PROFICIENCY**

### **PROVISO PROFESSIONAL DEVELOPMENT PLAN**

#### **I. Standards**

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

#### **II. Professional Development Offerings**

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

#### **III. Methods of Assessment:**

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

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

#### **IV. Timeline**

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

#### **V. District Contact**

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

Name: Ben Willis

Title: Director of Technology

District: Anderson School District Five

E-Mail Address: [benwillis@anderson5.net](mailto:benwillis@anderson5.net)

## APPENDIX 6: INTERNET USE POLICIES:

### TECHNOLOGY RESOURCES

Code **IFBGA** Issued 8/16/16

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#### **Internet Responsible Use Policy**

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

#### **Responsible Use**

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

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

## **Email, Phone, and Internet Usage**

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

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

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

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

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

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

Adopted 4/18/00, Revised 3/19/02, 11/21/06, 5/19/09, 7/17/12, 8/20/13, 8/16/16

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Legal references:

A. Federal Law:

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

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

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

## **RESPONSIBLE USE OF TECHNOLOGY (AUP)**

*Code IFBGA-R Issued 8/16/16*

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### **Internet Access**

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

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

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

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

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

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

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

### **Use of Personal Devices**

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

## **Guidelines for Personal Devices**

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

## **Technology Protection Measures**

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

## **Internet Safety Policy**

*For purposes of the Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 & 47 U.S.C. § 254(l), this Administrative Rule is the district's "Internet safety policy." This Rule includes provisions to address access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including so-called "hacking" and other unlawful activities by minors online; unauthorized disclosure, use, and dissemination of personal identification information regarding minors; measures designed to restrict minors' access to materials harmful to minors, and provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and chat rooms, and cyber bullying awareness and response.*

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

## **Terms and Condition of Use**

### *Responsible Use*

The purpose of the District's educational network is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. All use of the Internet and network must be in support of education and research, and consistent with the educational objectives of the District. Use of other networks

or computing resources must comply with the rules governing those networks. Transmission of any material in violation of any federal or state laws or regulations is prohibited; this includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Access to computer systems and networks owned or operated by the District impose certain responsibilities and obligations on users and is subject to District policies and local, state, and federal laws.

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

### *Procedures for Use*

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

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

### **Rules Governing Use**

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

- Vandalism is prohibited and will result in disciplinary and/or legal action. Vandalism includes any malicious attempt to harm or destroy data of another user, Internet, or other networks that are connected to any of the Internet infrastructures. Vandalism also includes,

but is not limited to, the uploading or creation of computer viruses, deletion or alteration of other user files or applications, removing protection from restricted areas, or the unauthorized blocking of access to information, applications, or areas of the network.

- Never access or attempt to access inappropriate or restricted information, such as pornography or other obscene materials, or other information not directly related to the educational purposes for which access is being provided. Restricted information includes obscene, libelous, indecent, vulgar, profane, or lewd materials, advertisements for products or services not permitted to minors by law, insulting, fighting, and harassing words, and other materials which may cause a substantial disruption of the academic environment. Violations of this policy will result in disciplinary and/or legal action.
- Be polite. Do not be abusive in messages to others. Always use appropriate language. Profanity, vulgarities, or other inappropriate language is prohibited. Illegal activities are strictly forbidden.
- Documents, electronic mail, chat room messages, and any other form of direct communications may not include a student's social security number or any other personally identifiable information that may lead to the identity of one's self or others. For example, do not reveal personal home addresses or phone numbers to others.
- No student pictures (video or still) or audio clips will be published without permission from the student's parent or guardian.
- Documents may include "directory information," including a student's name, address, or telephone number, provided the parent/guardian has been informed about the release of "directory information" and has not notified the district in writing that he/she objects to the release of information.
- Electronic mail is not guaranteed to be private. People who operate the system have access to all electronic mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.

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

### *Inappropriate uses*

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

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

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

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

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

## **Penalties for Improper Use**

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

## **Warranty**

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user. This includes loss of data resulting from delays, non-deliveries, misdirected deliveries, or service interruptions caused by the system's negligence, user errors, or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

## **Security**

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

## **User Privacy**

The District reserves the right to examine, restrict, or remove any material that is on or passes through its network, just as it does any other work or material generated or brought to school by staff or students. Access to electronic information related to any student or staff member will be governed by the same policies that would apply to that information if it were not in electronic form.

### **School Board Policies**

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

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

- Any student information communicated via District Web pages will comply with District policies on Data Privacy and Public Use of School Records.

## **OTHER**

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

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

Issued 4/18/00; Revised 3/19/02, 11/21/06, 5/19/09, 7/17/12, 8/20/13, 8/16/16

**SIGNATURE PAGE**

This Technology Plan has been reviewed and submitted on behalf of Anderson School District Five.

**School District Director of Technology (Printed Name):** Ben Willis

*School District Director of Technology*

(Signature):  Date: 3/30/17

**School District Superintendent (Printed Name):** \_\_\_\_\_

*School District Superintendent*

(Signature):  Date: 3/30/17