



South Carolina
Department of Juvenile Justice

Technology Plan

August 2016 – July 2021

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DISTRICT PROFILE

The South Carolina Department of Juvenile Justice School District (DJJ) is a special school district which provides academic and career and technology training to students in grades five through twelve in a variety of settings including one institutional school, three regional evaluation centers, a detention center and ten community residence placement facilities located throughout the state. The school district operates a continuous progress education program on a twelve-month basis geared to meet the individual student needs. The DJJ School District is fully accredited by both the South Carolina Department of Education, and AdvancED, an international accrediting agency that conducts rigorous external reviews and whose goal is to assist districts and schools improve to ensure that all learners realize their full potential. DJJ School District has no local tax base, relying exclusively on state (70% EFA calculation) and federal funding.

The DJJ student population consists of South Carolina youth who are adjudicated delinquent for committing one or more offenses. Thirty-one percent of the juveniles committed to the Broad River Road complex (BRRC) attend Birchwood School at the institutional long-term facility where they receive special education and related services as specified under the Individuals with Disabilities Education Act (IDEA). Birchwood School serves approximately 120 juveniles and the average daily enrollment is approximately 700 throughout the state. Many of the juveniles have been either suspended or expelled from their previous school districts; therefore, the student population is older than normal for their grade placement and generally two to three grade levels behind their chronological age. The district's comprehensive education program therefore focuses on improving reading and math skills, acquisition of Carnegie unit and/or GED, as well as workplace skills acquisition.

EXECUTIVE SUMMARY

The district's vision and **AIM** is for all stakeholders to be accountable for the most progressive and individualized educational system in America. By providing greater **Accountability** for the curriculum and pedagogy and enhancing **Individualized Instruction and Improvement** of the learning environment, we pursue to become the national **Model** juvenile justice educational program.

With technology resources that permeate all aspects of everyday lives and that can transform the educational experience, our goal is to ensure that each student succeeds in mastering the use of that resource in a 21st century approach to instruction and learning, which will offer a transformational educational experience. The Educational Services Division is committed to raising the quality of instructional outcomes for all students, both to help them be successful and make our communities safer.

STATUS OF TECHNOLOGY IN EDUCATION DIVISION

The DJJ School District invited participants representing all aspects of both the Education Division and the SCDJJ agency OIT to serve on the 2016-2021 Technology Task Force. The committee consisted of a cadre of teachers, media specialists, administrators, the Technology Instructional Coordinator, the Deputy Director of Educational Services, and the Interim OIT Director and selected OIT staff. The purpose for the committee was to review and assess the progress of the last update of the 2013 – 2016 Technology Plan and establish the new 2016 – 2021 Technology Plan.

For the past five years the DJJ School District has been steadily moving toward integrating technology into the curriculum in greater measure. This journey has been accelerated over the past two years with the change in District Superintendents and adoption of a district-wide web-based curriculum. To promote a greater capacity for technological growth, the district has made significant investments in hardware, software and professional development, as well as created a new district-level position, District Technology Instructional Coordinator. The following is DJJ School District's current technology standing as of the 2015-2016 school year.

Current Technology Inventory

- Over 400 computers
- Over 200 laptops
- Over 100 Interactive SMART Board and Projector Systems (nonfunctional)
- Over 100 Projectors
- Over 200 iPads
- Wireless network access points in every educational facility (to include the Crisis Management Unit) and all four dorms
- Agency is moving to VOIP (Voice Over IP) telephone communications.
- Secure firewall protects agency data, as well as applications to restrict internet access.
- The OIT Data Center behind the firewall contains all servers, routers and switches. All DJJ confidential information is maintained on these secure servers that are backed up on a schedule according to agency policy.

Current Technology Needs

- Increased student internet website access
- Replace nonfunctional interactive white boards and projector systems
- Increased Wide Area Network bandwidth
- Education Division focused IT technicians
- Hire Education Division IT engineer
- Expand remote location instruction via video conferencing and / or virtual school framework
- Additional computer labs located in dorms and / or various facilities throughout the state

- Subscribe to Google Apps for Education to be used by entire district
- Fully integrate all currently available technology equipment into instruction
- Beginning and advanced professional development in full utilization of online curriculum
- Additional technology integration - focused professional development emphasizing reading remediation acquisition
- Professional development in curricular design for technology integration in blended learning platform
- Expand use of technology to increase enrollment into online college courses

Current Technology Support Strategies

- Partnership with agency OIT Dept. for expansion of educational technology use
- Technology Instructional Coordinator for on-site professional development
- Seventy-five percent of newly hired faculty with technology use background
- Current Strategic Plan technology integration mandates as determined through most recent AdvancEd external review

Disaster Recovery Plan

In the event that power goes out to the Data Center, the agency has central UPS, which is also backed up by an onsite generator. The Barracuda backup solution replicates the data to the cloud on a weekly basis.

SCDJJ MISSION AND DISTRICT VISION

It is the mission of South Carolina Department of Juvenile Justice to protect the public and reclaim juveniles through prevention, community programs, education, and rehabilitative services in the least restrictive environment possible. Consequently, the DJJ School District, in partnership with families and communities, is committed to empowering young men and women in a secured environment to become responsible, contributing citizens in a global society through academic, technical, character and life skills education. To this end, DJJ School District has committed to guarantee its youth individualized instructional opportunities that will lead to positive and productive lives. DJJ guarantees each student a quality education by providing appropriate and challenging learning experiences to equip each individual for lifelong learning, responsible citizenship, and productivity in an ever-changing world.

In partnership with the SCDJJ's Office of Information Technology, DJJ School District will facilitate the opportunity for all students and faculty to become well informed, imaginative and effective decision makers, capable of working independently and collaboratively to create workable solutions to complex problems resembling those they will encounter in this 21st Century society. The commitment to enhanced, expanded technology integration will affect all District personnel in all facets of education.

DJJ School District's commitment to transformational education is underscored in the following beliefs:

- All students can learn.
- Education is a lifelong building process.
- Students are the center of the educational process.
- High expectations improve individual achievement.
- Students should have equitable access to educational opportunities.
- Students must have highly competent and caring teachers, principals, and support personnel.
- Each student can demonstrate individual accountability and respect for others.
- Students have the responsibility to be active learners.
- Every student has the potential to become a responsible, contributing citizen.
- Parent involvement and volunteer services support / enhance the teaching and learning process.
- Each person is of inherent worth.

In support of these beliefs, DJJ School District's Strategic Education Plan has established goals to expand technology access and training opportunities to meet the teaching, learning and operational needs of the district. Ultimately, the DJJ School District strives to be an exemplary, continuously improving educational organization in which all students achieve their maximum potential through a rigorous, engaging curriculum and support systems that cultivate and promote their well-being.

TECHNOLOGY OPERATIONAL PLAN

Educational technology in the South Carolina Department of Juvenile Justice is the integration of continually evolving technologies used to support district educational goals and standards for providing appropriate and challenging learning experiences promoting best practices in teaching, learning and administrative management. The SCDJJ Office of Information Technology is committed to supporting educational technology goals and facilitating the expanded integration of technology access and use at all of DJJ’s educational facilities. Under the guidance of the SCDJJ Office of Information Technology in conjunction with SCDJJ Deputy of Educational Services and advisement from the Technology Task Force and other stakeholders, SCDJJ OIT will continue to provide the technology resources and equipment needed to support the agency and the school district’s technological goals and aspirations.

The 2016-2021 DJJ School District Technology Plan outlines objectives, strategies, specific technology goals and estimated costs needed for furthering the advancement of technology – integrated teaching, learning and administrative capabilities of the district.

School District Goals

Goal 1: Expand technology access and training opportunities to meet the teaching, learning, and operational needs of the institution.

OBJECTIVES	STRATEGIES
<p>1.1 Ensure technology infrastructure supports each institution’s teaching and learning needs</p>	<ul style="list-style-type: none"> • Conduct an up-to-date survey of technology infrastructure. • Review teachers’ long-range plans to identify technology infrastructure needs expansion. • Review planned professional development to determine needed infrastructure placement. • Develop a district purchasing plan with adequate fund allocation to provide for electronic resources based on determined criteria, school curriculum and student needs that includes allocations for updates and ongoing subscriptions. • Align infrastructure development / replacement with Education Strategic Plan. • Review student growth trends in facilities throughout the state to determine number of instructional computers needed annually. • Determine minimum specifications for all computers and peripherals to run approved instructional and

	<p>application software.</p> <ul style="list-style-type: none"> • Keep track of all infrastructure work orders to ensure timely completion. • Maximize the utility of all current infrastructure (to include bandwidth) to determine expansion needs. • Identify and implement best technological solution to provide remote services to facilities outside the Columbia area. • Explore technological solutions for the creation of computer labs for after school study.
<p>1.2 Develop and implement a systematic assessment protocol to ensure technology use and integration into classroom instruction</p>	<ul style="list-style-type: none"> • Create an observational tool to assess instructional technology use by teachers and students. • Create uniformed standard operating procedures for use of web-based curriculum. • Identify and implement web-based curriculum options for Career and Technology students. • Partner with administrators to observe instructional practices in order to determine how to best assist teachers with technology integration.
<p>1.3 Utilize student information system (SIS) effectively to manage student records and information with high levels of accuracy and efficiency</p>	<ul style="list-style-type: none"> • Gain an SIS consultant's prognosis for improvement after diagnosis and prescription development. • Identify specific needs and uses for appropriate and more efficient utilization. • Hire SIS manager. • Set quarterly objective and quantifiable efficiency and accuracy goals for SIS use by faculty and staff. • Develop protocol to maintain accurate, current and timely student records within the SIS at the point of collection and dissemination.
<p>1.4 Provide adequate technology professional development opportunities for all teachers and staff in an effort to maximize technology integration and student achievement</p>	<ul style="list-style-type: none"> • Coordinate designated technology – focused professional development days training for all faculty and staff with calendar and professional development committees. • Conduct faculty technology certification assessment to determine faculty technology needs and comfort level. • Provide on-going brief technology integration mini-sessions during available opportunities in throughout the school year.

Goal 2: Use current and emerging technologies to promote digital-age learning environments promoting 21st Century skills for student achievement.

OBJECTIVES	STRATEGIES
<p>2.1 Demonstrate pedagogical methods to engage all learners and improve academic achievement</p>	<ul style="list-style-type: none"> • Identify best practices for using educational technology using both Windows and Apple products in support of District Strategic Plan. • Provide safe structured opportunities for teachers to enhance education technology literacy skills. • Promote greater collaboration among academic and Career and Technology educators. • Identify and promote use of alternative assessment tools and strategies for low literacy level students • Develop standards-based technology – integrated lessons promoting 21st century skills: collaboration, creativity, communication and critical thinking. • Develop STEAM – focused collaborative curriculum offerings with CATE Dept. • Promote acquisition of ISTE –based technology standards for teachers in order to upgrade their technology certification
<p>2.2 Promote district – wide understanding and acceptance of the principles and concepts of digital citizenship</p>	<ul style="list-style-type: none"> • Educate faculty, students and staff about the importance of embracing Digital Citizenship standards. • Create an agency – approved, student – specific District Acceptable Use Policy. • Review Agency Acceptable Use Policy with staff and update signatures. • Provide resources for teachers to follow a Digital Citizenship curriculum with all students in every educational site throughout the district.

Technology Goals Budget Summary

DESIGNATED ACTION	STATUS / TIME LINE	ESTIMATED COST
<p>Maintain video conferencing equipment at Birchwood, John G, Willow Lane, Evaluation Centers and Community Residence Programs, and at educational facilities throughout the district.</p>	<p>Continuous</p>	<p>\$139,000</p>
<p>Data circuits for email, video conferencing, etc. to evaluation centers and wilderness camps.</p>	<p>Continuous</p>	<p>\$135,000</p>

Continued maintenance for Palo Alto Internet content filtering software to prevent unauthorized Internet access from DJJ students.	Continuous	\$7,500
Procure software to secure sensitive data by providing disk encryption that would prevent unauthorized access to PC's, laptops and storage media.	Continuous	\$20,000
Replace existing wireless controller that will support the new wireless access points. With Dual radio N implementation. This is used with the wireless Access Points to allow for better network connectivity with wireless devices used by administration, teachers and students.	Continuous	\$9,500
Replace existing outdated wireless access points in education. This will allow for better network connectivity with wireless devices used by administration, teachers and students.	Continuous	\$17,000
Mount and cabling of wireless access points at all locations.	Continuous	\$7,00
Repair interactive white boards and projector systems and purchase continued service plan and/ or replace with new & warrantied Active Panels.		\$120,000
Purchase professional development training opportunities for effective interactive white board use.		\$6,000
Purchase additional iPad apps to configure all facilities' iPads to agency standards with pre-approved, content area – specific applications.		\$3,000
Purchase District level subscription – based online educator resources for classroom use (i.e Brainpop & others) as well as promoting DISCUS for education technology journals for faculty and staff.		\$3,000
Evaluate current use of Apple products throughout the district and purchase Apple service contract to repair essential equipment, replace with windows-based alternatives or completely retire old equipment.	Continuous	
Support on-going technology professional development opportunities (specific training, conferences, and workshops) for all district faculty.		\$5,000

TIMELINES AND EVALUATION

SC Department of Juvenile Justice will transition into the new Technology Plan five year cycle starting in March of the 2015-2016 school year and conduct reviews and revisions thereafter in May annually.

Activity	Evaluation / Responsibility	Timeframe
Survey staff and review teachers' long-range plans to identify technology needs	Professional Development Coordinator Technology Instructional Coordinator	April 2016, annually
Conduct organizational planning meeting	Technical Coordinator, Professional	March 2016, ongoing
Communicate district goals for technology professional development	Principals, CATE Director, Professional Development Coordinator, Technology Instructional Coordinator	Start of each school year, ongoing
Create technology integration assessment tool & communicate to faculty its use protocol & alignment with agency technology goals	Principals, CATE Director, Professional Development Coordinator, Technology Instructional Coordinator	April, 2016, ongoing
Develop teacher technology professional development opportunities	Professional Development Coordinator Technology Instructional Coordinator CATE Director	March 2016, ongoing
Conduct classroom observations to ensure ISTE standards – based technology use by both teachers and students	Principals CATE Director	ongoing
Deliver continuous education technology professional development	Technology Instructional Coordinator	ongoing
Research scheduling, instructor availability and curriculum content for	Guidance Counselor, CATE Coordinator, Technology Instructional	April 2016, ongoing

course creation for promotion of district STEAM program	Coordinator, Faculty, Program Coordinator	
Assist teachers in curriculum development / Lesson transformation to ensure best practices in technology integration	Technology Instructional Coordinator	ongoing
Creation of Agency Student Acceptable Use Policy	Technology Instructional Coordinator Deputy Director of Education / District Superintendent Agency OIT representative	Initiate process May 2016
Conduct annual review and update district technology plan	Technology Committee, Technology Instructional Coordinator	March of each year
Submit changes to Technology plan and Technology Professional Development Plan to SDE	Technology Instructional Coordinator	May – July of each year
Assess teachers' technology proficiency and report teacher technology proficiency to SDE	Technology Instructional Coordinator Teacher Licensure Coordinator	ongoing

Accountability for Technology Plan

The District's Technology Task Force was reorganized in March 2016 to ensure inclusion of representation of all stakeholders in the School District. The task force will meet semi-annually for the purpose of:

- Establishing and reviewing timelines;
- Assessing progress towards objectives;
- Evaluating annual objective achievements;
- Making recommendations for adjustments to technology plan.

This committee will be comprised of:

- Deputy Director of Education: James D. Quinn, EdD
- District Technology Instructional Coordinator: Sonia S. Isom, PhD
- Agency OIT Director: Jo B. Crosby

- Professional Development Coordinator: Timothy R. Bunch
- Building Principals: Floyd Lyles (interim), Nancy Montgomery
- CATE Director: Gregory Jones, PhD
- Educational Representatives

District Contacts

These individuals are the primary contacts for the implementation and management of this plan.

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ATTACHMENTS

Internet Acceptable Use Policy

Technology is a vital part of education and the curriculum of the SCDJJ 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. Access to the Internet, an "electronic highway" connecting millions of computer users all over the world, will allow SCDJJ school district students and staff the opportunity to communicate with others on a global level and access educational materials worldwide.

Access to the Internet is a privilege, not a right. With this privilege, there is also a responsibility to use the Internet solely for educational purposes and not to access inappropriate materials not suitable for students. To that end, the SCDJJ school district administration is directed to develop appropriate guidelines governing the use of District computers to access the Internet.

As part of the implementation of the administration's guidelines, students and staff must be instructed on the appropriate use of the Internet. Inappropriate use by any person will not be tolerated.

I. Internet Access

Because technology is a vital part of the educational process and the curriculum of the SCDJJ school district, students and staff will be provided access to the Internet. By providing this access, the District intends to promote educational excellence and allow access to resources unavailable through traditional means. Through the Internet, students and staff will have access to the following:

- Electronic mail communication with people all over the world.
- Information and news from NASA, as well as the opportunity to correspond with scientists at NASA and other research institutions.
- Public domain software and graphics of all types for school use.
- Many university library catalogs, the Library of Congress, and large collections of information of educational use.

With access to computers and people all over the world also comes the availability of material that may not be of educational value. The nature of the SCDJJ school district requires that strict supervision of students use is imperative. The SCDJJ school district has taken precautions to restrict access to controversial or inappropriate materials. However, on a global network, it is impossible to control all materials and limit all access to information which has no educational value. The SCDJJ school district firmly believes that the valuable information and the interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the SCDJJ school district.

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 here so that you are aware of your responsibilities when using the Internet. Any violations of these guidelines will subject the user to appropriate disciplinary action and possible denial to access to the Internet.

Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet.

II. Terms and Conditions of Use

A. Acceptable Use

The purpose of the SCDJJ school district's decision to provide Internet access is to allow an expanded opportunity for research and education by providing access to unique resources and the opportunity for collaborative work. All use of the Internet must be in support of education and research and consistent with the educational objectives of the SCDJJ school district. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national 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 secrets.

B. Procedures for Use

1. 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 member.
2. Students will be allowed access to the Internet only through their teachers. No students may access the Internet without permission. Student use must be supervised at all times by a staff member.

C. Rules Governing Use

1. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of Internet privileges. All staff and students must abide by the generally accepted rules of network etiquette, including the following: 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.
2. Never reveal the personal address or phone number of yourself or others.
3. Note that electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
4. Do not disrupt, harass, or annoy other users.
5. All communications and information accessible via the network should be assumed to be private property. Always cite all quotes, references, and sources.

6. Never 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 or 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.
7. Vandalism also is prohibited and will result in cancellation of privileges. Vandalism includes any malicious attempt to harm or destroy data of another user, and includes, but is not limited to, the uploading or creation of computer viruses.
8. 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.
9. All users should use the Internet only for research and academic reasons; non-academic uses are prohibited. Do not use the system for financial or commercial gain.
10. Always follow the instructions of the supervising staff members.

III. Penalties for Improper Use

An employee who violates the terms of the Administrative Rules 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 access to the Internet will also be subject to cancellation for up to one year. 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 District's Student Behavior Code. Internet access privileges also may be canceled for up to one year. 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.

Technology Inventory Survey Results for the District

Please complete the following chart to describe the devices provided and type of equipment being utilized:

	Desktops (District provided)	Laptops (District provided)	Tablets (District provided)	Tablets (User Owned BYOD)	Other Mobile Devices (District provided)	Other Mobile (User Owned BYOD)
Number dedicated for student use?	418	116	113	0	0	0
Number dedicated for teachers?	47	41	45	0	0	0
Number dedicated for instructional aides and other instructional employees	13	15	16	0	0	0
Number used by administrative staff, librarians, counselors, campus safety aides, and other non-instructional staff?	10	3	0	0	0	0

These can be in classrooms, computer labs, library labs, or other spaces.

This includes all central and satellite offices as well as school sites.

Computer Aging

Indicate the number of functional computing devices in the school by age (as of the end of school year 2014-15). **Do not** include equipment sent to salvage or stolen. Include all computers, including employee and student use; academic and non-academic; and in schools and office sites. Computers include laptops, netbooks, tablets, VDI, and desktops. If refurbished equipment was purchased, select the original date of the equipment (i.e., the original date is 1995 and the refurbished date is 1998).

Total Number of school computers:

Enter #	
108	Less than 1 year old
350	Between 2 and 3 years old
130	Between 3 and 4 years old
204	5 years and older

One-to-One Computing:

If 1:1 computing capacity was offered for all students in school year 2014-15, what electronic devices were issued and how many?

Type of Device or Devices:

	Desktop
	Laptop
	Tablet
	Netbooks

How many devices were issued:

	Desktop
	Laptop
	Tablet
	Netbooks

Has your school adopted a goal of implementing/expanding 1:1 computing?

Yes

No

If Yes, What grade levels are targeted (Check all that apply)?

< Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8,9, 10,11,12, OTHER >

In what school year do you anticipate having 1:1 computing in these grade levels? < Already completed, 2015,2016,2017, 2018 >

Have the total costs to implement/expand 1:1 computing been projected?

Yes

No

If Yes, what are the projected costs for:

One-time Costs _____

Annual Recurring Costs _____

Does more than 1:1 computing capabilities exist (i.e. BYOD (bring your own devices)?)

Yes

No

Classroom Technology:

How many of the following does your school have the following?

Interactive White Boards (do not count devices used solely for administrative, non-classroom purposes) 44

Interactive Digital Monitors (do not count devices used solely for administrative, nonclassroom purposes)

Projectors (do not count vintage bulb and mirror “overhead” projectors or document camera projectors) 47

Virtual Learning:

1. Does your school offer fully online courses that are not provided by a vendor, outside company, or the state’s VirtualSC? (If Yes, then answer the following questions. If no, skip to question 2). **No, courses are provided through vendor.**

- What online course offerings are delivered by the school? Only include courses provided by the school/district (not tutors, universities or outside companies, or VirtualSC).
- What is the number of courses offered fully online?
- What students in your school are eligible to take online courses?
- How many credits were earned by students in your school through your fully online courses?
- What Learning Management System (LMS) or other tools are you using to deliver online instruction?
- What technology or infrastructure is needed to expand/improve your online classes?

2. Does your school offer blended (at least 50% online-based) courses that are not provided through a vendor, outside company, or VirtualSC? (If Yes, then answer the following questions. If no, skip to question 3) N/A

- What students in your school are eligible to take blended courses?
- What is the number of courses offered as “blended” (at least 50% online-based)?

- How many credits were earned by students in your school through your blended learning courses?
 - What Learning Management System (LMS) or other tools are you using to deliver blended instruction?
 - What technology or infrastructure is needed to expand/improve your blended classes?
3. Does your school enroll students in online courses with the state's VirtualSC? (If Yes, then load the following questions. If no, skip to question 4) No
- 1) Are there courses that VirtualSC does not currently offer, but would be valuable to your student population?
 - 2) Currently VirtualSC offers Credit Recovery courses on a rolling enrollment basis (new students start every week). Would it be helpful to your students if other courses were offered on a rolling enrollment basis and if so what courses?
4. What technology or infrastructure is needed to expand or improve your ability to offer online and blended courses to your students? (Include fully online or blended courses offered by a vendor, outside company, or VirtualSC.) **Currently offer online 6-12 core content curriculum and GED, ACT & ASVAP test prep offered through Edmentum PLATO for blended learning.**