

Aiken County Public Schools

Technology Plan

2013-2016

Issued 2/18/2005
Revised 2/16/2006
Revised 11/27/2007
Revised 10/29/2009
Revised 1/31/2010
Revised 2/1/2011
Revised 8/1/2011
Revised 5/14/2013

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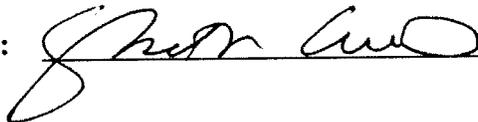
Technology coordinator's signature

 5-15-2013
Date

Superintendent's name: Elizabeth Everitt, Ph.D.

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Superintendent's signature:

 5-15-2013
Date

BOARD AGENDA ITEM

May 14, 2013

SUBJECT:

District Technology Plan for E-Rate Funding

BACKGROUND:

In accordance with the Office of eLearning at the State Department of Education and the Office of the CIO, each subsequent three years the District Technology Plan for continued E-Rate funding is submitted as requested with revisions and modifications. The document District Technology Plan 2013-2016 for Aiken County Public Schools follows the framework developed by the document South Carolina Technology Plan-2003-2008: Realizing the Dream.

ADMINISTRATIVE CONSIDERATION:

The technology plan is being submitted to the State Department of Education for approval (1) to qualify for E-Rate eligible circuits provided by the State, and (2) to apply for reimbursements for E-Rate Eligible services.

Minor necessary adjustments and additions are also included in the revision as it relates to technology proficiency guidelines for teachers, annual goals, and technology landmarks.

RECOMMENDATION:

Accept as information the updated Technology Plan which has been submitted to the State Department of Education.

ATTACHMENT:

Revisions

PREPARED BY:

David Caver
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Summary of Changes to Technology Plan

Updated District Profile Section to reflect 2012-2013 data for student enrollment, percentage of free and reduced lunch, drop-out rate, and number of English as 2nd language students

Updated District needs assessment to reflect current Technology Inventory

Summarize technology landmarks from 2010 to 2013 to include most recent technology initiatives/landmarks met by district

Updated Acceptance Use Policy to include CIPA Compliance Information and Public Meeting Announcement from Board Meeting May 22, 2012

Added annual goals for 2013-2014

Adjusted timelines to reflect completed or on-going technology initiatives

Adjusted networking diagrams to reflect changes to existing WAN Network

CONTENTS

District Profile.....	4
Executive Summary	4
District Needs Assessment.....	5
Technology LandMarks	6
Districts Mission and Vision.....	7
Technology Dimension 1: Learners and Their Environment	
Goal.....	8
Snapshot of Current Technology Use.....	8
Operational Plan	
I. Objectives and Strategies.....	9
II. Action List.....	11
III. Implementation Action Steps.....	12
IV. Funding Considerations	13
V. Evaluation	13
Technology Dimension 2: Professional Capacity	
Goal.....	14
Snapshot of Current Technology Use.....	15
Operational Plan	
I. Objectives and Strategies.....	17
II. Action List.....	21
III. Implementation Action Steps.....	22
IV. Funding Considerations	22
V. Evaluation	23
Technology Dimension 3: Instructional Capacity	
Goal.....	24
Snapshot of Current Technology Use.....	25
Operational Plan	
I. Objectives and Strategies.....	26
II. Action List.....	27
III. Implementation Action Steps.....	27
IV. Funding Considerations	28
V. Evaluation	29
Technology Dimension 4: Community Connections	
Goal.....	30
Snapshot of Current Technology Use.....	30
Operational Plan	
I. Objectives and Strategies.....	31
II. Action List.....	32
The Consolidated School District of Aiken County	2

III. Implementation Action Steps.....	33
IV. Funding Considerations.....	33
V. Evaluation	34
Technology Dimension 5: Support Capacity	
Goal.....	36
Snapshot of Current Technology Use.....	36
Operational Plan	
I. Objectives and Strategies.....	37
II. Action List.....	40
III. Implementation Action Steps.....	41
IV. Funding Considerations.....	42
V. Evaluation	43
Bibliography	45
Appendix 1: No Child Left Behind Action Plan.....	46
Appendix 2: Teacher Professional Development Plan (Proviso 1.40, 1.29, 1.28)	52
Appendix 3: Acceptable Use Policy	59
Appendix 4: Erate	61
Appendix 5: Annual Goals.....	62
Appendix 6: TimeLine.....	65
Appendix 7: Report on Last Year’s Progress towards Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes.....	68
Appendix 8: Current Status of Infrastructure and Computer Access in Schools.....	69
Appendix 9: Budget 2013.....	70
<u>Attachments and Exhibits</u>	
Attachment 1a (Technology Inventory Summary)	
Attachment 1b (Technology Staff Skills)	
Attachment 2a, 2b, 2c (Networking Diagrams)	

District Profile (2012-2013)

The Aiken County Public School District is located near the mid-point of South Carolina's border with Georgia, located approximately 15 miles east of Augusta, Georgia. Aiken County covers approximately 1100 square miles and its size is larger than the State of Rhode Island.

Aiken County Public Schools is comprised of 40 schools with a total enrollment of 24,395 (2012-2013). The percentage of students eligible for free and reduced lunch is 61% (October 2012). The number of English as a Second Language (ESL) students is 1,571. In addition, there are 37 languages represented in the school system other than English. The dropout rate is 3.8% and the graduation rate is 75.6% (District Report Card, 2012).

Executive Summary

The document *District Technology Plan -2013-2016* for Aiken County Public Schools follows the framework developed by the document *South Carolina State Technology Plan 2003-2008:Realizing the Dream*. Through the development of this plan, Aiken County Schools has initiated a process of revising and developing an integrated technology plan as a framework for preparing all students and staff for utilizing technology as an integrated tool. Increased student achievement through the effective integration of technology into the core curriculum will be the outlining strategy. Five core technology dimensions and goals as outlined by *the "South Carolina Technology Plan 2003-08: Realizing the Dream"* must be addressed for us to begin improving student achievement through the use of technology. Goals, objectives and strategies, an action list, an evaluation plan, and benchmarks are given for each core technology dimension.

The five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1: Learners and Their Environment

Section 1.01 Goal: The school district and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

Technology Dimension 2: Professional Capacity

Goal: The SDE, the school districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Technology Dimension 3: Instructional Capacity

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

Technology Dimension 4: Community Connections

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

Technology Dimension 5: Support Capacity

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

District Needs Assessment

On-Going District Needs

- Expand mobile and wireless infrastructure in schools
- Continue replacement program for oldest computers as needed and when funds are available
- Add network drops in schools when needed
- Increase instructional equipment (interactive white boards, projectors, laptops, etc.)
- Increase district wide area network bandwidth
- Expand support staff for technology
- Expand connectivity for mobile units
- Continue to increase technology proficient opportunities for all teachers
- Continue expansion of schools existing devices for students
- Continue investigation of BYOD or 1-1 Initiative for increased technology resources for students

Technology Support Objectives

- Additional computer support technicians (one support technician per three schools

Current Technology Inventory

- 121 Computer Labs
- 1023 Interactive White Boards (Smart and Interwrite)
- 3833 Laptops
- 1,270 Netbooks
- 1,177 Wireless Mobile Carts
- 7,770 Personal Computers (178 MacBooks, 7,592 Windows Computers)
- 280 Servers
- 528 Networking Switches
- 1,160 Ipads
- 1,700 Ipods
- 943 Wireless Access Points

Aiken County Schools Technology LandMarks

Developed Communications Committee and Recommended Communication Strategies for external and internal entity	2012-2013
Full Implementation of Powerschool, Teacher Gradebook, and Parent Portal	Complete
Completed 6 Synergistic Lab Installations in 11 of the Middle Schools	On-Going
Migrated from Novell to Microsoft Network Operating System	2012-On-going
~1,700 Ipods for student use have been infused by schools into instructional technology	On-going
~1,160 IpadS for teachers and students have been infused into the instructional curriculum by schools	On-going
Expanded Virtual Server Platform to accommodate all server-based core district (operational) and school (instructional) applications.	Complete/On-going
Replaced all old networked Dell GX260, GX270, and GX280 systems in all schools as part of Migration Project	2012-On-going
Standardized on Windows 7 Operating Systems and Office 2010 on all school and district computers as part of Migration Project	2012-On-going
Implemented student and staff provisioning system (Level Data)	2012-On-going
Continued Full Use of SchoolFusion in all schools	On-going
Upgraded memory in desktops and laptop computers in classroom computers from 2 GB to 4GB as part of Migration Project	2012-On-going
Completed Lite Wireless Overlays in all Schools	2010-2013
Upgraded all schools out of warranty routing switches to accommodate new metro e upgrade of AT&T sites	2011-2012
Installed/Replace Existing Network Switches with POE Switches to accommodate wireless cabling overlay	2011-2013
Replaced Trillion Wireless WAN at Area 4 School with AT&T Metro Ethernet Circuits (Upgraded circuits from 20 MB to 100MB)	2011-2012
Upgraded data circuits at AT&T sites from base to premium to convert 100 MB circuits to 100 MB burstable to 1GB circuits	2011-2012
Installed additional Synergistic lab at Jackson Middle School	2011-2012
Implemented new School Fusion web portal for schools and district websites	2011-2012
Implemented ETV Portal for ETV/Video	2011-2012
Provided laptops to graduated students from iAM laptop initiative	2010-2011
Installed 18 accommodations netbook labs; 270 netbooks total (1 for each middle & high school)	2010-2011
Provided 1-30 station laptop cart to each high school from remaining iAM laptops from first year of project	2010-2011
Installed 121 5-station netbook carts for each ELA Math and ELA Reading Classroom	2010-2011

District Mission Statement

(from Strategic Plan 2009-2014)

The mission of the Aiken County Public School District is to create in students a passion for learning and achievement that will serve them as they compete and contribute in a global society.

An Area of Special Academic Emphasis: Reading achievement at all grade levels (K-12), with special emphasis on direct reading instruction in grades K-3.

Literacy Vision: Aiken County Public Schools demonstrates an unwavering commitment of the educational community to embrace their responsibility for ensuring that each student at any level becomes a successful reader and writer.

District Vision

(from Strategic Plan 2009-2014)

The Aiken County Public School District will be known for

- Safe learning environments where every student has the opportunity to achieve developmental outcomes at the highest potential,
- Highly qualified educators and competent support persons who can orchestrate and facilitate exceptional learning outcomes at every level and who continue to grow personally and professionally throughout their careers,
- Facilities that nurture effective learning practices for all students,
- A transportation system that is safe, efficient, and accessible to all students,
- Appropriate use of technology to further learning and to make information management more productive, and,
- An organizational culture that encourages integrity, collegiality, high expectations for student success, student, parental and community engagement, and continuous improvement.

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT



GOAL

The Aiken County Public School district and schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in Aiken County.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Technology resources are now widely available in Aiken County's schools, and the district has followed the state's recommendation to adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S). The district is using performance-based methods to conduct needs assessments and to measure students' technological proficiency. Aiken County continues to partner with private business and higher education to offer technology training and resources to educators and students through the Ruth Patrick Science Education Center, USC-Aiken, Public Education Partners, Savannah River Site, and Westinghouse grants. Through the district's website, teachers have access to resources for aligning their daily lessons with the state curriculum standards.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort, as evidenced by the Mentor software program, Compass, MAPS, Plato, Destination Success, Synergistic lab and software, and other instructional aids. Integrating technology into the core curriculum is a major focus of technology initiatives in the district. The Educational Technology Department closely partners with the Division of Instructional Services to ensure that technology is integrated throughout the curriculum rather than being isolated as a stand-alone tool.

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

Through grants and other sources of technology funding, Aiken County schools are utilizing mobile laptop carts, media centers and computer labs to make computers accessible in the maximum number of classrooms and allowing technology to touch every aspect of the student's

SNAPSHOT OF CURRENT TECHNOLOGY USE

environment including home, school, and community. All Aiken County public schools are linked to the DISCUS databases to enable educators, parents, and students to access a wide range of information and learning resources.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

OBJECTIVES

STRATEGIES

1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.

- A. Provide opportunities and resources to schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas
- B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas
- C. Have students present their collaborative projects to identified audiences
- D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum
- E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology
- F. Develop technology-enhanced learning activities aligned with state standards in core content areas

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

OBJECTIVES	STRATEGIES
	<p>G. Purchase and implement MAP online testing program for elementary and middle schools for Fall and Spring state standard skills assessment</p> <p>H. Purchase and implement Destination Success online learning program for two elementary schools for ELA instruction</p> <p>I. Implement Plato online learning tool for high schools to enhance learning in core content areas</p> <p>J. Implement new district webpage for Curriculum and Instruction that provides links to educational resources for teachers, parents, and students as well as staff development resources for teachers</p>
<p>1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.</p>	<p>A. Develop technology-enhanced learning activities aligned with state standards in core content areas</p> <p>B. Continue employment of districtwide technology trainers and supplement school-based technology coaches to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs</p>
<p>1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>	<p>A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks</p> <p>B. Measure student technology proficiency by using surveys 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</p>

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

OBJECTIVES	STRATEGIES
	communication, participation, and collaboration
<p>1.4 The school district and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</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 integrate them into the curriculum to enable students to fully participate in today's information-rich global society</p>

II. ACTION LIST

- The school district will coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the SCTLIC Web portal, the Teacher Toolbox, Smart Technology, teacher websites, and district website which contains links to other sources, DISCUS for all schools, and other digital resources.
- The school district will provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- The district will 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.
- The district will establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.

II. ACTION LIST

- The district and the schools will ensure improved student achievement test scores in the core content areas, increased student access to technology (shown by the SDE Technology Counts on-line survey).
- Students will be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- The district will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources through the TruAssets web-based IT inventory management system.
- Educators and parents should complete initial and follow-up surveys to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- The district will identify best practices of seamless technology integration that will be disseminated via on-line resources such as the SCTL Web portal and the *South Carolina Technology News* e-magazine, conferences and workshops, and the South Carolina Association for Educational Technology (SCAET) technology project awards.
- The district and schools will develop methods of recognizing student technology achievement.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Offer professional development courses using innovative delivery strategies
- Provide teacher opportunities to share effective technology programs at the district annual TechFest and at the South Carolina EdTech conference.
- Encourage local educator, student, and community involvement in the schools via electronic communications and other media.
- Continue employment of school technology coaches and districtwide technology trainers to offer guidance to schools and teachers.
- Work with Special Education Department to ensure effective use of assistive technologies.
- Continue working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Provide opportunities to showcase exemplary student technology projects to the community

SCHOOLS

- Each school includes in their school strategic plan provisions that deal with technology.

IV. FUNDING CONSIDERATIONS

DISTRICT

- Technology professional development
- Technology course development to address different levels
- Technology staff
- Recognition programs
- Technology resources to support standards-based learning across the curriculum
- Technology hardware and software

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			2013-2014	2014-2015	2015-2016		
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	<ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ District report cards ▪ Technology surveys 	<ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ District and school report cards ▪ Technology surveys 	Teacher and admin observation. Student demonstration of work.	Teacher and admin observation. Student demonstration of work.	Teacher and admin observation. Student demonstration of work.		
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	<ul style="list-style-type: none"> ▪ District technology plan and school/district strategic plans 	<ul style="list-style-type: none"> ▪ Observations and interviews ▪ Anecdotal records ▪ Documented 	Teacher and admin observation. Student demonstration of work.	Teacher and admin observation. Student demonstration of work.	Teacher and admin observation. Student demonstration of work.		

V. EVALUATION

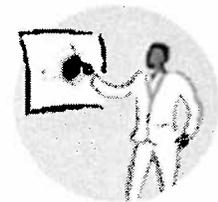
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			2013-2014	2014-2015	2015-2016		
<p>1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.</p>	<ul style="list-style-type: none"> District, school, and community surveys Lesson Plans; Classroom Observations 	<ul style="list-style-type: none"> access to on-line resources Listing of recognition programs 	Teacher and admin observation. Student demonstration of work.	Teacher and admin observation. Student demonstration of work.	Teacher and admin observation. Student demonstration of work.		
<p>1.4 The school district and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.</p>	Course schedules for VTEL courses in high/middle schools		Teacher and admin observation. Student demonstration of work. Schedule of student courses with Aiken Tec	Teacher and admin observation. Student demonstration of work. Schedule of student courses with Aiken Tec	Teacher and admin observation. Student demonstration of work. Schedule of student courses with Aiken Tec		

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

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



SNAPSHOT OF CURRENT TECHNOLOGY USE

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

The school district has developed a teacher professional development plan to address the requirements of the technology proficiency proviso. Current teacher proficiency data for Aiken County, as reported in the PCS, show that 674 of the district's 1600 certified personnel, or 42% are deemed technologically proficient.

Additionally, the School Technology Initiative has provided funding directly to the district for technology professional development activities such as graduate courses, recertification courses, workshops, and technical courses. The district's training activities and expenditures are documented using the Office of Technology's on-line professional development tracking system, which enables the school district to share best practices and innovations in technology professional development.

The following technology integration professional development opportunities are available to the Aiken County Public School educators and administrators:

I. Courses

- A. Technology Integration Proficiency in the Classroom - provides the classroom teacher with the skills and resources to integrate technology into the instructional program. This 45 contact hour course is a standards-based course and covers the following topics: Word, Excel, PowerPoint, Internet, peripherals and basic Windows operating instruction. Teachers will demonstrate the application of skills to design instructional units and assessment instruments using technology integration. Participants must demonstrate proficiencies to successfully complete the course.
- B. PowerPoint Potential – provides the classroom teacher with the skills and resources to use PowerPoint as a multi media tool in presenting classroom lessons. This 45 contact hour course is a standards-based course that includes but is not limited to: technology integration ideas, the development of Power Point lessons for use in the classroom, solving file management issues, integration of sound, and creative planning for use of this dimension of classroom delivery.
- C. Making Tracks - provides the classroom teacher with the skills and the resources to create guided on-line learning experiences through a SEIRTEC program called TrackStar. This 45 contact hour course guides teachers in the use of TrackStar which allows teachers to capture websites and add annotations for students to follow. Teachers will create virtual field trips, visit historic times in history, visit a science laboratory...etc.; the options are limitless. Hands on guidance is given with each teacher required to make several end products that are then to be shared

SNAPSHOT OF CURRENT TECHNOLOGY USE

with their peers.

- D. Getting Your Feet Wet – is geared toward teachers who are still computer impaired, but want to gain computer skills in a non-threatening environment. This 45 contact hour course is a standards-based course and covers the following topics: Word, Excel, PowerPoint, Internet, peripherals and basic Windows operating instruction.

II. Mini-courses

A. Provide the classroom teacher with the skills and resources to integrate technology into the instructional program. These mini-courses offer the classroom teacher 10-20 staff development points. These courses will be offered for the following software programs: Word Basic, Word Intermediate, Excel, Internet, PowerPoint, Inspiration, and Integrate Pro 8.0. The Technology Trainers and/or Technology Coaches will provide instruction.

III. Workshops

- a. Content and skill specific 3 or 6-hour workshops provide teachers and administrators with instruction and hands-on practice in programs necessary for integration of curriculum and technology. Instruction is provided by the Technology Trainers, Technology Coaches or through contracted services. These workshops are based on teacher need and conducted at the local school or district lab.
- b. Teachers are directed toward available on-line learning through the district Instructional Technology Website.

Institutions of higher education in South Carolina have been invaluable in helping to provide technology professional development opportunities for the state's public school educators. The SDE has partnered with the University of South Carolina to link lesson plans to the state standards. Offered by ITV in collaboration with USC and SCETV, Teaching in Distance Learning Environments is a course designed to ensure that educators take full advantage of distance-learning strategies and delivery methods. The SDE has also partnered with South Carolina Educational Television (SCETV) to support the statewide Teacher Training Institute to train teachers in the use of technology in mathematics and science courses. Aiken County teachers are advised of these opportunities

Professional development will be a continuous, long-term commitment for the Aiken County Public School District so that greater teacher proficiency and increased student performance can be realized.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
<p>2.1 The Aiken County Public School District will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.</p>	<p>A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards</p> <p>B. Continue to implement a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards. ACPS conducted an initial on-line assessment of all educators to establish a baseline average for technology proficiency. Educators are required to take one technology course per renewal period to continue to demonstrate proficiency.</p> <p>C. Include in the district technology plan a leveled professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency</p> <p>E. Require district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A)</p>
<p>2.2 The Aiken County School District will provide the schools with full-time multidimensional technology leadership (district trainers and school coaches) whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>A. ACPS employs and will continue to employ two full time technology trainers to implement professional development technology courses, work with staff on integration strategies, lead technology workshops, maintain the Curriculum and Instruction website, design and provide district training for the Integrate Pro grading program.</p> <p>B. Each school in the district has an appointed</p>

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES

STRATEGIES

	<p>technology coach to assist teachers with basic technology skills and the integration of the technology into classroom instruction in every school. These technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state’s content standards in all areas</p>
<p>2.3 Aiken County Public Schools will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<p>A. The District will continue to implement its technology plan that (1) is directed by the district’s technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building</p> <p>B. The District technology plan provides professional development for district staff and teachers to be part of assistive technology assessment teams</p> <p>C. The district technology plan includes the training needed to ensure the accessibility of electronic and information technology to students with special needs</p> <p>D. The district technology plan includes the training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs. A rubric will be implemented to guide the evaluation of software.</p> <p>E. ACPS will develop a course that will offer suggestions and best practices in technology for the special needs student.</p>

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES

STRATEGIES

2.4 Aiken County Public School District will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.

- A. The District will offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs
- B. The District provides a direct link to a list of professional development opportunities on the SCTLC (South Carolina: Teaching, Learning, Connecting) Web portal at <http://www.sctlc.com> and publicize other recognized professional opportunities for educators. This direct link can be found on the ACPS Office of Instruction page on the District website.
- C. The District will provide professional development opportunities focused on aligning state technology standards with state content standards
- D. The District will develop alliances with

I. OBJECTIVES AND STRATEGIES

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

OBJECTIVES	STRATEGIES
	<p>subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum</p> <p>E. The District will increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the-art training centers.</p>
<p>2.5 The Aiken County Public School District will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<p>A. ACPS conducted an initial on-line assessment of all educators to establish a baseline average for technology proficiency. Educators are required to take one technology course per renewal period to continue</p> <p>B. The District will incorporate instructional technology use into current teacher and administrator evaluation processes</p> <p>C. The District will administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators</p>

II. ACTION LIST

- School and District leadership committees include participants such as educators (including special educators), therapists, school administrators, parents, and media specialists.
- The District will utilize the expertise of staff members and faculty in school districts and institutions of higher learning.
- A school technology coach will be maintained in every school in every district.
- The two district technology trainers will work closely with the Special Education Department to investigate the best uses of assistive technology.
- The District will submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- The school district will provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- District technology trainers will develop or adopt at least one assistive technology course that addresses professional development needs as determined by a district assistive technology needs assessment. Such a course will be offered in a variety of formats.
- The school district will provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.
- The school district will provide training for teachers in using assistive technology tools.
- The school district will provide training in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.
- The district will collect, maintain, and report documentation of teacher technology proficiency on a yearly basis through the PCS.
- The school district will continue to provide an on-line assessment instrument to determine teachers' level of technology proficiency.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds will show an increase in access to professional development.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Offer ongoing, sustained professional development offerings, maintaining record of attendance and completion.
- Report teacher technology proficiency through the PCS reporting system.
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic observations of teacher and administrator performance to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments
- Continue to provide a technology coach for each school
- Continue to support the funding of two district technology trainers

IV. FUNDING CONSIDERATIONS

DISTRICT

- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- School technology coaches' stipend
- District technology trainers' salaries
- Licensing fees for on-line programs and software
- Instructor fees for courses and workshops
- Conference fees

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.)					
			2013-2014	2014-2015	2015-2016			
<p>2.1 The ACPS will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.</p>	<ul style="list-style-type: none"> ▪ District achievement test scores ▪ District and school report cards 	<ul style="list-style-type: none"> ▪ District achievement test scores ▪ District and School report cards ▪ Professional development surveys 	<p>Mini Technology Courses</p> <p>E-Portfolio For all high School faculty</p>					
<p>2.2 The ACPS district will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<ul style="list-style-type: none"> • District Annual Report ▪ Teacher technology proficiency proviso documentation 	<ul style="list-style-type: none"> ▪ Teacher technology proficiency proviso documentation ▪ Observations and interviews 	<p>Technology Rich Media Centers</p>					
<p>2.3 The ACPS district will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<ul style="list-style-type: none"> ▪ Professional development surveys and needs assessments 	<ul style="list-style-type: none"> ▪ Anecdotal records ▪ Documented access to on-line resources ▪ District Training Lab 	<p>Instructional Technology Survey</p> <p>District Technology Trainers</p> <p>School Technology Coaches</p>					
<p>2.4 The ACPS district will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p>	<ul style="list-style-type: none"> ▪ District technology plan and school/district strategic plans ▪ District Training Lab ▪ Technology assessments 	<ul style="list-style-type: none"> ▪ Technology assessments ▪ Record of courses and workshops offered ▪ Reports of school tech coaches 	<p>Instructional Technology Web Site</p>					

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY



GOAL

The Aiken County Public School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

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

The district has policies for equity of access and acceptable use. Through cooperative learning, engaging activities, and mentoring, schools use technology to enhance the teaching of critical-thinking and real-world skills. Teachers use curriculum-focused technology tools to support the core subject areas.

South Carolina Educational Television (SCETV) has installed a satellite dish and three receivers in every school in the district. The 32-channel satellite system is now broadcasting digital content to all schools, enabling them to access a greater variety of instructional programming. The distance education learning center offers short distance-learning courses for students and teachers. The use of Plato in the high schools allows for credit recovery and the delivery of instruction in all schools including alternative programs.

DISCUS is available to all schools and their students. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents.

The School Technology Initiative's two-way interactive video projects began in the summer of 1996. These projects provided South Carolina schools with the connectivity and capacity to integrate the current and rapidly developing telecommunications systems for teaching and learning. By the year 2004, nine schools, one career center, USC-Aiken, Aiken Technical College and the district office, were using two-way audio/video to deliver instruction. Currently, the distance education program serves approximately 302 students that take part in high school and college credit courses. The two-way audio/video systems continue to be used effectively for extending the reach and impact of teaching and learning.

The school district takes advantage of E-rate discounts. These discounts are used to help pay for

SNAPSHOT OF CURRENT TECHNOLOGY USE

video conferencing links, metro Ethernet and wireless links for connecting to the Internet, internal connections, local and long distance phone service, file servers, switches, routers, building wiring, and network operating systems.

The Educational Technology Department works in close partnership with the Division of Instructional Services for the rollout initiatives such as MAPS, Plato, Destination Success, supplemental math and reading instruction through the use of CAI (computer-assisted instruction) labs and other mentor software programs, which help teachers assess student mastery of state academic standards, evaluate student work in accordance with achievement test guidelines, and guide instructional decisions.

Aiken County provides additional appropriate professional development to continue to decrease the digital equity gap in order to reach all students regardless of location or wealth. Educators will continue to use technology for student data management to streamline administrative duties in order to be able to spend more time on teaching the state’s academic standards. Teachers will continue to be trained to use data to make informed decisions for continuous improvement and change.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
<p>3.1 The district will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<p>A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning</p> <p>B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</p>
<p>3.2 The district will provide teachers</p>	<p>Provide teachers with access to knowledgeable</p>

I. OBJECTIVES AND STRATEGIES	
GOAL: The Aiken County Public School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.	
OBJECTIVES	STRATEGIES
with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals
3.3 The districts will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning
3.4 The school district will provide and support a variety of multimedia equipment and software for teaching and learning.	Communicate via the district technology plan the district’s vision for multimedia support for equipment and software designed to support instruction.

II. ACTION LIST
<ul style="list-style-type: none"> ▪ The district should conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, appropriate learning environments, and the selection of instructional software. ▪ The Educational Technology Department should meet with the Special Education Department to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education). ▪ The school district will continue to pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction. ▪ The school district will continue to pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate. ▪ Student projects should display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information. ▪ The school district will continue to pursue funding opportunities, such as grants, to maintain

II. ACTION LIST

existing hardware and software for use in the CAI labs to supplement math and reading instruction, as well as other content areas.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Conduct technology curriculum planning meetings
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology coaches and trainers
- Offer ongoing, sustained professional development training
- Update yearly teacher technology proficiency through the PCS reporting system
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

SCHOOLS

- Conduct technology curriculum planning meetings
- Appoint a school technology coach to support teachers
- Survey students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

IV. FUNDING CONSIDERATIONS

DISTRICTS

- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Distance learning
- School technology coach implementation
- Professional development
- Software and licensing fees

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.)					
			2013-2014	2014-2015	2015-2016			
<p>3.1 The district will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p>	<ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ Technology readiness and access surveys ▪ District & School report cards 	<ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ District & School report cards ▪ Technology readiness and access surveys 	<p>Technology/ Instructional Committee</p> <p>Instructional Technology Survey</p>					
<p>3.2 The district will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<ul style="list-style-type: none"> ▪ Teacher technology proficiency reports ▪ District technology plan and 	<ul style="list-style-type: none"> ▪ Teacher technology proficiency reports ▪ Observations and interviews 	<p>Teacher Toolbox</p> <p>TestView</p> <p>PowerTeacher Gradebook</p>					

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.)					
			2013-2014	2014-2015	2015-2016			
<p>3.3 The district will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>school/district strategic plans</p> <ul style="list-style-type: none"> ▪ Technology assessments ▪ Documentation of offerings provided via innovative delivery methods 	<ul style="list-style-type: none"> ▪ Anecdotal records ▪ Documented access to on-line resources ▪ Technology assessments ▪ Documentation of offerings provided via innovative delivery methods 						
<p>3.4 The district will provide and support a variety of multimedia equipment and software for teaching and learning.</p>			<p>Internet Access All classrooms</p> <p>Computer Labs</p> <p>Synergistics</p> <p>VTEL</p>					
			<p>Technology Coaches</p> <p>Technology Specialists in All areas.</p>					

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTIONS



GOAL

The Aiken County Public School District will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Computer labs, media centers, and classrooms are the primary technology resources available to the community beyond the school day. Aiken County's schools have employed various strategies to provide student, parents, and community members with after-hours access to technology.

Aiken County Public Schools' major methods of communication between home, school, and community are e-mail, telephone, homework hotlines, voice mail, school newsletters, district annual report, and Web sites. School media centers and/or computer labs are used after normal school hours.

Aiken County Public Schools has partnerships with many community and business entities. An example is Aiken County's partnership with Public Education Partners to provide a Synergistic lab and software to a middle school. Also, the Sertoma Clubs of Aiken have provided sound amplification systems for many of the classrooms. Aiken Tech Prep Consortium has provided computers, calculators and training at several high schools.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES

STRATEGIES

<p>4.1 The district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement B. Form district-community partnerships to help research and evaluate school and district technology projects C. Provide recognition/reward programs and/or incentives for partnerships showing impact D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education
<p>4.2 The district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p>	<ul style="list-style-type: none"> A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs
<p>4.3 The district will provide after-hours training and community access to labs, media centers, and classrooms.</p>	<ul style="list-style-type: none"> A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
	B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members
4.4 The district will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	Create links on the district web site to community and instructional sites.

II. ACTION LIST

- District and schools should initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- District and school community partnerships are reported and recognized at the school board meetings.
- District and schools should schedule available times for after-hours technology access and training.
- District should maintain logs of professional development, community offerings, and internship opportunities in technology.
- District should maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The school district should seek collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- District will investigate the formation of consortia among local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.
- The district will investigate utilizing its web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

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

SCHOOLS

- Each school includes in their school strategic plan provisions that deal with technology.

IV. FUNDING CONSIDERATIONS

DISTRICT

- High-quality sustained community training technology programs offered via innovative delivery methods
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

SCHOOLS

- Facility operation beyond the regular school day.

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.)				
			2013-2014	2014-2015	2015-2016		
<p>4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ Community technology access surveys ▪ Lab, media center, and classroom schedules ▪ District technology plan and school/district strategic plans 	<ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ Community technology access surveys ▪ Lab, media center, and classroom schedules ▪ District technology plan and school/district strategic plans 	<p>Public Education Partners</p> <p>Parent Portal</p> <p>ACSD Web Page for Parents</p>	<p>Public Education Partners</p> <p>Parent Portal</p> <p>ACSD Web Page for Parents</p>	<p>Public Education Partners</p> <p>Parent Portal</p> <p>ACSD Web Page for Parents</p>		
<p>4.2 The school district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p>	<ul style="list-style-type: none"> ▪ Documentation of offerings provided via innovative delivery methods ▪ School building accessibility 	<ul style="list-style-type: none"> ▪ Observations and interviews ▪ District and school Web site information ▪ Documentation of offerings provided via innovative delivery methods 	<p>State Dept. Web Page</p> <p>Instructional Technology Web Page</p>	<p>State Dept. Web Page</p> <p>Instructional Technology Web Page</p>	<p>State Dept. Web Page</p> <p>Instructional Technology Web Page</p>		

<p>4.3 The school district will provide after-hours training and community access to labs, media centers, and classrooms.</p>	<p>Documentation of offerings provided by innovative delivery methods</p>	<p>Documentation of offerings provided by innovative delivery methods</p>	<p>School-sponsored events</p>	<p>School-sponsored events</p>	<p>School-sponsored events</p>		
<p>4.4 The school district will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p>			<p>District WAN</p>	<p>District WAN</p>	<p>District WAN</p>		

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL

The Aiken County Public School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Aiken County Schools recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication, and administration. Aiken County Public Schools' investment in technology resources can be seen in the amount of hardware, software and connectivity available to the schools. District goals have been met in critical areas such as instructional and administrative servers per school, schools and offices connected to a wide-area network (WAN), the number of Windows-based computers per school, computer labs in schools, and the technology rich resources in the media centers. Infrastructure and connectivity was a priority—a fact demonstrated by the Aiken County School Board approving the first three-year technology plan from 1996-1999. In addition to hardware, factors of paramount importance are operating system platforms, application server software, web-based software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs such as Technology Grants, E-Rate, and state technology dollars have helped all schools make building, network, and technical repairs.

The district network consists of a 100 MB Burstable to 1GB circuits in all schools and a 500MB for Internet traffic.

Steady progress continues to be made in implementing and improving technology-driven data collection systems. Technical assistance is provided by the Aiken County Technology Department. Additional support is received through SDE's Office of Technology and the Office of the State CIO. Powerschool and the Parent Portal (student-information collection system) program enables the school district to keep a dynamic districtwide database of all available student data and allow for parents to access student grades and attendance information. The Excent Program (special education software system) program enables all special education teachers to develop IEP's and allow for district reporting of data to the state. PowerTeacher allows all teachers to electronically maintain all grades. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES

STRATEGIES

5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.

- A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources
- B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources
- C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources
- D. Develop the district strategic plan with input from all segments of the school community—students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed
- E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds

5.2 The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to

- A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction
- B. Establish a system for identifying, specifying,

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

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

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES

STRATEGIES

OBJECTIVES	STRATEGIES
	needs of the district
<p>5.4 The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<p>A. Ensure that disaster recovery plans are included in the district technology plan</p> <p>B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment</p> <p>C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely</p>
<p>5.5 The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software.</p>	<p>Ensure that the obsolescence and upgrade plans are included in the district technology plan</p>
<p>5.6 The school district will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.</p>	<p>Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum</p>

II. ACTION LIST

- District should have access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- District should 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.

II. ACTION LIST

- District should include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- District should publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews should quantify equipment and processes by their impact on teaching and learning.
- District should maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- District technology plans should include a strategic vision for building a multimedia infrastructure to support instruction.
- District technology plans should include a disaster recovery plan.
- District technology plans should include obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- District policies outlined in district technology plans should include security accountability, virus protection, and Internet filtering guidelines.
- District technology plans should provide for outlets and amperage and for meeting industry standards and building codes.
- District should use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- District should have records to show that they have assessed their current LAN/WAN technology.
- District network managers should provide the district office with quarterly reports of statistics on bandwidth utilization.
- District should use the SDE Technology Counts on-line survey to report on their use of network management tools.
- District should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- Districts should provide UPS (uninterruptible power supply) systems for all critical equipment.
- Districts should use the minimum staffing and salary requirements for the positions specified in objective 5.3.
- Districts should have a network manager in place.
- District staff, teachers, and students should be aware of basic Web accessibility guidelines

II. ACTION LIST

when designing Web pages.

- Districts should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

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

SCHOOLS

- Each school includes in their school strategic plan provisions that deal with acquiring and implementing required technology, including assistive technology.
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations

IV. FUNDING CONSIDERATIONS

DISTRICT

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at <http://www.classroomtco.org>]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Multimedia teacher workstations including data projectors
- Interactive white boards
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Technology director, networking engineer, and networking technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys
- Maintenance on networked instructional software applications
- Maintenance on school attendance scanners
- Maintenance contracts on networking operating system software, anti-virus software, filtering software, routers, and file servers

SCHOOLS

- Software support maintenance for automated library cataloging/circulation software
- Multimedia teacher workstations including data projectors
- Interactive white boards
- Network printers
- Printing supplies
- Tape backup media for file servers as part of the disaster recovery plan

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.)				
			2013-2014	2014-2015	2015-2016		
<p>5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.</p>	<ul style="list-style-type: none"> Districtwide achievement test scores District and school report cards 	<ul style="list-style-type: none"> Districtwide achievement test scores District and school report cards 	<p>Technology-rich resources in all school buildings</p> <p>Smartboards</p>	<p>Technology-rich resources in all school buildings</p> <p>Smartboards</p>	<p>Technology-rich resources in all school buildings</p> <p>Smartboards</p>		
<p>5.2 The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.</p>	<ul style="list-style-type: none"> Professional development tracking and surveys District, school, and community surveys District technology plan and school/district strategic plans 	<ul style="list-style-type: none"> Professional development tracking and surveys Observations and interviews Documented access to technology resources District, school, and community surveys 	<p>District email services for all faculty</p> <p>Filtering</p> <p>Anti-virus software</p>	<p>District email services for all faculty</p> <p>Filtering</p> <p>Anti-virus software</p>	<p>District email services for all faculty</p> <p>Filtering</p> <p>Anti-virus software</p>		
<p>5.3 The school district will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users.</p>	<ul style="list-style-type: none"> Documented access to technology resources Technology needs assessments SDE Technology Counts on-line survey 	<ul style="list-style-type: none"> District technology plan and school/district strategic plans Documented access to technology resources 	<p>District Technology Department</p>	<p>District Technology Department</p>	<p>District Technology Department</p>		
<p>5.4 The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<ul style="list-style-type: none"> Budget data State personnel reports 	<ul style="list-style-type: none"> Technology needs assessments 	<p>Maintenance Contracts on all core equipment</p> <p>Contracted Services.</p> <p>Redundent networking equipment</p>	<p>Maintenance Contracts on all core equipment</p> <p>Contracted Services.</p> <p>Redundent networking equipment</p>	<p>Maintenance Contracts on all core equipment</p> <p>Contracted Services.</p> <p>Redundent networking equipment</p>		

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.)				
			2013-2014	2014-2015	2015-2016		
<p>5.5 The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software.</p>		<ul style="list-style-type: none"> • SDE Technology Counts on-line survey • Budget data • Current Inventory 	<p>Purchase and Install newer systems</p> <p>Available replacement hardware</p>	<p>Purchase and Install newer systems</p> <p>Available replacement hardware</p>	<p>Purchase and Install newer systems</p> <p>Available replacement hardware</p>		
<p>5.6 The school district will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff..</p>			<p>SchoolFusion</p>	<p>SchoolFusion</p>	<p>SchoolFusion</p>		

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Appendix 1: No Child Left Behind Action Plan

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

Enhancing Education Through Technology Formula Sub-grant Program

When funding was available under the Enhancing Education Through Technology (E2T2) program, this formula grant provided technology professional development opportunities to teachers and additional pay for school-based technology coaches to assist and train teachers in their schools

The project set two goals: 1). To increase student achievement and 2). To increase teacher technology proficiency and the use of technology in instruction and assessment. These are continuing goals in the district based on data gathered and reported specifically since the implementation of PASS testing in grades three through eight and the state's proviso on teacher technology proficiency.

District data demonstrates the need to improve student achievement in English/Language Arts and Math and to maintain levels of achievement. (Complete testing data, available on the state website, shows discrepancies between groups as well as low levels of achievement in science and social studies.) With the requirements of No Child Left Behind, students must move beyond meeting Basic to Proficient and Advanced levels of achievement. The District maintains that access to and use of technology by students and teachers will bring these results. Providing sustained professional development to teachers for improving the teacher's ability to integrate technology into the curriculum will directly affect student academic achievement.

The District implemented MAP (Measures of Academic Progress) in 2007-2008 for all elementary and middle schools, and in 2010-2011 to at-risk ninth grade students, to provide teachers the data to assess students' mastery of reading, ELA and math standards using diagnostic tests. These tests are all done on-line with results, diagnosis and disaggregated data immediately available to teachers. The District also installed Enrich, formerly TestView, (a web-based student data aggregation warehouse) for all schools to provide all testing (both state and local) and demographic data to teachers to better align and refine instruction.

The District funds three District Technology Specialists who have a Masters in Educational Technology and work throughout the district providing professional development for teachers and administrators. They provide training for the identified technology coaches in each school using a train the trainer model. Since the elimination of the E2T2 formula grant, state and local funds have provided additional pay for these school technology coaches to assist and train teachers in their schools. Administrators have noted an increase in teachers' use of technology in instruction and assessment.

The use of school technology coaches will continue to provide teachers with **site-based professional development** in technology skills and the uses of technology for instruction and assessment, leading to teacher proficiency and increased student learning and achievement.

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

GOAL: Through the use of technology in the classroom, students will master higher the state academic standards, thus improving in test achievement. Teachers and students will demonstrate technology proficiency.

Teachers are using technology in the classroom for information, demonstration, research and assessment. In creating the learning environment for students, technology is an integral part. It will address the diverse needs of students.

To accomplish the goal, teachers must first become proficient in the integration of technology, hence the numerous staff development opportunities. Certified Technology Trainers and technology coaches will provide comprehensive, sustained professional development for teachers and administrators.

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

Wireless computer carts have been provided to all elementary schools and most middle schools over the past five years by using a combination of local, state, and federal monies. Priorities were established to address schools in greatest need in combination with the highest poverty indices. Also, Public Education Partners (PEP) works closely with the schools and district to engage the community's support for quality public education with innovative programs, many of which are technology oriented, to create measurable improvement in the schools. In addition, significant local, federal, and school and district dollars are allocated yearly for upgrading existing technology resources and infrastructure to accommodate expansion of educational technology. Aiken County Schools believes that integration of technology appropriately can significantly impact the efficiency and effectiveness of the instructional program. Ongoing project to equip each classroom with a interactive whiteboard and project is sustained by monies from all sources.

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

High poverty and high needs schools are served first with the installation of any new equipment. Using these funds, an identified technology coach in each school will be supplemented for working with teachers after school hours. Principal and teacher input will help the three District Technology trainers (paid from local funds) plan courses and offerings for the school year. Courses (through PDSI and Technology funding) are now available to teachers for graduate credit or recertification credit. A post assessment follows the completion of courses. Networking infrastructure is locally funded, as well as the purchase and installation of a 30 unit mobile lab for every school (this is on-going).

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

Sustained professional development will be provided to teachers, principals, administrators and school library media personnel through a variety of means. District technology trainers offer a variety of courses and workshops at all levels and local school technology coaches offer training to their building teachers using the District syllabus for demonstrating technology proficiency and assisting teachers one-on-one. USC-Aiken offers technology courses to educators, as well as the implementation of a Master’s degree program in Instructional Technology.

As new software and on-line programs are implemented, teachers and administrators are provided with professional development to insure an effective implementation.

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

2013-2014	Pilot 1-1 initiative for students in 2 classrooms in 3 schools (1 elementary, 1 middle and 1 high school)
Present/Continuing	Continue to provide the availability of additional technology devices for students in all instructional areas of a school building
Present/Continuing	Computers, Ipods, Tablets, Smartboards, Wireless Access
Present/Continuing	Staff development training programs set up, based on needs and new technologies
Present/Continuing	Online courses with accompanying teacher portfolios and plans available to certified personnel
Present/Continuing	Teacher plans posted on the district website and the HUB website

	<ul style="list-style-type: none"> Building level technology coaches assist teachers and provide staff development specific to schools Administrators work with teachers on the technology goal as required by Goals-based Evaluation and observe in the classroom District data analyzed yearly to determine improvement in student achievement and the number of teachers technology proficient who are integrating technology into instruction
2006-2011	<ul style="list-style-type: none"> Continue installation of mobile labs Adopt rubric for software evaluation and adoption and train teachers in its use Continue to develop leveled training courses for teachers to attain proficiency Continue the employment of tech trainers and coaches Continue to offer and deliver a variety of professional training opportunities Continue to analyze and use data for instructional decisions Conduct technology needs assessment Evaluate effectiveness of professional development Purchase and Installation of interactive white boards and video projectors for all classrooms Use of MAP, Testview, Compass
2010-2012	<ul style="list-style-type: none"> Continue installation of mobile labs (all high schools) Adopt rubric for software evaluation and adoption and train teachers in its use Continue to develop leveled training courses for teachers to attain proficiency Continue the employment of tech trainers and coaches Continue to offer and deliver a variety of professional training opportunities Continue to analyze and use data for instructional decisions Conduct technology needs assessment Evaluate effectiveness of professional development Purchase and Installation of interactive white boards and video projectors for all classrooms Use of MAP and Testview Implement Parent Portal of PowerSchool Development of parent resources web page Continuation of added instructional materials on Instructional Web Page

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

Through the services of virtual schooling and distance learning, we will continue to extend the offerings of rigorous academic courses to areas and schools who would not otherwise have access to these. The district encourages the utilization of innovative strategies by having two technology coaches on site to provide training and support to teachers. Also, the district provides three certified technology teachers who regularly make school visits to train teachers and administrators on effective use of new existing technology in their classroom curriculum.

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

The School District's Annual Report is mailed to every resident in Aiken County. It features an extensive section on Technology and its use in the schools. The School Report Card is distributed to all parents. The District website is accessible to parents and citizens alike for the latest news of the uses of technology in the schools. Local schools inform parents of their children's use of technology in the school through their handbooks, newsletters and websites. Many teachers list their personal websites in their first communication with parents. Several schools have sponsored Technology Nights for parents to show them firsthand what their child does with technology in school. The technology trainers will work with individual schools to extend this opportunity throughout the community.

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

The four Parenting/Adult Literacy Centers and Adult Ed classes are currently using technology to prepare clients for their GED. GED preparation is also available online. Other centers use technology in instruction and assessment, and will continue to do so.

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

The District will use the following measures to evaluate the effectiveness of the activities funded under the Ed Tech program:

- Classroom observations by administrators and trainers
- Evaluations from courses and workshops conducted by trainers and coaches

- Usage of Compass Learning, Plato and Destination Success for instruction and achievement
- Analyzing student test data from PASS, SAT, Terra Nova, HSAP, and End of Course Tests

11. Describe the supporting resources that will be acquired to ensure successful and effective uses of technology.

- Additional mobile wireless labs
- Increased Bandwidth to improve efficient access to on-line resources
- Expansion of wireless infrastructure to accommodate efficient availability of wireless access for all mobile devices
- Servers for District Office to house web-based programs (Plato, Destination success)
- Interactive whiteboards and video projectors to integrate technology into teaching
- Synergistic Labs in Middle Schools
- Upgrades to Business Education Labs
- Career and Technology CADD Programs and specialized software programs for career-oriented fields of study
- Mobile labs for all high schools

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

PROFESSIONAL DEVELOPMENT/TRAINING

VISION STATEMENT

The purpose of professional development for integrating technology into the K-12 environment is to provide continued training opportunities and technical assistance for all district employees such that all have the necessary knowledge and skills to apply technology in their daily instructional and administrative activities.

OVERVIEW

The professional development component of the technology plan addresses the implementation process, resource recommendations, development plan, status, and budget for the successful implementation of integrating technology into the curriculum. Effective integration and use of existing technology and future innovative technologies into the curriculum requires training opportunities and technical assistance be provided to adequately train staff. If we do not have adequate training staff to utilize technologies in their daily activities, then existing and added technology is worthless. In order to meet the professional development needs, this plan, 1) Specifies the current staff development resources, 2) Identifies standards that staff should achieve, 3) Discusses the training plan to assist staff in meeting these standards.

This plan includes technology integration with adequate opportunities for teacher to attain technology proficiency. Formal classroom training includes all courses, mini-courses, and workshops that encompass the six ISTE standards.

The goal of increasing technology usage, as one of many supporting mechanisms in the curriculum in Aiken County Schools, is to make our staff more efficient in utilizing and applying technology in their everyday activities. The desired outcome is that once minimum technology standards are mastered, it will provide the motivational vehicle for new innovative applications of technology in instruction and assessment.

The standards section of this plan emphasizes the minimum technologies that staff are expected to understand; however, one must realize that technology is always changing. For this reason, minimum standards for technology proficiency will likely require yearly updating given the volatile, changing nature of technology.

Finally, this plan addresses necessary schedules for teacher technology training. This segment of the plan is the compass for assessing the progress our staff is making towards technology proficiency.

Staff Development (Objectives 2, 8)

The Staff Development Subcommittee of the original 3-Year Technology Plan was tasked with defining the necessary plan to include but not limited to resources funding, facilities, and mechanism for adequate training of teachers.

(b) ITEM	(c) STATUS
Implementation Plan: Provide basic mandatory curriculum. Resource Recommendation: Aiken County Schools will provide the necessary resources (i.e. training, funding, facilities) to meet defined training requirements.	Future Consideration (Implement Approved Technology-certified Plan to SCDOE) Continuing
Implementation Plan: Provide sufficient hardware for onsite teacher training Resource Recommendations: Provide additional computer labs to schools.	Implemented Continuing
Implementation Plan: Provide personnel in schools to assist staff with integration of technology. Resource Recommendations: Provide Technology Teachers/Facilitators	Implemented Future Consideration
<u>Standards:</u> <ul style="list-style-type: none"> • Staff should be trained within 5 years for use of subject-area/curriculum specific technologies. • Staff will be able to utilize minimum technologies as it applies to subject area/curriculum specific functions. • Staff will be able to utilize other technologies in classroom instruction 	Continuing Continuing Continuing
<u>Formal Training:</u> <ul style="list-style-type: none"> • District will provide training opportunities, equipment, and facilities to allow staff to meet defined technology standards. • On-line Professional Development classes will be offered for all school administrators and teachers in curriculum areas. • Graduate classes offering the integration of more advanced technologies are offered 	Continuing On-going Continuing
<u>Incentive Programs:</u> <ul style="list-style-type: none"> • Stipend for identified technology coaches. • District pay technology training. • Stipend for extra time spent on training. • Provide training on district-selected software. • Provide training on on-line resources 	Continuing Continuing Continuing Continuing Continuing

**Aiken County Public Schools
2013-2016
Teacher Professional Development Plan**

II. Standards

Our district has adopted the ISTE Teacher Technology Standards.

Superintendent's Signature: _____

III. Professional Development Offerings

The following technology integration professional development opportunities are available to our teachers and administrators. All courses, mini-courses, and workshops encompass the six ISTE standards.

A. Courses

1. Mini-courses will provide the classroom teacher with the skills and resources to integrate technology into the instructional program. These mini-courses will offer the classroom teacher 8+ staff development points. These courses will be offered for the following software programs: Word, Word, Excel, Internet, PowerPoint, iPod/iPad, SchoolFusion, Web 2.0 and PowerTeacher. The District Curriculum Technology Specialists and/or School Technology Coaches will provide instruction.
2. Advanced coursework (graduate course) in the use of the interactive white boards and other technologies in the classroom. 1) The SMART Way to Integrate Technology; 2) A Step Smarter and 3) Teaching in Today's Digital Classroom.

B. Workshops

1. Content and skill specific provide teachers and administrators with instruction and hands-on practice in programs necessary for integration of curriculum and technology. Instruction is provided by the District Curriculum Technology Specialists and School Technology Coaches. These workshops are based on teacher need and conducted at the local school or district lab or district office.
2. Local school trainers assist teachers one-on-one to assemble the individual teacher's portfolio necessary to demonstrate proficiency if the teacher chooses not to participate in a course.
3. Tech Trainers provide workshops in the use of software and on-line programs to integrate technology.

IV. Assessment

Our district conducts ongoing assessment to measure technology integration into the classroom curriculum. Teachers may demonstrate proficiency by any one of the following assessment methods.

- A. Completion of technology courses to include graduate courses to be verified by review of professional development records.
- B. Successful completion of standards-based Technology Integration Course demonstrating proficiencies offered by district approved technology instructors totaling 60 staff development points.

Our district provides remediation for teachers and administrators who have difficulty attaining the minimum technology standards through specific workshops and one-on-one assistance by the District Trainers and Technology Coaches. There are two District Curriculum Technology Specialists that coordinate and direct training for the District. In addition, there is at least one Technology Coach providing assistance/training at each school in the District. District Trainers are certified teachers with Master's Degree in Instructional Technology. Technology Coaches are teachers/staff members identified by the school principal who assist and coach teachers on an individual basis. Technology Coaches may also teach mini-courses and workshops at their schools. They serve as a liaison between the school and the District Trainers.

V. Timeline

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

Activity	Person(s) Responsible	When
Conduct Technology Needs Assessment of all certified personnel	Technology Trainers Input from Principals and Teachers	Ongoing
Create professional development offerings and delivery schedule based on needs of teachers and the District	King Laurence, Associate Superintendent for Instruction and Accountability Dal Stanley, Executive Director of Educational Technology	Continuing
Deliver continuous professional development in a variety of settings	District Technology Trainers School Technology Coaches	Ongoing
Offer on-line courses to achieve proficiency	Use of PBS	2013-2016 School years- Completed
As ISTE standards have been met, record on PCS that the teacher is proficient in technology prior to the conclusion of his/her validation period	King Laurence, Associate Superintendent for Instruction and Accountability Grady Belger	Yearly
Develop courses based on needs assessment and requests	District Technology Trainers	Ongoing
Conduct annual review and updating of the technology plan	Dal Stanley, Executive Director of Educational Technology King Laurence, Associate Superintendent for Instruction and Accountability	Summer of each year

VI. District Contact

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

Name: King Laurence
Title: Associate Superintendent for Instruction and Accountability
District: Aiken
Mailing Address: 1000 Brookhaven Drive
City, State, Zip: Aiken, SC 29803
Fax Number: 803-641-2491
E-mail Address: klaurence@aiken.k12.sc.us

Submit to:
State Department of Education
1429 Senate Street
Room 513D
Columbia, SC 29201

Recertification Classes offered for Graduate Credit

- **Integrating Technology into the Curriculum**

While most teachers are aware of the influx of technology into schools and everyday life, many are unprepared to use technology in their classrooms. "Integrating Technology into Instruction" is designed to guide classroom instructors in a direction that will move instruction into a more interactive community environment, using the tools that are available to them. In this course, concentration is placed on furthering technology skills, with teachers focusing on how to integrate word processing, spreadsheets, multimedia applications and internet websites into their classrooms. This course relates to the College of Charleston's conceptual framework and theme of making the teaching and learning connection by helping teachers learn how to use technology to create more stimulating lesson plans and classroom exercises. By learning how to use available technologies to interest students in the material, teachers will be able to more effectively engage the students in the learning process.

- **A Step SMARTer**

Participants in this course develop a "Best Practices" outline for the delivery of quality Notebook lessons in their classrooms. In addition to creating model lessons participants will learn and practice many advanced features of the SmartBoard and Smart Notebook tools. Advanced features include:

- using the video recorder and microphone to create "How To" screenshot movies
- using the Senteo (student response system) to create question sets
- working with TeacherTube and SchoolTube
- working with Audacity and Lame to include more sound
- working with the template and group features
- making and exporting folders in "My Content"
- importing PowerPoint presentations
- exporting as pdf, image file, or PowerPoint/import previously made PowerPoint slide shows so that prior work is utilized
- embedding Flash video files
- developing media rich lessons that incorporate best practices for digital/interactive media delivery
- working with Windows Movie Maker and Smart Recorder to make movies and edit United Streaming video

- **The SMART Way to Integrate Technology**

This is very much a hands on course that includes: the basic operation and maintenance of the SmartBoard, as well as an engaging and in-depth look at the tools of the SMART Board software including special elements such as the Smart Notebook, virtual keyboard, video player and recorder. Teachers will work on group and individual projects that are clearly outlined in the syllabus.

- **Technology Proficiency**

Teachers will learn the necessary techniques to make the computer an instructional tool in the classroom. Teachers will learn the basics of MSWord to word process, MSEXcel to create spreadsheets, and PowerPoint to create presentations. Teachers will produce handout materials, quizzes and tests, a computerized grade book, student progress reports, an electronic lesson presentation, and a classroom newsletter.

One Hour and 30 Minute Workshops Offered

- **Digital Story Telling through PhotoStory3**

Educators at all levels can use Digital Storytelling in many ways, from introducing new material to helping students learn to conduct research, synthesize large amounts of content and gain expertise in the use of digital communication and authoring tools. It also can help students organize these ideas as they learn to create stories for an audience, and present their ideas and knowledge in an individual and meaningful way.

Learn how to use PhotoStory3 to make stories that come alive with visuals and audio. Participants will see teacher-made samples and have the opportunity to create one of their own. A step-by-step format will be followed. Handouts will be provided. By the end of the workshop, participants should feel comfortable using PhotoStory3 with their students to create projects.

- **Smart Moves**

Geared toward Middle and High School teachers. Come with an idea, leave with a Notebook lesson. Explore interactive sites that work ideally with the Smart Interactive white board. BRING your favorite Power Point presentations, convert them to Notebook; add a few bells and whistles to create an effective interactive lesson to take back to your classroom.

- **Get SMART**

Learn the basic tools in Smart Notebook and create a Smart Notebook lesson that can be used in your classroom. Explore interactive sites that work ideally with the Smart Interactive white board.

- **SMART Response for the Classroom**

Learn how to use the SMART Response system in your classroom. Topics include:

- Paperless testing
- Exporting grades to excel
- Anonymous mode of operation
- Creating classes
- Importing questions from MSWord
- Question Wizard

- **Interactive Websites for the Classroom**

Use Thinkfinity to explore the many interactive activities aligned to the South Carolina curriculum. Activities can be searched using specific curriculum and grade level. Explore the many free resources available to the classroom teacher through the web.

Appendix 3: Acceptable Use Policy

Policy

Internet and Other Electronic Media and On-Line Connections

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 will make, or has made, arrangements to provide worldwide electronic on-line connection access to students and staff. While the Internet will be a primary on-line source, this Policy, and any implementing Administrative Rule, is intended to cover the use of the School District's computer-related electronic on-line connections, generally, as well as the District's computer hardware and software. Reference to "Internet" as used herein shall be construed as a term of convenience to cover the intended scope of this Policy. The District's goal in providing this service is to promote educational excellence by communication, innovation, and facilitation in sharing of teaching and learning resources. Access to such "electronic highways" connecting millions of computer users all over the world, will allow school District students and staff the opportunity to communicate with others on a global level and access educational materials worldwide. It will also enhance professional development for staff.

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 not suitable for students. To that end, the 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. In addition, parents must sign a permission form to allow students to access the Internet. Students also must sign a form acknowledging that they have read and understand the Acceptable Use Policy and Administrative Rule, that they will comply with this Policy and Rule, and that they understand the consequences of violating this Policy or Rule. District staff must sign a similar acknowledgment form before they will be allowed to access the Internet. Inappropriate use by any person will not be tolerated.

Adopted: 11/12/96

Rules

Internet and Other Electronic Media and On-Line Connections

- I. Purpose and Scope
This Administrative Rule is adopted to implement the School District's Internet Acceptable Use Policy. While the Rule primarily addresses utilization of the Internet and other electronic on-line connection services, it also applies, where appropriate, to the general use of District-owned computer hardware and software.
- II. Terms and Conditions of Use
 - A. Acceptable Use
The purpose of the School District's decision to provide Internet access is to allow an expanded opportunity for education, research, and professional development 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 and staff development objectives of the School District. Use of any organizations' network or computing resources must comply with the rules appropriate for that network. 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. Violations will result in appropriate disciplinary action against the staff member or student involved.
 - B. Procedures for Use
 1. Employees 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.
 2. Students will be allowed to access the Internet only under the supervision of designated staff. No students may access the Internet without permission.
- III. Rules Governing Use
The following guidelines for acceptable use shall be applicable.
 - A. Users are expected to employ appropriate net etiquette; profanity, vulgarity, or abusive, inappropriate language is prohibited. Illegal activities are forbidden.
 - B. Users are not to reveal their personal address or phone number or that of other individuals, students, or colleagues.
 - C. Users are not to use another school's or individual's account without written permission from that individual.
 - D. Vandalism will not be tolerated. Vandalism includes, but is not limited to, malicious damage to hardware, harm or destruction of software or the data of another user, and creating, uploading or downloading computer viruses.

- E. Users should consider all communications and information accessible via the network to be private property. All quotes, references, and sources should be cited.
- F. Users are not to access inappropriate or restricted information or other information not directly related to the educational or staff use 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.
- G. 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. Users are not to disrupt, harass, or annoy other users.
- H. The system is not to be utilized for financial or commercial gain or for personal use *other than professional activities*

IV. Penalties for Improper Use

An employee who violates the terms of this Administrative Rule will be subject to disciplinary action consistent with the nature of the offense, including suspension or cancellation of Internet privileges. 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 Code of Student Conduct. 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.

Adopted: 11/12/96 Board 1st Rdg 09/24/96; Board 2nd Rdg 11/12/96

Agreement

Staff Member Certification Form

I have read and understand the School District's Internet Acceptable Use Policy and Administrative Rule. I understand and will abide by the conditions and rules set forth therein. I further understand that violations of these conditions and rules are unethical and also may constitute a criminal offense. Should I commit any violation, my access privileges may be suspended or canceled, disciplinary action may be taken, and appropriate legal action also may be instituted. I also agree to be responsible for any unauthorized costs incurred by my use of the Internet.

Staff Member

Date

Student/Parent Certification Form

As the Parent/Guardian of this student, I have read and understand the Internet Acceptable Use Policy and Administrative Rule. I understand that this access is designed solely for educational purposes. I further understand that if my child violates these conditions and rules, his/her access privilege may be suspended or canceled and disciplinary action may be taken.

Parent/Guardian

Date

I have read and understand the School District's Internet Acceptable Use Policy and Administrative Rule. I understand and will abide by the conditions and rules set forth therein. I further understand that violations of these conditions and rules are unethical and also may constitute a criminal offense. Should I commit any violation, my access privileges may be suspended or canceled, disciplinary action may be taken, and appropriate legal action also may be instituted.

Student

Date

To Board 9/24/96; 2nd Reading 11/12/96; Adopted 11/12/96

- Aiken Elementary Knowledge Masters

- WSHS FFA State Champions

- Public Participation

No requests this meeting.

- Office of Board Chairman

A. INFORMATIONAL ITEMS: The following items are for information only and do not require Board action.

1. Financial Report, as of March 31, 2012 (Mr. Traxler)

The financial report of March 31, 2012 is submitted in the approved format.

2. Construction Status Reports for the Byrd Learning Center (BLC) Food Service Operation Center Project (Mr. Caver)

In an effort to keep the Board current on the status and budget of this school construction project, the Architects for this project, LS3P Associates LTD., and the Administration prepare a monthly status report for the Board's review.

3. Construction Status Reports for the Jackson Middle School Additions Project (Mr. Caver)

In an effort to keep the Board current on the status and budget of this school construction project, the Architects for this project, Craig, Gaulden & David Architecture, and the Administration prepare a monthly status report for the Board's review.

4. East Aiken School of the Arts Pilot Program Update (Dr. O’Gorman)

5. Facility Funding Committee (Mr. Hazen)

6. Budget Update (Mr. Traxler)

7. Legislative Update (Mr. Liner)

8. DISCUSSION (and QUESTIONS) CONCERNING INTERNET SAFETY (Mr. Stanley and Mr. Burkhalter)

B. CONSENT ITEMS: The following items will be voted on as a group. Individual items may be discussed prior to a vote being taken.

BOARD AGENDA ITEM

May 22, 2012

SUBJECT:

Updates and Amendments to the Internet Acceptable Use Policy (IJNDB) and Administrative Rule (IJNB-R) – Second Reading

BACKGROUND:

In 1996, the Aiken County Board of Education initiated one of the first Internet Acceptable Use Policies and Administrative Rules in the public schools of this state. New employees are required to sign an acknowledgement of the policy (and have been since its initiation), and students are required to be informed about the policy, including an acknowledgment of the same in the Code of Student Conduct annually, as well as annual orientations. The Board approved changes to the policy and administrative rule at the May 8, 2012 meeting.

ADMINISTRATIVE CONSIDERATION:

In order to comply with the State Department of Education requirement (reminder) that in order for school districts to continue receiving E-rate discounts on certain federal funding for technology uses, school districts have to enforce a policy of internet safety and certify compliance with the purposes of the Children's Internet Protection Act (CIPA), this policy is being updated. The State Department's guidance includes three overall requirements, to wit:

- 1) Technology protection measures [already utilized by the school district, as has been the case for years];
- 2) An Internet Safety Policy with certain touchstone inclusions (being updated by this action); and
- 3) A public meeting to discuss or address technology protection measures and internet safety policy. This reading will include such discussion opportunity.

The administration has recommended and the Board has approved on First Reading changes to the Acceptable Use Policy (IJNBD) and Administrative Rule (IJNDB-R) in order to update our policies to be fully in compliance with these CIPA requirements. The administration has made a change in the heading since first reading in order to have a more descriptive identifier for

the broad application of this policy throughout the school district in all its operations, as well as in the instructional program.

RECOMMENDATION:

Adopt the recommended changes to the policy and administrative rule on second reading.

ATTACHMENT:

- 1) Policy IJNDB as revised
- 2) Administrative Rule IJNDB-R as revised

PREPARED BY:

William H. Burkhalter, Jr.
David Caver
Dal Stanley

Policy IJNDB Use of Technology Resources

Issued 5/12

Purpose: to establish the basic structure for the use of technology resources in ~~instruction~~ the district.

The use of technology to support the curriculum and the instructional process must be selected on the basis of its potential to enhance the direct implementation of district and state academic achievement standards. ~~The use of~~ Technology must not be used to substitute for teaching, except when it is used as a delivery medium such as distance learning, web-based educational approaches, etc.

Internet acceptable use policy (Internet and other electronic media and on-line connections)

Technology is a vital part of education and the curriculum of the district and the ~~district's operations~~. In an effort to promote learning and expand educational resources for students, the district has made arrangements to provide worldwide electronic on-line connection access to students and staff. While the Internet will be a primary on-line source, this policy and any implementing administrative rule are intended to cover the use of the district's computer-related electronic on-line connections, generally, as well as the district's computer hardware and software. Reference to "Internet" as used herein will be construed as a term of convenience to cover the intended scope of this policy. The district's goal in providing this service is to promote educational excellence by communication, innovation and facilitation in sharing of teaching and learning resources. Access to such "electronic highways" connecting millions of computer users all over the world will allow district students and staff the opportunity to communicate with others on a global level and access educational materials worldwide. It will also enhance professional development for staff.

The internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

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 not suitable for students. To that end, the 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. In addition, parents must sign a permission form

to allow students to access the Internet. Students also must sign a form in the Code of Student Conduct acknowledging that they have read and understand the acceptable use policy and administrative rule, that they will comply with this policy and rule, and that they understand the consequences of violating this policy or rule. District staff must sign a similar acknowledgment form IJNDB-E before they will be allowed to access the Internet. Inappropriate use by any person will not be tolerated.

Adopted 11/12/96; Revised 1/8/02, 5/22/12

The School District of Aiken County

AR IJNDB-R Use of Technology Resources

Issued 5/12

Purpose and scope

This administrative rule is adopted to implement the district's Internet acceptable use policy. While the rule primarily addresses utilization of the Internet and other electronic on-line connection services, it also applies, where appropriate, to the general use of district-owned computer hardware and software.

Terms and conditions of use

Acceptable use

The purpose of the district's decision to provide Internet access is to allow an expanded opportunity for education, research and professional development 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 and staff development objectives of the district. Use of any organizations' network or computing resources must comply with the rules appropriate for that network. 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. Violations will result in appropriate disciplinary action against the staff member or student involved.

Accessing inappropriate sites

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district uses CIPA approved technology protection measures to protect students from inappropriate access in addition to monitoring.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

Reporting

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

Online behavior

The district will educate minors about appropriate, safe, and secure online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The superintendent or his/her designee will develop a

program to educate students on these issues in accordance with Internet Safety Standards and grade bands published on the State Department of Education website.

Off-campus conduct

Students, parents/legal guardians, teachers and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

Procedures for use

Employees may access the Internet for educational or work-related purposes at any time that is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members.

Students will be allowed to access the Internet only under the supervision of designated staff. No students may access the Internet without permission.

Rules governing use

The following guidelines for acceptable use will be applicable.

Users are expected to employ appropriate net etiquette; profanity, vulgarity or abusive, inappropriate language is prohibited. Illegal activities are forbidden, including unauthorized access or "hacking" by any users.

Users are not to reveal their personal address or phone number or that of other individuals, students or colleagues.

Users are not to use another school's or individual's account without written permission from that individual.

Vandalism will not be tolerated. Vandalism includes, but is not limited to, malicious damage to hardware, harm or destruction of software or the data of another user, and creating, uploading or downloading computer viruses.

Users should consider all communications and information accessible via the network to be private property. All quotes, references and sources should be cited.

Users are not to access inappropriate or restricted information or other information not directly related to the educational or staff use 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.

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. Users are not to disrupt, harass or annoy other users.

The system is not to be utilized for financial or commercial gain or for personal use other than professional activities.

Penalties for improper use

An employee who violates the terms of this administrative rule will be subject to disciplinary action consistent with the nature of the offense, including cancellation of Internet privileges, suspension, or termination if circumstances so warrant. 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 Code of Student Conduct to include suspension or expulsion if circumstances so warrant. 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.

Issued 11/12/96; Revised 5/26/98, 1/8/02, 5/22/12

Legal references:

A. Federal law:

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

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

1. Section 10-1-205 - Computers in public libraries; regulation of Internet access.
2. Section 16-3-850 - Encountering child pornography while processing film or working on a computer.
3. Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.
4. Section 59-19-90 - General powers and duties of school trustees.

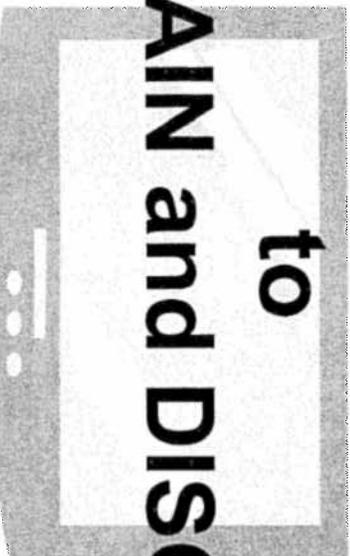
C. Court cases:

1. Purdham v. Fairfax Co. Sch. Bd., 637 F.3d 421, 427 (4th Cir. 2011).

The School District of Aiken County



PUBLIC MEETING
to
EXPLAIN and DISCUSS



TECHNOLOGY
PROTECTION
and
INTERNET SAFETY



TECHNOLOGY PROTECTION MEASURES

The School District of Aiken County currently utilizes technology protection serving to establish a firewall for all resources in the Local Area Network. We contract with the Total Traffic Control Company (TTC) and use their *Lightspeed* © filtering system. This system is CIPA compliant. It is a total solutions type of product, and has been successfully employed within the network for almost seven years. In addition to other features for web filtering, which was provided by the original system in this District, it is designed to remove spam from email traffic – a function the original firewall filter did not have.

The District has employed internet web filtering from the time of first application for e-rate discounts (around 1996 or 1997).

REQUIRED INCLUSIONS IN THE INTERNET SAFETY POLICY

Our existing Acceptable Use Policy – originated in 1996 – included various safety features for student use. However, it was a “notice” type policy relative to “do’s” and “don’ts” as well possible disciplinary consequences for misuse. It also applied across the board to employees (and still does).

The new regulations require more orientation-type training standards for internet conduct to be passed along to students on an annual basis.

Such measures and features for “safety” include

- Access to inappropriate matter on the internet
- Safety and security of minors when using electronic mail and other social media [non-school concerns]
- Electronic communications, whether allowed at school or not
- Unauthorized access and hacking online
- Technology matters to restrict access (as discussed)
- Education about conduct and interactions with others – social media.
- Unauthorized disclosure of personal information online

OTHER MEASURES FOLLOWED

- **Internet Acceptable use policy acknowledgment** – signed by all new employees – applies to all areas of operations and use of web and email
- **Internet Acceptable use policy acknowledgment** – appendix in Code of Student Conduct – applies to all instructionally-related uses of technology, software, hardware, web access, etc.
- **Separate agreement and consequences document for all equipment used by staff or students, or brought on campus by anyone, that has internal capability of accessing the internet without going through the Districts LAN and firewall.**
- **New training: State Department of Education requires “band levels” for appropriate age group orientation. This will be incorporated into early school year student orientations.**

Appendix 4: How E-Rate Areas Have Been Addressed

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

See Section I of each Technology Dimension of the Technology Plan

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

See Appendix 2 of the Technology Plan

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

See the District Needs Assessment and Appendix 6 of the Technology Plan

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

See Appendix 7 of the Technology Plan

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

See Section V of each Technology Dimension of the Technology Plan

Appendix 5: Annual Goals
2013-2014 Annual Goals

Goals	Timeline
Continuing Migration Project for converting from Novell to Microsoft	Continuing
Pilot 1-1 Initiative in 3 classrooms of 3 schools (North Aiken Elem, Paul Knox Middle, and Wagener Salley High)	2013-2014
Maintain existing warranty and service contracts for all technology hardware and software components	2013-2014
Upgrade existing virtual server environment	On-going
Investigate additional bandwidth requirements for the district	2013-2014
Expand on Wireless Infrastructure in needed areas as needed with the expansion of additional wireless devices utilized by students	On-going
Implement adding additional Synergistics Lab in 1 middle school (Paul Knox)	2013-2014
Provide additional infrastructure for expansion of network to accommodate additional classroom workstations or mobile units	Complete
Investigate server and switch replacements for schools and begin implementation of replacement program for these end of life hardware platforms	On-going

2010-2011 to 2011-2012 Annual Goals

Implement Wireless Overlays for Schools	On Going
Upgraded middle school CAI lab computers to newer 40-station configurations	Completed 2010-2011
Replaced 315 older out of warranty high school classroom and media center computers from CAI upgrade at middle schools	Completed 2010-2011
Replacement program for older school computers as funds are available	On-Going
Re-awarded CIPA-compliant filtering system	Completed 2010-2011
Provided laptops to graduated students from MVHS from iAM laptop initiative	Completed 2011-2012
Installed 18 accommodation labs consisting of one 30-station wireless netbook cart; 270 netbooks total (1 for each middle & high school)	Completed 2010-2011
Provided 1-30 station laptop cart to each high school from remaining iAM laptops from first year of project	Completed 2010-2011
Installed 121 5-station netbook carts for each ELA Math and ELA Reading Classroom at all middle and high schools	Completed 2010-2011
Upgrade all schools out of warranty routing switches to accommodate new metro e upgrade of AT&T sites	Completed late 2010-early 2011
Upgrade data circuits at AT&T sites from base to premium service to convert 100 MB circuits to 100 MB burstable to 1GB circuits	2011-2012
Install additional Synergistic lab at Jackson Middle School	2011-2012
Implement new School Fusion web portal for schools and district websites	2011-2012
Upgrade existing out of warranty schools edge closet switches in as many schools as funds	On-Going
Implement ETV Portal for ETV/Video	2011-2012
Provide cabling overlay for wireless in as many schools as funds are available	2011-2012
Provide switching and wireless ap hardware for wireless overlays in	2011-2012

schools (poe-power over Ethernet switches)	
Improve performance of desktop computers with memory upgrades with available funds	On-going
Retro-fitted cabling for media center at North Augusta Middle	Completed 2011-2012
Cable mobile units and additional classroom space as needed	On-going
Plan for wireless overlay in as many schools as funds are available	2011-2012/on-going
Continue use of emergency calling system in district	On-going
Plan for implementation of teacher/student account provisioning	On-going
Continue maintenance services on mission-critical hardware and software	On-going
Utilize contracted services for network support and cabling for all mission critical applications where necessary in-house support is not sufficient	On-going
Plan for additional staffing to provide for sufficient resources to support the technology in Aiken County Schools	Initial Planning
Investigate backup solutions for network-related mission critical applications	Initial discovery
Continue discovery of disaster recovery plan for district network operations	On-going
Provide significant cost-cutting measures for purchasing computers as reburbished for 1/3 of the costs.	On-going
Implement new technology initiatives for Center for Innovative Learning (newly adopted alternative school concept)	2011-2012
Provide additional workstations to schools	

2009-2010 Annual Goals

Goals	Timeline
Creation of Instruction/Technology committee with on-going monthly meetings	Planning/Ongoing
Provide one thirty station mobile wireless laptop cart for each high school (E2T2 Grant)	2009-2010
Upgrade nine school file servers	2009-2010
Provided two synergistic labs at middle schools (AL Corbett and RSM Elem)	Complete
Investigate server migrations to VM Ware platform	Ongoing
Utilize available funds to cable mobiles as needed	Ongoing
Completed implementation of PowerSchool; specifically, PowerTeacher & Parent Portal	Complete
Upgrade four business education labs (Career and Technology Department)	Complete
Upgrade end of life networking switch infrastructure in one fourth of schools in district	2009-2010
Upgrade one fourth of older classroom computers if funds are available	Continuing
Utilize available funds to provide whiteboards and video projectors in classrooms	Continuing
Investigate feasibility of providing student email accounts	Planning
Upgrade out of warranty Server Infrastructure for Instructional Applications	2009-2010
Migrate to new file server infrastructure operating system (Planning, Phase-in Strategy)	2009-2012
Create two 21 st Century Classrooms	2010-2012
Investigate revision to Acceptable Use Policy for growth of new technologies	2009-2011
Implement alphabetical index for parents to all resources on the School District Web Page	2009-010

2008-2009 Annual Goals

Goals	Timeline
Implement MAP for all High Schools	Complete
Utilize Title I dollars to provide additional Wireless Carts in schools	Complete
Utilize Title I dollars to provide interactive white boards in schools	Complete
Provide cabling infrastructure for additional mobile units needed for classroom space as needed	On-going
Utilize available funds for PowerSchool Infrastructure and Implementation	Complete
Continue "iAM" Laptop Grant for new 9 th graders at Midland Valley High School	Complete
Provide additional infrastructure for interactive white boards and video projectors	On-going
Provide additional infrastructure for expansion of network to accommodate additional classroom workstations	On-going
Investigate server and switch replacements for schools and begin implementation of replacement program for these end of life hardware platforms	Complete
Implement GIS Student Locator System	Complete
Utilize available funds for Synergistic Computer Labs	Complete
Provide training for all users of PowerSchool	On-going
Investigate replacement of out of warranty switches in all schools	On-going
Investigate server migrations to VM Ware platform	Ongoing
Investigate and replace anti-virus solution for school district if deemed best solution	Complete
Serve as Proof of Concept district for PowerSchool	Complete
Begin conversion of SASI to PowerSchool (June 2009) and complete July 2009	Complete

2007-2008 Annual Goals

Goals	Timeline
Implement TestView for district and MAP for all elementary and middle schools	Complete
Utilize Title I dollars to provide additional Wireless Carts in schools	Complete
Utilize Title I dollars to provide interactive white boards in schools	Complete
Investigate and upgrade district internet circuit from 50MB to 100MB	Complete
Provide cabling infrastructure for additional mobile units needed for classroom space	Complete
Implement Physical Education Software Program for district	Complete
Implement "iAM" Laptop Grant for all 9 th graders at Midland Valley High School	Complete
Investigate and implement adding additional Synergistics Lab in 1 middle school	Complete
Provide additional infrastructure for expansion of network to accommodate additional classroom workstations	Complete
Investigate server and switch replacements for schools and begin implementation of replacement program for these end of life hardware platforms	Complete
Install wireless overlay at Midland Valley High School (part of iAM Laptop Project)	Complete

Appendix 6: TimeLines

TimeLine

<u>Description</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Migration Project Upgrade	<u>X</u>	<u>X</u>		
1-1 Tablet Initiative (6 classroom/3Schools)	<u>X</u>			
Upgrade district application servers in VMWare as needed	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Provide 1 new synergistic labs in 1 middle (Paul Knox Middle)	<u>X</u>			
Plan two 21st Century Classrooms	<u>X</u>	<u>X</u>	<u>X</u>	
Replace all GX260, GX270, and GX280 systems used in school labs, media centers, and classrooms that are on the network	<u>X</u>			
As additional funds become available, continue install interactive white board technology solution in all school classrooms	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
If additional funds become available, continue replacement of older systems with re-furbished computer replacement program		<u>X</u>	<u>X</u>	<u>X</u>
Expand on schools wireless overlay as needed as more mobile device technology becomes available at the schools	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Continue expansion of the use of School Fusion web portal for schools and district websites	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Upgrade of memory in desktops computers in classroom computers from 2 GB to 4GB with available funds	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Cable mobile units and additional classroom space as needed	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Continue use of emergency calling system in district	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Continue use of teacher/student account provisioning	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Continue maintenance services on mission-critical hardware and software	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Utilize contracted services for network support and cabling for all mission critical applications where necessary in-house support is not sufficient	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Plan for additional staffing to provide for sufficient resources to support the technology in Aiken County Schools	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Investigate backup solutions for network-related mission critical applications	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Continue discovery of disaster recovery plan for district network operations	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>

TimeLine

Prior Years

<u>Description</u>	<u>2009</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
Upgrade ¼ of school end of life switching infrastructure	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Install 30 station mobile carts-High Schools	<u>X</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Upgrade district application servers in to virtual (VMWare Platform for Testview, Streaming Video, InfoCentre, etc	<u>X</u>	<u>X</u>	<u>NA</u>	<u>NA</u>
Begin Migration of school servers to new OS platform	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Investigate Renewal of filtering software for District and Schools	<u>X</u>	<u>X</u>		
Upgrade 4 Business Education Labs	<u>X</u>			
Provide 2 new synergistic labs in 2 middle schools	<u>X</u>			
Plan two 21 st Century Classrooms	<u>X</u>	<u>X</u>	<u>X</u>	
Install Wireless Connectivity in Media Centers		<u>X</u>		
As additional funds become available, continue install interactive white board technology solution in all school classrooms	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
If additional funds become available, establish re-furnished computer replacement program (1/4 th to 1/5 th of computers a year)		<u>X</u>	<u>X</u>	<u>X</u>
Installed wireless overlay for Wagener-Salley		<u>X</u>		
Installed wireless overlay for A. L. Corbett		<u>X</u>		
Installed wireless overlay for RSM High		<u>X</u>		
Upgraded middle school CAI lab computers to newer 40-station configurations		<u>X</u>		
Replaced 315 older out of warranty high school classroom and media center computers from CAI upgrade at middle schools		<u>X</u>		
Re-awarded CIPA-compliant filtering system		<u>X</u>		
Provided laptops to graduated students from MVHS from iAM laptop initiative		<u>X</u>		
Installed 18 accommodation labs consisting of one 30-station wireless netbook cart; 270 netbooks total (1 for each middle & high school)		<u>X</u>		
Provided 1-30 station laptop cart to each high school from remaining iAM laptops from first year of project		<u>X</u>		
Installed 121 5-station netbook carts for each ELA Math and ELA Reading Classroom at all middle and high schools		<u>X</u>		
Upgraded all schools out of warranty routing switches to accommodate new metro e upgrade of AT&T sites		<u>X</u>	<u>X</u>	
Implement new School Fusion web portal for schools and district websites			<u>X</u>	

Description	2009	2010-2011	2011-2012	2012-2013
Expansion of Compass Learning Software to most all schools				
Install additional Synergistic lab at Jackson Middle School			<u>X</u>	
New alternative school technology initiative (in the ordering stages of technology equipment) Includes wireless overlay for Pinecrest, multiple smartboards in classrooms, 2 - 30 station laptop carts and 15-20 computers to each of the alternative school programs in all areas as well as Pinecrest			<u>X</u>	
Upgrade data circuits at AT&T sites to premium service to convert 100 MB circuits to 100 MB burstable to 1GB circuits			<u>X</u>	
Replace existing out of warranty switches for wireless overlay in as many schools as funds allow			<u>X</u>	
Implement ETV Portal for ETV/Video			<u>X</u>	
Provide cabling overlay for wireless in as many schools as funds are available			<u>X</u>	
Upgrade of memory in desktops computers in classroom computers from 2 GB to 4GB with available funds		<u>X</u>	<u>X</u>	<u>X</u>
Retro-fitted cabling for media center at North Augusta Middle			<u>X</u>	
Cable mobile units and additional classroom space as needed		<u>X</u>	<u>X</u>	<u>X</u>
Plan for wireless overlay in as many schools as funds are available			<u>X</u>	<u>X</u>
Continue use of emergency calling system in district		<u>X</u>	<u>X</u>	<u>X</u>
Plan for implementation of teacher/student account provisioning		<u>X</u>	<u>X</u>	<u>X</u>
Continue maintenance services on mission-critical hardware and software		<u>X</u>	<u>X</u>	<u>X</u>
Utilize contracted services for network support and cabling for all mission critical applications where necessary in-house support is not sufficient		<u>X</u>	<u>X</u>	<u>X</u>
Plan for additional staffing to provide for sufficient resources to support the technology in Aiken County Schools			<u>X</u>	
Investigate backup solutions for network-related mission critical applications			<u>X</u>	
Continue discovery of disaster recovery plan for district network operations		<u>X</u>	<u>X</u>	<u>X</u>
Provide cost-cutting measures for purchasing computers as refurbished for 1/3 of the costs.			<u>X</u>	<u>X</u>
Upgraded 4 elementary school CAI labs			<u>X</u>	

Appendix 7: Report on Last Year's Progress towards Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

Goals and Objectives	Status
Goal # 1 – Infrastructure <ul style="list-style-type: none"> ▪ To ensure all schools have a fully functioning Local Area Network ▪ To establish a Wide Area Network between all schools, area, and district ▪ To ensure appropriate and sufficient security is in place ▪ To provide all schools with access to the Internet 	<ul style="list-style-type: none"> ▪ Met ▪ Met ▪ Met ▪ Met
Goal # 2 – Funding <ul style="list-style-type: none"> ▪ To secure a multi-area commitment ▪ To consider all funding options in meeting technology objectives 	<ul style="list-style-type: none"> ▪ Met ▪ Met
Goal # 3 – Hardware <ul style="list-style-type: none"> ▪ To ensure security of hardware ▪ To establish basic and realistic standards of the district technology plan 	<ul style="list-style-type: none"> ▪ Met ▪ Met
Goal # 4 – Equity <ul style="list-style-type: none"> ▪ To achieve equity of access to technology for all students ▪ To achieve fair and equitable distribution of technology among schools within the district while at the same time not penalizing schools for their own entrepreneurial initiatives 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing
Goal # 5 – Assessment <ul style="list-style-type: none"> ▪ To continually evaluate and assess the district technology plan on a regular basis 	<ul style="list-style-type: none"> ▪ Ongoing
Goal # 6 – Access <ul style="list-style-type: none"> ▪ To ensure students, teachers, and all school/district staff will have access to all resources at the time and place of need 	<ul style="list-style-type: none"> ▪ Ongoing
Goal # 7 – Maintenance <ul style="list-style-type: none"> ▪ To maintain and upgrade equipment and infrastructure in order to ensure maximum use by all 	<ul style="list-style-type: none"> ▪ Ongoing
Goal # 8 – Staff Development <ul style="list-style-type: none"> ▪ To place a strong emphasis on Professional Development regarding the use of technology (computers, software, etc.) in the curriculum and instruction 	<ul style="list-style-type: none"> ▪ Ongoing
Goal # 9 – Curriculum and Instruction <ul style="list-style-type: none"> ▪ To use technological resources appropriately in all instructional activities ▪ To provide a means of using technology for student achievement progress and reporting (PowerSchool, MAP, Plato, Destination Success, TestView) ▪ To integrate the learning outcomes of using technology into the school curriculum 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing ▪ Ongoing
Goal # 10 – Support <ul style="list-style-type: none"> ▪ To fund additional personnel to provide the necessary support of the technologies ▪ To provide funding for contracted services for large-scale project implementations 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing

Appendix 8: Current Status of Infrastructure and Computer Access in Aiken County Public Schools

LANs – There is a total of thirty-nine Local Area Networks (LANs) providing network connectivity for all Aiken County Public Schools facilities. 100% of Aiken County Public Schools classrooms, offices, and media centers are wired with CAT5E, CAT6, or fiber with the ability to connect approximately eight thousand computers and/or network devices. Media centers are currently wired for 8 to 30 network devices in addition to wiring at circulation desks. The standard for new construction or renovation wiring since the 2000 school year consists of a minimum of five computer drops to each classroom and fiber backbones between wiring closets with sufficient switch port space to accommodate necessary network devices in the school. Aiken County Public Schools networking infrastructure is a total switched network. Cisco switches are being configured with trunk ports and switches are being segmented. A Cisco EMI switch is installed in each MDF to connect to the MetroEthernet Network supplied by the State Department of Education. All IDF's are connected to the MDF via 1 GB fiber and 1000Base-SX shorthaul or longhaul GBIC's.

Switches – All MDF's are comprised of Cisco 3560 EMI series switch for connectivity to the Metro Ethernet Circuits... Additional Cisco and HP gigabit switches are in all closets and are added during any school year to accommodate additional computer hardware that needs networking.

WAN – 100% of Aiken County Public School facilities including all schools, the Central Office, the Operations Center, maintenance offices, area offices, Freedman Parenting Center, Pincrest, and the ETV center form the Aiken County Public Schools Wide Area Network (WAN). All schools with the exception of Jackson Middle School have a 100MB burstable to 1GB wan circuit. Jackson Middle School is the only school that connects wirelessly on a 20MB circuit to the district.

As of May, 2013 the districts has a 500MB circuit to the Internet and the private-side WAN includes 100 mb burstable gig metro Ethernet circuits to all schools with the exception of Jackson Middle. Jackson Middle is connected on the private-side to the districts WAN by a wireless tower connection.

Virtualization – Currently, all school locations consist of VMWare environments with multiple virtual servers.

Web server - Aiken County Public Schools uses SchoolFusion for all district, school and classroom web pages.

E-mail server – All staff members have a Groupwise 6.5 email account and are able to check email from any computer on the WAN using the Groupwise client or at home using web access.

Spam Filter – Aiken County Public Schools currently uses Lightspeeds Total Traffic Control to filter out the majority of spam email.

Firewall – Two Cisco ASA's configured in redundancy make up the firewall for Aiken County Schools.

Internet Filtering – Lightspeeds Total Traffic Control Solution is used to filter all Internet activity. Aiken County Public Schools are CIPA compliant.

Computers – Approximately 7,592 computers and 3,383 laptops are connected to the school's LAN and district's WAN. The standard configuration is now the Windows 7.0 platform. Also, there are 1,270 netbooks available for student use.

Peripherals – All staff and students have access to networked laser printers, digital cameras, scanners, telephones, VCR's and DVD players, and learning tools. Interactive White Boards are being implemented for classroom instruction. Approximately 1023 interactive whiteboards and video projectors are currently in Aiken County Public Schools.

Management Software – Aiken County Public Schools uses PowerSchool for student records provided by the State Department of Education. Destiny and InfoCentre are used for media centers. Aiken County Public Schools will be upgrading from Excent to Enrich in the Fall of 2010 for special education.

Appendix 9 Budget

Description	Year 2012-2013	Year 2013-2014 Projected Upon Board Approval
Purchased Services	16,758	16,758
Management Services	38,000	38,000
Data Processing Services	189,647	189,647
Maintenance Services	68,940	68,940
Equipment Repairs	2,700	2,700
Purchase Services/Technology	2,041,332	441,332
Supplies	10,192	10,192
Data Supplies	10,340	10,340
Technology and Software	200,000	200,000
Technology and Software	200,000	200,000

Attachment 1a: Aiken County Schools Technology Summary - May 2013

School	WAN Legend: W = Wireless F = Fibre													
	# of Classrooms	# of Mobile Units	Classrooms w/Interactive Whiteboards	# of Drops	# of Drops/Classroom	# of Wiring Closets	Wireless Overlay	WAN Connection	Using VTEL	# of Workstations	# of Laptops	# of Wireless Laptop Carts	# of Media Center Computers	Other (Digital Cameras, Video Recorders, Graphing Calculators)
Aiken Elementary	54	4	54	181	1	6	F		174	86	5	22	191	
Aiken High	76	18	10	483	1	16	F	Y	473	51	2	15	582	
Aiken Middle	39	6	23	239	1	7	F		212	69	4	12	147	
Chukker Creek Elem	51	0	48	231	2	6	F		151	35	2	13	20	
East Aiken Elementary	39	2	19	225	5	4	F		149	72	4	12	125	
JD Lever Elem	39	7	43	195	2	4	F		144	88	5	8	169	
Kennedy Middle	48	9	19	241	1	5	F		218			10	142	
Millbrook Elementary	37	3	36	223	2	7	F		150	39	2	8	69	
North Aiken Elem	47	2	37	181	2	6	Y	F	135	88	5	8	88	
Oakwood Windsor El	40		11	230	5	5	F		111	30	3	8	148	
Schofield Middle	47		23	345	5	8	F		201	38	2	15	298	
South Aiken High	65	4	18	378	1	12	F		342	10		33	184	
Area 1 Totals	582	55	341	3,152	-	86			2,460	606	34	164	2,163	
Belvedere Elem	38	2	40	142	1	6	F		157	34	2	12	84	
Hammond Hill Elem	36	8	42	174	1	7	F		163	44	3	12	146	
Mossy Creek Elem	42	4	41	275	5	5	F		160	38	2	8	140	
North Augusta Elem	49		44	158	1	6	F		174	37	2	15	140	
North Augusta High	73	9	21	366	1	15	F		338	23		15	662	
North Augusta Middle	36	11	33	210	1	8	F		169	39	1	9	98	
Paul Knox Middle	36	2	35	315	5	5	F		255	41	1	8	216	
Area 2 Totals	310	36	256	1,640	-	52			1,416	256	11	79	1,486	
Byrd Elem	41		44	285	5	5	F		148	42	4	11	65	
Byrd LC				144	1	4	F		38	6			0	
Career Center	16	4	5	185	1	6	Y	F	167	74	2		71	

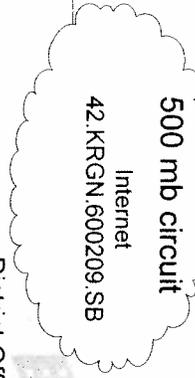
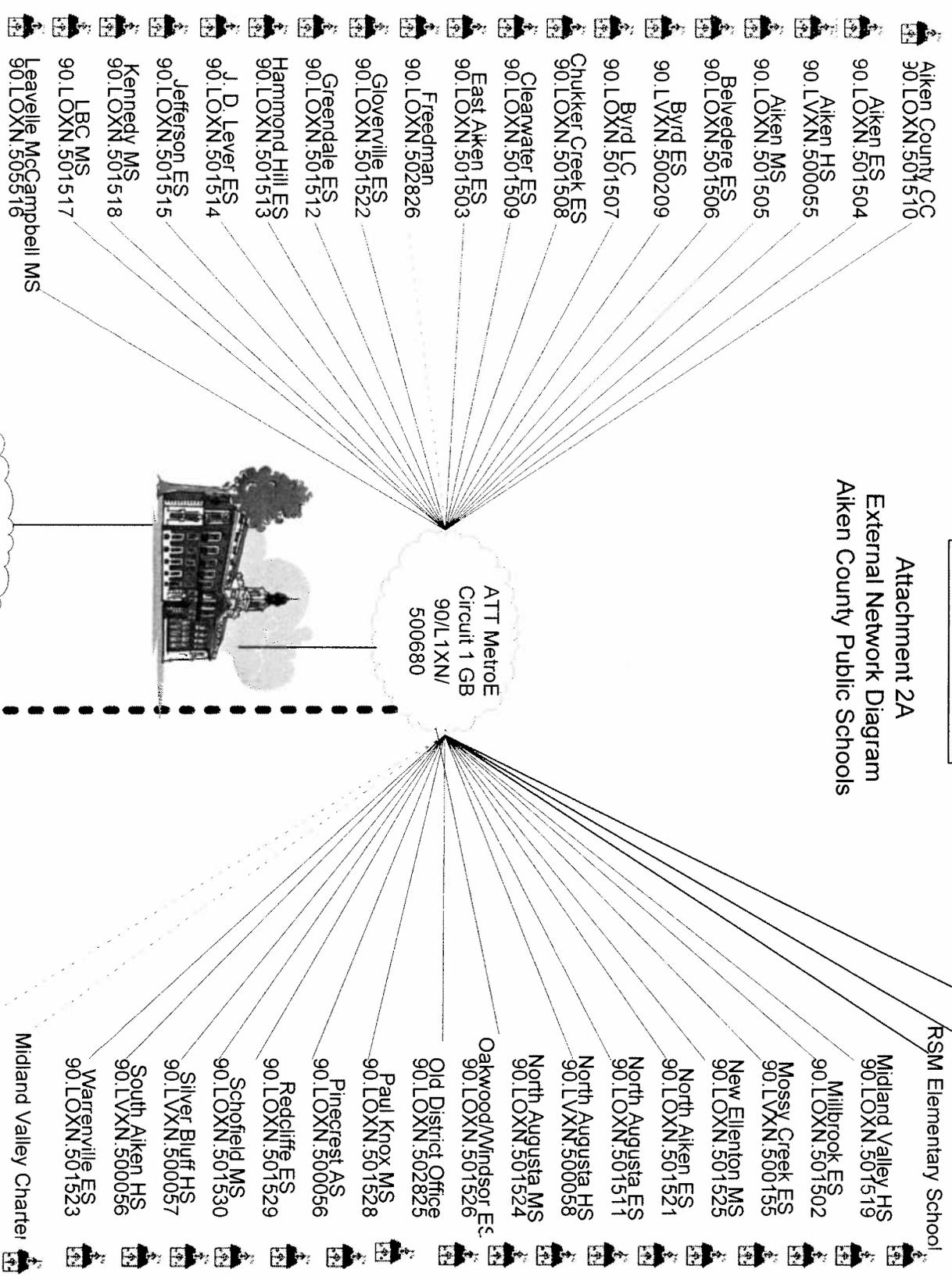
School	WAN Legend: W = Wireless F = Fibre													
	# of Classrooms	# of Mobile Units	Classrooms w/Interactive Whiteboards	# of Drops	# of Drops/Classroom	# of Wiring Closets	Wireless Overlay	WAN Connection	Using VTEL	# of Workstations	# of Laptops	# of Wireless Laptop Carts	# of Media Center Computers	Other (Digital Cameras, Video Recorders, Graphing Calculators)
Clearwater Elem	32	2	19	113	1	4	F			98	64	4	7	119
Gloverville Elem	20	9	23	148	1	6	F			135	66	4	10	57
Jefferson Elem	40		30	260	5	7	F			178	72	4	16	170
LBC Middle	33	2	28	250	5	6	F			215	34	1	27	105
Leavelle McCampbell	32		15	238	1	8	F			167	34	2	12	199
Midland Valley High	54	6	40	385	5	6	F	Y		286	798	2	24	285
Warrenville Elem	34	4	29	200	5	6	F			109	77	3	9	194
Area 3 Totals	302	27	233	2,208	-	58				1,541	1,267	26	116	1,265
AL Corbett Middle	21	1	10	170	5	2	W	Y		142	88	4	16	270
Busbee Elementary	46		36	230	5	2	W			196	60	4	12	175
Ridge Spring Elem	52	6	47	195	1	7	W	Y		199	72	5	9	123
Ridge Spring High	23	4	3	182	1	5	W			149	2		6	122
Wagner Salley High	37		6	290	1	14	W	Y		194	40	2	17	190
Area 4 Totals	179	11	102	1,067	-	30				880	262	15	60	880
Freedman				4	1	1	F			10	1			0
Greendale EI	26		24	175	5	3	F	Y		130	86	3	10	72
Jackson Middle	25		11	178	1	6	W			149	11	1	12	126
New Ellenton Middle	17		6	144	1	6	F			98	43	2	8	73
Pinecrest				105	1	6	F			79	6			0
Redcliffe Elem	58		40	198	1	6	F			138	65	3	10	121
Silver Bluff High	45	2	10	328	1	8	F			233	12		22	180
Area 5 Totals	171	2	91	1,132	-	36				837	224	9	62	572
Grand Totals:	1,544	##	1023	9,199	-	##				7,134	2,615	95	481	6,366

Attachment 1b: Technology Staff Skills

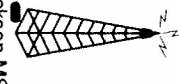
Ability	Skill needed	Skill Available In-House?	Contracted additional tech support?
Technical Staff Skills			
PC Skills			
Install & Configure hardware		X	
Load & update software		X	
Troubleshoot & repair problems		X	
LAN Skills			
Design Network		X	X
Install & configure hardware		X	X
Load & update software		X	X
Troubleshoot & repair problems		X	X
WAN Skills			
Install & configure hardware		X	X
Load & update software		X	X
Troubleshoot & repair problems		X	X

Last Updated:
5/15/2013

Attachment 2A External Network Diagram Aiken County Public Schools



District Office



Jackson MS
Trillion Wireless Network
(See Attachment 2C)