TECHNOLOGY PLAN

for

July 1, 2013 – June 30, 2016

BAMBERG SCHOOL DISTRICT TWO

Denmark-Olar Schools

Denmark, South Carolina

http://www.denmarkolarschooldistrict2.org

Prepared by: Rodney Anderson
Director of Technology

This technology Plan has been reviewed and submitted on behalf of Bamberg School District Two.

Rodney M Anderson — Date: December 4, 2013

Rodney Anderson, Director of Technology

Thelma F. Sojourner — Date: December 4, 2013

Dr. Thelma Sojourner, Superintendent

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Executive Summary

The mission of Bamberg School District Two is to ensure effective instruction for each student through rich, diverse educational experiences supported by qualified and dedicated professionals.

This three-year district technology plan is designed to guide the implementation of technology in the district. Technology Integration is the use of technology by teachers, administrators, and students to enhance teaching and learning, and to support existing curricular goals and objectives. Through integrated curriculum experiences, our students will learn to solve problems cooperatively through teamwork assisted by appropriate technologies. Our students will be provided with a range of experiences designed to develop the technological skills necessary to function responsibly in life situations marked by rapid technological change. Bamberg School District Two recognizes that technology is an administrative tool that can bring productivity to the management and educational realm of education. The power of technology allows tracking of student work, enabling teachers to develop and sustain individual learning profiles for their students. The State and District require that teachers become technology literate in order to integrate technology with content area standards for instruction. Also, teachers will have technology standards that will be required for classroom instruction, enabling students to become technology literate by grade eight (No Child Left Behind Act).

The District is being proactive by providing professional development within the District for teachers to receive the necessary technology training. Recently, a survey was conducted to determine teachers' technology training needs. Based on the results teachers have been divided into two categories. Teachers who indicated that they are familiar with the computer and technology applications will be required to take the new program tutorial training. Teachers with high degree of knowledge can test out of the new program training with little time spent in doing so.

Teachers who indicated they need extensive help will be required to participate in computer literacy trainings that will be provided by the district office staff on regular scheduled days. The computer literacy training is a precursor to the new program training for these teachers.

The District is committed to ensuring that all of our teachers are technology literate in order to utilize technology as a tool to enhance the learning process.

Bamberg School District Two has experienced steady and significant growth in the area of technology. Through grants and other sources of technology funding, Denmark-Olar Schools are utilizing mobile laptop carts, computer labs, IPADS, IPODS, eBooks, Tablets, Promethean Boards, Elmo Digital Projectors, and eBeams Interactive Technology System.

The district has also implemented a laptop check-out program for teachers and students at the Denmark-Olar Middle School and Denmark-Olar High School. The program allows learning anywhere, anytime; not just in one particular classroom for forty minutes or ninety minutes a day.

Through the development of this plan, Bamberg School District Two has begun a process for revising and developing an integrated technology plan as a framework for achievement through the effective use of technology. Five primary technology dimensions and goals are addressed in this plan. The five technology focus dimensions are:

Technology Dimension 1: Learners and Their Environment

Goal: The Bamberg School District Two teachers will guide students in Grades K-12 to apply developmentally appropriate technology standards in all curriculum areas to communicate effectively, achieve high academic standards and successfully participate in a changing information-based society while achieving technological literacy.

Technology Dimension 2: Professional Capacity

Goal: Bamberg School District Two will provide on-going curriculum development and professional development to increase the competency of all district teachers, administrators and support staff using research proven strategies, rigorous instruction, and effective integration of instructional technology systems which support common core implementation and will be used to improve teaching and learning and increase student achievement.

Technology Dimension 3: Instructional Capacity

Goal: Bamberg School District 2 will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Technology Dimension 4: Community Connections

Goal: Bamberg School District 2 will encourage parental and community involvement in creating learner-centered instructional environments by providing appropriate Internet safety awareness, technology, tools, resources, and training required to increase student achievement.

Technology Dimension 5: Support Capacity

Goal: Bamberg School District 2 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Goals, objectives, strategies, an action list, and evaluation plan are provided for each core technology dimension. Our main goal in all areas of the curriculum is to ensure effective instruction for each student through rich, diverse educational experiences supported by qualified and dedicated professionals.

DISTRICT PROFILE

Bamberg School District Two is an isolated rural school district located in the southwestern part of South Carolina in Bamberg County, population 6,989. The nearest cultural centers (Columbia, Charleston) are more than fifty miles away. More astounding, the community has no year round supervised recreational activities for youth such as community centers and parks. The school district serves the communities of Denmark, Govan, and Olar and has been designated as a high poverty area that has experienced a decline in population over the past decade. Economic opportunities are limited because of the remote location and lack of industry. Bamberg School District Two serves approximately 728 students in grades Pre-K through 12. The schools include: Denmark-Olar Elementary (Pre-K-5th grades), Denmark-Olar Middle School (6th-8th grades), and Denmark-Olar High School (9th-12th grades). The student population is 96% African-American, 2% Hispanic, 1% White, and 1% multi-racial.

District demographics include:

NUMBER OF STUDENTS ENROLLED IN DISTRICT SCHOOLS	
Denmark-Olar Elementary	376
Denmark-Olar Middle	143
Denmark-Olar High	209
Total District Enrollment	728
% OF STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCHES	
Denmark-Olar Elementary	96.01%
Denmark-Olar Middle	95%
Denmark-Olar High	95.14%
NUMBER OF ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS	
Denmark-Olar Elementary	8
Denmark-Olar Middle	3
Denmark-Olar High	5

DROPOUTS RATE (2011-2012)	3.8%
GRADUATION RATE (2011-2012)	72.1%
DISTRICT E-RATE DISCOUNT	90%

The district has the 7th highest millage rate in the State and has a 97% poverty index.

The district offers free after-school programs on Monday, Wednesday, and Thursday throughout the school year. Each school provides a comfortable and supportive environment where children are provided individual attention and support for subject area content assignments, to develop positive study habits and problem-solving skills, and to explore their creativity. Students can attend if they simply need a welcoming place to do homework, to use school computers for Internet research, and/or to complete computer-based enrichment assignments, or work on individual or group projects.

The median household income is only $21,097 and 48% of the county is unemployed according to the U.S. Census. Studies by the S. C. Budget and Control Board found that about 25% of the families do not have transportation (as compared to the S.C. average of 11%) and 25 % do not have access to a telephone for communication which isolates many families. With this many students living in poverty, there is a strong need for this program in Bamberg County because parents cannot afford to pay for after-school programs and they also may not have the transportation. An alarming 75% of the district's school-age children are home alone between the hours of 3:00 p.m. and 6:00 p.m. Furthermore, the research shows that children who are left home alone and suffer from other poverty factors are susceptible to low academic achievement, school discipline problems, crime, drug/alcohol use and abuse, and social/emotional problems (After School Alliance, 2010).

District Technology Plan Round Table Members

Rodney Anderson, Director of Technology and Finance

Sharron Steedley, Director of Programs for Exceptional Children

Edwina Richardson, Technology Systems Specialist

Mickey Pringle, Principal, Denmark-Olar High School

Belinda Hilliard, TOSA, Denmark-Olar High School

Beverly Ferguson, Media Specialist, Denmark-Olar High School

Dr. Teresa Myers, Teacher, Denmark-Olar High School

Aliasgar Godhrawala, Teacher, Denmark-Olar High School

Daryl Brockington, Principal, Denmark-Olar Middle School

Deborah Whitmore, TOSA, Denmark-Olar Middle School

Charles Lamback, Teacher, Denmark-Olar Middle School

Belinda Nightingale, Media Specialist, Denmark-Olar Middle School

Thankappan Pradeep, Teacher, Denmark-Olar Middle School

Lorraine Peeples, Principal, Denmark-Olar Elementary School

Jarreau Houston, Teacher, Denmark-Olar Elementary School

Morgan Huffstetler, Teacher, Denmark-Olar Elementary School

Eva Bennett, Media Specialist, Denmark-Olar Elementary School

Dianne Richburg, Teacher, Denmark-Olar Elementary School

Dianna D. Bailey, Technology Assistant

Larry Bias, Board Member

How the Plan Was Developed?

The plan was developed by the District Technology Plan Round Table Members.

MISSION STATEMENT

The mission of Bamberg School District Two
is to ensure effective instruction for each student
through rich, diverse educational experiences
supported by qualified and dedicated professionals.

PHILOSOPHY

Students live in a multifaceted complex society characterized by many changes that affect personal and social growth. Almost all students at some time during their development will experience difficulty in adjusting to these changes.

A comprehensive school guidance program guarantees that all students have access to school counselors and school counselors have access to all students. It helps to develop and protect students individually and provides them with skills to function effectively with others in school, home and community. It is developmental and preventative as well as remedial in design and implementation and is continuously refined and enhanced through systematic planning, designing, implementing and evaluating. The Guidance and Counseling Program of Bamberg School District Two is comprehensive and sequential and is based upon students' academic, social-emotional and career-vocational and developmental needs. It outlines competencies and counselor strategies, which will enhance the development of students at all levels. The program ensures that the counselors are available for students to acquire knowledge and skills which are essential for academic competency, responsible behavior and successful living in work and society.

BELIEF STATEMENTS

WE BELIEVE THAT ....

.... all people deserve to be treated with dignity;

.... all children can achieve and there is no limit to what they can learn;

.... excellence is achievable and always worth the investment;

.... change is necessary for growth;

.... the most important function of the community is to educate its citizens;

.... children are our most valuable resource;

.... high self-esteem is vital to the growth and development of the individual;

.... the uniqueness of each individual adds to the strength of the group;

.... each individual has infinite value;

.... there is a direct correlation between the degree of community involvement and educational excellence;

.... people are entitled to equal opportunities;

.... one has to love students to reach and teach them;

.... God is love;

.... each person is responsible for his or her behavior;

.... high expectations positively impact performance;

.... there is a direct relationship between effort and success;

.... the family is the foundation of our society.

District Technology Planning Structure

- Instructional
  - Curriculum Structure
  - Professional Development Structure
  - Technology Integration Structure
- Administrative
  - Systems and Applications Structure and Professional Development Structure
  - Infrastructure and Technical Support

Instructional

- Technology Instructional structure is supported by technology with student-centered and meaningful learning.
- Students continuously work cooperatively and collaboratively to solve problems and improve communication.
- Students continuously use technology to improve their critical thinking skills.
- Students engage in active and interactive modes of learning utilizing technology.
- Student learning is more relevant as technology based resources are implemented to simulate real life and historical situations.
- Students continuously use technology to participate in global learning.
- Students continuously use technology in interdisciplinary units and programs that involve solving real-life problems.
- Teachers and students continuously teach others to use technology.
- Teachers provide more hands-on instructional opportunities with technology for students.
- Technology resources are continuously being selected, which support the curriculum and provide for the needs of all students.

Identified Student/Curricular Needs

Provisions for academic assistance
Special Education students
English as a second language students
Gifted and Talented students
Cultural diversity

District Technology Vision Statement

Bamberg School District Two technology envisions that our students will continue to have access to the technology resources that will assist us in becoming more skillful in analytical problem solving. The school district has adopted the International Society for Technology in Education's (ISTE) standards for students, teachers and administrators. We will strive to ensure that all administrators, teachers and students will achieve the standards listed by the State and the International Society for Technology in Education (ISTE),* and every student graduating from high school will demonstrate competency in computer applications. We must educate new generations of digitally literate citizens to ensure they are able to compete successfully in today's global workforce and participate in our increasingly knowledge-based society.

All students will be equipped with skills that will enable them to be lifelong learners. These skills will enable our students to become

1. Capable information technology users
2. Information seekers, analyzers and evaluators
3. Problem solvers and decision makers
4. Creative and effective users of productivity tools
5. Communicators, collaborators, publishers and producers
6. Informed, responsible, and contributing citizens.

All students will be provided with a responsive curriculum that focuses on new and emerging technologies. Technology resources will be integrated into the core curriculum through the following:

1. An active technology committee at the district and school levels
2. Coordination between the instructional and administrative divisions
3. Integration of appropriate instructional activities and strategies

All teachers must have the knowledge needed to teach, work and learn in an increasingly global and digital society. Technology must be used to:

1. Design, implement, and assess learning experiences to engage students and improve learning
2. Enrich professional practice
3. Provide positive models for students, colleagues, and the community.

All administrators must provide leadership for the implementation of the programs, services, and resources associated with the district's multiple technology initiatives. Technology must be used in creative and innovative ways to:

1. Access, share and manage information
2. Manage building and district resources
3. Provide access to quality resources that would otherwise not be available.

Technology education must be provided by the district personnel to ensure the effective use of technology resources.

BAMBERG SCHOOL DISTRICT TWO
CURRENT STATE OF TECHNOLOGY

Item	District Office	DOES	DOMS	DOHS	Total
CPU	14	125	114	176	429
Dell OptiPlex 380			21		21
Dell OptiPlex 780	9	13			24
HP Compaq 6200 Pro SFF PC		7		36	43
HP Compaq dc7100 SFF (DX878AV)	1	31	26	39	96
HP Compaq dc7100 SFF (PC939A)		16	15	54	85
HP Compaq dc7800p SFF		5			5
HP Compaq dc7900 SFF	2			4	6
HP Compaq Elite 8300 SFF				31	31
HP Compaq Pro 6300 SFF	2	49	52	8	111
HP Core i3-2120 3300		1			1
HP Pentium 4 2800 System		3		4	7
Laptops	52	62	114	159	387
Dell Precision 6400*	11				11
Dell Precision 6500*	10				10
Dell e5410	5	24	84	87	200
Dell e5400		30	30	48	108
Dell e5420				24	24
HP n6120	26	8			34
Projectors	2	9	8		
Multi-Media Presentation Carts			2		
SMART/White Boards		6		2	
Promethean Boards & Projectors	2	15	15	27	55
Document Camera/Elmo	1		2	2	5

Item	District Office	DOES	DOMS	DOHS	Total
I Pod Touch 4th Generation				3	3
IPAD	2	1	19	67	89
Tablets	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		46			46
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	1	2

- Internet access for 100% classrooms including wireless (excludes mobile classrooms)
- iBoss filtering and proxy package
- Computer labs at all schools
- Technology driven media centers
- PowerSchool – integrated software system to manage to school/student information (hosted by Pearson)
- In-house E-mail system for all staff and administration
- 500 Mb connection to the internet, enhanced by the use of a caching proxy server
- Application distribution to desktops
- Smarter Balance (Denmark-Olar High School)
- MealsPlus – (District-wide)
- Academy of Reading (Denmark-Olar Elementary School)
- Global Connect Calling & Notification System (District-wide)
- Enrich Test View Data Program
- MAPP (District-wide)
- NetTop Vision Programs (District-wide Media Centers & Computer Labs)
- Read 180 (Denmark-Olar Middle School)
- COMPASS (Denmark-Olar Middle School)

- ScribeSoft Automated Student Records Information System (Denmark-Olar High School)
- School Center District's Website
- BlackBoard Tip Text System (Denmark-Olar Middle & High Schools)
- APEX Learning (Denmark-Olar High School)
- Test for Higher Standards Benchmark in South Carolina (District-wide)
- Follett Destiny Library System

DISTRICT NEEDS ASSESSMENT

Current Technology Needs:

- Increase WAN bandwidth
- Increase instructional software library
- Expand instructional support staff for Technology
- Increase up to date teacher/student desktops and laptops
- Replace switches (replace older 10/100 switches with GB switch technology)
- Training on instructional software and district devices (i.e. copier code print training, new software purchased training, etc.)
- Repair existing wiring where needed district wide
- Remove hubs in classrooms (causes bandwidth bottlenecks)
- Get mobile classrooms connected to district network
- Purchase security cameras for Denmark-Olar Elementary and Middle Schools
- Upgrade security cameras for Denmark-Olar High School
- Technology training for Instructional Coaches
- Annual training for Media Specialists

GOALS & OBJECTIVES
FOR IMPROVING SERVICES
AND FOR PROFESSIONAL STAFF DEVELOPMENT

Technology Dimension 1: Learners and their Environment
A Snapshot of Current Technology Use

Item	District Office	DOES	DOMS	DOHS	Total
CPU	14	125	114	176	429
Laptops	52	62	114	159	387
Projectors	2	9	8	7	26
Multi-Media Presentation Carts			2		2
SMART/White Boards		6		2	8
Promethean Boards & Projectors	2	15	15	27	55
Document Camera/Elmo	1		2	2	5
I Pod Touch 4th Generation				3	3
IPAD	2	1	19	67	89
Tablets	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		46			46
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	1	2
Camcorder		3			3

GOAL: The Bamberg School District Two teachers will guide students in Grades K-12 to apply developmentally appropriate technology standards to all curriculum areas to communicate

effectively, achieve high academic standards and successfully participate in a changing information-based society while achieving technological literacy

OBJECTIVES:

1. Teachers will complete technology training as provided by the district.

2. Students will engage in authentic learning activities that are aligned with common core state standards and that integrate technology, including assistive technology, into the core content.

3. Students will select the appropriate tools to complete authentic, real-world multidisciplinary tasks and will demonstrate technology competence by the end K-12 grades.

4. Use technology to help provide a safe, supportive learning environment.

OBJECTIVES, STRATEGIES, AND ACTION STEPS TO REACH GOAL				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
1.a.The District will provide on-going workshops in technology to increase the technology level and rigor of teachers.	Annually	State Funds Local Funds	Technology Staff	Agendas Workshop Evaluation Data Teacher Technology Assessment Results
1.b.The District will provide teachers with web resources and best practices to help with classroom integration of technology	Annually	State Funds	Technology Staff	Number of visitors to website tutorials.
2.a. Develop technology enhanced learning activities aligned with state standards in core content areas	Annually	State Funds Local Funds	District wide	District-wide achievement test scores Documented Observations
2b. Ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs.	Annually	State Funds Local Funds	District wide	District wide achievement test scores Documented Observations
3a. Create and use lesson activities in which students use a variety of technology tools, including assistive technology to complete authentic multidisciplinary tasks.	Weekly	State Funds Local Funds Grants		Interviews Observations Documented Lesson Plans
3b. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals and, other tools to increase student communication, participation, and collaboration.	Weekly	State Funds Local Funds Grants	District	Interviews Observations Documented

3c. 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.	Annually	State Funds Local Funds Grants	District Wide	Documented Observations
4a. Teach cyber-safety to all students	Annually	General Funds	Teachers	Interviews Observations
4b. Teach and demonstrate technology and Internet ethics	Annually	General Funds	Teachers	Interviews Observations
4c. Implement monitoring to detect unauthorized information processing activities	Daily	General Funds	District	Log management systems and procedures
4d. Add cameras and recording equipment in schools as needed.	On-going	General Funds	District	Observation

Technology Dimension 2: Professional Development
A Snapshot of Current Technology Use

Item	District Office	DOES	DOMS	DOHS	Total
CPU	14	125	114	176	429
Laptops	52	62	114	159	387
Projectors	2	9	8	7	26
Multi-Media Presentation Carts			2		2
SMART/White Boards		6		2	8
Promethean Boards & Projectors	2	15	15	27	55
Document Camera/Elmo	1		2	2	5
I Pod Touch 4th Generation				3	3
IPAD	2	1	19	67	89
Tablets	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		46			46
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	1	2
Camcorder		3			3

GOAL: BAMBERG SCHOOL DISTRICT TWO will provide curriculum development and professional development to increase the competency of all district teachers, administrators and support staff. Use of research proven strategies, rigorous instruction, and the effective integration of instructional technology systems which support common core implementation and will be used to improve teaching and learning and increase student achievement.

Objective:

- A needs assessment will be given to teachers to determine the required professional development opportunities and levels of proficiency.
- Provide technology workshops, courses, and training sessions that promote acquisition of technology skills and integration of technology activities into daily instruction.
- Promote use of teacher web pages to involve learners and parents in classroom lessons, homework assignments, and school activities.
- Develop a network of teacher technology leaders who have the skills and experience necessary to prepare teachers for effective technology use.

Implementation of Objectives:

- The percentage of technology proficient teachers in the district will increase from 80% to 95% by 2016.
- By 2016, 95% of teachers will have received technology training.
- By the end of 2016 all teachers will be technologically proficient by integrating technology as a tool to increase student achievement and engage students in lifelong learning experiences.

Evaluation of Objectives:

- Documented classroom walkthroughs and evaluations
- Examination of teacher technology portfolios to include lesson plans, professional activities, student work, etc.
- Record of attendance and completion levels of teacher professional development courses/workshops
- Online teacher self-assessment instrument to be completed

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSONS RESPONSIBLE	MEANS OF EVALUATION
1. At each organization level (elementary,	Aug 2013 to May 2014	N/A	Director of instruction, principals, and	District plan in place, lesson plans indicating

middle, high), teachers/administrator committees will review best practices research and develop strategies for integrating rigor and higher order thinking skills			coaches.	rigor.
2. Develop an online survey to determine technology staff development needs	Jan 2014 to Mar 2014	N/A	Director of technology	Results used to improve/revise staff development program
3. Offer professional development activities and training in multiple approaches (i.e. on site, on line, one on one mentoring) to address the technology needs of staff	Annually	Local and state funds	Director of technology	Develop training schedule.
4. Offer a variety of professional development opportunities, including digital tools, iPods, SMART BOARDS, project based learning, web page design	Annually	Local and state funds	Director of technology and director of instruction.	Training schedule in place
5. Technology course schedule & technology training sessions posted online	Updated as training offered	N/A	Director of technology.	Roster indicating participation.
6. Provide training for district supported software,	Annually	Local and state funds	Director of technology, Technology committee.	Roster indicating participation.

including email, power school, power teacher, compass learning, MAP, SMART BOARD technologies.				
7. Provide access to technology training manuals and software/hardware "how-tos", via the district intranet	Annually	Local and state funds	Director of technology, Technology committee.	Manuals & how to available on the district intranet & internet website
8. Provide training opportunities for teachers to learn and use emerging technologies, including Google sites	Annually	Local and state funds	Director of instruction technology, technology instructors, district webmaster	Develop training schedule.
9. Identify teachers who are proficient with technology skills and integration	Annually	N/A	Principals and director of technology	Information from survey
10. Establish a team of proficient teachers to serve as integration trainers and coaches	Annually	N/A	Principals and director of technology	Team of teachers in place, schedule of training/coaching sessions.
11. Implement a technology coaching program to help teachers integrate technology	Annually	Local and state funds	Principals and director of technology	Technology committee in place, appoint new members in the committee

Technology Dimension 3: Instructional Capacity
A Snapshot of Current Technology Use

Item	District Office	DOES	DOMS	DOHS	Total
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Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	1	2
Camcorder		3			3

Goal: Bamberg School District 2 will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Objectives: Bamberg School District 2 will ensure that all classrooms are "21st Century Classrooms", meaning that a standard complement of technology resources are available, maintained, and functional for each classroom.

1. Bamberg School District 2 will ensure that students will have access to technology. Students will be able to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with the Common Core State Standards across the curriculum and will thereby increase their level of academic achievement.

2. Bamberg School District 2 will utilize technology to improve the lesson planning process to include a greater level of collaboration and reduce the effort required to produce high-quality instructional plans. Students will engage in authentic learning activities that are aligned with the Common Core State Standards and that integrate technology, including assistive technology, into the core content.

3. Bamberg School District 2 will utilize technology to improve the lesson planning process to include a greater level of collaboration and reduce the effort required to produce high-quality instructional plans. Students will engage in authentic learning activities that are aligned with the Common Core State Standards and that integrate technology, including assistive technology, into the core content.

OBJECTIVES, STRATEGIES, AND ACTION STEPS TO REACH GOAL				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
1a. Set criteria for classroom equipment and purchase equipment to complete implementation throughout the district.	2013-2016	State Funds Local Funds Federal Funds (Grants)	Technology Staff	School equipment inventory
1b. Clearly state funding commitments for ongoing maintenance of classroom technology. (For example, repair existing wiring needed district-wide.)	Annually	N/A	Technology Staff	Budget Sheet
1c. Participate in ongoing, sustained professional development offerings	Annually	Local, State, and Federal Funds and	Director of Staff Development Director of Technology	Sign-in Sheets Workshop Evaluation Forms

for teachers to integrate technology in the classroom that will foster increased achievement by all students, including those with special needs.				
2a. 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.	Annually	N/A	Technology Director	Observations
2b. 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.	Annually	Local, State, and Federal Funds and/or grants.	Director of Technology	Recognize exemplary and proficient student technology projects by implementing parent/teacher/student Technology Nights that showcase students' technology projects and introduces technology teachers to the community.
3a. Purchase an online lesson planning software program.	Annually	Local, state and Federal Funds	Director of Technology Principals	Lesson Plans Feedback from Teachers Principal's Observation
3b. Provide initial and on-going training for online lesson planning that is integrated with training for district's curriculum methodology following the Common Core State Standards.	Annually	Local, State, and Federal Funds and/or grants	Director of Technology Principals	Technology Plan

Technology Dimension 4: Community Connections
A Snapshot of Current Technology Use

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Promethean Boards & Projectors	2	15	15	27	55
Document Camera/Elmo	1		2	2	5
I Pod Touch 4th Generation				3	3
IPAD	2	1	19	67	89
Tablets	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		46			46
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	1	2
Camcorders		3			3

Goal : Bamberg School District 2 will encourage parental and community involvement in creating learner-centered instructional environments by providing appropriate Internet safety awareness, technology, tools, resources, and training required to increase student achievement.

Objective 1 : The district will provide after hour training and community access to school and district technology.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSONS RESPONSIBLE	MEANS OF EVALUATION
1. The district will hosts Technology Open House	Annually	Local, State, Federal, and Private Funds	Director of Technology	Agenda, handouts & sign-in sheets
2. Each school will host Family Technology Night	Annually	Local, State, Federal, and Private Funds	Principal Director of Technology	Agenda, sign-in sheets, evaluation
3. The district will designate a specific location and time for students and persons in the community to access technology at the district and/or school level.	July 2014	Local, State, Federal, and Private Funds	Director of Technology	Annual Surveys Logs of use

Objective 2: The district will establish community technology partnerships and collaborations with parents, businesses, state and local agencies, and institutions of higher learning.

ACTION STEPS	TIMELINE	COST	PERSONS RESPONSIBLE	MEANS OF EVALUATION
1. The district will collaborate with the career specialist to offer technology-based, cooperative educational and job-related experiences	January 2014	Local, State, Federal, and Private Funds	Director of Technology Principals Career Specialist	District-wide achievement test scores Observations & interviews Documentation of offerings
2. Establish partnerships with institutions to offer technology-	Annually	Local, State, Federal, and Private Funds	Principal Director of Technology	Logs of partnerships and their role in helping to

based, competitions for students.				evaluate technology projects.
3. Write community collaborative technology grants to develop and fund the use technology to improve teaching and learning.		Local, State, Federal, and Private Funds	Director of Technology School Improvement Council	Logs of professional development, community offerings, and internship opportunities in technology.

Objective 3: The district will improve communications with students, parents, and the community.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSONS RESPONSIBLE	MEANS OF EVALUATION
1. The district will maintain school and classroom webpages for access to classroom assignments and email collaboration.	Annually	Local funds State funds	Director of Technology Principals District Webmaster	Webpages online
2. The district will provide a ParentLink as a means of school/home communication.	Annually	State funds Local funds	Director of Technology	Reports of ParentLink use
3. Provide parents with access to students' academic progress via PowerSchool (launch PowerSchool Parent Portal	Annually	Local, State, Federal, and Private funds	Director of Technology	Parent logins available
4. Include parents and other community members as	Annually	Local, State, Federal and Private funds	Director of Technology, Parenting Coordinator,	Sign-in Sheets Agenda Workshop Evaluation Data

target audiences for professional development opportunities that expand technology literacy			Principals	

TECHNOLOGY DIMENSION 5: SUPPORT CAPACITY

Snapshot of Current Technology Use In District:

Desktop Workstations
Laptop carts
Student laptop checkout program at 90% of the schools
Teacher laptop for 80% of instructional staff
Internet access for 100% classrooms including wireless (excludes mobile classrooms)
iBoss filtering and proxy package
Computer labs at all schools
LCD projectors in 100% of classrooms (excluding mobile classrooms)
Technology driven media centers
Interactive whiteboards in 100% in all core teachers' classrooms (excluding mobile classrooms)
PowerSchool – integrated software system to manage to school/student information (hosted by Pearson)
iPads (CATE program funded)
In-house E-mail system for all staff and administration
500 Mb connection to the internet, enhanced by the use of a caching proxy server
Application distribution to desktops

GOAL: Bamberg School District 2 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Objectives

1. Maintain systems, implement upgrades, and provide user technical support.
2. Evaluate and update network infrastructure as needed to provide better network connectivity, improved functionality, and more efficient management of devices.
3. Implement an obsolescence and update plan to replace and recycle equipment and software
4. Implement increased bandwidth to our district to increase internet bandwidth for instructional use.
5. Provide efficient and effective, updated, telecommunications capability
6. Protect the district data, resources and assets.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSONS RESPONSIBLE	MEANS OF EVALUATION
Meet with schools to disseminate the District Technology Plan and Acceptable Use Policy (AUP).	Annually	N/A	Director of Technology	Sign-in sheets Copies of Signed AUP
Maintain current inventory of technology by site and user	Annually/ ongoing	N/A	Director of Technology	Inventory of equipment in database and ZEN console

Implement ID's district wide: staff/teachers/students	2014-2015	Grants	Director of Technology	Purchase Orders
Increase district WAN bandwidth	2014	N/A	Director of Technology	Purchase Orders
Increase instructional software library	Annually	Grants, erate	Director of Technology, Grant Writer	Collaboration between parties regarding any software purchase(s)
Expand instruction support staff for Technology	Annually	N/A	Director of Technology, Media Specialist, & Instructional Coaches	Increased knowledge of media spec. and instr. Coaches by vendors and/or technology staff
Increase up to date teacher/student desktops and laptops	2014-2015	Local, State, and Federal Funding	Director of Technology, District Grant Writer	Implementation/replacement of legacy desktops with tablets and/or laptops, desktops as discussed
Replace/refresh switches and upgrade wireless	2014-2015	Grants, eRate	Director of Technology	Updated 1GB throughput from closet to desktop
Training on instructional software and district devices/equipment	Annually	N/A	Director of Technology	Agenda & sign-in sheets
District-wide, repair existing wiring where needed	2014-2015	Improvement Grant	Director of Technology	Working CAT5 jacks in all classrooms district wide
Connect mobile classrooms to district network	2015	Improvement Grant	Director of Technology	Wired and wireless access from mobile classrooms
Security camera installation/upgrades	2015	Improvement Grant	Director of Technology	Updated camera system where already installed and cameras installed in buildings without a camera system
Dispose/recycle old and/or damaged devices and equipment	Annually	N/A	Director of Technology	Equipment removed from district by vendor contracted to destroy equipment and issue certificates
Standardize instructional technology equipment and software for schools by creating guidelines for instructional software/hardware purchases	Annually	General, eRate, grants	Director of Technology, Media Specialist, & Instructional Coaches	Guideline in place for purchases and standardization in place for software/hardware purchases district wide.

TIMELINE

The Technology Department will implement this plan beginning 2013-2014 school year. The table below displays a timeframe for goals and objectives outlined in the plan.

2013-2014	2014-2015	2015-2016
Establish a committee comprised of teachers and administrators to review best practices research and develop strategies for integrating rigor and high order thinking skills	Designate a location and time for stakeholders to access technology at the district and/or school level.	Increase district WAN bandwidth
Develop an on-line survey to determine technology staff development needs	Establish partnerships with institutions to offer technology-based competitions for students	Connect mobile classrooms to district network
Set criteria for classroom equipment	IDs for staff/teachers and students	Security camera installation/upgrade
Collaborate with career specialist to offer technology-based, cooperative educational and job-related experiences.	Replace/refresh switches and upgrade wireless	
Launch PowerSchool Parent Portal	Write community collaborative technology grants to develop and fund use of technology	
	District-wide, replace and/or repair existing wiring	

Ongoing/Annually

- Disseminate District Technology Plan and Acceptable Use Policy
- Provide Technology Staff Development
- Teach cyber-safety & internet ethics to all students

- Implement a technology coaching program
- Provide access to Technology Training Manuals
- District will host Technology Open House
- Schools will host Family Technology Night
- Maintain school and classroom webpages
- Provide a ParentLink for school/home communication
- By site, maintain a current inventory of technology
- Dispose/recycle old and/or damaged devices and equipment

Budget Summary

ITEMS (Equipment, Software, Services, Professional Development, ETC.)	**DOLLAR AMOUNT**	**SOURCE OF FUNDING**
Telecommunications (Phones, Datalines)	$60,000.00	General Fund
Computers, Printers, Software	$178,000.00	Local Millage
Computers, Printers, Software	$128,000	Federal Funds
Software	$20,000.00	Grants
Repairs, Maintenance	$10,000.00	General fund
Professional Development Stipends, substitutes, Supplies	$40,000.00	Grants
Technology Upgrades	$76,000.00	Improvement Grant

Evaluation:

A. How frequently will you update the plan? ***The plan will be updated every three years.***

B. Who is responsible for updating the plan? ***The District Technology Plan Round Table Members***

C. How will you determine if the technology plan was successful in meeting the goals of your institutional plans, i.e., your School District or Library service plan? e.g. Interview/survey staff, patrons, other stakeholders; measuring progress made towards the benchmarks you set out in your goals; observations. ***To be addressed and determined during the three (3) year evaluation.***

D. What goals and objectives of the Technology Plan were you able to meet? To what extent? ***To be addressed and determined during the three (3) year evaluation.***

E. Were there any unexpected outcomes or benefits to having the technology in place. ***To be addressed and determined during the three (3) year evaluation.***

F. What goals and objectives of the technology plan did you not meet? Why? Are there ways to overcome these barriers? ***To be addressed and determined during the three (3) year evaluation.***

G. What is the plan for meeting unmet goals and objectives? ***To be addressed and determined during the three (3) year evaluation.***

H. Are there other needs that have emerged since you last wrote/revised your plan? If so, what are they? ***To be addressed and determined during the three (3) year evaluation.***

I. Are there any goals and objectives that are no longer relevant to your situation and should be deleted from the plan? ***To be addressed and determined during the three (3) year evaluation.***

J. What developments in technology have emerged that you can take advantage of to improve School District or Library service for your community? How do you identify potentially useful new technologies (e.g. attending conferences, reading publications, networking with peers)? ***To be addressed and determined during the three (3) year evaluation.***

a. What are the specific resources and strategies that you plan to implement to ensure that your staff is ready to use and maintain the telecommunications and information technologies? *The Bamberg School District Two will provide educators with the necessary resources (equipment and training) and support for using these resources to develop skills and competencies needed to use technology to communicate effectively. Because Bamberg School District Two believes that simple motivational and short-workshops are vastly insufficient to enable veteran teachers and even new teachers to teach well with technologies, the district will continue to provide technology courses to teachers via SCETV and/or Outside Vendors.*

b. Who will be in charge of coordinating the professional development activities? *The Technology Department and the District's Staff Development Coordinator will be in charge of coordinating professional technology activities for the entire school district.*

c. Are there in-service slots set aside for technology-related professional development? *No, however, technology-related professional development are inclusive with other content area professional development.*

d. Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills? *Because the state requires that educators demonstrate a level of technology proficiency and it is expected by the district that teachers demonstrate a level of technology competency while teaching students in the classroom to ensure they are developing 21st century skills, all district faculty and staff will be required to participate in technology professional development.*

e. What models of professional development would work in your organization to train your staff? *District Staff/Peer Teaching, PowerSchool support, VBrick Support, Outside Vendors, Online Webinars, University/College Courses, Video Training,*

f. What professional development opportunities and resources exist for your technical staff? *Ed-Tech Conferences, PowerSchool University, VBrick Onsite Training, Outside Vendors, Destiny/Follett, Copier Code Print Training and Troubleshooting*

g. Do you have the resources in house to train these staff members or do they need to go to outside courses, or a combination of two. *A combination of the two.*

h. What financial and time resources exist to keep the staff up-to-date in learning new technologies? *Title 1, Title 2, SIG, CDEPP, Enhancement Lottery PD, CTA/Priority,*

CATE, High Schools That Work; the district provides release time for staff to attend developmental activities.

i. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet? Courses sponsored by your state education or school district or library agency. *Refer to answers, A-H & L.*

j. What professional development opportunities and resources exist for your professional development staff (i.e., librarians) to ensure that they cannot only use the new technologies, but use them to deliver improved School District or Library service? *Refer to answers, A-H & L.*

k. What classes or seminars are available to your staff on an ongoing basis within your organization? *Refer to answers, A-H & L.*

l. Can your staff meet with others who are already further along implementing technology in another school district or library? *Yes, the district will provide release time for staff.*

m. What professional development is available from service providers? Follett, PowerSchool, College and University courses, Online webinars, Outside Vendors according to needs assessments: SCETV, Promethean, Carolina Office Systems, etc.

n. What professional development opportunities are available from outside sources (such as providers, courses at institutions of higher education, conferences, courses, delivered via distance learning or over the Internet? Courses sponsored by your state education or school district or library agency. *Refer to answers, A-H, and L.*

Attachment #1

Bamberg School District 2 Technology Survey

General Information

1. Choose a site

- ○ Denmark-Olar School District Office
- ○ Denmark-Olar Elementary School
- ○ Denmark-Olar Middle School
- ○ Denmark-Olar High School

2. What is your current role?

- ☐ Classroom Teacher
- ☐ Paraprofessional
- ☐ Media Specialist
- ☐ Career Service
- ☐ Guidance Counselor
- ☐ District/School Administrator
- ☐ District Office Staff

3. What is your content area (if applicable)?

- ☐ Art
- ☐ Music
- ☐ English
- ☐ Science
- ☐ Social Studies
- ☐ Math
- ☐ Foreign Language
- ☐ Physical Education & Health
- ☐ Business
- ☐ Other

Current Technology

4. Number of computers in your classroom/office.

Teacher Desktop	
Teacher Laptop	
Student Desktop	
Student Laptop	
Administrator's Desktop	
Administrator's Laptop	
Tablets	
IPADS	
eBooks	

5. Does your classroom have interactive technology (Promethean Board, SMART, Etc)?

- Yes
- No

6. What other technology do you use in your classroom or workspace?

Technology Skills

Please rate your own technology skills according to the scale. Please select one for each question.

	Learner - I am not sure how to do this task	Basic - I have done this before, might need some help	Proficient - I can perform this task without any assistance	Advanced - I could train staff to do this
Basic Operating System (Windows 7)				
Word Processing (Microsoft Word)				
Internet/Web Browsing (Internet Explorer)				
Email (Groupwise)				
Accessing my school email from home				
Presentation Software (Microsoft Power Point)				
Spreadsheets (Microsoft Excel)				
Databases (Microsoft Access)				
Desktop Publishing (Microsoft Publisher)				
Digital Cameras				
Web Page Development				
ActivInspire				

	Learner - I am not sure how to do this task	Basic - I have done this before, might need some help	Proficient - I can perform this task without any assistance	Advanced - I could train staff to do this
United Streaming	○	○	○	○
Discus	○	○	○	○
Photo Story	○	○	○	○
Movie Maker	○	○	○	○
Power School	○	○	○	○
Google Applications (Gmail, Google Docs, Google Drive, etc.)	○	○	○	○

Attitude Towards Use of Technology

8. Please evaluate each of the following statements. Please select one for each question.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Technology today allows teachers to do more than ever before	○	○	○	○	○
Technology is a new and exciting way of communicating and motivating students.	○	○	○	○	○
Technology is a motivating and useful tool, but should not be overly relied upon.	○	○	○	○	○

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Technology creates an environment of greater student collaboration.					
Technology makes planning/maintenance easier.					
Technology can help accommodate different learning styles.					
A teacher should be at ease using educational technology.					
Using educational technology is a strategy employed by effective teachers.					
Additional technology staff development training is needed in my school.					
Effective teachers should be computer literate.					
Using educational technology increases student learning.					
Technology helps me collaborate as a					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
professional with other teachers.					
I like the idea of using new technology, but often the students know more than I do.	○	○	○	○	○
I feel comfortable experimenting with new technology as it becomes available.	○	○	○	○	○

Technology Usage

9. Please indicate below the frequency of technology that you use.

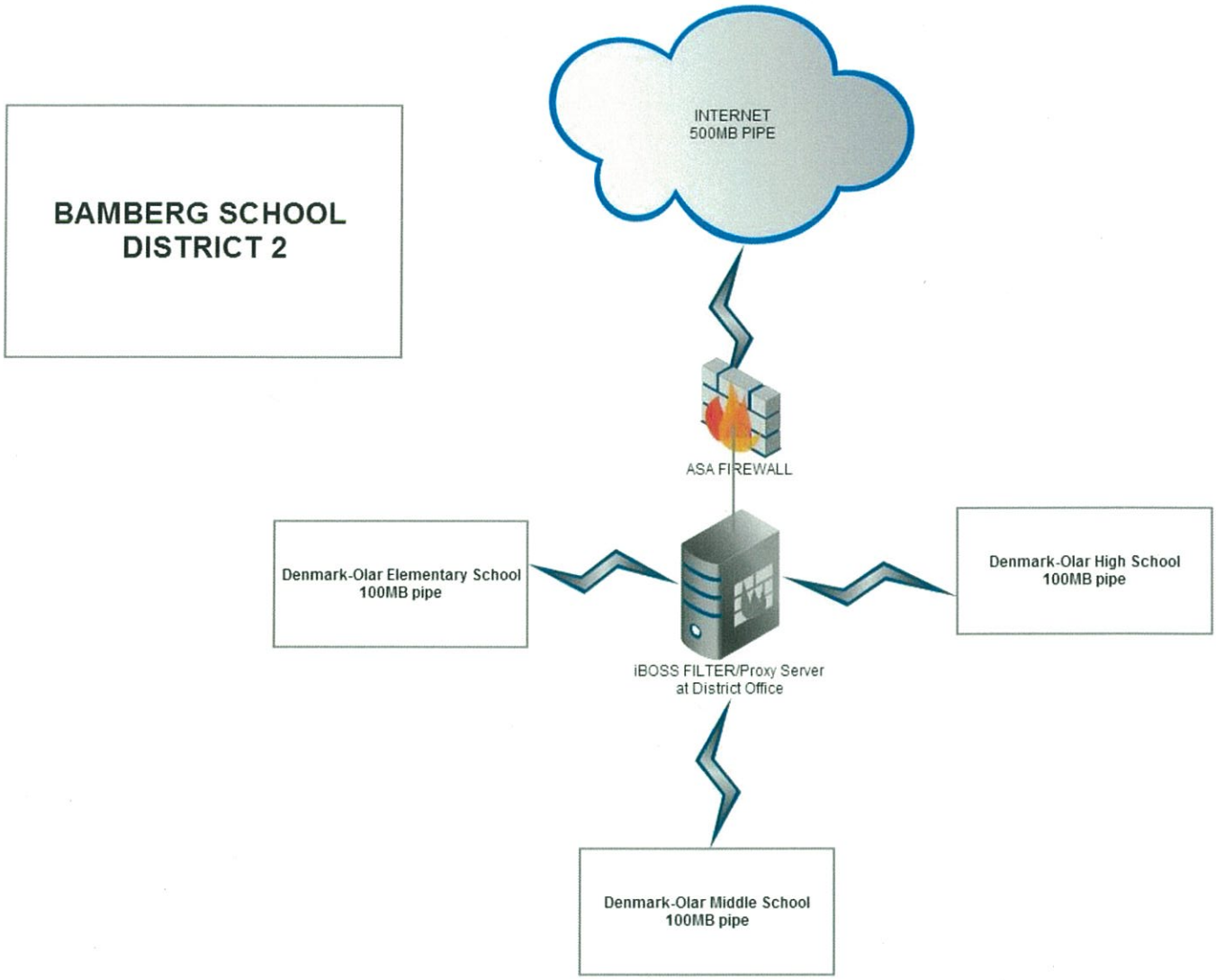
	Seldom/Never	2-3 days monthly	2-3 days a week	Daily
On-line lesson plans	○	○	○	○
Web-based interactive games or activities	○	○	○	○
Online images	○	○	○	○
Google Maps/Google Earth	○	○	○	○
Online video content	○	○	○	○
Online professional development	○	○	○	○
Online articles/current events	○	○	○	○
Word Processing	○	○	○	○
Presentation Software	○	○	○	○

	Seldom/Never	2-3 days monthly	2-3 days a week	Daily
Spreadsheets	○	○	○	○
Graphing Calculators	○	○	○	○
Activ Votes	○	○	○	○
Email	○	○	○	○
Special Applications for Reading and Math	○	○	○	○
ActivBoard (Promethean/SMART)	○	○	○	○
Social Media (Facebook, Twitter, Linkedin, etc.)	○	○	○	○

10. How do you personally train to use technology? (Check all that apply)

- ☐ District Staff Development/Training Only
- ☐ On-Line Courses
- ☐ Web-Based Training
- ☐ Traditional College Courses
- ☐ Peer Training
- ☐ Other
- ☐ None

Attachment #2: Network Diagram



Attachment #3

Policy

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB** *Issued* **3/10**

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

Internet access is available to students and teachers in Bamberg School District Two. The board of trustees believes the Internet offers vast, diverse and unique resources to both students and teachers. The district's goal in providing this service to teachers and students is to promote educational excellence in school by facilitation resource sharing, innovation and communication.

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.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The district will establish guidelines which detail the responsibilities of staff and students using the Internet. In addition, the district will prepare an Internet use agreement for each student user of this resource. The parent/legal guardian must sign the agreement if the student user is under age 18.

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 will use technology protection measures to protect students from inappropriate access.

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

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.

Adopted 1997; Revised 1/14/02, 7/14/08, 3/8/10, 9/12/11

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.

   A. 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.

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB-R** *Issued* **3/10**

Internet use

The Internet is an electronic highway connecting thousands of computers around the globe and millions of individual subscribers. Students and teachers will have access to the following.

- electronic mail communication with people all over the world
- information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions
- public domain software and shareware of all types
- discussion groups on many topics ranging from Chinese culture to the environment to music to politics
- access to many university library catalogs, the Library of Congress and ERIC (Education Resources Information Center)

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so the user is aware of the responsibilities he/she must assume. In general, this requires efficient, ethical and legal utilization of the network resources.

If a district user violates any of these provisions, his/her access will be terminated and future access could be denied. Signatures affixed to the Internet use agreement document are legally binding and indicate the signed parties have read the terms and conditions carefully and understand their significance.

The technology network system has not been established as a public access service or a public forum. Bamberg School District 2 has the right to place reasonable restrictions on the material students access or post through the system. Users are expected to follow the rules set forth in the Acceptable Use Policy (AUP), the district's disciplinary code and the law in their use of Bamberg School District Two's network system.

The Bamberg School District 2 network system may not be used for commercial purposes.

This means that users may not offer, provide or purchase products or services through the system.

Users may not use the Bamberg School District 2 network system for lobbying.

Terms and conditions

Acceptable use

The district's purpose for using the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. Use of accounts must be in support of education and research and consistent with the educational objectives of the district. Use of another organization's network or computing resources must comply with the rules appropriate for that network. All public domain software and shareware must be registered.

If approved by the building principal or appropriate school district supervisor, an employee may create a school web page on the district's network system. All material placed on the web page must be preapproved in a manner specified by the school or district depending upon site of employment. Material placed on the web pages must relate to work, school, and/or career preparation activities.

Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret. Use of commercial activities is generally not acceptable. Use for product advertisement or political lobbying is prohibited.

Inappropriate language

Restrictions against inappropriate language apply to public messages, private messages and material posted on web pages.

Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.

Users will not post information that could cause damage or a danger of disruption.

Users will not engage in personal attacks, including prejudicial or discriminatory attacks.

Users will not harass other persons. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending messages, you must stop.

Users will not infringe on the rights or liberties of another person.

Users will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for privacy

Users will not post private information about another person.

Users will not access other users' files.

Respecting resource limits

The system only will be used for educational and work-related purposes. However, brief, limited personal use that does not interfere with the use of system resources for work or educational purposes or a user's performance of his/her job duties may be permitted.

Users will not download large files unless absolutely necessary. If necessary, He/she will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to a personal computer.

Users will not post chain letters or engage in spamming. (Spamming is sending an annoying or unnecessary message to a large number of people.)

Users should check their e-mail frequently, delete unwanted messages promptly and stay within their e-mail quota.

Users will subscribe only to high quality discussion group mail lists that are relevant to their work.

Users will not use programs that require a large amount of bandwidth such as, but not limited to, instant messenger, Napster, Aimster, download of mp3 files, streaming audio, streaming video, web-shots, chat rooms, Bonsai Buddy and Gator.

Plagiarism and copyright infringement

Users will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the writer's.

Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, users must follow the expressed requirements. If a user is unsure whether or not a work can be used, he/she should request in writing permission from the copyright owner.

Users will not copy/install district owned software on personal computers at work or at home.

This is a violation of the Federal copyright law.

Users will not install single user software on more than one machine. ***This is a violation of the***

Federal copyright law

Users will not install personal software and/or personal computer equipment on district owned computers and/or the district network system.

Inappropriate access to material

The district reserves the right to use content filtering software programs. Nevertheless, users may still find Internet sites that contain inappropriate materials. Every user should be aware of this possibility.

Users will not use the district network system to access material that is profane or obscene (pornography), that advocates illegal acts or that advocates violence or discrimination towards other people (hate literature).

The display of any kind of sexually explicit image or document on any company system is a violation of our policy on sexual harassment. In addition, sexually explicit material may not be archived, stored, distributed, edited or recorded using the network system or resources.

If a user intentionally accesses pornography and/or hate literature, he/she will be informed of the alleged violation and will be given an opportunity to respond to the al1egation. If the violation continues, the result will be immediate disciplinary action(s) to include dismissal/termination.

If a user mistakenly accesses inappropriate information, he/she should immediately notify his/her principal and/or supervisor by completing the necessary form. This will protect the user against a claim that he/she has intentionally violated this policy.

Security/privacy

Due to the inherent lack of security in some information systems, and due to the right and need of the district to monitor compliance with this policy, utilization of information systems that require privacy of any kind for any purpose are not supported and are prohibited. Any person utilizing any information system of the district understands and agrees that he/she is specifically waiving any expectations of privacy in his/her communications, data, programs and other personal information stored, displayed, accessed, communicated or transmitted on the system. Those utilizing the network that requires security for district-related purposes will contact the technology department.

System security

All users are responsible for their individual account and will take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his/her password to another person.

Users will immediately notify the system administrator if they have identified a possible security problem. Do not look for security problems, because this may be construed as an illegal attempt to gain access.

Users may not use the district network system to deliberately propagate any virus, worm, Trojan horse or trap-door program code. Any disk brought from outside the school must be checked for viruses prior to use in district computers.

Illegal activities

Users will not attempt to gain unauthorized access to the district network system or to any other computer system through the district or go beyond their authorized access. This includes attempting to log in through another person's account or to access another person's files. These actions are illegal, even if only for the purpose of browsing.

Users will not access or attempt to access resources, features, contents or control of the information technology facilities or other computer systems that are restricted, confidential, privileged or that they are otherwise not authorized to use. These actions are illegal.

No deliberate attempts will be made to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

The network system will not be used to engage in any illegal act.

User usage

Limitations

The district may restrict usage of the network to work-related or other appropriate reasons or may limit offensive, lewd or disruptive communication.

Your rights

Free speech

Students' right to free speech, as set forth in the disciplinary code, applies also to their communication on the Internet. The Bamberg School District 2 network system is considered a forum, similar to the school newspaper; therefore, the district may restrict student speech for valid educational reasons. Bamberg School District 2 will not restrict student speech on the basis of a disagreement with the opinions.

Search and seizure

Users should expect only limited privacy in the contents of their personal files on the district system. This situation is similar to the rights students have in the privacy of their lockers.

Routine maintenance and monitoring of Bamberg School District 2 network systems may lead to discovery that the users have violated this policy, the disciplinary code or the law.

An individual search will be conducted if there is reasonable suspicion of violation of this policy, the disciplinary code or the law. The investigation will be reasonable and related to the suspected violation.

Parents/legal guardians have the right at any time to request to see the contents of their child's email files, until the student's 18th birthday.

Routine maintenance and monitoring of the district network system may lead to discovery that a user has violated this policy or the law.

The district network and any files on that network, including personal files, are the property of the board and the contents of the network are subject to random search at anytime without regard to whether there is a reasonable suspicion that the network or the files therein contain evidence of violation of a criminal statute.

Due process

The district will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted through the district network system.

In the event there is a claim that a user violated this policy in his/her use of the district network system, he/she will be provided with an opportunity to be heard in the manner set forth in the district's policies and regulations.

Any violation of this acceptable use policy can result in disciplinary actions up to and including termination.

Limitation of liability

The district makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage a user may suffer including, but not limited to, loss of data or interruptions of service.

The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

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 district will use technology protection measures to protect students from inappropriate access.

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

INTERNET ACCEPTABLE USE AGREEMENT

Students **School Year** _____

I understand and will abide by the Internet Acceptable Use Agreement. I further understand that any violation of the agreement is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or appropriate legal action may be taken. This agreement includes all stipulations and regulations, as outlined in Policy IJNDB.

Student's name (please print): _____

Student's signature: _____ Date: _____

If the user is under the age of 18, a parent/legal guardian must also read and sign this agreement.

Parent/Legal guardian

As the parent/legal guardian of this student, I have read the Internet Use Agreement. I understand this access is designed for educational purposes. Bamberg School District Two has taken precautions to limit access to controversial material. However, I also recognize it is impossible for the district to restrict access to all controversial materials and I will not hold the district responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use a school account for independent navigation and certify that the information contained on this from is correct.

Teachers or media specialists who are exploring World Wide Web sites with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student who is using the mouse to navigate the Net at the constant direction of the teacher is not "independently" navigating the Net. This circumstance does not require special parental permission.

Parent/Legal guardian's name (please print) _____

Parent/Legal guardian's signature _____

Return the signed and completed Internet Acceptable Use Agreement to the library media center as soon as possible.

Privileges

Each student who uses an account will take part in a discussion with a district faculty member pertaining to the proper use of the network. The use of the Internet is a privilege, not a right. Violations of these guidelines may result in the loss of Internet access privileges and appropriate discipline and/or legal procedures consistent with existing policies of the district. The school principal will deem what is inappropriate use and his/her decision is final.

Networking etiquette

The user is expected to abide by the generally accepted rules of network etiquette. When appropriate, violations may be subject to the district's student discipline policy. Etiquette rules include, but are not limited to, the following.

- The user must be polite. Do not use abusive language in messages to others.
- Appropriate language must be used. No swearing, use of vulgarities or any other inappropriate language is allowed. Illegal activities are strictly forbidden.
- The user must not reveal his/her personal address or phone number or those of others.
- Note that electronic mail (email) is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the proper authorities.
- The network must not be used in such a way that would cause disruption of the use of the network by others.
- All communications and information accessible via the network should be assumed to be private property.

Responsibility

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

Security

Security on any computer system is a high priority, especially when the system involves many users. If the user feels he/she can identify a security problem on the Internet, he/she must notify a school staff member, a system administrator or the district Internet coordinator. The user must not demonstrate the problem to other users. The user must not use another individual's account without written permission from that individual. Attempts to log on to the Internet of a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses. All acts of vandalism will be dealt with according to the district's student discipline policy.

Issued 1997; Revised 1/14/02, 7/14/08, 3/8/10

INTERNET ACCEPTABLE USE AGREEMENT

Adult Users **School Year:** _____

Name: _____ Position: _____

School, Department or District Level Location: _____

I have read the Bamberg School District Two Internet acceptable use policy. I agree to follow the rules contained in this policy. I understand that if I violate the rules, I may face disciplinary action and may lose the privilege of using the wide area network. I hereby release and hold harmless Bamberg School District Two, its personnel and any institutions with which it is affiliated from any an all claims and damages of any nature arising from my use of, or inability to use the Bamberg School District Two network system including, but not limited to, claims that may arise from the authorized or unauthorized use of the system to purchase products or services.

WAIVER OF PRIVACY EXPECTATIONS

The undersigned acknowledges and agrees, as a condition of using the local and wide area network, that he/she has no privacy expectation in the network. Due to the inherent lack of security in some information systems, and due to the right and need of Bamberg School District Two to monitor compliance with this policy, utilization of information systems that require privacy of any kind for any purpose are not supported and are prohibited. Any person utilizing any information system of Bamberg School District Two understands and agrees that he/she is specifically waiving any expectations of privacy in his/her communications, data, programs and other personal information stored, displayed accessed, communicated or transmitted on the system. Those utilizing the network that requires security for district-related purposes will contact Bamberg School District Two's technology department to arrange for specific project or program arrangements.

Signature: _____

Date: _____

Witnessed by:

_____

Signature of Immediate Supervisor/Administrator

Return the signed and completed Internet Acceptable Use Agreement to the library media center as soon as possible.

Report of Inappropriate Website Discovery

Date: _____

Name: _____

School: _____ **Room:** _____

Equipment identification: ***(Please place identifying tag on equipment if there are multiples in the location.)***

_____
_____

Incident description:

_____
_____
_____
_____

Address of site: _____

Name(s) of person(s) involved:

_____
_____
_____

Please submit completed form to your principal or supervisor.

BAMBERG SCHOOL DISTRICT TWO
LAPTOP AGREEMENT

This Agreement represents an outline of the Laptop policies and procedures. By signing this Agreement, students and parents/guardians agree to follow the policies and procedures. Students and parents/guardians are encouraged to read and understand these policies and procedures prior to signing this Agreement.

Student Responsibilities

- I agree to abide by the computer use policies and procedures in the District's Internet Use policy and to abide by all local, state, and federal laws. In addition, I may be subject to legal action if my actions violate the law.
- I agree that my use of District technology is for educational purposes only.
- I agree that use of District technology is a privilege, and that I am responsible for the proper care of the computer that is assigned to me, as well as any other District technology equipment I am allowed to use and that I may be held liable for loss, theft or damage of the equipment.
- I agree that I am responsible for the proper care of the laptop and all accessories assigned to me. I will not allow others to use this equipment.
- I agree to keep all accounts and passwords assigned to me secure and will not share these with any others. This includes passwords for email and/or network access.
- I agree that I will never share personal information over the Internet. In addition, if I am asked for personal information or harassed in any way, I agree to report it immediately to my parents, teacher, or staff member.
- I agree that I will not install, download, or otherwise utilize any software that is not authorized by the District Technology Department.
- I will not remove programs or files from the Laptop.
- I will treat the Laptop with care by not dropping it, leaving it outdoors, or using it with food or drink nearby.
- I will bring my fully charged Laptop to school every day when or if required.
- I agree that email (or any other computer communication) should be used only for appropriate, legitimate, and responsible communication. Use of this equipment for the purpose of harassment, intimidation or bullying is strictly prohibited in accordance with district policy JICFAA.
- I will return the Laptop when requested and upon my withdrawal from Bamberg School District Two.
- I will comply with all copyright laws.
- I will place the Laptop in its protective bag when not in use and when it is being moved or transported.

Parent/Legal Guardian Responsibilities

- I will supervise my student's use of the Laptop at home, including use of the Internet and email.
- I will not attempt to repair the Laptop nor will I attempt to clean it with anything other than a soft cloth.
- I will report to the school any problems with the Laptop.
- I will not load or delete any software from the Laptop.
- I will make sure my student recharges the Laptop battery nightly.
- I agree to be certain that the Laptop and all accessories are returned to the school when requested and/or upon my student's withdrawal from Bamberg School District Two.

Student's Signature _____ Date _____

Parent/Guardian's Signature _____ Date _____

Please check the following statement as it applies to your child:

____ I give permission for this student to bring his/her assigned laptop home. I agree to take full responsibility for supervision of this student's use of the laptop while he/she has it at home.

____ I DO NOT give permission for my child to bring the assigned laptop home.

For District Use Only

Student's Name (please print) _____

Laptop Inventory Tag Number _____

Attachment #4

*ISTE Standards for Students...

ISTE Standards·S are the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyze, learn and explore. Digital age skills are vital for preparing students to work, live and contribute to the social and civic fabric of their communities.

❖ **Creativity and Innovation**
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

❖ **Communication and Collaboration**
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Contribute to project teams to produce original works or solve problems

❖ **Research and Information Fluency**
Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Process data and report results

❖ **Critical Thinking, Problem Solving, and Decision Making**
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Identify and define authentic problems and significant questions for investigation

- Plan and manage activities to develop a solution or complete a project
- Collect and analyze data to identify solutions and/or make informed decisions
- Use multiple processes and diverse perspectives to explore alternative solutions

❖ **Digital Citizenship**
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- Demonstrate personal responsibility for lifelong learning
- Exhibit leadership for digital citizenship

❖ **Technology Operations and Concepts**
Students demonstrate a sound understanding of technology concepts, systems, and operations.

- Understand and use technology systems
- Select and use applications effectively and productively
- Troubleshoot systems and applications
- Transfer current knowledge to learning of new technologies

Source: http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2

Attachment #5

ISTE Standards for Teachers...

ISTE Standards (formerly the NETS) for Teachers (ISTE Standards•T) are the standards for evaluating the skills and knowledge educators need to teach, work and learn in an increasingly connected global and digital society.

As technology integration continues to increase in our society, it is paramount that teachers possess the skills and behaviors of digital age professionals. Moving forward, teachers must become comfortable being co-learners with their students and colleagues around the world.

❖ **Facilitate and Inspire Student Learning and Creativity**
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate, experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- Promote, support, and model creative and innovative thinking and inventiveness
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

❖ **Design and Develop Digital Age Learning Experiences and Assessments**
Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

- Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

❖ Model Digital Age Work and Learning
Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

- Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

❖ Promote and Model Digital Citizenship and Responsibility
Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

❖ Engage in Professional Growth and Leadership
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- Participate in local and global learning communities to explore creative applications of technology to improve student learning
- Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Source: http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2

Attachment #6

ISTE Standards for Administrators...

ISTE Standards (formerly the NETS) for Administrators (ISTE Standards•A) are the standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology and transform the education landscape.

Transforming schools into digital age places of learning requires leadership from people who can accept new challenges and embrace new opportunities. Now more than ever, the success of technology integration depends on leaders who can implement systemic reform in our schools.

❖ Visionary Leadership
Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

❖ Digital Age Learning Culture
Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- Ensure instructional innovation focused on continuous improvement of digital-age learning
- Model and promote the frequent and effective use of technology for learning
- Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- Ensure effective practice in the study of technology and its infusion across the curriculum
- Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

❖ Excellence in Professional Practice
Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

- Promote and model effective communication and collaboration among stakeholders using digital age tools
- Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

❖ Systemic Improvement
Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- Establish and leverage strategic partnerships to support systemic improvement
- Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning iste.org/nets

❖ Digital Citizenship
Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- Promote and model responsible social interactions related to the use of technology and information
- Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

Source: http://www.iste.org/docs/pdfs/nets-a-standards.pdf?sfvrsn=2

CERTIFICATION PAGE

FOR USE BY THE SOUTH CAROLINA STATE SCHOOL DISTRICT OR LIBRARY

This plan has been reviewed and certified by the South Carolina State School District or Library. This certification will be effective for the term of this plan, but not to exceed three years.

Approved by the SC State School District or Library:

Thelma F. Sojourner

Date: December 4, 2013

This certification expires: June 30, 2016