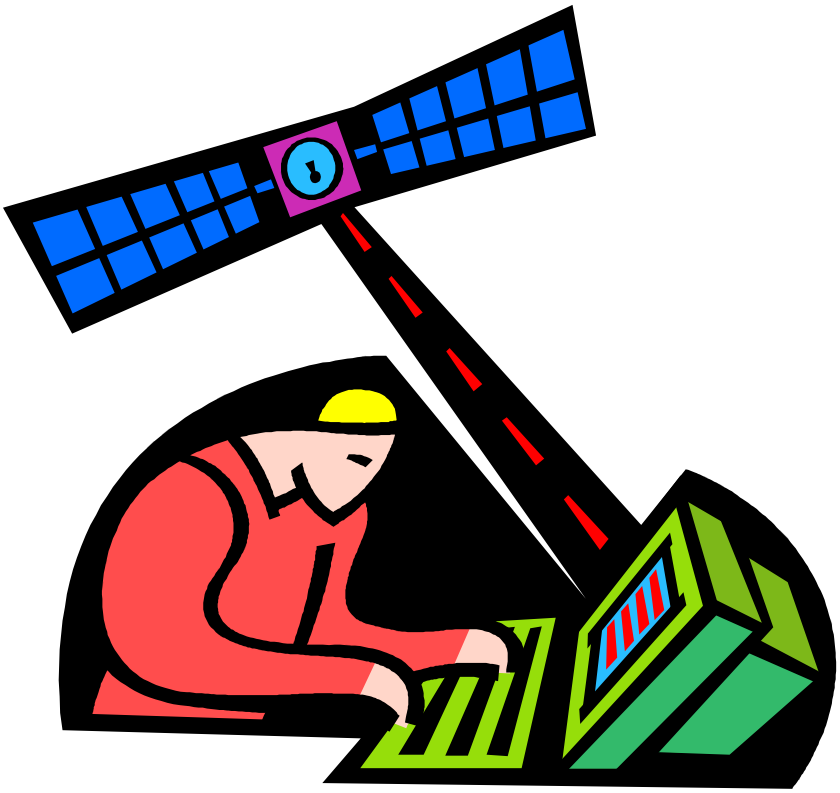
Florence County School District Three Technology Plan

"Putting It All Together"



2011-2016

Completed October 2011

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EXECUTIVE SUMMARY

This document, *Florence County School District Three's Technology Plan 2011-2016, Putting it All Together*, provides the framework for explaining, monitoring, and evaluating Florence County School District Three's (FCSD3) pathway to continuous progress and advancement through technology implementation and integration. The past several years have brought about dramatic changes in technologies for teaching, learning, and information management. From chalkboards to interactive Promethean boards, from overheads to multimedia digital projectors, and from library card catalogs to video streaming, the landscape of education has changed. And, with change comes the need to position our educational community so that we can leverage these changes for progress and improvement. This plan is designed to allow the district not merely to satisfy but to exceed the requirements established by the Education Oversight Committee (EOC) as well as those requirements set forth in the state strategic plan; the federal *No Child Left Behind Act of 2001*; and Proviso 1.40 of 2001, which is Proviso 1.29 in the 2003-04 General Appropriations Bill, titled "SDE: Teacher Technology Proficiency," and states:

> To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.A.1 for school technology in the classroom and internet [*sic*] access, the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds (see Appendix 2 and Appendix 7).

The purpose of this plan is to set forth a direction for progress and improvement and to articulate a vision for a world-class education with modern technologies. This document provides an overview of the current state of technology in the district and presents the next steps toward providing our students with the best possible opportunities for modern learning and achievement.

The plan for 2011-2016 involves the advantages of many new forms of technology that address the need for increased productivity, increased learning opportunities, and accelerated progress in academic achievement. The move to a more learner-centered focus will utilize new and emerging technologies that can accommodate varied learning styles for streamlining differentiated instruction. Professional development will be elevated to the next level that exploits the power of technology-driven learning, such as the INTEL Teach to the Future course. Curriculum planning will continue to evolve to include technology as a natural element in teaching and learning; the curriculum must drive technology, not vice versa. When we no longer "see" technology in education, then we have progressed to the aim of transparent integration.

This plan addresses the five areas stipulated in The Telecommunication Act of 1996 and will be submitted to the State Department of Education for approval (see Appendix 4). The *No Child Left Behind (NCLB)* act sets forth additional requirements for school district technology plans. See Appendix 1 for specific narrative that addresses these requirements.

After setting the stage for the new strategic plan that uses goals-based, measurable activities, the plan presents five core technology dimensions that must be addressed in order for us to begin improving student achievement through the use of technology as an integrated tool. All strategic actions are designed to increase student achievement through the effective integration of technology into the core curriculum. Measurable goals, objectives and strategies, an action list, an evaluation plan, and an evaluation rubric are given for each core technology initiative.

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

Technology Dimension 1: Learners and Their Environment
Goal: FCSD3 and its schools will use research-proven strategies to provide home, school, and community environments in order for our students' to achieve technological literacy by the end of the eighth grade and to raise the overall level of academic achievement.

Technology Dimension 2: Professional Capacity
Goal: FCSD3 will provide curriculum development and professional development to increase the competency of all FCSD3 educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Technology Dimension 3: Instructional Capacity
Goal: FCSD3 will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Technology Dimension 4: Community Connections
Goal: FCSD3 will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement.

Technology Dimension 5: Support Capacity
Goal: FCSD3 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Each of these goals is followed by recommended implementation strategies and considerations that reflect aspects of the particular core dimension. Provided at the end of the five dimensions sections in the document is a cumulative list of benchmarks that are crafted to enable the technology planning committee to validate progress on an annual basis. Ensuring accountability, increasing access, and funding strategies are addressed after the operational plan.

The Executive Writing Committee has infused several mechanisms for the soliciting of feedback for plan modifications on an ongoing basis. The plan will be reviewed annually, and the collected data will be used to make decisions regarding improvement and change. This plan is a dynamic document designed to be flexible and updated to support continuous growth and progress.

DISTRICT PROFILE

Florence County School District Three (FCSD3) is located in the Pee Dee region of the state. The second largest of the five school districts in Florence County, Florence Three encompasses the towns of Lake City, Coward, Scranton, and Olanta.

The eight regular schools in FCSD3 serve a district encompassing approximately 3,900 students. There are currently five elementary schools, two middle schools, and one high school in the district. Enrollment ranges from approximately 200 students at the smallest school to approximately 1,200 at the largest school. Elementary schools include Lake City Elementary, Main Street Elementary, J.C. Lynch Elementary, Scranton Elementary, and Olanta Elementary Schools. The two Middle Schools are J. Paul Truluck Middle and Ronald E. McNair Middle Schools. Lake City Comprehensive High School is the only high school located in the district.

District-wide FCSD3 has a Free-Reduced lunch percentage rate of approximately 84%. According to the State Department's Web site (E-rate) Free-Reduced lunch percentages at the individual schools are as follows: Lake City Elementary (96.78%), Main Street Elementary (94.42%), J. C. Lynch Elementary (79.68%), Scranton Elementary (83.19%), Olanta Elementary (92.48%), J. Paul Truluck Middle School (88.29%), Ronald E. McNair Middle School (89.21%), and Lake City High School (65.47%). The current district E-rate discount is 87%.

The district's dropout rate for the 2-10-2011 school year was 0.4%, and the graduation rate at Lake City High School, according to the 2011 Report Card, was 88.1%.

DISTRICT NEEDS ASSESSMENT

Florence County School District Three employs a wide variety of technology in its five elementary schools, two middle schools, one high school, and other locations (such as the Alternative School, District Office, Office of Early Childhood and Adult Education, and Office of Exceptional Children). Conscientious efforts have been made to enforce technology standards while recognizing and accommodating the unique needs of special programs and circumstances that vary widely from one location to the next.

The district has a well-planned and well-managed wide area network (WAN), and all classrooms in the district have been connected to the district WAN. All locations also have wireless access to the district's WAN. Currently, in the district's elementary, middle, and high school buildings, there are 242 classrooms located inside permanent school buildings with 242 (100%) of them having at least twelve network drops. In addition, there are 25 classrooms located in portable buildings and 18 classroom labs. In those 18 labs, there are at least 20 networked computers.

Providing labs for group instruction at all levels has been addressed both through dedicated lab facilities and through mobile labs of laptops. Seven (7) district schools have at least one cart of laptops used as a mobile lab.

The operating system for all district computers is Windows XP. Standard software includes components of the Microsoft Office Suite. Specialized curriculum software includes PLATO (reading and math) Classworks and Reading Counts. Administrative software includes PowerSchool, Microsoft Office Suite, and PowerTeacher.

Information on the district and individual schools is available to the community in a variety of ways. The district web site (www.florence3.k12.sc.us) provides general information and links to all school web sites. All district schools have individual web sites hosted through School InSites. The district currently provides for teachers a web-based course enabling the creation of teacher web sites which provide direct access for students and parents to homework assignments, classroom policy, student work, news, and teacher contact information. In addition, the district and schools utilize School Messenger and PowerSchool Parent Portal to inform parents of their children's absences from school and other important information.

The district-wide implementation of the Cisco VoIP telephone network provides the district with centralized district management, and the ability to generate reports of inbound and outbound calling. Through the use of Cisco IP management software and equipment a wide variety of features are available to our customers as well as all district and school employees. The Cisco VolP phones allow for four-digit, intra-district communication between all district employees and increased communication among teachers, students, and parents by allowing teachers to place and receive calls during designated call times from every classroom. The number of phone lines available in the district varies based on location, size, and program offerings. The Office of Technology, along with other administration, determines the number of phone lines for each location.

All full-time district employees and all students in grades 3-12 have district e-mail accounts. Because the e-mail is web-based, it is accessible from anywhere the employee or student has web access. Increasingly district communications are relying upon technology, and many principals communicate with their staff via e-mail.

The FCSD3 Acceptable Use Policy and other district policy statements address such issues as copyright, school web sites, and teacher web sites. (See Appendix 3)

FCSD3 schools rely heavily on Digital Education Services (DES) offered through South Carolina ETV. South Carolina ETV works directly with each of the K-12 School Districts. District delegated personnel are called **DES** facilitators and assist ETV in providing K-12 School Services, including program resources and technology designated for students, teachers and administrative staff. Educational multimedia resources are created, acquired and disseminated by ETV, the South Carolina Department of Education's Instructional Television (ITV) Department and the Local School Districts. **DES** operators assist in the marketing of the content and assuring qualified multimedia materials are accessible on-demand for all teachers and staff across the state.

With nearly 2,000 computers in the district, timely support has been a challenge and improving response time is a primary focus. The district uses IT Direct, a web-based work order system, which has assisted in the management of computer-related incidents, audio visual and

telecommunications equipment; thereby eliminating the process of manual work orders and phone calls. This has decreased the response time in which work orders are received and processed.

Many factors combined to achieve this progress. Instructional Technology school-based personnel serve as the first line of support. The number of technicians providing service to district locations was increased to a total of three (3). In addition, the standardization of district equipment contributes greatly toward increased efficiency. New computers must conform to district standards, which include a three- to five-year on-site service agreement as well as pre-loaded software. Due to the rapid pace of advances in hardware and software, the current standards are maintained in the Office of Technology. Compliance with standards is assured by providing a central clearinghouse for technology purchases.

Increased standardization of our infrastructure is assured by the district's long-term contract with a limited number of vendors to provide the necessary design and cabling services for all district projects.

E-rate funds have been and continue to be utilized effectively for telecommunication services and for internal connectivity in the district. The district has qualified for and has received E-rate funds every year since the inception of the E-rate program. The district has received E-Rate funds as follows: $407,197.55 in 2010; $403,679.27 in 2009; $441,148.91 in 2008; $461,635.47 in 2007; $258,789.35 in 2007; $156,033.59 in 2005; $1,272,677.50 in 2004; and $2,016,765.88 in 2003. The district funding required for completion of our E-rate projects (the "match") has fluctuated between 83.7% and 90%.

When applying for e-rate for an eligible project, it is necessary to identify all the necessary resources to pay the remaining cost of services after the discount is applied and to attest in the filing that sufficient funds have been earmarked for that purpose. To maximize return, e-rate project applications are posted for the district with qualifying FRN percentages (based on number of students eligible for free and reduced lunch). Constant monitoring of construction plans and timelines, assessing school needs, and communication with district personnel have allowed the e-rate program to function effectively in the district.

The district filters all Internet access centrally utilizing Lightspeed Total Traffic Control filtering software, which is regularly updated by the supplier. In addition, a process is in place for school-based personnel to request that specific sites be blocked or unblocked via a work order process. Such requests are routed to the Office of Technology who usually responds within 24-hours to each request. Appropriate blocking or unblocking action is taken by manually updating the filtering software. With these safeguards, the district is compliant with the Children's Internet Protection Act (CIPA).

PowerSchool is implemented district-wide and is used by all district schools for student enrollment, attendance, grade reporting, transcripts, scheduling, and the creation of state-mandated reports.

Effective August 2011, FSD3 will utilize Enrich Assess, a web-based educational software solution designed to manage student data (formerly known as Test View) for data storage. The 2010-2011 standardized test results, attendance, discipline, transcript, and grade reports can be accessed from the Enrich database. Enrich Assess unique features will allow teachers and administrators to monitor the progress and achievement of all students in a user-friendly atmosphere.

The District's CSI Accounting Plus Package features software that supports the following administrative areas: Finance, Fixed Assets, Human Resources, Payroll, Purchasing, and the Supplies Warehouse. In addition, CSI provides in-district-developed systems to support communications mailings, transportation field trip request/permits, school and department reports as well as surveys.

Students and teachers at all schools are able to access an on-line technology e-portfolio assessment tool purchased through our Enhancing Education Through Technology (E2T2) grant. Results will be combined with the annual Self-Assessment data and used to create professional development offerings for the next couple of years.

DISTRICT MISSION STATEMENT

The Mission of Florence County School District Three's technology program is to ensure that all students are prepared for success.

DISTRICT VISION

If technology is to realize its powerful potential for improving education in FCSD3, it must be used for more than just automating the traditional methods and practices of teaching.

Rather than the computer simply being a tool which allows a common task to be done more efficiently, technology must fundamentally change how instruction is delivered, how student performance is measured, and how teachers view themselves as professionals. Technology is used to actually restructure the educational process to allow it to do things it has never been able to do before. These include using technology to ensure that:

- All students, including those with special needs, master the basic skills of writing, reading and computation.
- All students, including those with special needs, practice authentic information literacy and research skills, and the higher order thinking skills inherent in them.
- All students, including those with special needs, have access to top quality resources, including human resources, regardless of location.
- All teachers can use technology to provide students and parents
  - individualized education plans,
  - continuous feedback on how well students are meeting their learning goals, and
  - opportunities for virtual student performance assessments.

- All teachers, administrators and staff have the tools and ability:
  - to locate the research findings that will guide their use of technology, and
  - to collect the data that measures the effectiveness of their practices.
- The maximum amount of financial resources can be spent on student resources by reducing administrative costs through effective technology use.

DISTRICT BELIEFS

The basic beliefs of the district technology advisory committee concerning the use of technology by students, staff, parents, business and community include:

- ✓ Technology is a means to an end, not an end in itself.
- ✓ The use of technology must be ethical, safe, secure, and equitable.
- ✓ All technology efforts must be designed to meet measurable educational and administrative outcomes and must be assessed.
- ✓ The use of technology to access, process, and communicate information is an essential skill that must be acquired by students and modeled by staff.
- ✓ Technology must be networked throughout the district and community in order to provide adequate information accessing, processing, and communication.
- ✓ Technology is required for effective school district administration, planning and decision-making.
- ✓ Technology skills should be integrated throughout the curriculum and at all grade levels.
- ✓ Effective technology modeling by staff requires adequate resources: i.e., equipment, software, training, time and incentives.
- ✓ Technology planning must be a coordinated effort between building teams and district administration with input by all persons affected by the plans.
- ✓ The use of technology, by promoting student-centered learning, will have a strong, positive influence on achievement.

DISTRICT LONG RANGE PROGRAM GOALS

1. All students, including those with special needs, will demonstrate the mastered use of technology to access, process, organize, communicate, and evaluate information in order to answer questions and solve problems.

2. Technology will be used to provide the most current, accurate and extensive information resources possible to all learners in the district and community in a cost effective and reliable manner at maximum convenience to the user.

3. All district teachers will have the technology training, skills and resources needed to ensure that students, including those with special needs, will meet local, state and federal

learning objectives and have the technological means to assess and record student progress.

4. The district will use technology to improve its administrative effectiveness through efficient communication, planning, and record keeping.

5. The district will have a reliable, cost-effective, and secure technology infrastructure that supports the learning, teaching, and administrative goals of the district.

OVERVIEW OF THE TECHNOLOGY DIMENSIONS

Florence County School District Three's Technology Focus Group adopted the state's choice of *Technology in American Schools: Seven Dimensions for Gauging Progress – A Policymaker's Guide*, published by Milken Exchange on Education Technology (Lemke and Coughlin, 1998), to provide a planning framework that not only would be adequate for FCSD3's needs but also would align with the core belief statements of the previous district technology plan.

The seven Milken dimensions of progress – "Learners," "Learning Environments," "Professional Competency," "System Capacity," "Community Connections," " Technology Capacity," and "Accountability" (Lemke and Coughlin, 1998, p. 3) – are regarded as synergistic parts of a single system. The framework they create emphasizes a combination of critical elements that are necessary for a school district and/or school to effectively use technology to accelerate student achievement and learning.

In seeking to tailor the Milken framework to fit the current and future needs of South Carolina, the state's Executive Writing Committee paid particular attention to recent trends affecting education, particularly the *No Child Left Behind Act of 2001*, and the goals of the South Carolina Education Oversight Committee (EOC). The federal *No Child Left Behind Act* legislation emphasizes accountability for results, promotes equity of access for all students, including those with special needs, and supports teaching methods that have a solid foundation in scientific research. In addition, in its 2001 long-range plan, the EOC had set the following goal: "By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country" (EOC, 2001, p. 1).

With these facts in mind, the Executive Writing Committee modified the Milken dimensions of progress to create for the South Carolina technology plan a framework of five dimensions that closely align with three of the nine "areas for public action" enumerated in the EOC long-range plan: "Early Childhood Education and Development," "Parental Support and Involvement," and "Safe and Healthy Schools" (EOC, 2001, p. 1). These five technology dimensions support the *No Child Left Behind* goals of improving student achievement in the core curriculum through technology proficiency and encouraging the effective integration of technology resources and systems through teacher training and curriculum development. The five dimensions also support

the state strategic plan as well as the teacher technology proficiency proviso. FCSD3 has adopted these five dimensions as follows.

THE FIVE DIMENSIONS

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

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

Instructional Capacity: This dimension is the Executive Writing Committee's further refinement of the Milken dimension "Professional Competency." South Carolina's "Instructional Capacity" dimension specifically targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based on solid and relevant scientific research. This dimension also aligns with the EOC action area "Teacher Quality."

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

Support Capacity: This dimension seeks to combine the Milken progress dimensions "Technology Capacity" and "System Capacity." South Carolina's "Support Capacity" dimension emphasizes the development of strategies to provide the necessary physical infrastructure and supporting resources such as services, software and other electronically delivered learning materials, and

print resources in order to ensure efficient and effective uses of technology. This dimension aligns with the EOC action areas "The Governance and Structure of the System" and "Efficient Use of Resources and Accountability."

On the following pages of this document, operational plans for the individual technology dimensions are proposed. The process of developing these plans began with the identification of South Carolina's current needs and future directions by a group of the state's educators and community members. The group then analyzed these needs to create action plans with measurable goals, which they chiseled into separate objectives. Action lists to monitor progress were also created. Each objective was then correlated with evaluation criteria. FCSD3 has adopted and modified each component area of the dimensions to fit our individual district and has developed rubrics to use for annual evaluation (see Appendix 5).

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT

GOAL: Florence County School District Three (FCSD3) and its schools will use research-proven strategies to provide a technologically enhanced environment in order for our students to become technologically literate by the end of the eighth grade and to raise the overall level of academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

It is the mission of FCSD3 to ensure that all students are prepared for success. One of the goals the district set to fulfill its mission was to provide instructional programs that enable all students to acquire the knowledge and skills necessary to be prepared for the future. The district wide long-range plan provides us with consistent standards and equitable resources to improve learning for all students through the use of technology.

Our technology plan was developed to maintain flexibility and to address future developments in education that affect student achievement, such as the *No Child Left Behind* legislation. Technology resources throughout the district include updated media centers with automated circulation systems, Internet accessible computers, and staff-development as needed to integrate technology into the curriculum according to the South Carolina Curriculum Standards. All schools and individual classrooms in the district are Internet accessible to provide integration of technology into the curriculum, and we are continuing the purchase of computers and other technological learning devices to assist with technology instruction.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is a major key to this effort. As evidenced by the Mentor software program and other instructional aids, integrating technology into the core curriculum is a major focus of technology initiatives in the district. Both the district office staff and the school administrators partner to ensure that technology is integrated throughout the curriculum rather than being isolated as a stand-alone tool.

State and federal grants have encouraged the innovative implementation of technology in the classroom to address state standards and increase student achievement. In addition, accountability and measurement of technology's impact in the schools have become a major area of focus. FCSD3 teachers, having a strong desire to use the skills they have acquired through professional development opportunities, are receptive to the idea of integrating technology not only into the core curriculum but into all curricula. FCSD3's students are being prepared for the 21st century's learning environment and the hands-on technology applications and project-based learning that it offers.

To continue maximizing student achievement, the learning environment must continue to be accessible and accountable for all students. With the use of grants and other technology funding, FCSD3 will ensure that its students are technologically literate according to the International Society for Technology Education's (ISTE) standards by the eighth grade and that their level of academic achievement has increased.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Florence County School District Three and its schools will provide a technologically enhanced environment for our students to become technologically literate by the end of the eighth grade and to raise the overall level of academic achievement.

Objectives	Strategies
1.1 Students will use technology to gather information and identify information needed to solve an information problem.	A. Use electronic resources to search effectively and retrieve information, such as Bing and Google. B. Provide network access to electronic databases (ex: DISCUS).
1.2 Students will evaluate the accuracy, relevance, appropriateness, and bias of electronic information sources.	A. Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. B. Practice ethical behavior in using computer-based technology for class assignments and projects.
1.3 Students will use telecommunications efficiently to access remote information, and to communicate with others in support of direct and independent learning skills that are aligned with the state standards.	A. Use telecommunications to share and publish information (i.e., email Pen Pals). B. Evaluate information found via telecommunications for appropriateness, content, and usefulness (i.e., Telecommunications Checksheet) C. Use School InSites for e-mail and web site access.
1.4 Students will select the appropriate technology tools for individual and collaborative writing, communicating, and publishing activities to create knowledge products for audiences inside and outside the classroom.	A. Use word processing and/or desktop publishing for a variety of writing assignments/projects. B. Select and use technological tools for classroom assignments, projects and presentations. C. Create a multimedia project as a group and/or class.
1.5 Students will use developmentally appropriate multimedia resources to work cooperatively and collaboratively with peers, family, and community to support learning.	A. Research, create, publish, and present projects related to content areas using a variety of technological tools (i.e., "The Rise and Fall of Tobacco") B. Use word processing, desktop publishing, PowerPoint presentations for assignments and projects.

II. ACTION LIST

1. The district should continue to provide a communications network which will include comprehensive local area networks within all sites, schools, and administrative offices; and gateway access to a variety of outside agencies and resources.
2. The district should provide technology to enhance the instructional program so that student achievement will improve.
3. Schools should ensure that each classroom is up to the state recommended level of at least five computers per classroom, as funds permit.
4. The district and schools should update computer labs with the latest hardware and software, as funds are available.
5. Schools will select instructional software and courseware which assists in the implementation of the curriculum.
6. Schools will provide access to multimedia equipment such as TV, DVD, digital projectors, and/or other technological tools.
7. Schools will ensure the ethical use of technology through our AUP's and monitoring.
8. The district will provide access to e-mail and Internet to improve communication between the schools, students, and community.
9. Schools will require student portfolios which show the progress of collaborative technolgy.
10. The district will implement strategies to address the use of technology, including assistive technology, to support direct and independent learning skills aligned to the state standards.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

1. Assign the Technology Department to install new software and courseware and to ensure that each school is technologically efficient.
2. Assign technology coaches, as funds are available, to ensure that technology is implemented and aligned with the state standards and used with the classroom curriculum.
3. Maintain functional district and school websites to support collaborative learning between teachers, students, parents, and community.

SCHOOLS

1. Provide technological tools that will allow students to showcase their classroom assignments, projects, and presentations.
2. Provide access to teacher websites, including assistive technology, to promote communication between community, parents, teachers and students.
3. Provide professional development to ensure that teachers use innovative technological strategies which support the curriculum.

IV. FUNDING CONSIDERATIONS

DISTRICT

- Standards-based technology resources
- Technology coaches
- Technology support team staff
- Technology professional development for teachers

SCHOOLS

- Standards-based technology resources
- Technology coaches
- Technology professional development for teachers

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016
1.1 Students will use technology to gather information and identify information needed to solve an information problem.	On-line teacher and student assessments School InSites ethical report and usage report State Standards Checklist Technology surveys District, School and Community surveys	Teacher and Student portfolios School InSites ethical report and usage report State Standards Checklist Technology surveys District, School, and Community surveys Observations					
1.2 Students will evaluate the accuracy, relevance, appropriateness, and bias of electronic information sources.							
1.3 Students will use telecommunications efficiently to acces remote information, communicate with others in support of direct and independent learning skills that are aligned with the state standards.							
1.4 Students will select the appropriate technology tools for individual and collaborative writing, communicating, and publishing activities to create knowledge products for audiences inside and outside the classroom.							
1.5 Students will use developmentally appropriate multi- media resources to work cooperatively and collaboratively with peers, family, and community to support learning.							

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL: Florence County School District 3 (FCSD3) will provide professional and curriculum development to increase the proficiency of all FCSD3 educators so that the effective integration of instructional technology systems can be used to improve student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

FCSD3 is committed to professional development by supplying resources and training to enable its educators to use technology effectively. Educators are surveyed each year, the results analyzed, and professional development courses are offered to meet their needs as well as to meet the requirements of the State's Proviso 1.40 (1.29). All teachers are currently required to provide documentation that they are technologically proficient during each recertification cycle.

Funding for professional development is provided directly to FCSD3 by the state's School Technology initiative and through the Ed Tech Formula grant. The State Technology initiative training includes Novel and Cisco courses, PowerSchool, Internet development courses, and Microsoft training courses. Formula grant training includes graduate-level and re-certification courses for teachers and administrators. FCSD3 reports training and expenditures according to the guidelines of the Office of Technology. In addition to these sources of funds, Title II funds have been used to provide technology courses, as requested, for teachers.

In addition to professional development courses, attendance at the EdTech Conference, SCASL Conference, and Lexile Conferences are encouraged and provided for all Media Specialists through the formula grant, Technology Initiative, and Title II funds. Technology coaches are also being provided through the Enhancing Education Through Technology (E2T2) grant at two of our district schools.

Professional development in FCSD3 will be a long-term commitment so that greater teacher proficiency and increased student performance can be realized.

OPERATIONAL PLAN

I. OBJCTIVES AND STRATEGIES

GOAL: Florence County School District 3 (FCSD3) will provide professional and curriculum development to increase the competency of all FCSD3 educators
so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Objectives	Strategies
2.1 FCSD3 educators will achieve and demonstrate proficiency in integrating state-recommended instructional technology standards to increase student achievement.	A. Seek and hire teachers who demonstrate proficiency in integrating instructional technology standards. B. Require teachers to demonstrate ongoing proficiency in integrating instructional technology standards (i.e., Intel course). C. Adopt a district technology plan to include professional development that serves as a guide for teachers to progress from current levels of ability to full proficiency.
2.2 FCSD3 will provide schools with technology leadership to focus on making significant instructional and administrative impact for students, teachers, and administrators.	A. Appoint full-time technology coaches and multi-dimensional technology leadership to assist with basic technology skills and the integration of technology into classroom instruction. B. Require that technology coaches provide training and consultation to all certified personnel in order to meet state technology standards.
2.3 FCSD3 will plan for professional development to ensure that teachers and district staff are trained to use technology for learning enhancement, including assistive technology.	A. Develop and submit a technology plan under the leadership of the district technology team. B. Provide professional training for district teachers and staff to evaluate software in order to make decisions that ensure the promotion of higher order thinking skills for all students.
2.4 FCSD3 will provide schools with information and training in technology integration in order that teachers can use research-based best-practice instructional methods.	A. Provide professional development in a variety of methods to address district technology needs. B. Promote technology integration throughout the PreK-12 curriculum.
2.5 FCSD3 will assess the effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	A. Administer district wide needs assessment to teachers and administrators to determine current levels of professional development. B. Evaluate professional development opportunities.

II. ACTION LIST

1. FCSD3 will hire or appoint leadership for the use of technology, including assistive technology, to increase student learning, as funds permit.
2. FCSD3 will utilize the expertise of staff and faculty members in the district as well as consultants.
3. Grants will be written in order to provide funds for hiring technology coaches.
4. Assistive technology specialists will be hired, as funds permit.
5. A technology plan will be submitted to the State Department of Education that documents site-based input and includes a technology professional development plan.
6. FCSD3 will provide training to assist administrators in evaluating a teachers' ability to integrate technology, including assistive technology, into the curriculum.
7. FCSD3 will provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.
8. Assistive technology teams will provide training for teachers in using assistive technology tools.
9. Teachers will keep electronic portfolios that include sample lesson plans that show increased technology integration across the core content areas to align with state acedemic standards.
10. FCSD3 will provide documentation of teacher technology portfolio data.
11. FCSD3 will provide an instructional technology assessment tool to determine teachers level of technology proficiency.
12. FCSD3 will continue to work with the legislature and other entities in order to secure funding for technology and training.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

Florence County School District 3 will submit a technology plan which will include a technology professional development plan to the Office of Technology for approval.

1. FCSD3 will administer a technology professional development assessment to administrators and teachers to determine current training needs and to create the district technology professional development plan based on the results of the assessment.
2. FCSD3 personnel will participate in ongoing, sustained, professional development offerings with documentation in the form of a log and/or journal for each course, workshop, event, conference, etc. to be added to their portfolios.
3. FCSD3 will initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment.

4. FCSD3 will perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology.
5. FCSD3 will evaluate and adjust technology professional development plans as indicated by needs assessments.

SCHOOLS

1. FCSD3 schools will continue keeping technology portfolios.
2. FCSD3 schools will hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the Superintendent.
3. FCSD3 schools will evaluate teacher and administrator portfolios to measure the impact of professional development in technology.
4. FCSD3 schools will monitor and adjust professional development in technology as indicated by needs assessments.

IV. FUNDING CONSIDERATIONS

DISTRICT

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation methods to help show the impact of programs and initiatives
- Scientifically-based research programs

SCHOOLS

- Committee development of district and school technology plans
- School technology leader salary supplement
- Professional development needs-assessment tools
- Scientifically-based research programs
- Technology Coaches

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016
2.1 FCSD3 educators will demonstrate profic-iency in integrating state-recommended instructional technology standards to increase student achievement.	Teacher technology proficiency proviso forms Professional development surveys Online Technology Self-survey Teacher and administrator portfolios School technology and improvement plans Technology assessments	Professional development tracking and surveys Teacher technology proficiency proviso forms Online Technology Self-Survey Teacher and administrator portfolios Observations and interviews Anecdotal records Documented access to on-line resources Technology assessments					
2.2 FCSD3 will provide the schools with technology leadership whose focus is to ensure that technology is making a significant instrucional and administrative impact for students, teachers, and administrators.							
2.3 FCSD3 will plan for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.							
2.4 FCSD3 will provide schools with information and training in technology integration so that teachers can use research-based, best-practice instructional methods throughout the curriculum.							
2.5 FCSD3 will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement							

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL: Florence County School District Three (FCSD3) will use current and emerging technology to create learner-centered, instructional environments that enhance academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Over the past several years, FCSD3 has made steady strides in acquiring instructional technologies and in using these learning tools wisely to increase student achievement. Grants continue to provide funds for increased access to technologies such as digital cameras, digital camcorders, scanners, personal digital assistants, and laptops as well as subject-specific tools such as science probes.

South Carolina ETV's OnePlaceSC empowers teachers to search a variety of qualified educational content sites in order to acquire the resources they need. Teachers no longer have to maintain knowledge of the vast numbers of educational web sites or remember multiple usernames and passwords to access educational content. This "one-stop instructional supermarket" gives teachers and staff the resources they need to solve the educational challenges they face. South Carolina ETV has installed and maintains IP Streaming Systems in Florence County School District Three. ETV provided equipment and services needed for centralized district locations that incorporate selective incoming TV signals of their choosing. Programs are developed to meet the specific needs of the schools served.

All FCSD3 Media Centers and schools have access to and utilize United Streaming and DISCUS, the state's virtual library that is available to all Internet users in the state. DISCUS resources include popular periodical articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents.

In addition, FCSD3 takes advantage of E-rate discounts for internal connections, which include local phone service, servers, switches, routers, cabling, and student licensing agreements.

All teachers have at least one computer in their classroom and have at least 12 network drops in their classrooms, and all teachers are offered professional development courses dealing with technology.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: FCSD3 and its schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Objectives	Strategies
3.1 FCSD3 will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning. B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills.
3.2 FCSD3 and its schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals.
3.3 FCSD3 will provide the students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	Provide students with access to technoloogy, online services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning.
3.4 FCSD3 will provide and support a variety of multimedia equipment and software for teaching and learning.	A. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction. B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives.

II. ACTION LIST

1. FCSD3 should conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
2. FCSD3 should conduct technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
3. FCSD3 should pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
4. FCSD3 should pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and for home access, when appropriate.
5. Student portfolios should display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

1. Conduct technology curriculum planning meetings.
2. Include an instructional technology component and an assistive technology component in the technology plan to be submitted to the Office of Technology for approval.
3. Create methods of gauging technology readiness.
4. Evaluate hardware and software for desirable student outcomes and standardize selection, when appropriate.
5. Designate technology leaders.
6. Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference and so forth, to place in portfolios.
7. Initiate partnerships with community entities to create greater access to technology and a community learning environment.
8. Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology.
9. Pursue the delivery of courses for students and professional development courses for teachers via innovative methods.

SCHOOLS

1. Conduct technology curriculum planning meetings.
2. Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and who will submit training and needs reports to the regional technology specialist and/or Superintendent.
3. Ensure that teachers and administrators maintain technology portfolios.
4. Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement.
5. Interview students to assess information literacy and the integration of technology into the classroom; evaluate student e-portfolios.
6. Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology.

IV. FUNDING CONSIDERATIONS

DISTRICT

- Committee development of district and school technology plans.
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement.
- Portfolio creation.
- Evaluation experts to help show the impact of programs and initiatives.
- Scientifically-based research.
- Distance learning.
- Eighth-grade proficiency measurement.
- School technology leader implementation.
- Professional development.

SCHOOLS

- Committee development of district and school technology plans.
- School technology leader implementation.
- Professional development needs assessment tools.
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement.
- Evaluation experts to help show the impact of programs and initiatives.
- Scientifically-based research.
- Professional development.

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016
3.1 FCSD3 will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased acheivement by all students, including those with special needs.	Statewide achievement test scores Technology readiness and access surveys District report cards Teacher technology proficiency proviso forms Teacher and administrator portfolios School technology and improvement plans Technology assessments Documentation of offerings provided via innovative delivery methods	Statewide achievement test scores District report cards Technology readiness and access surveys Teacher technology proficiency proviso forms Teacher and administrator portfolios Observations and interviews Anecdotal records Documented access to on-line resources Technology assessments Documentation of offerings provided via innovative delivery methods					
3.2 FCSD3 and its schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.							
3.3 FCSD3 and its schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.							
3.4 FCSD3 will provide and support a variety of multimedia equipment and software for teaching and learning.							

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTIONS

GOAL: Florence County School District Three (FCSD3) and its schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships**.**

SNAPSHOT OF CURRENT TECHNOLOGY USE

Computer labs, media centers, and classrooms are the primary technology resources available to the community beyond the school day. FCSD3 and its schools have employed various strategies to provide students, parents, and community members with after-hours access to technology. Since the 2006-2007 school year, the community has had access to technology and internet at the district's Community Technology Center.

Major methods of communication between the home and the school and community are e-mail, telephone, voice mail and Web sites. Most all schools employ either a before-school or an after-school program to help students with classwork or homework; most programs include a parent involvement component. Most all schools even have a Parent Center in place where parents can use a computer with an Internet connection. All teachers have class websites through School InSites that list homework, assignments, and important events. Adult Education continues to offer free technology classes to senior citizens.

The district has participated with Clemson University on a grant project to research the "Rise and Fall of Tobacco in the Lake City Area." Interviews with community members, events with the Lake City Museum, and meetings with many business and industry leaders, have been just a few of the ways this project has increased community involvement.

OPERATIONAL PLAN

1. OBJECTIVES AND STRATEGIES

Florence County School District Three (FCSD3) and its schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Objectives	Strategies
4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	A. Form district-community partnerships to provide students with real experiences with the use of technology, including assistive technology that enhances academic achievement. B. Form district-community partnerships to help research and evaluate school and district projects.
4.2 The school district will utilize all resources by collaboration and support of state-supported organizations and institutions.	A. Utilize the South Carolina: Teaching, Learning, Connecting Web portal (http://www.sctlc.com) to communicate with other districts and to generate ideas. B. Partner with other school districts and community entities to provide assistive technology demonstrations, equipment loans, and assessments for students with special needs.
4.3 The school district will strive to provide after-hours training and community access to labs, media centers, and classrooms.	A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members. B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members.
4.4 The school district will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	A. Develop and frequently update a district web site that is linked to other relevant sites. B. Distribute the DISCUS flyer with Username and Password to parents and community members.

II. ACTION LIST

1. District and schools will increase community involvement with teachers and students and increase access and training in technology.
2. The district should publicize in local papers the success of working with outside partnerships in assessment of assistive technology.
3. The district should provide a list of partnerships and place them on their web site. For example:
    - Math & Science Hubs
    - ITV (Instructional Television)
    - School Technology Initiative
    - DES (Distance Education Services)
    - South Carolina Department of Disabilities and Special Needs
    - South Carolina Educational Television
    - South Carolina State Library
4. The district should provide flexible technology training during the summer.
5. The district and schools should provide after-hours technology access and training.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

1. Offer staff opportunities for professional development in technology.
2. Publicize collaborations and partnerships in grant award process
3. Develop partnerships within the community to create greater access to technology.
4. Have a technology plan with professional development
5. Include members of the community in writing the grant to develop and fund better teaching and learning through technology.
6. Measure access and use of school technology facilities

SCHOOLS

1. Encourage flexible lab, Media Center, and classroom hours among schools.
2. Distribute parent and community information through reports.
3. Develop, implement and publicize flexible labs, Media Center and classroom hours, including opportunities for community members to see and try technology.
4. Initiate partnerships with community to access technology.

IV. FUNDING CONSIDERATIONS

STATE DEPARTMENT OF EDUCATION

- Grant-writing experts and workshops.
- Collection of district and school data.
- State surveys and data analysis.
- Collaboration and partnership meetings with schools and the district using the data collected.
- Teachers' professional development meetings.

DISTRICT

- Grant-writing workshop.
- Schools operation beyond the regular school day.
- District survey, collections and analysis, and reports written.
- Quality training of technology programs offered.

SCHOOLS

- School survey, collection and analysis, and report the findings.
- Operations beyond the regular school day.
- High quality technology training programs.
- Showcase special events that focus on technology in careers.

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016
4.1 The district will establish community technology partnerships & collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	Statewide achievement test scores Community technology access surveys District Technology Plan Documentation of offerings provided by innovative delivery methods – after school, summer school, weekends, etc.	Statewide test scores Community technology access SDE Technology plans Observations and Interviews District and school web site information List of school or district grants					
4.2 The school district will utilize all available resources by fostering collaboration & cooperation among state-supported organizations, institutions, and initiatives.							
4.3 The school district will provide after-hours training and community access to labs, Media Centers, and classrooms.							
4.4 The school district will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.							

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL: Florence County School District Three (FCSD3) and its schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

SNAPSHOT OF CURRENT TECHNOLOGY USE

FCSD3 and its schools understand the essential role of technology support systems to provide the foundation for teaching, learning, communication, and administration in their schools. The state's, district's, and schools' investment in technology resources is evident in the amount of hardware, software, and connectivity available in the various schools. The district goals of all schools having an appropriate number of servers and connection to a local-area network (LAN) have been met. Academic software such as PLATO, Reading Counts, Measures of Academic Progress, and School InSites are provided at all schools. PowerSchool and Destiny are also in use at all schools, and technical support contracts have been purchased for these programs. All schools have a 100Mbps wireless connection to the district office. District Technology staff provide maintenance for repairs and networking with day-to-day trouble shooting and upkeep provided by the school technology contacts.

Federal, state, and local funds have been used to provide connectivity, hardware, and software. The funds were used to expand the existing network at the schools and throughout the district, including the district office. Funding has allowed for all schools and the district to have high-speed access. Local funding has enabled the district to provide technicians for daily maintenance. A combination of state and local funds pay the salaries of our Media Specialists.

FCSD3 is continuously updating its technology plan, which is based on the State Technology Plan and the requirements of the *No Child Left Behind Act.*

Continued progress is being made in implementing student-information collection systems, and workshops and trainings are provided on PowerSchool, ActivInspire, etc. The district also provides classes in technology competencies for teachers, administrators, and support personnel in addition to offering classes in professional development on technology.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Florence County School District Three (FCSD3) and its schools will provide needed materials and instruction to meet the provisions, goals, and objectives of the federal, state, and local mandates of technology education.

Objectives	Strategies
5.1 FCSD3 and its schools will ensure that all students and teachers, including special needs students, have access to electronic information resources.	A. Records will be maintained that include the software applications available at each school to address state and federal academic standards, the state of network/ Internet access, available peripherals, and assistive technology/other resources for universal access to network resources. B. Funding will be sought for the district and its schools through local, state, and federal funding, including grants and E-rate.
5.2 FCSD3 and its schools will ensure that all teachers have access to an integrated, secure network infastructure with dynamic bandwidth capacity to support convergent networks that allow for communication, data collection and distribution, and distance learning.	A. Establish a system for identifing, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives. B. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systematic, network security tools at all levels of access to LANs, WANs, and other networks.
5.3 FCSD3 will have qualified technicans, as funds allow, to include one network WAN technican and one LAN technican and one end-user support technican.	A. Develop minimum staffing requirements and job descriptions, with a salary schedule, for these positions. B. Provide district-level network support for technicians.
5.4 FCSD3 will devise a disaster recovery plan in case of failure in the LANs and WANs. It will include redundant data storage, robust automated backup, and immediate hardware recovery (see Appendix 8).	A. Ensure that the district office and schools have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment. B. Implement a district-wide management application that monitors the bandwidth on the LAN and the WAN and provides network failure alarms that can be accessed remotely.

5.5 FCSD3 will implement a replacement and upgrade plan to replace and recycle equipment and software.	Ensure that the replacement plan and the upgrade plans are included in the district plan.
5.6 FCSD3 will increase the teachers' ability to design web pages and to provide web-based instruction that is accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.	Provide basic training web page accessiblity principles to staff, teachers—and when appropriate, students—who design web pages as part of the curriculum.

II. ACTION LIST

1. FCSD3 and its schools will have access to a complete technology inventory, including assistive technology, which will show the type of equipment/device and its location.
2. FCSD3 will maintain a needs assessment showing what technology-based resources and applications are required to meet the district mission, including networking, hardware/devices, assistive technology, and software applications.
3. The budget will include line items for technology, including assistive technology, with sufficient funding to implement the strategies.
4. FCSD3 will develop and publish a procedure for the review of equipment used in multimedia. The review will quantify equipment and processes by their impact on teaching and learning.
5. FCSD3 will develop a disaster recovery plan (see Appendix 9).
6. Plans for replacement and upgrades, including strategies to refurbish, resell, recycle, or donate obsolete devices will be developed and implemented.
7. Plans for security accountability, virus protection, and Internet filtering guidelines will be developed and implemented.
8. FCSD3 plans will be checked for and meet industry standards and building codes for outlets and amperage.
9. FCSD3 will maintain records showing the current assessment of the LAN/WAN technology.
10. FCSD3 will use the State Department of Education Technology Counts on-line survey to report on their use of network-managed tools.
11. FCSD3 will ensure that any new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
12. FCSD3 will have UPS (uninterruptible power supply) systems for all critical equipment.
13. FCSD3 will use at least the minimum staffing and salary requirements for the positions specified in objective 5.3.
14. FCSD3 will designate a network manager.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

1. Maintain technology inventory, including assistive technology.

2. Conduct a needs assessment to identify required technology, including assistive technology.

3. Develop strategies for acquiring, managing, and implementing required technology, including assistive technology.

4. Develop and implement a disaster recovery plan and replacement and upgrade plan.

5. Seek funding from local, state, and federal sources.

6. Provide multimedia-capable workstations.

7. Research and implement an integrated network infrastructure.

8. Install and maintain secure networks.

9. Employ staff for adequate network maintenance and support.

10. Implement a district-wide management application to monitor bandwidth on the LAN and WAN.

11. Ensure that the schools have adequate electrical distribution systems.

12. Provide the schools with guidance and training in creating web pages to ensure that the electronic information is accessible to students and teachers with special needs.

SCHOOLS

1. Create a plan for acquiring and implementing required technology, including assistive technology.

2. Seek funding from local, state, and federal sources.

3. Create flexible schedules for access to technology.

4. Provide multimedia-capable workstations.

5. Maintain secure networks.

6. Provide adequate electrical distribution systems.

IV. FUNDING CONSIDERATIONS

- Schedule Technology Committee meetings to develop products such as the district technology plan and the disaster recovery plan
- Secure materials to publish the updated technology plan
- Provide multimedia teacher workstations including data projectors
- Purchase hardware and software to ensure that all LANs and WANs comply with district, state, and industry standards.
- Hire appropriate technology staff
- Conduct an annual equipment inventory assessment
- Provide support planning
- Conduct technology needs assessments and surveys

V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JUNE 2012	JUNE 2013	JUNE 2014	JUNE 2015	JUNE 2016
5.1 FCSD3 and its schools will guarantee that all students and teachers, including special needs teachers, have access to electronic information resources.	District report cards School technology and improvement plans Documented access to technology resources Technology needs assessment SDE Technology Counts on-line survey Budget data Personnel report	District report cards School technology and improvement plans Documented access to technology resources Technology needs assessment SDE Technology Counts on-line survey Budget data Personnel report					
5.2 FCSD3 and its schools will ensure that all teachers have access to an integrated, secure network infrastructure with dynamic bandwidth capacity to support convergent networks that allow for communication, data collection and distribution, and distance learning.							
5.3 FCSD3 will have qualified technicians, including one networking WAN technician and one LAN technician and one end-user support technician.							
5.4 FCSD3 will devise a disaster recovery plan in case of failure of the LANs and WANs. It will include redundant data storage, robust automated backup, and immediate hardware recovery (see Appendix 9).							
5.5 FCSD3 will implement a replacement and upgrade plan to replace and recycle equipment.							
5.6 FCSD3 will increase the teachers' ability to design web pages and web-based instruction that is accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.							

ACKNOWLEDGEMENTS

Florence County School District Three extends its gratitude to the numerous committee and staff members who have worked tirelessly to bring about the Florence County School District Three Technology Plan for 2011-2016: *Putting It All Together*.

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Appendix 1

No Child Left Behind Action Plan

1. Describe how your district will use Federal funds under Enhancing Education Through Technology to improve academic achievement, including technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.

   FCSD 3 will use federal funds, including Enhancing Education through Technology (E2T2) competitive and/or formula funds for professional development of teachers in all curriculum areas to better prepare them for use and demonstration/assistance to students of the newest and most useful classroom technology. Preparing teachers for the use of technology in the classroom will improve instruction and increase student achievement.

2. Describe your district's specific goals for using advanced technology to improve student academic achievement aligned with state academic content and student academic achievement, including technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.

   All learning will be supported by technology with accompanying software that is aligned with state academic standards. Some of our specific goals will include immersion of technological competencies as outlined in the South Carolina Standards Implementation Guide, training teachers to be proficient in using all available technology to integrate with other instructional methods and means of learning, and using the Simple 4 Process Model to have students reach competence in the six stages of information problem solving (Eisenberg, 1999) as it functions in 1) Task definition --- define the information problem, identify needed information to complete the task, 2) Information Seeking strategies--- brainstorm, select the best source, 3) Location and Access--- locate sources, find information within sources, 4) Use of Information--- engage the information in a source, extract relevant information from a source, 5) Synthesis--- organize information from multiple sources, present the information, 6) Evaluation--- judge the product, judge the information problem-solving process.

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

   Our district will ensure the update of all hardware and software to keep the very best and most up-to-date technology for teachers and students by writing grants and forming business partnerships.

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

   FCSD3 will use funds from state, local, and federal sources to be directed equitably throughout the district with Title I schools receiving proper funding from all available sources. As a collaborative effort among programs such as E2T2, Title I and Formula Grant funds, students from backgrounds of poverty are identified with additional attention given to ensure family participation in all aspects of development.

5. Describe how your district will provide ongoing professional development for all certified school personnel to further the effective use of technology in the classroom or library media center, including, a list of entities that will be partners with the local education agency involved in providing the ongoing, sustained, professional development.

   FCSD3 will continue to provide professional development on all aspects of technology and the use of technology in the classroom to enhance instruction and improve student achievement. The Formula Grant and Title II monies provide funding for this professional development. Certified personnel are required to achieve a level of technological proficiency in accordance with SC State proviso 1.40. The district has partnered with the State Department of Education to provide on-line technology courses for teachers and with Beacon to provide an on-line self assessment of technology skills.

6. Describe the type and costs of technologies to be acquired for your technology program through the use of E2T2 competitive and/or formula funds, including supporting sources such as services, software and digital curricula.

   FCSD3 purchased digital cameras with E2T2 competitive grant funds. The cameras are used across the curriculum in developing multimedia presentations. Technical support service and updates are purchased for Destiny, Reading Counts, PLATO and Classworks through a combination of federal, state , and local appropriations.

7. Describe how your district will integrate technology into curricula and instruction to support standards-based learning and provide a timeline for such integration.

   FCSD3 will continue to be committed to improving the infrastructure for technology within the district and efforts will be directed to professional staff, methods of instruction, software, and fine tuning of technological offerings and activities. The timeline will begin with the present and be a continuous improvement as funds are available.

8. Describe how your district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula

through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

FCSD3 provides access to distance learning technologies as requested by personnel and students. Specialized or rigorous academic courses and curricula will be offered so students and certified personnel will have access to such courses and curricula not otherwise available because of geographical isolation or insufficient resources.

9. Describe how your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education.

   FCSD3 provides access to all schools through the school and district websites by viewing schedules, district events, and newsletters. Parents and other community members participate on school and district planning teams (SIC) to be aware of technological movements made by the district. Parent Centers should be available at each school in the district. Teachers have the opportunity to design and communicate technologically with parents by taking courses and workshops on web page design.

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

    FCSD3 provides a Career and Technology Center that is used by the County Adult Literacy Program in conjunction with Coker College to make technology available to adult learners in the community. The district's Community Technology Center is for use by parents, students and members of the community.

11. Describe the process of accountability measures that your district will use to evaluate the extent to which the activities funded under the E2T2 program, are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.

    FCSD3provides technological proficiency examinations for teachers and teachers develop an electronic portfolio in order to judge their ability to access and utilize technology applications in the classroom. PowerSchool, PLATO and Classworks are some of the software programs made available that have evaluative components that allow for personal evaluation as well as external observation. The process of enabling teachers to teach more efficiently and effectively will produce better opportunities for students to achieve.

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

FCSD3 technology support services provide acquisition, setup, maintenance, training, backup, design, LAN's and WAN's, multimedia, and complete technological expertise for all aspects of electronic learning, administration, and data storage systems within the district. The state provides PowerSchool, ETV, and Distance Learning to enhance Technology Support Services. Through this support unit, the district is able to maintain a fiscal and physical awareness of everything technological to stay abreast of advancements and to provide the very best for teachers and students.

Appendix 2

FLORENCE COUNTY SCHOOL DISTRICT THREE
Teacher Professional Development Plan

I. Standards

FCSD3 has adopted the ISTE Teacher Technology Standards.

Dr. V. Keith Callicutt, Superintendent

II. Professional Development Offerings

The following technology integration professional development opportunities are available to our teachers and administrators

A. Technology Competencies for Educators – one semester
B. Advanced Technology Competencies for Educators – one semester
C. Integrating PowerPoint into the Curriculum – one semester
D. Web Page Design – one semester
E. INTEL Teach to the Future – one semester
F. Various other courses/workshops (i.e., PDA's, Excel Spreadsheet)

III. Assessment

FCSD3 conducts ongoing assessment to measure technology integration in the classroom curriculum.

Methods of Assessment:

A. Pretests and posttests
B. Portfolio (see Appendix 7 Technology Competencies for Educators)
C. Online electronic portfolio

FCSD3 provides remediation for teachers and administrators who have difficulty attaining the minimum technology standards.

IV. Timeline

FCSD3's timeline contains the activities, the person(s) responsible, and the time frame for a three- to five-year planning horizon with an annual update cycle.

Activity	Person(s) Responsible	When
Hold organizational planning meeting	Technology Coach	2/9/11 and 2/14/11
Develop pretest and/or survey instrument based on all ISTE standards	Technology Coach	2/14/11
Pretest and survey staff to determine needs	Assistant Superintendent of Instruction	Annually in the spring

Activity	Person(s) Responsible	When
Develop a progressive schedule of professional development offerings to meet identified needs	Assistant Superintendent of Instruction	Annually each summer
Create professional development delivery schedule	Assistant Superintendent of Instruction	Annually each year
Deliver continuous professional development	Technology Coaches	Ongoing
Posttest and assess staff to determine proficiency in ISTE standards	Technology Coaches	Ongoing
Once all ISTE standards have been met, submit assurance form to the Office of Teacher Certification confirming that the teacher is proficient in technology prior to the conclusion of his/her validity period	Office of Human Resources	June 30 annually
Conduct annual review and updating of the technology plan	Communications Coordinator Assistant Superintendent of Instruction Senior Director of Instruction	January - March annually

V. District Contact

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

Name __Laura Hickson_____

Title: ___Senior Director of Instruction_____

District: __Assistant Superintendent of Instruction_____

Mailing Address: __P.O. Drawer 1389_____

City, State, ZIP: __Lake City, SC 29560_____

Phone Number: ___(843) 374-8652 Ext 1102_____

Fax Number: ___(843) 374-2788_____

E-mail Address: _lhickson@florence3.k12.sc.us_____

Date Plan Written: _Completed October 17, 2011_ Date Plan Expires: _June 30, 2016_____

District Technology Plans and Teacher Professional Development Plans should be mailed to:

State Department of Education
Attention: Dave Altus
1429 Senate Street
Room 513 D
Columbia, South Carolina 29201

Appendix 3

Policy

ACCEPTABLE USE/INTERNET AND E-MAIL ACCESS

Code: IJNDB Issued: 07/06

Access to the Internet/Network is a privilege, not a right. With this privilege, there also is a responsibility to use the Internet/Network solely for educational purposes and not to access materials unsuitable for students. As part of the implementation of the administration's guidelines, students and staff must be instructed on the appropriate use of the Internet/Network. Inappropriate or disruptive use by any person will not be tolerated.

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

In an attempt to protect students, the District has installed filtering/monitoring software to check Internet access by computer users on District equipment in compliance with the Children's Online Privacy Protection Act. However, because access to the Internet/Network provides connections to other computer systems located all over the world, users (and parents of students who are users) must understand that neither the District nor any District employee can completely control the content of the information available on the systems. Every effort will be made by the District to monitor and restrict ready access to known objectionable sites; however, an industrious user may discover inappropriate or offensive information. The District does not condone the use of inappropriate or offensive materials and cannot be held responsible for such use.

Acceptable Use

The purpose of the District's educational network is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. All use of the Internet and Network must be in support of education and research and be consistent with the educational objectives of the District. Use of other networks or computing resources must comply with the rules governing those networks. Transmission of any material in violation of any Federal or State laws or regulations is prohibited; this includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Access to computer systems and networks owned or operated by the District imposes certain responsibilities and obligations on users and is subject to District policies and local, State, and Federal laws.

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

Issued: 06/03; Revised 7/04; Revised 6/06

Florence County School District Three

Use of Technology

Use of Computers

1. Passwords and other electronically recorded data are the property of Florence County School District Three Schools.

2. The deliberate production or introduction of a virus onto computer stations and networks is prohibited and will result in disciplinary action.

3. Loading software and /or files onto a school computer by a student without the permission of the school network supervisor is prohibited.

4. Accessing and/or modifying information to which the computer user has not been given appropriate authorization is prohibited.

5. Modifying passwords without appropriate authorization is prohibited.

6. Any user identified as a security risk or having a history of problems with the use of computer systems will have his/her computer access severely limited.

7. Vandalism of computer hardware will result in disciplinary action. Vandalism includes, but is not limited to, removing mouse ball and/or mouse, deliberate erasing data and/or files, placing foreign objects such as paperclips in disk or CD-ROM drives, removing or alerting placement of keyboard keys.

8. If a user logs onto the computer network using his/her individual password, the individual should log off the network when he/she leaves the workstation.

9. Messages sent via the computer network should be concise and to-the-point with all necessary information. Messages should be sent only to appropriate individuals

10. All computer users in Florence Three must adhere to the copyright law. The following are not intended as a comprehensive guide to the copyright law, but as general comments on the copyright law and computer technology.

    a. Copying and installing computer programs.

        (1) The law states that it is illegal to make or distribute copies of copyrighted material, including software, without authorization. This includes loading software purchased as a stand-alone unit on multiple hard drives. If a backup copy was not included at the time of purchase, an individual may make one copy for backup purposes. Loading a computer program from a disk to a hard drive is interpreted as the making of a backup copy.

        (2) If a single copy of a computer program is purchased on a disk or CD-ROM, it can be used on only one computer at a time. Most DOS/Windows-based programs require installation on the computer hard drive. If a user loads a copy of a program on computer A and only has the rights to one copy, then the program can only be used on computer A. The only way for the program to be used legally on another computer is for the user to erase the program from computer A before loading it on computer B. If the program needs to be loaded on more than one computer, additional copies of the program must be purchased.

        (3) If a single copy of a CD-ROM or a laser disc is purchased and it comes with installation software, the installation software may be loaded on as many computers as needed. Since

the physical copy of the laser disk or the CD-ROM can only be used one at a time, the user will be following the copyright law.

(4) If a lab pack of software is purchased, the number of machines on which the software can be loaded is limited by the number of appropriate licenses offered in the lab pack. For example, if a lab pack restricts use to five users, the program may only be loaded on five machines at the same time. If the user wishes to move one of the programs to a sixth machine, he/she will need to erase the program from one of the original five before proceeding.

(5) Network versions are restricted for use on networks in that the program is loaded on the file server and accessed by computer workstations on the network. Network versions usually restrict the use of the program to a defined number of workstations.

b. Teachers, students, and community members are permitted to donate software programs to the school. The suitability of the gift must be determined by the Coordinator of Technology/Student Data Services or his/her designee prior to its being added to the school collection and loaded onto a computer. The donated program must include license information, original disk(s) and/or CD-ROM(s), and all written documentation, including manuals and/or any additional information to prove the school's ownership of the program. A letter of transmittal stating the transfer of ownership to the school should be on file in the school.

c. Use of graphics/sound in multimedia presentations:

(1) The use of small segments of a film or video imported as a QuickTime movie is acceptable. Using a substantial portion of an author's work is not permissible.

(2) Use of a single image from a CD-ROM or laser disk for inclusion in a computer-based, multimedia presentation is permitted. If the purchased product includes appropriate licenses for use, images from these products may be used as needed in the presentation.

(3) Scanned-in images, such as copyrighted cartoons, may not be used without the permission of the copyright holder.

Internet

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Users will have access to:

1. Worldwide electronic mail services;
2. Global information and news as well as the opportunity to correspond with other institutions;
3. Public domain and shareware computer software of all types;
4. Discussion groups on a vast range of topics;
5. Access to many university library catalogs, the Library of Congress, ERIC, etc.; and
6. Access to online data bases.

Because access to the Internet provides connections to other computer systems located all over the world, users (and parents of users who are students) must understand that neither the District nor any District staff member controls the content of the information available on the systems. Some of the information available is controversial and, sometimes, may be offensive. The District does not condone the use of such materials. Therefore, in the schools, each student's access to and use of the Internet will be under a teacher's direction and monitored as a regular instructional activity.

Terms and Conditions.

1. Acceptable Use. The purpose of the Internet in the District is to support teaching and learning by providing access to unique resources and the opportunity for collaborative work. The use of the Internet must be in

support of education and research and consistent with the educational objectives of the District. Use of other networks or computing resources must comply with their rules. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

2. Privileges. The use of the Internet is a privilege, and inappropriate use will result in the severe restriction of privileges. Each student who receives an account will receive instruction from a District staff member in the proper use of the network. The system administrators will determine what is inappropriate use, and their decision is final. The system administrators may suspend or close specific user accounts at any time.

3. Network Behavior (Netiquette). Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

   a. Be polite. Do not be abusive in messages to others.
   b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
   c. Do not disrupt, harass, or annoy other users.
   d. Do not reveal your home mailing address or phone number(s) or similar information about other persons.
   e. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail.
   f. Do not use the network in such a way that would disrupt the use of the network by other users.
   g. All communications and information accessible via the network should be assumed to be the private property of the creator, and appropriate citations should be made when used.
   h. Do not report personal communications without the author's prior consent.
   i. Do not share passwords. This means that the only person to ever use an account is the person to whom it belongs.
   j. All users should remain on the system only as long as necessary to complete their work so that other individuals will have opportunities to access the Internet.

4. Illegal activities are strictly forbidden. Messages relating to or in support of illegal activities will be reported to the authorities.

5. 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 a user suffers. This includes loss of data resulting from delays, nondeliveries, mis-deliveries, or service interruptions caused by negligence, errors, or omissions. Use of any information obtained via the Internet is at the user's risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6. Security on any computer system is a high priority, especially when the system involves many users. If a user identifies a security problem on the Internet he/she must notify a system administrator or the Coordinator of Technology/Student Data Services, and he/she must not demonstrate the problem to other users. Attempts to log-on to the Internet as a system administrator or any person other than the user will result, at a minimum, in cancellation of user privileges. Any user identified as a security risk or having a history of problems with the use of computer systems will have his/her computer access severely limited.

7. Vandalism will result in disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

FLORENCE COUNTY SCHOOL DISTRICT 3

Internet Acceptable Use Policy for Students

It is the policy of Florence County School District 3 that all student Internet users read, sign, and agree to the terms of the following Acceptable Use Policy. Please read the following agreement carefully before signing.

Internet access is available to students because we believe the Internet offers vast, diverse, and unique resources that provide opportunities to link with other communities and cultures throughout the world. All users must sign in on a log-in sheet before each use. The log-in sheet should be beside each computer terminal. Internet use is a privilege and inappropriate use will result in the cancellation of Internet privileges.

The Internet also has rich Asearch@ capabilities that will yield sources of information to support research. Unfortunately, the Internet also potentially allows access to material that may not be considered to be of educational value in the context of the school setting. Florence County School District 3 has taken precautions to restrict access to controversial materials, and does not condone the use of inappropriate or offensive materials. However, the district cannot be held responsible for such inappropriate use.

The following guidelines for Network Behavior (Netiquette) are provided so that you may be aware of the responsibilities you will have either as a parent or guardian permitting your child to use these resources or as a student who will actually use Florence County School District 3 computers and Internet access.

a. Be polite. Do not be abusive in messages to others.
b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
c. Do not disrupt, harass, or annoy other users.
d. Do not reveal your home mailing address or phone number(s) or similar information about other persons.
e. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail.
f. Do not use the network in such a way that would disrupt the use of the network by other users.
g. All communications and information accessible via the network should be assumed to be the private property of the creator, and appropriate citations should be made when used.
h. Do not report personal communications without the author's prior consent.
i. Do not share passwords. This means that the only person to ever use an account is the person to whom it belongs.
j. All users should remain on the system only as long as necessary to complete their work so that other individuals will have opportunities to access the Internet.

k. Use of any type of proxy server(s) to circumvent or bypass filtering or firewall is prohibited.

I have read and understand the guidelines and I agree to follow them.

_____ _____

Student's Name (Please Print) Date Student's Signature

I have read and understand the guidelines and _____ I give my child permission to use the Internet
_____I do not give my child permission to use the Internet. (Check one)

_____ _____

Parent/Guardian/s Name (Please Print) Date Parent/Guardian's Signature

I have read and understand the guidelines and _____ I give my child permission to use the Internet
_____I do not give my child permission to use the Internet. (Check one)

_____ _____

Parent/Guardian/s Name (Please Print) Date Parent/Guardian's Signature

Revised June 2006

Florence County School District Three

FLORENCE COUNTY SCHOOL DISTRICT 3

Internet Acceptable Use Policy for Employees

Employees in Florence County School District Three may access the Internet or e-mail for educational or work-related purposes at any time that it does not interfere with the performance of other responsibilities by the employee.

All users must have a signed copy of this policy on file with their school's Media Specialist or Human Resource Department prior to using the Internet.

Internet use is a privilege and inappropriate use will result in cancellation of Internet privileges. All employees and students must abide by the following rules of Network Behavior (Netiquette).

a. Be polite. Do not be abusive in messages to others.
b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
c. Do not disrupt, harass, or annoy other users.
d. Do not reveal your home mailing address or phone number(s) or similar information about other persons.
e. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail.
f. Do not use the network in such a way that would disrupt the use of the network by other users.
g. All communications and information accessible via the network should be assumed to be the private property of the creator, and appropriate citations should be made when used.
h. Do not report personal communications without the author's prior consent.
i. Do not share passwords. This means that the only person to ever use an account is the person to whom it belongs.
j. All users should remain on the system only as long as necessary to complete their work so that other individuals will have opportunities to access the Internet.
k. Use of any type of proxy server(s) to circumvent or bypass filtering or firewall is prohibited.

Employee Certification Form

I have read and understand the district's Internet and e-mail Acceptable Use Policy and the information provided on the reverse side of this form. I understand and will abide by the conditions and rules set forth herein. I further understand that violations of these conditions and rules may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary action may be taken as well as appropriate legal action when warranted. I also agree to be responsible for any unauthorized costs incurred by my use of the Internet.

_____ _____

Employee's Name (Please Print) School

_____ _____

Employee's Signature Date

Revised June 2006

Florence County School District Three

Use of Computers

The purpose of computer usage, including the Internet and e-mail, in Florence County School District Three is to support teaching and learning. This usage must be in support of education and research and consistent with the educational objectives of FCSD3. Transmission of any material in violation of any U.S. or state regulation is prohibited including, but not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities, product advertisement or political lobbying is also prohibited.

All computer users in FCSD3 must adhere to the copyright law. The following comments on the copyright law and computer technology are here for your review.

A. The law states that it is illegal to make or distribute copies of copyrighted material, including software, without authorization. You may not load software purchased as a stand-alone on multiple hard drives. No software may be loaded or downloaded onto school computers without prior district approval. Request forms may be obtained from Media Specialists.
B. If a single copy of a computer program is purchased on a disk or CD-ROM, it can be used on only one computer at a time. If a user loads a single copy of a program on computer A, it must be erased before it can be loaded onto computer B. If the program needs to be loaded on more that one computer, additional copies of the program must be purchased, and installed by district technicians.
C. If a lab pack of software is purchased, the number of machines on which the software can be loaded is limited by the number of appropriate licenses offered in the lab pack.
D. Teachers, students and community members are permitted to donate software programs to the school. The donated program must include license information, original disk(s) or CD-ROM(s) and all written documentation, including manuals and/or any additional information to prove the school's ownership of the program.
E. When using graphics/sound in multimedia presentations, read carefully the guidelines provided with the materials. The use of small segments is usually acceptable while substantial portions of an author's work may require permission from the author. Scanned-in images such as copyrighted cartoons may not be used without the permission of the copyright holder.

USE OF ELECTRONIC MAIL (e-mail)

The use of Electronic Mail in Florence County School District 3 is for the purpose of furthering the educational mission of the school district. Messages sent via e-mail cannot be considered personal or private, even when they are immediately deleted following their transmission. The delete function simply removes the name of the file and this action allows that file space to eventually be overwritten. Until that time, the information can be retrieved by anyone who knows computer operations. E-mail may also be intercepted by a service provider. Since the computers at school are the property of the school district and the e-mail service is provided by the district, their use can and will be regulated and monitored by the district. Inappropriate e-mail use may result in disciplinary action by the school district.

Appendix 4

How E-Rate Areas Have Been Addressed

1. FCSD3 and its schools' technology plans included as the Dimension 1 goal for all students to become technologically literate by the end of the eighth grade. The objectives and strategies include gathering, analyzing, and evaluating information to solve problems; using telecommunications to access remote information and communicating with others in support of direct and independent learning skills aligned with the state standards; and presenting information in appropriate multimedia formats. Dimension 3 incorporates current and emerging technology to develop learner-centered instructional environments that enhance academic achievement with all teachers having at least one networked computer, access to SCETV, DISCUS, the Lower Pee Dee DELC, and multimedia equipment. In Dimension 5, the Media Centers provide support in the form of DISCUS and are equipped with Destiny software to expedite circulation services.
2. FCSD3's technology plan incorporates professional staff development in line with state standards and Proviso 1.40 of 2001 in Dimension 2. The goal of Dimension 2 is to demonstrate proficiency in professional and curriculum development so that the effective integration of instructional technology systems can be used to improve student achievement. Training includes workshops, conferences, on-line courses, graduate level courses, certification renewal courses, PowerSchool courses, Internet development courses, and Microsoft training courses.
3. FCSD3's technology plan in Dimension 5 tracts available telecommunications services, hardware, software, and technical support services. As part of Dimension 5's action plan, each of these areas will be inventoried and evaluated annually.
4. FCSD3's budget to acquire and maintain hardware, software, professional development, and other services that are needed to implement the strategy for improved education comes from many different sources. Some of these funds are from state and local appropriations, federal Title monies, such as Enhancing Education Through Technology, and various grants. Plans for hardware replacement are being developed.
5. FCSD3's technology plan includes an evaluation component for each of the five Dimensions to monitor progress toward the specified goals. Through use of these evaluations and benchmarks, the district will be able to make appropriate midcourse corrections in response to new developments and opportunities as they arise.

Appendix 5

Learners and Their Environment Rubric

	Exemplary	Proficient	Satisfactory	Needs Improvement
1.1	All Students are using Simple 4 and DISCUS	85% of students are using Simple 4 and DISCUS	70% of students are using Simple 4 and DISCUS	Less than 69% of students are using Simple 4 and DISCUS
1.2	All students are using Simple 4 to cite sources and all activities will pass the plagiarism software	85% of students are using Simple 4 to cite sources and all activities will pass the plagiarism software	70% of students are using Simple 4 to cite sources and all activities will pass the plagiarism software	Less than 69% of students are using Simple 4 to cite sources and all activities will pass the plagiarism software
1.3	All students will use School InSites and all students will adhere to the AUP Policy	85% of students will use School InSites and all students will adhere to the AUP Policy	70% of students will use School InSites and all students will adhere to the AUP Policy	Less than 69% of students will use School InSites and all students will adhere to the AUP Policy
1.4	All students will use the appropriate technological tools for class assignments	85% of students will use the appropriate technological tools for class assignments	70% of students will use the appropriate technological tools for class assignments	Less than 69% of students will use the appropriate technological tools for class assignments
1.5	All students will use multimedia resources	85% of students will use multimedia resources	70% of students will use multimedia resources	Less than 69% of students will use multimedia resources

Professional Capacity Rubric

	Exemplary	Proficient	Satisfactory	Needs Improvement
2.1	100% of new hires will demonstrate proficiency; all teachers will demonstrate ongoing proficiency	85% of new hires will demonstrate proficiency; all teachers will demonstrate ongoing proficiency	70% of new hires will demonstrate proficiency; all teachers will demonstrate ongoing proficiency	Less than 69% of new hires will demonstrate proficiency; all teachers will demonstrate ongoing proficiency
2.2	100% of schools will have a Technology Coach	85% of schools will have a Technology Coach	70% of schools will have a Technology Coach	Less than 69% of schools will have a Technology Coach
2.3	All schools will provide input for software decisions	85% of schools will provide input for software decisions	70% of schools will provide input for software decisions	Less than 69% of schools will provide input for software decisions
2.4	All faculty are provided professional development opportunities	85% of faculty are provided professional development opportunities	70% of faculty are provided professional development opportunities	Less than 69% of faculty are provided professional development opportunities
2.5	All schools will complete a needs assessment	85% of schools will complete a needs assessment	70% of schools will complete a needs assessment	Less than 69% of schools will complete a needs assessment

Instructional Capacity Rubric

	Exemplary	Proficient	Satisfactory	Needs Improvement
3.1	All schools will integrate appropriate technologies to develop higher-level thinking, etc.	85% of schools will integrate appropriate technologies to develop higher-level thinking, etc.	70% of schools will integrate appropriate technologies to develop higher-level thinking, etc.	Less than 69% of schools will integrate appropriate technologies to develop higher-level thinking, etc.
3.2	All schools will provide teachers with the tools necessary to actively engage students in the learning	85% of schools will provide teachers with the tools necessary to actively engage students in the learning	70% of schools will provide teachers with the tools necessary to actively engage students in the learning	Less than 69% of schools will provide teachers with the tools necessary to actively engage students in the learning
3.3	All schools provide students with the appropriate tools to enrich and extend their learning	85% of schools provide students with the appropriate tools to enrich and extend their learning	70% of schools provide students with the appropriate tools to enrich and extend their learning	Less than 69% of schools provide students with the appropriate tools to enrich and extend their learning
3.4	All schools will have access to a variety of multimedia equipment and software	85% of schools will have access to a variety of multimedia equipment and software	70% of schools will have access to a variety of multimedia equipment and software	Less than 69% of schools will have access to a variety of multimedia equipment and software

Community Connections Rubric

	Exemplary	Proficient	Satisfactory	Needs Improvement
4.1	All schools will form district and community partnerships to provide hands-on opportunities to utilize technology	85% of schools will form district and community partnerships to provide hands-on opportunities to utilize technology	70% of schools will form district and community partnerships to provide hands-on opportunities to utilize technology	Less than 69% of schools will form district and community partnerships to provide hands-on opportunities to utilize technology
4.2	All schools will facilitate collaborative partnerships to provide assistive technology	85% of schools will facilitate collaborative partnerships to provide assistive technology	70% of schools will facilitate collaborative partnerships to provide assistive technology	Less than 69% of schools will facilitate collaborative partnerships to provide assistive technology
4.3	All schools will provide community access to technology	85% of schools will provide community access to technology	70% of schools will provide community access to technology	Less than 69% of schools will provide community access to technology
4.4	All schools have Internet access and links to other relevant sites	85% of schools have Internet access and links to other relevant sites	70% of schools have Internet access and links to other relevant sites	Less than 69% of schools have Internet access and links to other relevant sites

Support Capacity Rubric

	Exemplary	Proficient	Satisfactory	Needs Improvement
5.1	All schools will maintain a technology inventory and seek funding from appropriate sources	85% of schools will maintain a technology inventory and seek funding from appropriate sources	70% of schools will maintain a technology inventory and seek funding from appropriate sources	Less than 69% of schools will maintain a technology inventory and seek funding from appropriate sources
5.2	All schools will ensure access to thee network through appropriate filtering programs	85% of schools will ensure access to thee network through appropriate filtering programs	70% of schools will ensure access to thee network through appropriate filtering programs	Less than 69% of schools will ensure access to thee network through appropriate filtering programs
5.3	All schools will have qualified technicians available for support	85% of schools will have qualified technicians available for support	70% of schools will have qualified technicians available for support	Less than 69% of schools will have qualified technicians available for support
5.4	All schools will have isolated circuits for WAN/LAN systems and will provide network failure alarms	85% of schools will have isolated circuits for WAN/LAN systems and will provide network failure alarms	70% of schools will have isolated circuits for WAN/LAN systems and will provide network failure alarms	Less than 69% of schools will have isolated circuits for WAN/LAN systems and will provide network failure alarms
5.5	The district will develop a replacement and upgrade plan which is revised annually	The district will develop a replacement and upgrade plan which is revised every other year	The district will develop a replacement and upgrade plan which is revised every two to three years	The district will develop a replacement and upgrade plan.
5.6	All schools will provide training on web page development	85% of schools will provide training on web page development	70% of schools will provide training on web page development	Less than 69% of schools will provide training on web page development

Appendix 6

Information Literacy and the Simple 4	Reading	Writing	Math	Social Studies	Science
PLAN (#1)	Read the questions. Read the selection. Determine the key words and/or concepts. Identify information resources.	Develop ideas and content for audience, purpose, and/or occasion. Determine voice.	Understand the problem. Select a problem-solving strategy.	Identify issue, situation, or event for investigation. Develop a plan for inquiry.	Define the problem. Determine key words and/or concepts. Identify information resources. Write a hypothesis. Design a method of inquiry or experimentation.
ACT (#2)	Choose appropriate words and/or sentences. Select appropriate information from identified sources.	Refine voice, including strategies for flow.	Implement the selected problem-solving strategy.	Acquire and organize information.	Select appropriate information from identified sources. Implement the inquiry method or perform the experiment.
ORGANIZE (#3)	Use selected information, words, and/or sentences to answer the questions.	Write draft. Edit and proofread. Proofread for conventions. Submit to editor Revise as needed.	Find the solution to the problem. Report the solution or conclusion.	Make a decision about the information and take a position on the issue or event. Present results of inquiry. Justify the decision.	Interpret and communicate results of inquiry or experiment. Communicate or present conclusions.
REFLECT (#4)	Check answers for understanding, accuracy, and completeness.	Publish. Evaluate for audience reception.	Evaluate the solution or conclusion for reasonableness of results.	Evaluate the process and the product of the inquiry. Gauge the effectiveness of the presentation by audience perception.	Evaluate results and conclusions for clarity, accuracy, and real-life applications.

Teaching information literacy skills will be the joint responsibility of the school library media specialist and the classroom teacher. Thoughtful planning and cooperation among all teachers and media specialists are essential.

The information skills curriculum should focus on projects at each grade level during each school year. These projects should:

- use the Simple 4 information processing model
- have clearly stated objectives which support the South Carolina state curriculum research standards
- be assessed in a complete and objective manner
- use technology and identified productivity software
- build cumulatively on skills learned the previous year
- meet district benchmarks for each grade level, (K-12)

Each grade level (PreK through 12) of the South Carolina Curriculum Standards contains a research goal. The research goal requires students to access and use information from a variety of appropriately selected sources to extend his or her knowledge. These standards can be found at http://www.myscschools.com/offices/cso/standards/ela/.

The media specialist and classroom teacher will maintain an individual learning profile for each student to document which skills have been attained and how that attainment was demonstrated. This learning profile will become a part of each child's electronic portfolio.

Appendix 7

FLORENCE COUNTY SCHOOL DISTRICT THREE
Technology Competencies for Educators

Name: _____ Position: _____
School: _____ Grade Level: _____

	ISTE Standard	**COMPUTER OPERATION SKILLS** **Essential Knowledge and Skills**	NeedHelp!	Can Do! Date
1.1	*I.A*	Start up and shut down computer system, peripherals and applications.		
1.2	*I.A*	Identify and use icons, windows, menus and shortcuts on desktop.		
1.3	*I.A*	Select and start an application and create a document.		
1.4	*I.A*	Name, save, save as, retrieve, and revise a document.		
1.5	*I.A*	Print to different size paper and envelopes.		
1.6	*I.A*	Use the right and left mouse click buttons and keyboard.		
1.7	*I.A*	Create and name/rename subdirectories/folders.		
1.8	*I.A*	Save, open, and place documents inside subdirectories/ folders.		
1.9	*I.A*	Open and work with more than one application at a time.		
1.10	*I.A*	Execute commands to scan flash media and hard drive for viruses.		
1.11	*I.A*	Use the “Help” feature in Microsoft Office.		
1.12	*I.A*	Load paper in the printer and print preview, then print a document.		
1.13	*III.B*	Use special operating features that address the diverse needs of students (i.e., Personalize the "desktop," connect headphones, enable touch screen).		
1.14	*I.A*	Explain basic file structure; create folders and files.		
1.15	*II.D*	Plan technology resources for better implementation of lesson plans.		
1.16	*I.A*	Determine the size of a file in kilobytes.		
1.17	I.A.	Determine the amount of free disk space on a hard drive, flash media and optical media.		
1.18	*I.A*	Differentiate between RAM (memory) and hard disk storage capacity.		
1.19	*II.E*	Create a classroom management plan for the use of technology resources in a technology-enhanced environment.		
1.20	*I.A*	Backup files from a hard disk drive to flash or optical media.		

	ISTE Standard	**APPLICATIONS** **Word Processing**	Need Help!	Can Do! Date
2.1	*III.A*	Open Microsoft Word and create a three paragraph document.		
2.2	*III.A*	Center the title and format the font to bold and 14-point size.		
2.3	*III.A*	Cut the third paragraph and paste at ending of first paragraph.		
2.4	*III.A*	Copy the first sentence and paste it as the last sentence of the document using the clip board.		
2.5	*III.A*	Insert a page number; insert the time and date.		
2.6	*III.A*	Check spelling, grammar and word usage; use the Thesaurus.		
2.7	*III.A*	Insert a picture from Clip Art Gallery into the document.		
2.8	*III.A*	Format Text: fonts and size, set margins, line spacing, and tabs.		
2.9	*III.A*	Create a table and enter data. Adjust lines.		
2.10	*III.A*	Use bullets to make a list and to make an outline.		
2.11	*III.A*	Create and insert a header and a footer.		
2.12	*III.A*	Identify and use menus, tool bars and dialog boxes.		
2.13	*II.A,II.B*	Develop lesson plans integrating word processing into objectives.		
2.14	*I.A*	Use mail merge to create and print form letters, envelopes, and labels.		
2.15	*I.A*	Import and edit a variety of graphic images from various sources.		
2.16	*I.A*	Change default settings.		
2.17	*I.A*	Create a letter document based on a template.		
2.18	*II.A*	Teach students how to effectively use a word processing program.		
2.19	*I.A*	Perform formatting functions such as page numbering, bullets, special indentions, borders, shading, etc.		
2.20	*I.A*	Perform formatting functions such as hiding and displaying paragraph marks, using the clipboard, inserting section or column breaks, etc.		

	ISTE Standard	**APPLICATIONS** **Spreadsheets**	Need Help!	Can Do! Date
3.1	*I.A*	Create and enter data in a spreadsheet.		
3.2	*I.A*	Identify and use menu commands and/or toolbars.		
3.3	*I.A*	Distinguish among cells, rows, columns, and files.		
3.4	*I.A*	Enter labels and values into cells.		
3.5	*I.A*	Performing formatting tasks such as: changing row height, column width, etc.		
3.6	*I.A*	Create/Copy formulas and functions to perform calculations.		
3.7	*I.A*	Preview and Print a spreadsheet with gridlines.		
3.8	*II.A, II.B*	Develop lesson plans integrating spreadsheets into core curriculum objectives.		
3.9	*III.C*	Create and format charts and graphs showing relationships among data.		
3.10	*IV.B*	Use formulas and functions to collect data, analyze data, and interpret results to improve instruction.		
3.11	*IV.A*	Develop a spreadsheet to record and calculate student averages.		
3.12	*IV.A*	Use a grade book program to assess learning (i.e., GradeBook2).		
3.13	*II.A*	Teach students how to effectively organize and sort data to solve problems using spreadsheets.		

	ISTE Standard	**APPLICATIONS** **Databases**	Need Help!	Can Do! Date
4.1	*II.A, II.B*	Develop lesson plans integrating databases into core curriculum objectives.		
4.2	*I.A*	Customize forms and tables.		
4.3	*I.A*	Perform multi-level sorts by specific fields.		
4.4	*III.C*	Create a multi-page report using specific criteria.		
4.5	*II.A*	Teach students how to effectively use databases to organize, sort, find, and synthesize information.		
4.6	*V.C*	Utilize technology to increase teacher productivity (i.e., GroupWise, PowerSchool, PowerPoint, Promethean Board.)		

	ISTE Standard	**APPLICATIONS** **Multimedia**	Need Help!	Can Do! Date
5.1	*I.A*	Create a new presentation by selecting a blank presentation.		
5.2	*I.A*	Select a title slide. Add text to the slide and create a title.		
5.3	*I.A*	Format the slide by applying a slide design of your choice.		
5.4	*I.A*	Import graphics (clip art, scanned photos, animation, etc.)		
5.5	*I.A*	Format the text to a larger size on one slide.		
5.6	*I.A*	Enter, edit and format text (i.e., bullets).		
5.7	*I.A*	Use the slide sorter view to arrange the slides.		
5.8	*I.A*	Save the presentation to flash or optical media.		
5.9	*I.A*	Print handouts (6 per page) of your presentation.		
5.10	*III.C*	Insert graphic objects into a multimedia presentation (tables, scanned photos, graphs and charts).		
5.11	*II.A, II.B*	Develop lesson plans integrating multimedia into core curriculum objectives.		
5.12	*II.A*	Teach students how to use multimedia presentation programs in order to communicate information and ideas effectively.		

	ISTE Standard	**TELECOMMUNICATIONS** **Internet**	Need Help!	Can Do! Date
6.1	*I.A*	Log onto a designated server using individual password (i.e. Novell)		
6.2	*I.A*	Type in a specific URL on the address line and go to that web site.		
6.3	*I.A*	Add, delete and edit a URL to a bookmark list.		
6.4	*III.A*	Access and use a "search engine" to find sites related to a specific topic.		
6.5	*VI.A*	Read and agree to abide by the district's Acceptable Use Policy for Employees.		
6.6	*V.C*	Use the Internet to locate instructional and curricular resources.		
6.7	*III.D*	Instruct students in appropriate use of Internet and e-mail as outlined in FCSD3's Acceptable Use Policy for Students.		
6.8	*II.A., II.B*	Develop lesson plans integrating WWW resources.		
6.9	*II.A*	Teach students how to use the Internet effectively to gather and communicate ideas and information.		

	ISTE Standard	**TELECOMMUNICATIONS** **E-Mail**	Need Help!	Can Do! Date
7.1	*III.A*	Open your e-mail software application. (i.e., GroupWise)		
7.2	*III.A*	Compose a new message and send it to a designated person.		
7.3	*III.A*	Forward a copy of the message to an additional person.		
7.4	*III.A*	Open, reply, print, and delete a message sent to you.		
7.5	*III.A*	Open, send and print an attachment.		
7.6	*I.A*	Using the address book, enter five names with e-mail addresses.		
7.7	*III.D*	Read and agree to abide by the district's e-mail Acceptable Use Policy for Employees.		
7.8	*II.A, II.B*	Develop lesson plans integrating e-mail into the curriculum		
7.9	*V.D*	Subscribe to a professional Listserv.		
7.10	*II.A*	Teach students how to use e-mail to communicate ideas effectively.		

	ISTE Standard	**TELECOMMUNICATIONS** **Web Publishing**	Need Help!	Can Do! Date
8.1	*I.A*	Use pre-designed formats to create a web page.		
8.2	*I.A*	Import graphics such as bars, animated objects, and pictures.		
8.3	*I.A*	Create "return to" links within an html document.		
8.4	*I.A*	Create hyperlinks to other WWW sites within an html document.		
8.5	*I.A*	Create hyperlinks to other pages within an html document.		
8.6	*I.A*	Create hyperlinks to an e-mail address within an html document.		
8.7	*II.A, II.B*	Develop lesson plans integrating web publishing into core curriculum objectives.		
8.8	*II.A*	Teach students how to use web publishing to communicate ideas and share information.		
	ISTE Standard	**CLASSROOM MANAGEMENT** **Use of Technology, Information and Resources**	Need Help!	Can Do! Date
9.1	*II.D*	Plan technology resources for better implementation of lesson plans.		
9.1	*VI.C*	Assess the instructional effectiveness and diversity of technology-based lessons.		
9.2	*VI.B*	Demonstrate appropriate attitudes in adopting the use of technology in the classroom.		
9.3	*VI.A*	Understand and comply with software copyright laws, e-mail protocols, and netiquette.		
9.4	*VI.A*	Explain and enforce Acceptable Use policies of the school and/or district.		
9.5	*VI.B*	Use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.		
9.6	*VI.A*	Establish classroom policies and procedures that ensure ethical use of technologies.		
9.7	*VI.D*	Model behaviors that promote safe, ethical and legal uses of computer/ technology resources.		
9.8	*VI.E*	Facilitate equitable access to technology resources for all students.		
9.9	*V.B*	Demonstrate positive and proactive efforts in using technology as a teaching and learning tool.		

	ISTE Standard	**INSTRUCTIONAL APPLICATIONS** **Resource Selection and Use**	Need Help!	Can Do! Date
10.1	*II.A, II.B*	Develop lesson plans integrating instructional software and electronic databases into core curriculum objectives.		
10.2	*II.C*	Determine accuracy and suitability of technology resources based upon system requirements.		
10.3	*I.B, V.A*	Read professional technology resources in support of student learning (i.e., DISCUS, SIRS, Technology and Learning, School Library Journal).		
10.4	*VI.A*	Examine and follow copyright policies.		
10.5	*I.B, V.A*	Keep abreast of current information through professional publications and attendance at workshops.		
10.6	*IV.C*	Apply multiple methods of evaluation to determine students' appropriate use of technology (i.e., video cameras, digital cameras, School InSires, Movie Maker, GPS, science probes, performance management systems, Excel, Access, MS Word, PowerPoint, etc.).		
10.8	*V.B*	Use technology to evaluate and reflect on professional practice regarding the use of technology in support of student learning (i.e., ETV Streamline SC, Technology & Learning, Classroom Connect, T.H.E. Journal, Edutopia, etc.).		

To Meet Competencies:

_____ Successful completion of Technology Competencies for Educators (85% Mastery Required)

Verification of Mastery of Competencies:

_____ _____

Instructor Date

Italics indicates correlation to ISTE Standards.

Appendix 8

Florence County School District Three
Technology Disaster Recovery Plan
June 2011

This document contains information and District procedures for the prevention and recovery from a Technology Disaster.

Anti-virus Software

Anti-virus software is installed at all district sites. The Technology Department has purchased a district license for anti-virus software for Windows-based computers and Novell Netware servers. All email coming into the district is scanned and stripped of the attachments if found to contain viruses.

Network Devices

All district network device configurations will be documented and stored off site. This allows fast recovery time in the event of hardware or software failures. Critical network devices are also attached to a UPS unit that provides battery backup power in the event of a power outage.

Critical Data Backup

All user and email data that is generated is backed up daily. In the event of server hardware failure data can be restored from daily backups. Email is archived to a separate network appliance as required by federal and state law.

Weather

When inclement weather is expected, computers that are located near windows will be moved or covered to prevent water damage. Surge protectors and UPS units are provided for critical network equipment to limit the damage done by electrical surges.