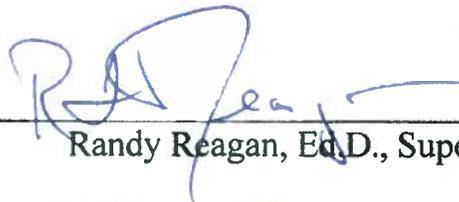


**Palmetto Unified School District**  
2013-2016 Technology Plan

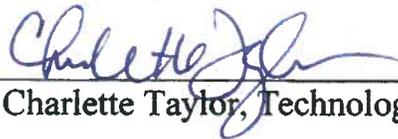
1735 Haviland Circle  
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[taylor.charlette@doc.sc.gov](mailto:taylor.charlette@doc.sc.gov)

District Home Page ULR:  
<http://www.doc.sc.gov/education/pusd.jsp>



---

Randy Reagan, Ed.D., Superintendent



---

Charlette Taylor, Technology Coordinator

*I verify that all above components for the Palmetto Unified School District technology plan have been addressed.*

**Technology Director's name: Charlette Taylor**

**Technology Director's signature:** Charlette Taylor 2.5.13  
Date signed

**Superintendent's name: Randy Reagan, Ed.D.**

**Superintendent's signature:** Randy Reagan 5 Feb 13  
Date signed

# Palmetto Unified School District



## Technology Plan

FY 2013-2016

# DISTRICT TECHNOLOGY PLAN CHECKLIST

Please complete the shaded box on page 3 of this checklist form and return *all three sheets* as the cover pages of the completed technology plan.

## Cover Page

This page should contain the following:

- district name,
- name and signature of district superintendent,
- name and signature of technology coordinator,
- mailing address, phone and fax numbers, and e-mail address of district technology coordinator,
- district home page URL, and
- effective dates covered by the plan (i.e. 2009 – 2011 etc.).

## District Profile

This section should include the following:

- number of schools in the district,
- number of students enrolled in district schools,
- percentage of students eligible for free and reduced lunches,
- number of English as a Second Language (ESL) students,
- number of dropouts,
- graduation rate, and
- district E-rate discount.

## Executive Summary

This section must be a concise description of the entire technology plan.

## District Needs Assessment

This section should describe the district's current technology needs, current technology inventory, and current technology support strategies. All goals should specifically address your district's needs.

## District Vision and Mission Statements

These overarching statements should address the district's needs, including assistive technology needs, and should be aligned with the 2009–2013 state technology plan as well as the No Child Left Behind legislation.

## Plans for the Five Individual Technology Dimensions

The narrative of the district's plans for the individual Technology Dimensions should be organized on the basis of the following five sections, which should *be labeled and ordered as shown here*:

- **Technology Dimension 1: Learners and Their Environment**
- **Technology Dimension 2: Professional Capacity**

- **Technology Dimension 3: Instructional Capacity**
- **Technology Dimension 4: Community Connections**
- **Technology Dimension 5: Support Capacity**

In each of the above sections, the narrative for the technology dimension should be organized on the basis of the following seven sections, which should ***be titled and lettered as shown here:***

- A. Snapshot of Current Technology Use in District**
- B. Overall Goal for This Dimension**
- C. Objectives, Strategies, and Action List to Reach Goal**
- D. Implementation Action Steps for Districts and Schools**
- E. Funding Considerations for District and Schools**
- F. Evaluation of Objectives** (including baseline data sources and ongoing data sources)
- G. Current Best Practices in District** (if applicable)

**Cumulative Benchmarks**

This section should list the benchmarks expected to be met during the period covered by the plan. Include a timeline and method for assessing benchmarks periodically.

**Acknowledgements**

This section should contain a list of stakeholders that shows a wide diversity of school and community members who contributed to the planning process.

**Bibliography**

This section should provide full publication information and specific page references for all secondary sources utilized.

**Appendixes**

- **Appendix 1: No Child Left Behind Action Plan**  
Provide narratives for each of **the twelve items in part C** of the “Guidelines for District Technology Plans” section of the *South Carolina State Technology Plan 2009–2013*.
- **Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan**
- **Appendix 3: District’s Acceptable Use Policy**
- **Appendix 4: How E-Rate Areas Have Been Addressed**  
See part B of the “Guidelines for District Technology Plans” section of the *South Carolina State Technology Plan 2009–2013* for the five E- rate areas

**Other Vital Appendixes**

*I verify that all above components for the Palmetto Unified School District technology plan have been addressed.*

**Technology Director's name: Charlette Taylor**

**Technology Director's signature:** \_\_\_\_\_

Date signed

**Superintendent's name: Randy Reagan, Ed.D.**

**Superintendent's signature:** \_\_\_\_\_

Date signed

**Palmetto Unified School District**  
2013-2016 Technology Plan

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Randy Reagan, Ed.D., Superintendent

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Charlette Taylor, Technology Coordinator

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# DISTRICT PROFILE

## Overview of Palmetto Unified School District

Palmetto Unified School District (PUSD) began in 1981 by mandate of the South Carolina legislature (SC Statue 24-25-10), to provide educational services to inmates through a statewide school district. The district constitutes the South Carolina Department of Corrections' Division of Education and is governed by its policies and procedures. Because PUSD is a sanctioned school district, it is also mandated to comply with the regulations of the South Carolina Department of Education (SDE).

The Division of Education is one of the eight areas that comprise the Division of Programs and Services for the South Carolina Department of Corrections (SCDC). PUSD as a school district has a governing board of trustees as well as a district superintendent. The purpose of this District is to enhance the quality and scope of educational services for inmates within SCDC. PUSD is charged with the mission of maximizing the academic, vocational and life skills of students for their successful return to society.

Presently, the district has twenty-seven schools: ten high schools and seventeen schools of Adult Basic Education. The ten high schools are assessed on the District's Annual Report Card, which is an evaluation mechanism of South Carolina's Education Accountability System. The report card provides schools and communities with information on the progress of schools and districts measured against the 2020 national goal of having South Carolina student achievement ranked in the top half of the states nationally.

Since 2002, Palmetto Unified has consistently received the highest grade possible (*Excellent*), thus earning the coveted distinction of receiving the Palmetto Gold Award for Excellence. The District is among a select few that receives this honor. The three measures of the District's effectiveness are the gains made by students on the standardized Test of Adult Basic Education (TABE), the percentage of students receiving a GED, and the percentage of students receiving vocational certifications.

The total enrollment for the nine high schools is approximately 1,856 according to the 2012 School Report Card. This number may vary from month to month. All students (100%) are eligible for free lunch because of their status as inmates. It is Agency policy to keep all 17-21 year olds in school; therefore, there is a very low dropout rate. Most students entering PUSD have few high school credits. For this reason, they primarily work to complete a GED during their time of incarceration. The GED prepares them to find employment or enter post-secondary training upon their release from the Agency.

In order to provide top-notch delivery of services to students there must be competent and caring staff to accomplish this goal. All academic teachers must have at least a bachelor's degree from a four year accredited college/university. To be certified, teachers must also take and pass the required Praxis II specialty area exam as well as the Principles of Learning and Teaching (PLT) test in the specific grade level. Teachers are required to take 120 hours of coursework or pre-approved training every five years to retain certification.

### Profile of Certified Staff

#### Academic Titles

Certified Staff	Number of Staff
Classroom Teachers	30
Vocational Teachers	18
Media Specialists	2
Principals	3
Guidance	3
School Psychologist	1
Vocational Director	1
Superintendent	1

#### Degrees Held

Degrees Held	Number of Staff
Doctorate	3
Masters +30	19
Masters	30
Bachelors +18	5
Bachelors	3

### Staff Years of Experience

Years of Experience	Number of Staff
1-5	8
6-10	3
11-15	13
16-20	10
21-25	11
26-30	5
Over 30 Years	11

### EFA High Schools

There are ten high schools that serve students ages seventeen through twenty-one. These schools are located in the following institutions:

1. Camille Graham Correctional Institution (C.I.)
2. Kirkland C.I.
3. Lee Correctional Institution
4. MacDougall C.I.
5. Manning C.I.
6. Ridgeland C.I.
7. Trenton C.I.
8. Turbeville C.I.
9. Tyger River C.I.
10. Wateree C.I.

Students attending these high schools work toward passing the GED test or they may work towards completing the twenty-four Carnegie Units for a high school diploma. These schools also provide adult basic education instruction for those students older than twenty-one who want to pursue the GED.

Many students, twenty-one years old and younger are in need of supplementary enrichment programs to boost their achievement in reading, language arts and/or mathematics. These students are served through Title I labs, which provide specialized instruction that is above and beyond the students' regular class participation.

#### **Adult Education Centers**

Palmetto Unified in addition to its ten high schools, also has under its purview adult education programs. These programs primarily focus on the population over the age of twenty-one.

#### **Vocational Program**

An integral component of the District's mission is to provide inmates with marketable technical and soft (pro-social) skills necessary for them to successfully re-enter the job market upon release. The vocation program consists of the following initiatives:

##### **Vocational Classes**

- Fifty-three vocational/career technology classes
- Classes are developed based on job projection data from the Department of Commerce, and input from workforce development agencies, technical colleges and meet standards developed by the State Department of Education's Career and Technology Division.

##### **Work Keys Program**

- A nationally recognized job skills assessment that measures real-world skills that employers have identified as being critical to job success. Assessment helps educators to identify and narrow the gap between students' skills and employment needs.
- Teachers are being trained on supportive software and curriculum to enhance those skills students require for success on the GED and Work Keys Tests.

## **EXECUTIVE SUMMARY**

The *Palmetto Unified School District Technology Plan 2013-16* 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 benchmarks are given for each core technology dimension. The five core technology focus dimensions and the major goals set forth for these areas are as follows:

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

**Goal:** Integrate technology in instruction, to engage students to achieve technological literacy and meet International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S)

**Technology Dimension 2: Professional Capacity**

**Goal:** Provide curriculum development and professional development to increase the competency of all district educators so that research-proven strategies and the effective integration of instructional technology systems can continue to increase student achievement.

**Technology Dimension 3: Instructional Capacity**

**Goal:** Use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

**Technology Dimension 4: Community Connections**

**Goal:** Increase student achievement through the use of technology, by maximizing community involvement and community partnerships.

**Technology Dimension 5: Support Capacity**

**Goal:** Expand and support technology resources for all technology users, maintain hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support functions.

The District seeks to support three areas with the Technology Plan. Those areas are Infrastructure, Technical Support, and Instructional Support. Since we are located in a correctional environment, our major partnership is with SCDC. The District technology plan is approved by and incorporated into the Agency Technology Plan. The Agency provides technical support to the District on a request basis. The District employs one full-time technical support coordinator who serves Title I computer-learning labs. There are 10 Title I labs across the District with the two largest institutions having 2 learning labs per school.

The District Leadership Team and District principals meet regularly with technology as an agenda item. Presently, only selected vocational programs and all Title I programs have computer-learning labs. The Title I labs have several academic software programs to support basic skills (reading, writing, math). They also have programs to support life skills such as employability skills. In addition, they have access via a firewall to online tutoring programs such as SkillsTutor, Study Island, and Rosetta Stone.

The District has implemented access to The South Carolina Virtual School Program (SCVSP) for those students who have at least 17 Carnegie units to get their High School Diploma. With the help of the SCVSP, the District has awarded three High School Diplomas to date.

The District plans for the near future include the following capabilities for each area of technology need:

**Infrastructure**

- Increase Internet bandwidth to improve services that include Virtual Desktop capabilities, the South Carolina Virtual School Program and online tutoring programs.
- Install hardware and software needed to access available services for the South Carolina Virtual School Program and online tutoring programs.

### **Instructional Support**

- Professional development for teachers each year based on the International Society for Technology in Education's National Educational Technology Standards for Students and Teachers (ISTE NETS-S/NETS-T)
- Fifteen station learning labs for all high schools that include Internet access and security devices to control Internet access so that students can achieve ISTE NETS-S learning standards through teacher-guided learning
- Assistive technology as needed for Special Education students
- Laptops, LCD projectors, tablet computers, ELMO document readers and educational software for academic teachers

### **Technical Support**

- Web-page development and maintenance
- Increase technical support through streamlining the "assistance-request" process with the Agency's Resource and Information Management (RIM) division
- Increase the number of technical support personnel hired by the District as need and budget allow

## **DISTRICT NEEDS ASSESSMENT**

### **Infrastructure**

- Student internet access with proper security controls
- Increased bandwidth
- Increase the number of computer labs for our Adult Education Centers
- Hardware and software to meet the 2014 GED testing sites requirements

### **Instructional Technology**

- Increased learning support for administrators, teachers, and students to meet instructional technology standards (ISTE NETS-A, ISTE NETS-T, and ISTE NETS-S)
- District standards for software
- Testing software for confirmation of administrator, teacher, and student technology proficiency
- Assistive technology to meet the needs of students with special needs
- On-site personnel at each school to assist teachers with instructional technology needs
- Library information computer access for teachers and students including *Discus* access
- Vision for the use of data
- Training for staff on the use of data

### **Technical Support**

- Web-site development
- Hardware refresh plan
- Increase in personnel to provide technology support

# DISTRICT VISION AND MISSION STATEMENTS

## Technology Vision

### Infrastructure

- Every school will have wireless or wired internet access via LAN within 5 years
- Increase wide area network bandwidth
- Increase instructional equipment (i.e. smartboards, projectors, handheld computers, laptops, etc.)

### Instructional Support

- All certified teachers will meet ISTE NETS technology standards
- Seventy percent of all students will meet minimum ISTE NETS technology standards before GED testing or receipt of a diploma
- Teachers will receive technology professional development each year
- There will be at least one on-site technology instructional support person at each school.
- Training for staff in use of data collected through PowerSchool and other reporting programs.

### Technical Support

- Technical assistance within 2 days for all personnel
- Computer service observation/repair system to schools from headquarters location
- Technical staff to enable District to provide 2 day repair service to schools

## DISTRICT MISSION STATEMENT

The mission of Palmetto Unified School District is to increase the academic, vocational, and life skills of inmates for their successful return to society.

The mission is accomplished through the three R's:

1. **Rigor** (high standards and expectations)
2. **Relevance** (appropriate instruction)
3. **Relationships** (a positive compassionate climate)

# PLANS FOR THE FIVE INDIVIDUAL TECHNOLOGY DIMENSIONS

## TECHNOLOGY DIMENSION 1

### LEARNERS AND THEIR ENVIRONMENT



#### GOAL

Integrate technology in instruction, to engage students to achieve technological literacy and meet ISTE NETS-S standards.

#### SNAPSHOT OF CURRENT TECHNOLOGY USE

The ten EFA high schools have Internet connectivity through Local Area Network. Presently, all of our teachers have a laptop computer, access to email and the Internet from their classroom.

Students have access to online tutoring websites via a strict firewall policy in the Title I computer labs. The Title I program is offered to students by federal law as a resource that is "above and beyond" the regular school day of the student. Students are enrolled in Title I labs after their regular school day has ended. They have instructor-aided and computer-aided instruction. Software is available on the computers for both academic and life skills. Title I labs have 15 computers each. There are two Title I labs at the District's two largest schools, Tyger River and Turbeville.

District office staff have workstations running Windows 7 or XP-Pro. They have corporate antivirus software on their computers as well as Barracuda web filter and anti-spam. They have 100MB Ethernet cards connected to Internet via T1. Internet connection and firewall services are provided through the CIO. Generally, one technician is assigned all the duties for installing, maintaining, and supporting the computers for the District, as well as other IT needs.

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Integrate technology in instruction, to engage students to achieve technological literacy and meet ISTE NETS-S standards.

OBJECTIVES	STRATEGIES
<p><b>1.1</b> Students will use technology to acquire and demonstrate skills that are aligned with ISTE NETS standards and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> <li>A. Provide opportunities and resources to District schools to facilitate the development of skills using technology in the core content areas</li> <li>B. Conduct student activities that will yield sustained, engaged learning and collaboration in the core content areas</li> <li>C. Recognize and promote best practices that successfully integrate technology, including assistive technology into the curriculum</li> <li>E. Provide appropriate accommodations for students with special needs when needed, including standardized tests, using technology</li> </ul>
<p><b>1.2</b> Students will engage in authentic learning activities that are aligned with ISTE NETS standards and that integrate technology, into the core content.</p>	<ul style="list-style-type: none"> <li>A. Develop technology-enhanced learning activities aligned with ISTE NETS standards in the content areas</li> <li>B. Provide a Title I teacher assistant to assist students with completing assignments utilizing skills necessary to master ISTE NETS standards.</li> <li>C. Provide computer-aided learning in all classes, including assignments that incorporate the ISTE NETS standards into the curriculum.</li> </ul>
<p><b>1.3</b> Students will select the appropriate tools to complete multidisciplinary tasks to demonstrate technology competence.</p>	<ul style="list-style-type: none"> <li>A. Create and use lesson activities in which students employ a variety of technology tools to complete multidisciplinary tasks</li> <li>B. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration</li> </ul>

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Integrate technology in instruction, to engage students to achieve technological literacy and meet ISTE NETS-S standards.

OBJECTIVES	STRATEGIES
1.4 Provide students with an enhanced learning environment through technological tools designed to promote academic achievement.	A. Establish school learning environments that enable students to use technology for real-world problem solving B. Integrate ISTE NETS standards into the curriculum to enable students to participate in today's information-rich global society

## II. ACTION LIST

- Provide access to an on-line database of technology-infused lesson plans activities and classroom activities across the content areas, in alignment with ISTE NETS-S standards
- Continue to promote grade-level-appropriate technology standards and competencies based on the ISTE NETS-S standards
- Complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Continue to improve technology infrastructure for connectivity and security.
- Develop strategies to ensure that school improvement plans address the use of technology.

## III. IMPLEMENTATION ACTION STEPS

### DISTRICT

- Provide professional development on integrating technology into the teaching of academic areas
- Create benchmarks for teacher technology proficiency
- Provide a Title I teacher assistant to assist students with completing assignments utilizing skills necessary to master ISTE NETS-S standards
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into multidisciplinary tasks

### **III. IMPLEMENTATION ACTION STEPS**

#### **SCHOOLS**

- Provide access to technology resources
- Include goals and strategies for technology in school improvement plans
- Recognize exemplary student technology projects

### **IV. FUNDING CONSIDERATIONS**

#### **DISTRICT**

- Technology and technology integration professional development
- Technology staff
- Technology resources to support standards-based learning

#### **SCHOOLS**

- Technology and technology integration professional development
- Technology staff
- Recognition initiatives
- Technology resources to support standards-based learning
- Wireless connectivity

## V. EVALUATION

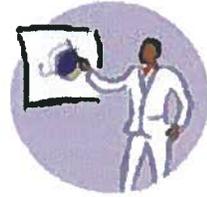
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JAN. 2014	JAN. 2015	JAN. 2016		
<p><b>1.1</b> Students will use technology to acquire and demonstrate skills that are aligned with ISTE NETS standards and will thereby increase their level of academic achievement</p>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Student portfolios</li> <li>▪ School technology and improvement plans</li> <li>▪ District and school surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Technology surveys</li> <li>▪ Student portfolios</li> <li>▪ Observations and/or interviews</li> <li>▪ Anecdotal records</li> <li>▪ Documented access to on-line resources</li> <li>▪ Listing of recognition programs</li> </ul>					
<p><b>1.2</b> Students will engage in authentic learning activities that are aligned with ISTE NETS standards and that integrate technology, into the core content</p>							
<p><b>1.3</b> Students will select the appropriate tools to complete multidisciplinary tasks to demonstrate technology competence</p>							
<p><b>1.4</b> Provide students with an enhanced learning environment through technological tools designed to promote academic achievement</p>							

## TECHNOLOGY DIMENSION 2

### PROFESSIONAL CAPACITY

#### GOAL

Provide curriculum development and professional development to increase the competency of all district educators so that research-proven strategies and the effective integration of instructional technology systems can continue to increase student achievement.



### SNAPSHOT OF CURRENT TECHNOLOGY USE

Currently, school leaders, teachers and Title I lab instructors have computer access with internet and email services. Teachers will also have LCD projectors or white boards to complement the laptops for delivery of instruction to students.

District administrators have Internet and email capability enabling them to perform tasks as prescribed in ISTE Standards for Administrators (ISTE NETS-A). All District office staff have strong technology skills and have access to not only the District's technology staff person but to the services of the Agency's technology department (RIM).

Title I instructors have been trained to use instructional software and online programs for academic and life skills instruction to students. Software in Title I labs includes Pre-GED and GED software, TABE training software, Targeting Success (software developed for life skills for students), Mavis-Beacon keyboarding software, WIN software for WorkKeys training, Cornerstone software for students scoring below Grade 4 in academic skills, and various learning software such as Math Munchers and Oregon Trail academic and critical/creative skills development.

Title I instructors have flash drives enabling them to download internet information at home or from the school leader's computer to incorporate in classroom instruction.

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** Provide curriculum development and professional development to increase the competency of all district educators so that research-proven strategies and the effective integration of instructional technology systems can continue to increase student achievement.

OBJECTIVES	STRATEGIES
<p><b>2.1</b> Enable educators to achieve and demonstrate proficiency in instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement</p>	<p>A. Require a teacher competency process that requires demonstration of proficiency in integrating instructional technology standards.</p> <p>B. Continue to require teachers to demonstrate ongoing proficiency in integrating technology into instruction.</p> <p>C. Improve the professional development plan for assisting teachers in satisfying the requirements of the teacher technology proficiency proviso</p> <p>D. Encourage District and school administrators to demonstrate technology proficiencies based upon the ISTE NETS-A standards for demonstrating administrator technology proficiency</p>
<p><b>2.2</b> Collaborate in planning for professional development, ensuring that teachers and district staff are trained to embed technology into instruction and learning, including assistive technology</p>	<p>A. Develop and submit a technology plan that is directed by the district's technology leadership, and is designed for the district and for each school in the district as applicable.</p> <p>B. Include in district technology plans the training needed to ensure the accessibility of information technology to students.</p>
<p><b>2.3</b> Provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum</p>	<p>A. Continue to offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs</p>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Provide curriculum development and professional development to increase the competency of all district educators so that research-proven strategies and the effective integration of instructional technology systems can continue to increase student achievement.

OBJECTIVES	STRATEGIES
	<ul style="list-style-type: none"> <li>B. Provide professional development opportunities focused on aligning ISTE NETS with state academic content standards</li> <li>C. Increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, and access to web-based training opportunities.</li> </ul>
<p><b>2.4</b> Assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement</p>	<ul style="list-style-type: none"> <li>A. Establish minimum levels of teacher technology proficiency</li> <li>B. Integrate observable, measurable instructional technology indicators into the teacher evaluation process</li> <li>C. Encourage teachers to create and maintain portfolios that include examples or documentation of use of technology in their classrooms</li> <li>D. Provide teachers with web resources to assist with classroom integration of technology.</li> </ul>

## II. ACTION LIST

- Continue to develop recommendations for teacher professional development plans, integrating technology and content standards into professional development opportunities.
- Teachers should keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas.
- Integrate ISTE NETS-T, ISTE NETS-S, and ISTE NETS-A standards into the curriculum
- Continue to provide professional development for teachers on the use of technology, to increase student learning

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICT

- Submit a technology plan, including a professional development plan, to the SCDE for approval
- Administer a District technology professional development needs assessment to administrators and teachers to evaluate current training need areas and to create the District technology professional development plan on the basis of current needs
- Evaluate and adjust technology professional development plans as indicated by needs assessments
- Review technology support staff training needs and provide assistance with scheduling training.

#### SCHOOLS

- Work with new teachers so that they understand the various information systems used in the school and are able to utilize them
- Evaluate teacher effectiveness in incorporating technology standards into classroom instruction
- Administer needs assessments to identify areas of weakness and monitor and adjust professional development in technology as indicated by needs assessments

### IV. FUNDING CONSIDERATIONS

#### DISTRICTS

- Committee development of district technology plan
- Committee development of professional development plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Technology and technology support staff
- Technology resources to support standards-based learning across the curriculum

#### SCHOOLS

- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Technology professional development
- Technology resources to support standards-based learning across the curriculum

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.)			
			JAN. 2014	JAN. 2015	JAN. 2016	
<p><b>2.1</b> Enable educators to achieve and demonstrate proficiency in instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement</p>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Teacher technology proficiency proviso forms</li> <li>▪ Professional development surveys</li> <li>▪ Teacher portfolios</li> <li>▪ School technology and improvement plans</li> <li>▪ Technology needs assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Professional development surveys</li> <li>▪ Teacher technology proficiency proviso forms</li> <li>▪ Teacher portfolios</li> <li>▪ Observations and/or interviews</li> <li>▪ Anecdotal records</li> <li>▪ Documented access to on-line resources</li> <li>▪ Technology needs assessments</li> </ul>				
<p><b>2.2</b> Collaborate in planning for professional development, ensuring that teachers and district staff are trained to embed technology into instruction and learning, including assistive technology</p>						
<p><b>2.3</b> Provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum</p>						
<p><b>2.4</b> Assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement</p>						

## TECHNOLOGY DIMENSION 3

### INSTRUCTIONAL CAPACITY

#### GOAL

Use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.



#### SNAPSHOT OF CURRENT TECHNOLOGY USE

Currently, principals, lead teachers, and educational coordinators in all ten EFA schools have computers with email and Internet access. Title I instructors have 15 station computer learning labs with many types of software and online programs (described in previous parts of this plan) for student learning. Selected vocational programs have CAD labs related to the particular training of the program. Title I instructors also have flash drives that can bring material from the Internet to the classroom.

District administrators have computers with email and Internet capability. There is one full-time computer technician for Title I programs and assistance from the Agency available on a request basis.

The Virtual High School offers the opportunity for a segment of the District's student population to receive a high school diploma.

PUSD plans for all schools to have at least 5 computers in each classroom and a fifteen-station computer lab for teachers to share. The District also plans to have computers in school libraries for teacher and student access. These computers will be resource-rich with researched-based software for academic, vocational, life skills, and character education available for student learning.

## OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** Use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
<p><b>3.1</b> Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>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</p>
<p><b>3.2</b> Provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>Provide students with access to technology, on-line services (if/when permissible and with appropriate security restrictions), and media-based instructional materials, allowing them to utilize appropriate tools that will enrich and extend their learning</p>
<p><b>3.3</b> Provide and support a variety of multimedia equipment and software for teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Communicate via the District technology plan a vision for multimedia infrastructure designed to support instruction</li> <li>• Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</li> </ul>

### II. ACTION LIST

- Conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments. In addition, inclusion of appropriate assistive technology (general and special education)
- Pursue funding opportunities such as grants to provide funds for technology integration and other technology focused activities, as well as hardware and software for use in classroom instruction
- Install and maintain Internet firewalls

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICTS

- Conduct technology curriculum planning meetings
- Develop a comprehensive strategic instructional technology plan to be submitted to the SCDE for approval along with the supporting budget
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings, including training for technology staff
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

#### SCHOOLS

- Submit a professional development plan, to include technology integration, to the district office where appropriate
- Consider the impact of technology integration, including assistive technology, on student achievement as a part of teacher evaluations
- Interview students to assess information literacy and the integration of technology into the classroom

### IV. FUNDING CONSIDERATIONS

#### DISTRICTS

- Committee development of district technology plan
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Access to instructional technology
- Professional Development
- Student technology proficiency measurement
- School technology leader implementation
- Professional development/training
- Develop criteria for participation in virtual school

#### SCHOOLS

- Professional development and professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Virtual school (where appropriate)

**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.)				
			JAN. 2014	JAN. 2015	JAN. 2016		
<p><b>3.1</b> Provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Technology readiness and access surveys</li> <li>▪ Teacher technology proficiency proviso forms</li> <li>▪ School technology and improvement plans</li> <li>▪ Technology assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Technology readiness and access surveys</li> <li>▪ Teacher technology proficiency proviso forms</li> <li>▪ Observations and interviews</li> <li>▪ Anecdotal records</li> <li>▪ Documented access to on-line resources</li> </ul>					
<p><b>3.2</b> Provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>							
<p><b>3.3</b> Provide and support a variety of multimedia equipment and software for teaching and learning.</p>							

## TECHNOLOGY DIMENSION 4

### COMMUNITY CONNECTIONS



**GOAL**

Increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

#### SNAPSHOT OF CURRENT TECHNOLOGY USE

PUSD has established a number of community partnerships to obtain and utilize resources to increase student achievement through the use of technology.

The District has implemented access to the South Carolina Virtual School Program for those students eligible to work towards earning a high school diploma. Through this program, students are connected with an instructor to take courses to earn Carnegie units.

PUSD also partners with the local Regional Adult Education Technical Assistance center (RAETAC) to serve the technical and training needs of the District’s adult educators, to include technology resources for students. In addition, PUSD partners with Midlands Workforce Development Board, to coordinate and provide the WorkKeys job skills assessments. Students utilize the WIN software for WorkKeys preparation.

The District has also secured a place within the SCDC website that features District information that can be reached through its own Uniform Resource Locator (URL). PUSD’s website presence creates an increased level of awareness among community entities.

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
<p><b>4.1</b> Establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> <li>A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement</li> <li>B. Form district-community partnerships to facilitate the use of technology, in the schools and to improve outcomes for students transitioning from school to work or higher education</li> </ul>
<p><b>4.2</b> Maintain District web page to increase community awareness of the District's status and updates</p>	<ul style="list-style-type: none"> <li>A. Collaborate with the Agency's Resource and Information Management (RIM) division to maintain the PUSD web page.</li> <li>B. Provide web page updates as needed</li> </ul>
<p><b>4.3</b> Utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives</p>	<ul style="list-style-type: none"> <li>A. Identify organizations, institutions, and initiatives that are currently focused on instructional technology integration and applications.</li> <li>B. Consult and/or partner with other school districts, correctional education and community entities to obtain and share technology resources to support technology applications</li> </ul>

## II. ACTION LIST

- A. Support community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- B. Evaluate the success of community partnerships.
- C. Maintain a list of professional development and community offerings in technology.
- D. Provide access to school data available on the state and district websites
- E. Maintain a list of community partnership opportunities and district resources
- F. Solicit feedback from stakeholders on effectiveness of technology integration and applications

## III. IMPLEMENTATION ACTION STEPS

### DISTRICTS

- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Measure access and use of school technology facilities
- Continue to enhance the district webpage as a community resource
- Provide district report card data available to the community via the SDE website

### SCHOOLS

- Collaborate with community entities to create greater access to technology and a community learning environment
- Provide school report card data to the district

## IV. FUNDING CONSIDERATIONS

### DISTRICTS

- Evaluation of community programs and initiatives
- District survey administration, collection and analysis, and reporting
- Collection of school data
- Community, business, and industry partnerships

### SCHOOLS

- Evaluation of collaboration between community programs/initiatives and schools
- District survey administration, collection and analysis, and reporting
- Submission of school data

**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.)				
			JAN. 2014	JAN. 2015	JAN. 2016		
<p><b>4.1</b> Establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<ul style="list-style-type: none"> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules</li> <li>• SCDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Documentation of offerings provided via innovative delivery methods</li> </ul>	<ul style="list-style-type: none"> <li>• Community technology access surveys</li> <li>• Lab, media center, and classroom schedules</li> <li>• SCDE Technology Counts survey</li> <li>• School technology plans</li> <li>• Observations and interviews</li> <li>• District webpage information</li> <li>• Documentation of offerings provided via innovative delivery methods</li> <li>• Districts and school list of grants and community partnerships</li> </ul>					
<p><b>4.2</b> Maintain District web page to increase community awareness of the District's status and updates</p>							
<p><b>4.3</b> Utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives</p>							

## TECHNOLOGY DIMENSION 5

### SUPPORT CAPACITY



#### GOAL

Expand and support technology resources for all technology users, maintain hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support functions.

### SNAPSHOT OF CURRENT TECHNOLOGY USE

Currently, all District staff have access to Internet and email. Teachers have a laptop and an will have an LCD projector for use in their classroom.

Students do not have Internet access to computers in their regular classrooms. They do however, have access to computer learning in the Title I learning labs. Each lab has 15 computers with the two largest high schools, Turbeville and Tyger River, having two learning labs. There are several software and online programs in the Title I labs that assist students with academic and life skills. Presently all EFA students have access to the Title I labs.

The District has the equivalent of one technician to install and maintain computers. This technician must travel around the state for these installations and repairs.

# OPERATIONAL PLAN

## I. OBJECTIVES AND STRATEGIES

**GOAL:** Expand and support technology resources for all technology users, maintain hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support functions.

OBJECTIVES	STRATEGIES
<p><b>5.1</b> Ensure that all students, including those with special needs, and teachers have access to digital information resources.</p>	<ul style="list-style-type: none"> <li>A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available, and other factors related to access to network resources</li> <li>B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications and resources required to create access to network resources</li> <li>C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide access to network resources</li> <li>D. Develop the district strategic plan with input from all stakeholders involved and include in the plan a mechanism for review and revision as needed</li> <li>E. Seek school and district funding from available local, state, and federal sources.</li> </ul>
<p><b>5.2</b> Ensure that schools have an integrated, secure network infrastructure with bandwidth capacity to support networks that allow for communication, data collection and distribution, and distance learning.</p>	<ul style="list-style-type: none"> <li>A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction</li> <li>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</li> <li>C. Ensure the installation, maintenance, and support of multimedia technology in classrooms, where appropriate</li> <li>D. Install and maintain networks, virus protection, and Internet filtering according to industry standards by</li> </ul>

**I. OBJECTIVES AND STRATEGIES**

**GOAL:** Expand and support technology resources for all technology users, maintain hardware and software resources, and manage the appropriate use of technology in all teaching, learning, and support functions.

OBJECTIVES	STRATEGIES
	implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks  E. Assess LAN/WAN technology currently implemented to determine bandwidth and infrastructure needs
<b>5.3</b> Implement an obsolescence and upgrade plan to replace and recycle equipment and software.	Ensure that the obsolescence and upgrade plans are included in the district technology plan

**II. ACTION LIST**

- Maintain a database with a complete technology inventory, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- Maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications.
- Include in district budgets, line items for technology, with sufficient funding to implement the designated strategies.
- District will have a network manager in place.
- Establish network security support capabilities.
- District staff, teachers, and students should adhere to SCDC and District acceptable use policies for internet use.

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICT

- Maintain technology inventories
- Conduct needs assessments to identify required technology, including needed upgrades and replacement schedules
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing all needed technology
- Implement a district technology and information disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Implement an integrated, secure network infrastructure
- Provide access to staff for adequate network maintenance and support

#### SCHOOLS

- Create flexible schedules for access to technology
- Maintain and monitor secure networks

### IV. FUNDING CONSIDERATIONS

#### DISTRICTS

- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Digital information workstations for teachers, including interactive projectors, tablet computers, document readers (ELMOs)
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Equipment inventory assessment program
- Support planning
- Technology needs assessments and surveys

#### SCHOOLS

- Support technology needs, including assessments and surveys
- Support planning

**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.)				
			JAN. 2014	JAN. 2015	JAN. 2016		
<p><b>5.1</b> Ensure that all students, including those with special needs, and teachers have access to digital information resources.</p>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Professional development tracking and surveys</li> <li>▪ District and school surveys</li> <li>▪ School technology and improvement plans</li> <li>▪ Documented access to technology resources</li> <li>▪ Technology needs assessments</li> <li>▪ Budget data</li> </ul>	<ul style="list-style-type: none"> <li>▪ District report cards</li> <li>▪ Professional development tracking and surveys</li> <li>▪ Observations and interviews</li> <li>▪ Documented access to technology resources</li> <li>▪ District and school surveys</li> <li>▪ School technology and improvement plans</li> <li>▪ Technology needs assessments</li> <li>▪ Budget data</li> </ul>					
<p><b>5.2</b> Ensure that schools have an integrated, secure network infrastructure with bandwidth capacity to support networks that allow for communication, data collection and distribution, and distance learning.</p>							
<p><b>5.3</b> Implement an obsolescence and upgrade plan to replace and recycle equipment and software.</p>							

# CUMULATIVE TARGETS AND BENCHMARKS

2013-2016

These targets and benchmarks will be monitored and adjusted annually

## Learners and Their Environment

- Increase students' level of technology proficiency
- Eighty percent of students will possess effective communication skills and technology literacy as evidenced by student electronic transition portfolios

**Benchmark Assessment Method(s):** Survey data, observations, formative assessments, student portfolios

## Professional Capacity

- Increase the number of teachers integrating technology into the curriculum
- One hundred percent of the District's teachers will reach Level 3 through the SDE's Teacher Technology Assessment ePortfolio
- Increase the number of teachers using online resources and collaboration tools
- All District teachers will include a technology component into their Professional Development (PD) Plans

**Benchmark Assessment Method(s):** Survey data, observations, evaluations, ePortfolio verification

## Instructional Capacity

- Implement the SC Virtual School Program into three additional schools.
- Provide all eligible EFA students with access to on-line instructional programs
- Provide all schools with a computer learning lab with desktops and/or laptops for teacher and student use

**Benchmark Assessment Method(s):** Survey data, complete lab installation

## Community Connections

- Ninety percent of the schools will maintain a list of community participants who can provide services to students upon transition.
- Eighty percent of teachers will engage in professional development training that includes how to access and use available community resources.

**Benchmark Assessment Method(s):** Survey data, professional development documentation

## Support Capacity

- The District will include in technology plans an assessment of current technology needs, current technology inventory, and current technology support strategies using ISTE standards as a guide.

**Benchmark Assessment Method(s):** Annual review of technology plan, survey data

## Acknowledgements

Palmetto Unified School District acknowledges the following individuals who contributed to the creation of the technology plan:

Randy Reagan, Ed.D.  
*Superintendent*

Geraldine Abraham  
*Lead Teacher*

Edgar Alvarado  
*Technology Coordinator*

Fran Bouknight  
*Director of Adult Education*

Bazella Glover  
*Curriculum Coordinator*

Teresa Johnson  
*Grants Administrator*

Christopher Mendenhall  
*IT Instructor*

Jody Ortmann  
*Director of Vocational Education*

Charlette Taylor  
*Federal Programs Coordinator*

Jacqueline Venning  
*Special Programs Coordinator*

*I verify that all above components for the Palmetto Unified School District technology plan have been addressed.*

**Technology Director's name: Charlette Taylor**

**Technology Director's signature:** \_\_\_\_\_

\_\_\_\_\_  
Date signed

**Superintendent's name: Randy Reagan, Ed.D.**

**Superintendent's signature:** \_\_\_\_\_

\_\_\_\_\_  
Date signed

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## Appendixes

Appendix 1: No Child Left Behind (NCLB) Action Plan

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Appendix 3: District's Acceptable Use Policy

Appendix 4: How E-Rate Areas Have Been Addressed

## Appendix 1: No Child Left Behind Act

The No Child Left Behind Act (NCLB) sets forth further requirements for state and school district technology plans. In addition to mandating that each district have a current and approved technology plan that meets all state and federal requirements, the NCLB (Title II, Part D): Enhancing Education through Technology, Section 2414, Local Applications) requires that in order for a school district to apply for competitive and formula grants under the Act, that district's technology plan must contain the following specific descriptions:

- ❑ **How your district will use federal funds including Enhancing Education through Technology (E2T2) competitive and/or formula funds to improve the academic achievement, including the 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.**

Currently, the District uses Title I funds to provide computer labs, software, and instructors for students over and above the regular academic program in Title I learning labs. After attending classes for the regular school day, students are scheduled for the Title I computer lab for extra instruction in academic and life skills through one-on-one instruction, large/small group teaching, and computer-aided learning. The students use software and online programs that target GED prep, transitional skills, math, reading, social studies, keyboarding, and TABE instruction. During this year, the teachers will receive a document reader, an interactive projector and tablet computers to support student learning.

Teachers will utilize the SDE's ePortfolio system to assess technology proficiency and complete a level 3 portfolio. The District will assist teachers in learning to incorporate technology into instruction through professional development opportunities. With this training, teachers will have the expertise to assist students in acquiring computer skills and knowing how to utilize those skills in academic, vocational, and life situations.

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

District administrators will explore "best practices" and research-based curricula for incorporating technology into classroom learning for teachers and students. In addition, administrators will research methods, hardware, and software used by other districts across the state so that continuity in meeting ISTE NETS standards for students is maintained as they come from home districts to SCDC, then return to a district in the state when they leave SCDC. The District is also in the process of developing a PD plan for teachers to ensure that they attain Level 3 competencies on the SDE "ePortfolio" system. Teachers' lesson plans must reflect their incorporation of technology into their teaching that will allow students to meet the rigorous technology standards that other students in the state are required to meet.

- ❑ **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.**

The District is requiring teachers to become competent in technology so that they can offer students the opportunity to achieve all ISTE NETS-S standards. Teachers will take advantage of the ePortfolio online classes and the District will offer additional training as needed. Training teachers and requiring them to imbed technology into their curricula along with principal oversight of this process will ensure that teachers are including technology in their classrooms to the extent that students have opportunity to develop the technology skills they need.

- ❑ **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.**

Currently, the District uses Title I funds to provide computer labs, software, and instructors for students over and above the regular academic program, in Title I learning labs. After attending classes for the regular school day, students are scheduled for the Title I computer lab for extra instruction in academic and life skills through one-on-one instruction, large/small group teaching, and computer-aided learning. The students use software and online programs that target GED prep, transitional skills, math, reading, social studies, keyboarding, and TABE instruction. During this year, the teachers will receive a document reader, an interactive projector and tablet computers to support student learning.

The ePortfolio technology assessment system will be used to test and train teachers to utilize technology effectively in the classroom. Principals will evaluate teacher lesson plans and teacher performance to ensure they are properly integrating technology in their curricula to the extent that students gain the technology skills required by ISTE NETS. Students maintain academic and life skills portfolio that will be assessed to ensure that they are gaining the technology skills needed for competence in academic and workplace settings.

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

The District will begin with certified staff and require that these teachers have Level 3 ePortfolio skills. This plan will include teachers, principals, administrators, and media specialists. If the teachers complete a Level 3 portfolio, no further training but will be required; however, they will be required to integrate their knowledge into their lesson plans and have their use of technology verified by their supervising principal.

- 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. Your explanation should include specific provisions for interoperability among the components of such technologies.**

The District will incorporate the technology listed below with present budget resources during this school year:

- SkillsTutor
- ESL ReadingSmart
- Study Island
- Rosetta Stone
- Tablet computers
- Interactive projectors
- Document readers

The District will utilize formula funds as listed below to improve the technology capability of the District that will then improve both teacher and student performance:

Interactive Projectors	\$ 113,620.00
Document Readers	\$ 121,000.00
Opscan 4ES Test Scanners	\$ 45,364.00
GED OPT V3	\$ 11,088.00
TABE 9/10	\$ 49,665.00
Apple iPads w/Accessories	\$ 85,000.00
MacBook Pro w/Accessories	\$ 54,840.00
OtterBox Case for iPads	\$ 9,000.00
3 year Insurance for iPads	\$ 11,100.00
Bretford PowerSync cart for iPad	\$ 26,000.00

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

The District has developed curricula for language arts, math, science and social studies based on SDE learning standards for these subjects. Teachers will be trained to imbed technology into the curricula and will be required to develop lesson plans that demonstrate that students will receive the opportunity through their classes to meet ISTE NETS-S standards.

Measuring the technology-learning opportunities for students in teacher lesson plans will be the responsibility of principals or other teacher evaluators.

- 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.**

The District has implemented secure internet access for students via a firewall. The students are able to take classes offered by the South Carolina Virtual School Program as well as online tutoring via SkillsTutor, Study Island, ESL ReadingSmart, and Rosetta Stone.

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

The District has a website within the SCDC's webpage. The site will feature information about each school in the District that parents may view. As a rule, schools do not contact parents since all inmates are considered adults.

- How programs in your district will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.**

All PUSD schools also have an adult education program. PUSD collaborates with the local Regional Adult Education Technical Assistance Center (RAETAC) to serve the technical and training needs of the District's adult educators, to include technology resources for students. Adult Education programs utilize the technology located in the EFA schools and will continue to do so as the District's technology advances.

- The process and accountability measures that your district will use to evaluate the extent to which the activities in your technology plan, including those 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.**

The ePortfolio technology assessment system will be used to test and train teachers to utilize technology effectively in the classroom. Principals will evaluate teacher lesson plans and teacher performance to ensure they are properly integrating technology in their curricula to the extent that students gain the technology skills required by ISTE NETS. Students maintain academic and life skills portfolio that will be assessed to ensure that they are gaining the technology skills needed for competence in academic and workplace settings.

- The supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.**

The District will purchase academic software for all core curricula areas that is researched based and that is appropriate to the many skills-levels of PUSD students, many of whom perform below grade level. Schools will also have access to ETV and ITV services as well as books with accompanying software from the SDE book depository. Teachers will have access to LCD projectors and flash drives to bring Internet resources into the classroom. Presently, schools have access to WorkKeys, TABE, and GED software along with access to

online tutoring websites such as SkillsTutor, Study Island, ESL ReadingSmart, and Rosetta Stone. Students who do not know the keyboard have UltraKey 6 software to assist them in learning this skill.

## Appendix 2: Teacher Technology Proviso Professional Development Plan

The District is requiring teachers to become competent in technology so that they can offer students the opportunity to achieve all ISTE NETS standards for students. Teachers will take advantage of the SDE's ePortfolio assessment system and the District will offer additional training as needed. The District will begin with certified staff and require that these teachers have Level 3 ePortfolio skills. This plan will include teachers, principals, administrators, and media specialists. Training teachers and requiring them to imbed technology into their curricula along with principal oversight of this process will ensure that teachers are including technology in their classrooms to the extent that students have opportunity to develop the technology skills they need.

## Appendix 3: District's Acceptable Use Policy

South Carolina Department of Corrections  
Palmetto Unified School District

### Acceptable Use Policy for PUSD/SCDC Students

Student \_\_\_\_\_ SCDC# \_\_\_\_\_

School \_\_\_\_\_

1. I understand that the purpose of utilizing computers within PUSD/SCDC is to provide me and other qualified students with an opportunity to learn GED and/or vocational information through a computer based forum.
2. I agree to do my best to meet program requirements for the course(s) in which I am enrolled.
3. I agree to abide by PUSD/SCDC rules and regulations relating to my conduct and use of online resources.
4. I agree to access only websites allowed through or approved in advance by my PUSD/SCDC lab instructor. Under no circumstances will I access or attempt to access a website without prior approval.
5. I agree to notify a staff member if I observe another student accessing an unauthorized site or if I identify that a restricted site is available to me.
6. I understand that future access to this program by me and others will hinge upon my proper use of this opportunity.
7. I understand that failure to adhere to these conditions will result in permanent dismissal from PUSD and forthcoming charges through SCDC.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Lead Teacher/ Principal's Signature

\_\_\_\_\_  
Date

## Computer User Agreement and Release Form for Staff

As a condition of using the Palmetto Unified School District ("District") computer equipment, including the computer network, desktop computers, and laptop computers ("District Computers"), I understand and hereby agree to the following:

1. **Awareness of Rules.** I have reviewed, understand, and agree to abide by the District Computer Appropriate Use Procedures, and this Agreement.
  
2. **District Property.** I understand that District Computers are the property of the District and are devoted to the educational mission of the District. Therefore, my use of the District Computers, including the use of the Internet and of the electronic mail systems, is a privilege and not a right.
  
3. **Personal Responsibility.** I am responsible for my use of the District Computers. I understand that my communications over the Internet and through email may be traceable to the District or to me. I will always use District Computers in a professional manner. My privilege to use District Computers may be revoked, suspended, or limited by the District at any time for any violation of the District Computer Appropriate Use Procedures and this Agreement, or any other violation of District policies or federal, state, or local laws. The District will be the sole arbiter of what constitutes a violation of the above rules.
  
4. **Privacy.** The District reserves the right to monitor or review electronic information for any reason, including (without limitation) to analyze District Computer use, perform audits, review performance or conduct, and/or obtain information. I understand that the District has the right to review any material stored on or transmitted through District Computers, including email, Internet files (including web pages and usage logs), and software. The District may edit or remove any material which it, in its sole discretion, believes may be unlawful, indecent, obscene, abusive, or otherwise inappropriate as specified by the district Internet Safety Policy.
  
5. **No Warranty.** I agree that my use of the District Computers is at my own risk. The District does not guarantee or warrant in any way the performance or quality of District Computers or any network accessible through District Computers, nor does the District warrant that such networks or equipment will meet any specific requirements that I may have. The District will not be liable for any direct or indirect, incidental, or consequential damages (including lost or irrecoverable data or information) sustained or incurred in connection with the use, operation, or inability to use District Computers.
  
6. **Release.** In consideration for the privilege of using District Computers, I hereby release the Palmetto Unified School District, its directors, employees, agents, and affiliates from any and all claims and damages of any nature arising from my use of, or inability to use, the District Computers.

\_\_\_\_\_  
Signature of User

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Printed Name of User

\_\_\_\_\_  
Location

## SCDC Policy ADM-15.05

### Security of and Access to Information Technology

Note: There have been formatting changes made to this policy/procedure as follows:

- A "Table of Contents" has been added.

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**NUMBER: ADM-15.05**

**TITLE: SECURITY OF AND ACCESS TO INFORMATION TECHNOLOGY**

**ISSUE DATE: JUNE 1, 2000**

**AUTHORITY: DIVISION OF RESOURCE INFORMATION & MANAGEMENT**

**SUPERSEDES: ADM-15.05, ADM-15.05(OP) (June 15, 1998)**

**RELEVANT SCDC FORMS/SUPPLIES: 13-50**

**ACA/CAC STANDARDS: 3-ACRS-1F-01, 3-ACRS-1F-04, 3-4097, 3-4098**

**STATE/FEDERAL STATUTES: Copyright Act, Title 17, United States Code of Laws**

**DISCUSSION:** *Access to computer systems and networks owned or operated by the SCDC and the State of South Carolina imposes certain responsibilities and obligations on authorized users. Various state and federal statutes, as well as state and Agency policies/procedures, govern the acceptable use of computer software and related information technology equipment by any authorized user. It is incumbent upon all authorized users to become familiar with these regulations, statutes, and directives and to abide by the same at all times. Any user who violates any copyright declarations or any provisions of the federal Copyright Act (Title 17, U.S. Code) or any other state or federally imposed regulations will be considered as acting outside the scope and course of his/her employment or other authority and the SCDC will be relieved of any legal responsibility that may result therefrom. Users will, therefore, be held personally liable for any monetary or other penalties that may result due to such violations, whether done willfully or unknowingly, or for sale, for free distribution, or for the violator's own use. Users may also be held in violation of any state or Agency directive and/or policies/procedures, and may be subject to related corrective action.*

**PURPOSE:** To establish general guidelines for the security and use of *the Internet, electronic mail, and* information technology equipment and the information held therein.

**POLICY STATEMENT:** To promote the safety, security, and best interests of the State, the Agency, its employees, and the public, the South Carolina Department of Corrections will develop and implement procedures regulating the security of all information technology equipment/systems and the information contained within the same. *Additionally, the SCDC will develop and implement procedures regulating the security and use of the Internet and electronic mail system.* All policies/procedures will be strictly enforced and will comply with the requirements of related federal and/or state statutes, regulations, codes, and acts. Only computer software and related information technology equipment approved by the SCDC will be authorized for use within the Agency by any employee or inmate. (3-ACRS-1F-01, 3-ACRS-1F-04, 3-4097, 3-4098)

## **DEFINITIONS:**

1. **Information Technology** refers to the hardware and software associated with the collection (input), storage, manipulation, retrieval, and/or output of electronic data.
2. **User** refers to any employee or authorized agent approved by the Division of Resource and Information Management to use any CRT, personal computer, microcomputer, or other related information technology equipment provided by the SCDC. "User" does not refer to inmates.
3. **User ID** refers to a string of letters or numbers assigned by RIM to a user that uniquely identifies the person.
4. **Password** refers to a string of letters/numbers created by a user to protect and secure a user id.
5. **LAN** refers to a local area network.
6. **CRT** refers to a cathode ray terminal.
7. **PC** refers to a personal computer.
8. **SCDC Managers or Managers** refers to Associate Wardens, Assistant Division Directors, Wardens, Division Directors, *Regional Directors*, Office or Deputy Directors, and the Agency Director.
9. **Computer Rooms** refers to the computer rooms located in Central Office.

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1. **GENERAL PROVISIONS**
2. **SECURITY AND ACCESS TO INFORMATION TECHNOLOGY BY INMATES**
3. **SECURITY AND ACCESS TO INFORMATION TECHNOLOGY BY EMPLOYEES/AUTHORIZED AGENTS**
4. **TRANSFERS/TERMINATIONS OF EMPLOYEE/AUTHORIZED AGENTS**
5. **NETWORK AND INFORMATION TECHNOLOGY EQUIPMENT RULES**
6. **PERSONALLY OWNED INFORMATION TECHNOLOGY EQUIPMENT AND ACCESSORIES**
7. **COMPUTER PRINTOUTS**
8. **ELECTRONIC MAIL RECORDS MANAGEMENT**

## **SPECIFIC PROCEDURES:**

### **1. GENERAL PROVISIONS:**

- 1.1 The Division Director of Resource and Information Management (RIM) (or an approved designee) will be responsible for approving all computer

software and information technology equipment before it is purchased, leased, or used by the SCDC. This includes any software purchased by an employee for use on any SCDC owned or operated information technology equipment.

**1.2 All CRTs and LAN-based terminals will be signed off whenever they are not in use.**

1.3 Use of computer and/or network services provided and approved for use by the SCDC will be monitored for security and/or network management reasons. Users of these services are therefore advised of this potential monitoring and agree to this practice. *Users of the Internet and electronic mail system are advised that these systems are subject to the same monitoring for security and/or network management reasons.*

1.4 Any person who violates any copyright declarations or any provisions of the federal Copyright Act (Title 17, U.S. Code) will be considered as acting outside the scope and course of his/her employment or other authority and the SCDC will be relieved of any legal responsibility that may result therefrom. (See Appendix A for general information pertaining to the U.S. Copyright Act.) These persons will, therefore, be held personally liable for any monetary or other penalties that may result due to such violations, whether done willfully or unknowingly, for sale, for free distribution, or for the violator's own use.

**1.5 The Division of Resource and Information Management will be responsible for training CRT data entry users and for distributing any new training materials as the need arises. (3-4098)**

1.6 Users who are provided any training manuals will be responsible for maintaining them in a secure, locked area when they are not in use.

## **2. SECURITY AND ACCESS TO INFORMATION TECHNOLOGY BY INMATES:**

2.1 Inmates will not have access to *terminals or PCs connected to SCDC's mainframe computer system*. Inmates may have access to personal computers (PCs) in an education, maintenance, industries, or operations setting. A written request must be forwarded to the Division Director of RIM by the appropriate Division Director for this purpose. (**NOTE:** Specific directives may be issued by the RIM relative to the security of PCs that inmates are authorized to access.)

2.2 Inmates will be prohibited from entering into and/or accessing from any information technology or automated system any personal or confidential information concerning employees, inmates, or others. Inmates will not be authorized to utilize any PC for the purposes of reproducing legal documents (i.e., writs, extraditions, appeals, etc.).

2.3 All supervisors/instructors responsible for inmates while they are using PCs will distribute any material and/or equipment to such inmates that are needed to be used in any PC Lab immediately before class begins. All distributed materials/equipment will be collected at the end of each class by the supervisor/instructor and stored in a secure location accessible only to authorized staff.

2.4 Inmates will be prohibited from using information technology equipment for personal use.

2.5 Inmates will not be given *printed* copies of any automated data except those related to their own E.H. Cooper Trust Fund account and their approved visiting lists *and those specifically authorized by applicable Agency policies/procedures.*

2.6 Inmates will not be permitted access to any Computer Rooms for printouts unless accompanied by an authorized SCDC employee.

*2.7 Inmates will be prohibited from accessing/utilizing the Internet and/or electronic mail system.*

### **3. SECURITY AND ACCESS TO INFORMATION TECHNOLOGY BY EMPLOYEES/AUTHORIZED AGENTS:**

**3.1 Computer Passwords:** All users are required to maintain the security of their computer password and are not to share or provide their password to any other user, employee, inmate, or other person. The procedures listed in 1.1.1-3.1.6 will be followed concerning the assignment/use of computer passwords: (3-ACRS-1F-01, 3-ACRS-1F-04, 3-4097, 3-4098)

3.1.1. SCDC Managers will ensure that employees under their supervision are provided access to the Agency's Computer Information System (CIS) limited to their specific needs;

**3.1.2. Managers will submit written requests for computer access using automated SCDC Form 13-50, "CRT User Access Report Form," to the Division Director of RIM specifying the employee's specific *data entry/access needs.* (NOTE 1: This form is available on the mainframe under the "Reports" section. Managers should use the "Print Screen" option to receive a hard copy of the form for submission to RIM.) (NOTE 2: Because access to specific components of automated systems will be controlled by computer security software according to each manager's specifications, it is important that managers clearly specify the needs of their users on this form.)**

**3.1.3. Upon receipt of form 13-50, RIM staff will review the same for approval. (NOTE: Access to data entry will be limited to each user's area of responsibility. Therefore, it is important for managers to clearly specify each user's needs when submitting requests. RIM does have the authority to approve only those data entry requests that are felt to be needed based on the manager's description.) RIM will notify a user of his/her new user ID, his/her temporary password, and his/her approved access capabilities. Each user will be assigned only one (1) user ID. The temporary password can be changed by the user. (3-ACRS-1F-01, 3-ACRS-1F-04, 3-4097, 3-4098)**

3.1.4. Users will change their password once every 60 days or more often to ensure the security of their password assignment or whenever they suspect a possible leak or security violation. (In some instances, the computer network may prompt users to change their password at set intervals. Users must follow the guidelines provided by the network for this purpose.)

3.1.5. The repeated use of an invalid password by any user will result in the user being revoked from the automated system. Users are responsible for notifying RIM whenever they are revoked. RIM will be responsible for re-setting a revoked user ID and notifying the user of the temporary password that has been established to allow him/her access. RIM will attempt to contact the user within one (1) hour of a reset request. However, an immediate reset request may be handled on an emergency basis.

**3.1.6. Each user who has been assigned a user ID will be responsible for keeping his/her password secret and for all information entered into the computer under his/her user ID. Any user who reveals his/her password to another user, employee, inmate, or other person; signs-on to any CRT/PC or other related information technology equipment and permits another to request or to enter information; or misuses a CRT/PC or other information technology equipment may be subject to corrective action pursuant to SCDC Policy/Procedure ADM-11.04, "Employee Corrective Action." (3-ACRS-1F-01, 3-ACRS-1F-04, 3-4097, 3-4098)**

#### **4. TRANSFERS/TERMINATIONS OF EMPLOYEE/AUTHORIZED AGENTS:**

4.1 Managers must inform the Division Director of RIM in writing when a user under their supervision transfers, has a job change, or terminates their employment. Users who transfer to another budget unit area must have the manager of the new area complete automated SCDC Form 13-50, "CRT User Access Report Form," in order to be allowed access. The same procedures listed in 3.1-3.1.3, above, will be followed for this purpose.

4.2 Managers must inform the Division Director of RIM in writing using automated SCDC Form 13-50 when a user in their area needs additional computer access due to a change in the user's job responsibilities. The same procedures outlined in 3.1-3.1.3, above, will be followed for this purpose.

4.3 Whenever an employee terminates or there is a need to immediately revoke a user's access to the automated system for other reasons, the manager will inform the Division Director of RIM by telephone. The Division Director of RIM will authorize appropriate personnel to either delete the user ID (termination) or make the appropriate access limitations as required.

4.4 The Division Director of RIM (or other approved designee) will monitor terminations and employment changes to advise managers when they may have failed to initiate the necessary changes. Managers will be responsible for completing automated SCDC Form 13-50 and submitting it to the Division Director of RIM in these cases.

**5. NETWORK AND INFORMATION TECHNOLOGY EQUIPMENT RULES:** The following rules apply to any user authorized by the Division Director of RIM or an approved designee to have access to any network system, *the Internet, electronic mail system*, or information technology equipment owned, leased, or operated and authorized by the SCDC. All Agency Managers should appoint an employee to make routine checks in order to ensure that users are following the below listed rules and regulations:

5.1 Users are authorized to use SCDC approved information technology equipment only for official state business to access only files and data that are their own, that are publicly available, or to which they have authorized access. ***Users are authorized to use the Internet (if approved for access through RIM) and electronic mail system to access/exchange work-related information, to maintain job knowledge or skills, to research and gather work-related information, and to communicate for administrative purposes.***

5.2 Users are to refrain from monopolizing systems; overloading networks with excessive data; or wasting computer time, connect time, disk space, printer paper, manuals, or other resources. ***(NOTE: Electronic mail communications, if allowed to accumulate, can quickly consume disk space and may cause system problems. To prevent system problems, the Division of RIM will archive and delete electronic mail on a periodic basis.)***

5.3 Users must protect their assigned USER ID and/or any computer password and automated system from unauthorized use.

5.4 Users will assume responsibility for any charges associated with billable services unless appropriate authorization has been obtained from the Division Director of RIM.

5.5 Users will not use the networks for illegal, unlawful, or immoral purposes or to support or assist such purposes. Examples of this would be the transmission of violent, threatening, defrauding, obscene, or otherwise illegal or unlawful materials ***(messages or ../images)***.

5.6 Users will not use any mail or messaging services to harass, intimidate, or otherwise annoy or provoke another person. ***Users are not authorized to be included on electronic mailing lists not dealing with work-related topics or to distribute "junk mail," i.e., chain letters, advertisements, or unauthorized solicitations.***

5.7 Users will not use the networks, ***the Internet, and/or electronic mail system*** for private, personal, recreational, and/or any non-Agency purposes including the conduct of personal commercial transactions or for commercial or political purposes. ***Users will not use the networks, the Internet, and/or the electronic mail system for any unauthorized not-for-profit business activities, such as any non work-related fund-raising or public relations activities.***

5.8 Users will not use the networks or other state equipment for personal gain, such as selling access to a USER ID, ***advertising of private products or services, and/or marketing or business transactions.***

5.9 Users will not use the network to disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer "worms" and viruses, and sustained high volume network traffic which substantially hinders others in their use of the network. ***(NOTE: E-mail is the most frequently used method for transmitting computer viruses. Executable files [e.g., \*.exe, \*.com] and documents containing viruses can be transmitted via e-mail. These files and documents which may be attached to e-mail messages must always be checked for viruses***

*before they are accessed, executed, or distributed to others. Users should not open mail or download files that are from sources with which they are not familiar.)*

5.10 Users will not attempt to circumvent or subvert system or network security measures or attempt to intercept network traffic for any purpose unless engaged in authorized network administrative duties.

5.11 Users will not make or use illegal copies of copyrighted software or other mediums, store such copies on any SCDC or state network systems or automated systems, or transmit them over SCDC or state networks or use or load software programs not approved by the Division Director of RIM or an authorized designee.

5.12 Users will not move any information technology equipment. Users must contact RIM for this purpose. (**NOTE:** An exception will be made for portable information technology equipment, e.g., laptop computers, etc.)

5.13 Users will not make any repairs, maintenance, or modification to any equipment or cables. RIM will be contacted for this purpose.

5.14 Users will not introduce any magnetic devices around any information technology equipment/media. *Users should keep food and drink away from keyboards and computer hardware.*

**5.15 Users will maintain the security of all assigned computer equipment, restricted user manuals, and management reports. Users should not include confidential and/or sensitive information in electronic mail communication unless proper, formalized security precautions have been established. (NOTE: The Internet and electronic mail system are not completely secure.) (3-ACRS-1F-01, 3-ACRS-1F-04, 3-4097, 3-4098)**

5.16 The intentional destruction of data or of any information technology will be prohibited and may result in the employee being disciplined and/or prosecuted pursuant to applicable SCDC directives and/or state and federal statutes.

5.17 Employees will be prohibited from taking any SCDC information technology equipment, data, or files from the Agency upon their retirement, termination, suspension, resignation, or transfer to another state agency without the express written approval of the Agency Director or designee.

## **6. PERSONALLY OWNED INFORMATION TECHNOLOGY EQUIPMENT AND ACCESSORIES:**

6.1 No employee will bring any personally owned hardware or software to the SCDC for use by any inmate.

6.2 Personally owned hardware and software that an employee desires to use while on SCDC property and/or to connect to any SCDC information technology equipment must be approved in writing by the Division Director of RIM *and the employee's responsible Division Director, Warden, or other higher authority*, before the hardware or software is allowed on SCDC property. Employees will be required to submit a memorandum to the Division Director of RIM indicating the specific reason(s) for the need to bring personally owned equipment.

6.3 SCDC will not be liable for any personally owned information technology equipment that is damaged, stolen, misused, or destroyed while on SCDC property.

## **7. COMPUTER PRINTOUTS:**

7.1 Each Deputy/Office Director, Division Director, and Warden will be responsible for designating an employee(s) in his/her area to be responsible for the following: (The name of the designated employee(s) must be submitted in writing to the Division Director of RIM.)

- maintaining a list of printouts received;
- ensuring the security and destruction of confidential printouts; and
- submitting a list of printout titles and report numbers that are no longer needed (as determined by the Deputy/Office Director, Division Director, or Warden) *to the Division of RIM.*

7.2 Confidential computer printouts required to be under the control of authorized employees and stored in locked areas when not in use include, but are not limited to, those that contain the following information concerning any SCDC employee or inmate:

### **7.2.1 Employee Information:**

- employee salaries;
- employee social security numbers;
- employee performance ratings;
- employee home telephone numbers and addresses;
- dependent names, addresses, and phone numbers;
- confidential employee information; and/or
- employee accident information.

### **7.2.2 Inmate Information:**

- home addresses and social security numbers;
- nearest relatives;
- test scores;
- vocational rehabilitation summaries;
- disciplinary reports;
- treatment team information;
- basic social and family histories;
- inmate statement of offenses;
- Cooper Trust Fund information;
- criminal history (NCIC and FBI Rap Sheet information);
- religious preferences;
- marital and/or educational status;
- primary occupation;
- any clinical information developed by Pastoral Care Services, specialized residential treatment facilities, Health Services, or Behavioral Medical Services, and/or any institutional mental health counseling services;

- o accident/injury reports; and/or
- o any other information not expressly designated as public information.

7.3 Computer printouts should be picked up from the Central Office Computer Room and signed for by the authorized employee. Any computer printout distributed by mail or by other means will be enclosed in sealed packages and will be clearly marked "CONFIDENTIAL." Such items will be addressed only to authorized individuals approved to receive such printouts.

7.4 Computer printouts authorized for use by a division, institution, or office will not be transferred or loaned to another institution, division, or office.

7.5 The Division Director of RIM will ensure that any obsolete confidential printouts are marked off the master list. All obsolete confidential printouts will be hand carried to the Central Office Mail Room for appropriate shredding.

**8. ELECTRONIC MAIL RECORDS MANAGEMENT: *Electronic mail messages that are created in the normal course of business are considered public records and are subject to records management requirements under the law. Records transmitted using the electronic mail system must be identified, managed, protected, and retained as needed to meet historical, administrative, fiscal, and/or legal requirements in keeping with Agency policies/procedures related to records management.***

ORIGINAL SIGNED COPY MAINTAINED IN THE DIVISION OF POLICY DEVELOPMENT

## APPENDIX A

### The Law in the United States

Software is automatically protected by federal copyright law from the moment of its creation. The rights granted to the owner of a copyright are clearly stated in the Copyright Act, Title 17 of the U.S. Code. The Act gives the owner of the copyright "the exclusive rights to reproduce the copyrighted work" and "to distribute copies...of the copyrighted work" (Section 106). It also states that "anyone who violates any of the exclusive rights of the copyright owner...is an infringer of the copyright" (Section 501), and sets forth several penalties for such conduct.

Those who purchase a license for a copy of software do not have the right to make additional copies without the permission of the copyright owner, except (i) copy the software onto a single computer and (ii) make "another copy for archival purposes only," which are specifically provided in the Copyright Act (Section 117). The license accompanying the product may allow additional copies to be made. (Users must be sure to review the license carefully.)

Software creates unique problems for copyright owners because it is so easy to duplicate, and the copy is usually as good as the original. This fact, however, does not make it legal to violate the rights of the copyright owner. Although software is a new medium of intellectual property, it protection is grounded in the long-established copyright rules that govern other more familiar media, such as records, books, and films.

The unauthorized duplication of software constitutes copyright infringement regardless of whether it is done for sale, for free distribution, or for the copier's own use. Moreover, copiers are liable for the resulting copyright infringement whether or not they knew that their conduct

violated federal law. Penalties include liability for damages suffered by the copyright owner plus any profits of the infringer that are attributable to the copying, or statutory damages of up to \$100,000 for each work infringed.

The unauthorized duplication of software is also a federal crime if done "willfully and for purposes of commercial advantage or private financial gain (Title 18 Section 2319(b))." Criminal penalties include fines of as much as \$250,000 and jail terms of up to five (5) years.

## Appendix 4: How E-Rate Areas Have Been Addressed

### E-rate Compliance and the Telecommunications Act of 1996

The E-rate discount program requires that school district technology plans address the five areas enumerated below and that the district technology plan be approved by the South Carolina Department of Education in order for E-rate discounts for telecommunications services and internal wiring to be claimed. The Telecommunications Act of 1996 requires that the district technology plan include the following:

- ❑ **Establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.**  
The district technology plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services as evidenced by the 2013-2016 District Technology Plan.
- ❑ **Have a professional development strategy to ensure that staff members know how to use the new technologies to improve education.**  
The District will follow the ePortfolio teacher professional development plan to ensure that all teachers are technologically proficient. See Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan.
- ❑ **Assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.**  
The District will engage in regular and on-going assessment of educational technology (telecommunications services, hardware, software) and other services needed to improve education.
- ❑ **Provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Specifically, how does the district intend to fund those items of equipment, software, services, and training *not* covered by the E-rate discounts? It is recommended that a plan for hardware refreshment be built into all district technology plans.**  
The District has provided for a sufficient budget to acquire and maintain the educational technology, professional development, and other services needed to improve education. Equipment, software, services and training not covered by the E-rate discounts will be funded with EFA and Title I funds.
- ❑ **An evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.**  
The District Technology Plan will be reviewed annually and as needed, to monitor progress and to adjust as necessary. The Plan will be evaluated according to progress toward goals, objectives, strategies and action list items achieved.