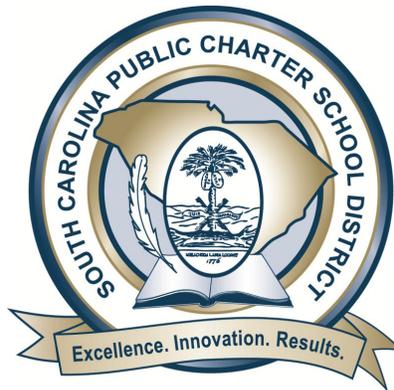


South Carolina Public Charter School District

Technology Plan

July 1, 2012 – June 30, 2016

Excellence.Innovation.Results.



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Director of Technology Service

William P. James
wjames@sccharter.org

3710 Landmark Drive, Suite 201
Columbia, SC 29204

Telephone: (803) 734-8322 Fax: (803) 734-8325

<http://www.sccharter.org>

I verify that all components for the School Carolina Public Charter School District technology plan have been addressed.

Technology Director's name: William P. James

Technology Director's signature: _____ _____
Date signed

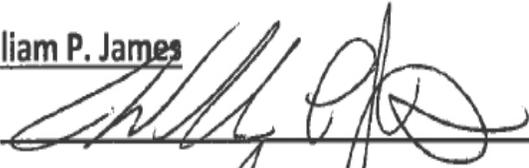
Superintendent's name: Dr. Wayne Brazell

Superintendent's signature: _____ _____
Date signed

I verify that all components for the School Carolina Public Charter School District technology plan have been addressed.

Technology Director's name: William P. James

Technology Director's signature:

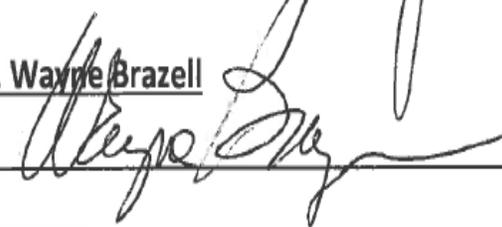


2/5/2013

Date signed

Superintendent's name: Dr. Wayne Brazell

Superintendent's signature:



2/5/13

Date signed

Table of Contents

Section 1.0	Technology Plan Introduction
Section 1.1	Executive Summary
Section 1.1	District Information
Section 1.2	District Technology Vision Statements
Section 1.3	District Technology Mission Statement
Section 1.4	District Mission Statements
Section 1.5	Description of Connections between the Information and Technology Vision and Mission with the District’s Overall Vision/Mission/Strategic Plan
Section 2.0	Background
Section 2.1	Community/School District Demographics
Section 2.2	List of Current Schools
Section 2.3	Names & Titles of District Technology Services Staff
Section 2.4	Technology Planning Committee Information
Section 3	Needs Assessment/Current Status
Section 3.1	Analysis & Assessment of Previous Plan Goals
Section 4	Goals and Objectives
Section 4.1	Access Educator Proficiency
Section 4.2	Effective Teaching and Learning Process
Section 4.3	Access to Information Resources and Learning Tools
Section 4.4	Systems Support and Instructional Leadership
Section 4.5	Develop District Website Ownership and Content Support Roles
Section 4.6	Expand the Purpose and Function of District Website
Section 4.7	Modernize and Supplant Internal Network Infrastructure
Section 5	Action & Implementation Plans
Section 6	Monitoring, Evaluation, and Revision of Plan
Section 6.1	Monitoring and Evaluation Process

Section 6.2 Incorporation of Evaluation Information for Ongoing Planning

Section 6.3 Processes and Timeline for Ongoing, Long-Term Planning

Section 7 – Appendices

- Appendix A
Compilations of Needs Assessment
- Appendix B
Acceptable Use of Technology
 - Section 1 District Acceptable Use Policy for District Office Employee, Contractor, and Extended Visitor
 - Section 2 District Acceptable Use Policy for Schools to Access District Network Resources
 - Section 3 District Advisement and Acceptable Use Policy to SCPCSD Board Members
 - Section 4 Parent PowerSchool Acceptable Use Policy
- Appendix C
Current Technology Inventories
- Appendix D
Other Required School Board Policies
 - Section 1 CIPA Compliance Policy
- Appendix E
1 to 1 Tablet SCPCSD Pilot Program
- Appendix F
Copyright
- Appendix G
Building Configuration/Wiring Diagram
- Appendix H
Staff Training Evaluation
- Appendix I
District Technology Staff Job and Duties Descriptions
 - Section 1 Director of Technology Services
 - Section 2 Assistant Director of Technology Services
- Appendix J
Records Retention Policy
- Appendix K
Projected Technology Budget
- Appendix L
New Schools Technology Planning Guide

Section 1.0 Technology Plan Introduction

Section 1.1 Executive Summary

The first District Technology Plan for South Carolina Public Charter School District (SCPCSD) was originally written in the spring of 2008 and updated in the summer of 2010 as required by state and federal legislation. This process is undertaken to ensure that the implementation of technology into the district continues in a consistent, thoughtful fashion. The District Technology Plan for the SCPCSD seeks to provide a framework for decision making concerning technology in the district. By supporting the district's strategic plan, the District Technology Plan insures the best possible technology support that the SCPCSD can give to the charter schools that make up the district. References to budget considerations also are included so that there is a realistic approach to implementation of technology; that is, the plan is not designed to provide a "pie in the sky" approach with unreachable objectives. Rather, the plan attempts to continue to offer a course of action that is "doable" based on resources available in the district and that matches the district physical and fiscal structure.

During the planning and process aspect of this report, the SCPCSD Technology Plan Planning and Review Committee analyzed information and studies on the following topics:

- Assessing staff technology needs,
- Providing resources and training to schools on Internet literacy,
- Developing district and school methods and standards for Teacher Technology Proficiency, and
- Creating an effective district level technology plan when each school is responsible for establishing its own technology goals and objectives.

Section 1.1 District Information

The South Carolina Public Charter School District was created through the South Carolina Charter School Act, passed by the S.C. General Assembly in 2005. The legislation created a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children within the public school system. The SCPCSD has district boundaries that match those of the state of South Carolina with its District Office based in Columbia, SC. The district is comprised of both physical schools that are often referred to as "brick and mortar" schools and virtual schools that have a student base from across the district's state-wide district zone.

Schools that make up the SCPCSD are not considered to be a Local Educational Agency and so the district acts as the flow-through entity for state and federal funding. By law, the district office is allowed to withhold 2.0% of the total amount that the schools receive from Educational Finance Act (EF) and Education Improvement Act (EIA) state funding. According to the US Department of Education, during the first three years that the district existed, the charter school district was the lowest funded public school district with more than one school in the nation. Up until the current academic year, all of the schools of the district were attempting to operate at a total recurring funding level of less than \$3,500 per child per year. This year, recurring funding has improved to around \$4,500 per child per year for the

virtual schools and around \$6,250 per child per year for the brick and mortar schools. While this has given the schools of the district sustainability, operating at roughly half of the state average does create financial stress.

The SCPCSD has the dual purpose of providing oversight for accountability and for providing support to the schools for various state and federal accountability reporting. The district also provides many support services seen in traditional districts such as teacher evaluation (ADEPT), Testing and Accountability, IDEA compliance monitoring and support, Human Resource services, and Instructional Technology support.

The SCPCSD's main two roles are defined below:

- The primary role of the charter school district is to authorize high quality public charter schools and to monitor the operation of those schools to ensure on-going quality and accountability.
- A secondary role of the district office is to support the district's public charter schools by providing limited programmatic assistance to the autonomous schools.

In many ways, each school in the district operates as if the school was its own school district by meeting the state academic standards and obeying various federal and state education regulations. This approach is underlined through the boards of each individual school.

The district student population growing at the end of the 2011-2012 schools year was at 10,000 students with the expectation the district will grow to 13,000 students by the start of the 2012-2013 school year with the addition of five new brick and mortar schools and additional grade levels being added to schools that are already in the district. This will bring the total of brick and mortar schools to twelve and virtual schools to six. This will also place the SCPCSD among the state's largest school districts when ranking is based on student population. There are currently eighty schools districts statewide.

The entire district office technology staff consists of two FTEs. The positions are a Director of Technology Services and an Assistant Director of Technology Services. The Assistant Director of Technology Services is a split position with 60% of time with Technology Services and 40% with the Office of Special Services; the position also provides support to that department as it pertains to their technology needs.

The district office technology staff's responsibilities include:

- Monitoring all schools for charter compliance using data from the district-based SIS system;
- Serving as the financial conduit to all schools by providing a district-based financial system that meets the reporting requirements set down by the South Carolina Department of Education (SCDE);
- Maintaining all state-required student enrollment data by using data from the district-based SIS system;
- Ensuring that a Free and Appropriate Public Education is provided to the students with disabilities by providing a district-level, web-based documentation and reporting application to all schools;
- Providing all state-required student testing data through the district-based SIS system;

- Providing data for audits of the schools for federal and state compliance from the district based SIS system;
- Generating federal and state reports based on data from the IDEA application and the district's SIS system;
- Providing a Parent Portal, built into the SIS system, for parents to be kept informed of their child's academic progress;
- Meeting monthly with the administrators and data entry persons from all individual schools in the district;
- Maintaining the district website;
- Conducting mandatory training for school staff on both the SIS system and the IDEA application; and
- Providing technical assistance and aid to schools whenever possible.

In addition, the district office technology staff handles other tasks such as assisting the schools with accessing the SCDE Member Center website, training school staff in documentation and procedures, attending the monthly board meetings for schools assigned to them, and addressing the various daily technology and communication issues of a large school district. Currently the district website is under contract with an individual because of the time constraints placed on the district office technology staff and the need to keep the website current with up to date information.

Section 1.2 District Technology Vision Statements

The vision of South Carolina Public Charter School District is to provide an environment that actively pursues and encourages the use of new technologies and innovation by all district staff, while providing assistance to teachers, students and parents. Through professional development, our educators, students and members of our district's educational community will become technologically literate and proficient users of today's technologies.

Section 1.3 District Technology Mission Statement

The South Carolina Public Charter School District Technology Department is committed to the improvement and integration of technology into instruction and operations for our schools and district office staff. While not being able to provide support in the traditional aspect of a typical school district in the state of South Carolina, the SCPCSD Technology Department believes it can be a resource for schools that need aid in completing their own individual technology goals.

Section 1.4 District Mission Statements

The South Carolina Public Charter School District serves the students and families of South Carolina by authorizing and fostering innovative, high quality public charter schools for all South Carolinians and by offering public education through the leadership and integrity of the South Carolina Public Charter School Board.

Section 1.5 Description of Connections between the Information and Technology Vision and Mission with the District's Overall Vision/Mission/Strategic Plan

The SCPCSD Strategy Plan was last revised in 2010 and was structured to put forth the district's strategic goals and visions until the year 2015. Under the district's seven strategic goals, technology plays a direct part in all but two (**Authorizations** and **Legislation**). **Even under those two goals**, the objectives rely heavily on indirect support of technology and the technology department. Data pulled from the district's SIS system's database were used to furnish the SC State House with the reports that were requested and data were also supplied to the SCDE through Quarterly Data Uploads to provide student counts and funding counts that supported the request for funding of the district. Also, the introduction of a more detailed and specific Memorandum of Agreement between the schools and the district office contained wording to explain the responsibility of each school to ensure communication avenues such as email, telephone and fax stay open. If the school does not have reliable resources, the district is then required to provide them to the school at a cost.

The other goals in the district's strategic plan specify certain aspirations the district technology department is expected to obtain over the next five year period.

As part of **Public Relations**, the technology department launched the Parent Portal beginning in the middle of the 2010 – 2011 school year to allow parents to log in to the SIS system to monitor their child's progress. The Portal also provides various pieces of data to use as "talking points" when district administrators meet with the public in the district's ongoing effort to improve public relations.

In the area of **Funding**, the technology staff works with the schools to provide the finance reports and the financial data required for funding for our schools to operate and to grow. The technology department is also spearheading the collaborative work on the SCPCSD Technology Plan so that it may be used to qualify the district for grants that require a thorough and meaningful plan for improving technology across the district.

In the area of **Staffing**, the technology department and the district have really made the biggest impact in helping the schools overall with student data needs and have made a huge improvement in data quality and consistency. This occurred when the position of Assistant Technology Services Director was filled by Ms. Zenobia Ealy at the end of the 2010-2011 school year. This position has been an asset to the district since day one and is sure to be even more instrumental in achieving not only the district's strategic goals but also its technology goals.

Under **Facilities**, the technology department's part of the strategic plan is more direct. It has been given two specific objectives to achieve; one objective has already been completed and the other will be completed soon. The first objective was to provide a wireless network for the district office. This was completed in the winter of 2010. Resources, both financial and

individual, have kept the second objective from being fully realized as yet. This objective is to implement a network work environment at the district office level. This task is nearing completion with the introduction of Active Directory and Active Domain Services now in place at the district office. The rest of the network implementation should be completed by January 2013.

Finally, the area of **Enrollment** is where the Technology Department has struggled to maintain adequate support for the district even with the addition of the Assistant Director of Technology Services who has the primary task of working with the schools in most of the areas of the SIS system. Generally it is not the SIS system that takes the schools the longest to comprehend; it is the state reporting that must be entered and maintained that takes the most time to get the schools to a functioning level of operation. This is the one part of the district's strategic plan that will be on going and the Technology Staff has to learn to adapt to the growth of schools in the district. The continuous growth of the district constantly challenges the staff to keep up with maintaining an adequate level of support.

Section 2.0 Background

Section 2.1 District/School District Demographics

While the district's demographic makeup generally follows the makeup of the population of South Carolina, each individual school may vary tremendously from another for many reasons. *The racial composition of each charter school's enrollment must reflect that of the local school district in which the charter school is located or that of the targeted student population of the local school district that the charter school proposes to serve, to be defined for the purposes of this chapter as differing by no more than twenty percent from that population (Title 59-40-50(8)).* The school must show, through the charter school's recruitment efforts, that the school's best effort has been made to achieve the same racial makeup as its local school district.

The SCPCSD has more than doubled its growth over the last three years, but the turnover in student enrollment has made data accuracy and tracking of student achievement a definite challenge. The district had an Average Daily Membership of 9948 students on the district's 135th day, but that number was actually made up of over 17,000 enrollment records. A large portion of the turnover is at the virtual schools where student will "jump in" and enroll at the school and then just as quickly "jump out" when they realize that the idea of a virtual school environment can be a lot easier than actually attending the virtual schools.

Section 2.2 List of Current Schools in the District

Calhoun Falls Charter School

Cape Romain Environmental Education Charter

East Pointe Academy

Fox Creek High School

Imagine Columbia Leadership Academy Charter

Lake City College Preparatory Academy

Mary L. Dinkins Higher Learning Academy

Palmetto Scholars Academy

Palmetto State E-cademy

Provost Academy South Carolina

Royal Live Oaks Academy of the Arts and Sciences Charter

SC Connections Academy

SC Virtual Charter School

SC Whitmore School

South Carolina Calvert Academy

Spartanburg Charter School

York Preparatory Academy

Youth Leadership Academy Charter

2008-2009 (5)	2009-2010 (7)	2010-2011 (11)	2011-2012 (13)	2012-2013 (19)	2013-2014 (29)
2,500 students	6,000 students	9,000 students	10,000 students	12,000 students	16,000 students
YEVA ¹					
Calhoun Falls	Calhoun Falls	Calhoun Falls	Calhoun Falls	Calhoun Falls	Calhoun Falls
		SC Con.	SC Conn.	SC Conn.	SC Conn.
PS E-cademy	PS E-cademy	PS E-cademy	PS E-cademy	PS E-cademy	PS E-cademy
SC Virtual	SC Virtual	SC Virtual	SC Virtual	SC Virtual	SC Virtual
	Spart. CS	Spart. CS	Spart. CS	Spart. CS	Spart. CS
	Provost SC	Provost SC	Provost SC	Provost SC	Provost SC
	SC Calvert	SC Calvert	SC Calvert	SC Calvert	SC Calvert
		MLD ²	MLD	MLD	MLD
		Lake City	Lake City	Lake City	Lake City
		York Prep	York Prep	York Prep	York Prep Academy
		Palmetto Scholars	Palmetto Scholars	Palmetto Scholars	Palmetto Scholars
			SC Whitmore	SC Whitmore	SC Whitmore
			East Point	East Point	East Point
				Geneva Stars	Geneva Stars
				Cape Romain	Cape Romain
				Columbia Charter	Columbia Charter
				Youth Learning Academy	Youth Learning Academy
				Royal Live Oaks	Royal Live Oaks
				Fox Creek High	Fox Creek High
					SC Science
					Middle College
					Bridges Academy
					Fairfield Acad.
					Hope Academy
					Coastal Leadership
					Pee Dee Stem
					Lowcountry Leadership
					SC Cyber
					Green

Enrollment Numbers for Schools over Operating Years

42 Letters of Intent have been filed with the district for potential new charter schools to be opened for the 2014 – 2015 school year.

¹ The charter for the Young Entrepreneurial Vocational Academy was revoked at the end of the first year.

² Mary L. Dinkins Academy requested and was granted a transfer to the charter school district from Lee County. The charter for the school is currently under revocation proceedings.

Section 2.2 Names & Titles of District Technology Services Staff

William P. James	Director of Technology Services
Zenobia Ealy	Assistant Director of Technology Services

Section 2.3 Technology Plan Planning and Review Committee Information

Robert Compton	Director of Student Services
Clay Eaton	Director of Public Relations and Fundraising
Dr. Barbara Stoops	PSE Director
Kimberly Carter	SCVCS Middle School Teacher
Tracy Lindler	CFCS Technology
Amanda E. Ebel	SC Connections High School Principal

Section 3 Needs Assessment/Current Status

Section 3.1 Analysis & Assessment of Previous Plan Goals

Due to the uniqueness of the South Carolina Public Charter School District, the implementation of technology has been a slow building process. The first phase of the district's focus on technology was to have in place and in working order, state-mandated resources that the charters schools would need to open and function for state reporting. This meant outsourcing a lot of the technology to other state agencies such as the SC CIO (now the Division of the State Information Technology) and this relationship worked well while the district was building. As time went on and resources were made available, it became possible to move many of the outsourced solutions to in-house resources'; this has saved the district considerable amounts of money. The district now hosts its own SIS system that is housed on an array of six Windows 2008 servers and one Oracle database server. The district is deploying its own Active Directory domain so that future applications can use Lightweight Directory Access Protocol(LDAP) to authenticate security. The LDAP system will use PowerSchool data to populate the Active Directory users and groups. This is a long way from the four separate installs of DBase4 folders that were the basis of the district's previous SIS system which was housed at the CIO office and accessed by Citrix clients and which cost the district and the individual schools money each month. Heavy emphasis has been and continues to be placed on helping students master the state academic standards and our district recognizes technology is a key to achieving this initiative. The South Carolina Public Charter School District makes use of, where appropriate, software and other instructional aids. The integration of technology into the core curriculum is a major focus of technology initiatives in the district. The district plans to explore partnerships with key internal and external personnel to ensure technology is integrated throughout the curriculum rather than being isolated as a stand-alone tool.

Currently, the SCPCSD has infrastructure that includes on-site storage, management tools, printing, application, file sharing, and other services. Wireless network hardware is available at the District Office to support mobile computing devices. The current telephone system that is in place is in the POTS category which the district staff finds limiting. The system is antiquated and hinders the staff from retrieving messages when they are out of the office. The district's plan is to move to a VOIP phone

system within the next school year. This would give the district staff greater access to a variety of communication methods including voice mail forwarding to email.

Firewalls and filters are maintained at the District Office to provide network security for the servers, computers and data that are held on them. The SCPCSD is coming to an end of the migration of the district’s email system from a system that is provided by and maintained by the SC DSIT office to Office 365. This is not only giving the district increased functionality with its email system but also provides a cost savings. The SCPCSD is in preparations of implementing a limited 1 to 1 deployment initiative. While the district realizes that due to the structure of the funding for the district, it would never be able to fully fund a 1 to 1 deployment for all schools, the district is hoping that by identifying issues with present technologies in a real world school environment, it will aid the district in providing guidance to all schools as to the best options available to them. The district plans to search out alternate sources of funding such as grants, donations and fundraising as it continues to complete these goals.

Snapshot of Current Technology Use	
Office Productivity	Due to the autonomy given to our schools, the district provides a recommendation for the Microsoft Office suite. Our virtual (“cyber”) schools require their students to have their own computer or access to a computer such as in a public library. The SCPCSD has entered into an agreement with Microsoft and is currently licensed with Microsoft Office through Office 365.
Network Bandwidth, and Internet	All schools are connected to the Internet via T-1 or greater. The connection speed is at least 1.544 Mbps. The cost of the Internet connection at our brick and mortar schools and some of our virtual schools main offices is covered by SC Division of State IT (DSIT). Some of our schools have secured their own internet connections and other schools have theirs provided through an agreement with their management company. The SCPCSD District Office currently has a 100 Mbps connection. This connection not only provides an internet connection for the District Office but it also provides web-based applications and communications to our schools and to the public. In addition this connection provides access to parents to their child’s records through the PowerSchool Parent Portal.
Network Switches -	While the district would like to propose standardization with the schools’ network equipment, it is up to the individual schools to procure the equipment they decide is the best for their local network. The District Office currently has a mixture of switches from Cisco, HP, and

	Alcatel Lucent.
Fire Walls and Routers -	Each school is required to have a router and a firewall in place to protect not only their local network resources but also to protect the district's interests and the district's network. This, in turn, provides protection to other schools. Due to the autonomy of the charter schools it is up to them to decide which type of Fire Wall and Router meets their needs. The District Office currently has a Fortinet Fortigate appliance.
Network Filtering -	<p>The Children's Internet Protection Act (CIPA) South Carolina Public Charter School District complies with CIPA and requires that each year all schools sign a verification form stating that the school is in compliance with the Children's Internet Protection Act (CIPA). In the 2011 school year the district entered into a contract with OpenDNS. Under the district's contract, the district is covered and there are also 5 other locations that can enter into a contracted services agreement and be added to the district network. This provides a cost saving to the school of around \$600.00 a year.</p> <p>The SCPCSD has also contract with Kaspersky Antivirus and Internet Security to provide antivirus protection to not only the desktop but also to the network servers.</p>
Desktops	<p>Due to limited funding, the district's brick and mortar schools have limited numbers of computers. Some of the original schools received donated desktops from the SCDE. A second donation was provided by Blue Cross and Blue Shield of South Carolina. Finding ways to provide current desktop technology for our schools is a constant challenge.</p> <p>The District Office has implemented a desktop replacement rotation. Most of the SCPCSD district office computers were purchased in 2008 – 2009 when the district was founded; another group was purchased at a later date when more staff was added. The computers that have not been replace yet have had extended warranties purchased so that they will</p>

	remain functional until the time that they are replaced.
Software	The SCPCSD uses many different types of software from MS Office products to Adobe Acrobat Professional for creating documents to disseminate information to the schools. While we understand this does not affect education directly, having standardization to the forms, spreadsheets and other document types that the District Office produces aids normalization in delivery of information.

The district has identified other technology needs that may not be stated in other parts of this technology plan. These will continue to be supported through E-Rate and include:

1. Internet access – the district will continue to use the Internet connectivity provided by SC DSIT.
2. Telephone lines and Service – the district telephone service is with Spirit Telecom currently. The district does plan to transition to a VOIP solution versus the POTS solution currently in place. This will be included in the E-Rate funding request the district intends to submit and will include all funding years covered by this plan (FY 2013-14, FY 2014-15, FY 2015-16).
3. Verizon – the district uses cell phones and email connectivity to mobile devices through Verizon. This will be included in the E-Rate funding request the district intends to submit and will include all funding years covered by the plan (FY 2013-14, FY 2014-15, FY 2015-16).
4. District website – the district is using the SchoolInSite as the hosted solution for the district web site and will continue to use this during the upcoming school year. This will be included in the E-Rate funding request the district intends to submit and will include all funding years covered by this plan (FY 2013-14, FY 2014-15, FY 2015-16).
5. Hosted Email - the district is currently using Microsoft Office 365 for hosting the Exchange email services. This will be included in the E-Rate funding request the district intends to submit and will include all funding years covered by this plan (FY 2013-14, FY 2014-15, FY 2015-16).

Section 4.0 Goals and Objectives for Improving Services

Section 4.1 Educator Technical Proficiency

By December 2013, the District will research, collaborate and develop the Educator Technical Proficiency assessment that is meaningful for both brick and mortar and virtual charter school educators.

Section 4.2 Educator Technical Professional Development

By April 2014, the District will analyze and interpret the results of the Educator Technical Proficiency assessment to identify the needs of the District's teachers and develop a professional development training plan to address any identified deficiencies.

Section 4.3 Access to Information Resources and Learning Tools

In order to provide more integrated dissemination services to enable schools and staff to access the information they need, by December 2012, the District will create a web-based resource library that is easily accessible to the schools.

Section 4.4 Systems Support and Instructional Leadership

In order to provide systems support and instructional leadership to our schools, the District will create a web-based resource library that allows the teachers and instructional leaders to have access to local, state and national curriculum and instructional materials and resources.

Section 4.5 Develop District Website Ownership and Content Support Roles

The District will enhance its web presence and user maneuverability of its public interfaces (website) by completing the following short term objectives:

Objectives:

- A. Replace the district's web hosting solution by December of 2012.
- B. Assign an in-house district web master responsible for overall and general web content
- C. In sure that representatives from each department by December 2012 have the ability to evaluate resources that should be included in the site and to make a schedule to routinely update these resources on the department's web page.
- D. The Public Relations Director will develop marketing materials to promote the site and will aim to increase traffic to the site by 20% after 6 months.
- E. The in-house web master will establish a list of website competencies for staff and will offer two training sessions to familiarize staff with the resources on the district's site by March 2013.

Section 4.6 Expand the Purpose and Function of District Website

In order to increase access to information, materials and services to all schools within the South Carolina Public Charter School District, by August 2013, the district will develop a web-hosting solution that will replace third-party applications such as DropBox and Google Apps.

Objectives:

- A. Ninety percent of school staff will receive training from other departments by June 2013 for using district resources that are available, not only from the district's main website but also through the district's SharePoint website.
- B. The staff of South Carolina Public Charter School District will promote a different section each month both in the monthly Leaders Meeting and through webinars. The web administrator will update the website monthly with the chosen section to be featured.
- C. The district web master will collect monthly statistics on the usage of the main district website and also the SharePoint site so that we can inform our decisions regarding participation and interest and the importance of having these resources available to our schools and to the public. These statistics will be reviewed quarterly at the district's staff meetings.

Section 4.7 Modernize and Supplant Internal Network Infrastructure

In order to improve network performance and to prepare for the upcoming substantial growth to the District, by January 2014, the District will upgrade the switches (three), DHCP, DNS, Web servers and software, new wireless access points and controller along with upgrading all UPS power supplies and support contracts and warranties of E-rate eligible equipment.

Anticipated expenses include for Section 4.7:

- Firewall - \$4000/General Funds
- Servers - \$35000/General Funds
- Wireless system - \$2000/General Funds
- UPS - \$1000/General Funds
- Network Switches - \$4000/General Funds
- Warranty/support - \$5000/General Funds:
- Implementation/Technology Consulting fees: \$10,000/ General Funds:

Section 4.8 Video/Collaborative Conferencing for professional development for staff who will be using the new technologies

In order to increase the District Office Staff’s effectiveness, to decrease the cost of travel for both the district and the school, and to augment the district Professional Development Plan, the district is going to develop and deploy at the district office a Video/Collaborative Conferencing Center to be housed in the District Office Conference Room.

Anticipated expenses include for Section 4.8:

- Audio/Video Mixer Amplifier - \$1000/General Funds
- Audio Bridge - \$2000/General Funds
- PTZ Large Room Camera - \$4500/General Funds
- Wireless Microphones for Presenters - \$450/General Funds (2 X \$250)
- Table Microphones - \$1200/General Funds (2 X \$600)
- Ceiling Speakers - \$500/General Funds
- Protective Cabinet - \$500/General Funds
- Various Cables and Connectors - \$500/General Funds
- Subscription to Video Conferencing Service or Host - \$3000/General Funds

These services support the district’s schools by providing the necessary hardware and software for access to technologies that enhance learning and promote productivity.

Section 5 .0 Action & Implementation Plans

Objective(s):

- To be achieved or modified by the expiration of the Technology Plan once it is approved, unless otherwise stated

Key Strategies and Activities	Lead Role	Target Date for Completion	Status of Progress	Actual Completion Date
Strategy 4.1: Develop a plan to measure Technology Proficiency in the district	Director of Tech. Services	December 2013		
Activity 4.1A: Implement a Technology Proficiency Improvement Plan to address any deficiencies that have been identified	Director of Tech. Services	April 2014		
Strategy4.2: Implement a Profession Development Plan to address any deficiencies that have been identified	Director of Tech. Services	May 2014		

Strategy 4.3: Access to Information Resources and Learning Tools	Director of Tech. Services	May 2014		
Activity 4.3A: Increase district and school level access to a centralized resource of data	Director of Tech. Services	May 2014		
Strategy 4.4: Systems Support and Instructional Leadership	Director of Tech. Services	On Going		
Strategy 4.5: Develop District Website Ownership and Content Support Roles	Director of Tech. Services	On Going		
Activity 4.5A: Replace the district's web hosting solution	Director of Tech. Services	December 2012	Complete	December 2012
Activity 4.5B: Assign an in-house district web master	Superintendent/Director of Tech. Services	November 2012	Complete	November 2012
Activity 4.5C: Each Department to evaluate and update web content	Web Master/Asst. Director of Tech Services	February 2013		
Activity 4.5D: PR Director will develop materials	Web Master/Asst. Director of Tech Services /Director PR and Funding	March 2013		
Activity 4.5E: Web master to develop training materials for Staff	Web Master/Asst. Director of Tech Services	March 2013		
Strategy 4.6: Expand the Purpose and Function of District Website	Director of Tech. Services/Web Master/Asst. Director of Tech Services	On Going		
Activity 4.6A: All content managers for each department will be trained	Web Master	June 2013		
Activity 4.6B: Staff will inform school leaders at monthly meetings	SCPCSD Staff	June 2014		
Activity 4.6C: Statistics collected and reviewed	Web Master /DO Staff	Data Collected and Reviewed Every Quarter		
Strategy 4.7: Modernize and Supplant Internal Network Infrastructure	Director of Tech. Services	On Going		
Activity 4.7A: Upgrade Firewall	Director of Tech. Services	March 2012	Complete	January 2012

Activity 4.7B: Upgrade Network Switches	Director of Tech. Services	July 2013		
Activity 4.7C: Upgrade and Migrate Servers	Director of Tech. Services	November 2013		
Activity 4.7D: Upgrade Wireless Network	Director of Tech. Services	January 2014		
Activity 4.7E: Upgrade UPS	Director of Tech. Services	November 2013		
Strategy 4.8: Video/Collaborative Conferencing	Director of Tech. Services	February 2013		

Section 6.0 Dissemination to Stakeholders

Dissemination of the plan will include the following:

- Approved plan will be posted on the district web site.
- Electronic communication will be used to inform all staff as to its location for their use.
- Community members will be notified via the district web page.
- Members of the planning committees will receive full copies.
- Members of the Board of Education will receive full copies.
- Members of the District Leadership Team will share appropriate items to their planning groups.
- The District Planning Committees will evaluate the plan's progress bi-annually.

Continued partnerships with the district's schools and state and local leaders in the joint effort to increase student achievement efforts and continued staff development will support the district's efforts in implementing the goals and objectives of this plan.

Section 7.0 Monitoring, Evaluation, and Revision of Plan

The status and effectiveness of the technology plan will be reviewed by the Director of Technology Services each quarter of the calendar year. The findings will be presented to the Superintendent at least twice a year and to the District Office Staff once a year. Adjustments to this plan will be made on the as needed basis if it is deemed necessary.

Section 7.1 Monitoring and Evaluation Process

While the scheduled formal monitoring will be completed twice a year, there will also be an ongoing process of collecting and using standardized information to assess progress towards the stated objectives, tracking of the resource usage and assessment to determine if the original objective is still relevant to the needs of the district. Regular scheduled monitoring will provide more detailed

operational information (mainly on outputs and results achieved by the projects and the program, financial stability and the quality of implementation mechanisms) and will allow for detection of warning signs.

Section 7.2 Incorporation of Evaluation Information for Ongoing Planning

Since some of the objectives can change based on variables that were not present when this plan was written, there may be the need to adjust or to reallocate resources to other planned or unplanned objectives for the district. The data gathered in the scheduled evaluations, ongoing evaluations, and superlative directive will be used as to find the object least likely to come to fruition in the time frame allowed so those resources can be reallocated to address other issues either planned or unplanned.

Section 7.3 Processes and Timeline for Ongoing, Long-Term Planning

The South Carolina Public Charter School District's long-term plan and the role of the district's technology initiatives will be decided not only in the district's office staff annual Strategic Planning Retreat but also by any mandates or changes in the laws or regulations set down by either the State of South Carolina or by the South Carolina Department of Education. Not only because we are a public school district in the state, but also because we have no means of raising any needed funds if there is a cut or a loss of revenue from the State of South Carolina, the district's long-term plans will be limited in scope. As of this time the district has received confirmation from forty-two different groups notifying the district that they intend to commit to developing a charter, asking the district to review the charter and eventually asking the district to authorize them for the 2014 – 2015 school year. With the rate of growth the district anticipates experiencing looking beyond the 2015 year it is not rationally within the scope of long-term planning for the district to attempt to plan meet the needs of the schools that have been authorized or that are pending authorization on a long-term basis.

Appendices A - L

Appendix A Compilations of Needs Assessment

Background of the District:

The South Carolina Public Charter School District is a relatively new district in the state of South Carolina Public School System. It has a dual role set down in SC Title 59 – Education - CHAPTER 40 - CHARTER SCHOOLS commonly referred to as "South Carolina Charter Schools Act of 1996". The district was charged with not only being the state-wide authorizer and local education agency (LEA) to charter schools as an alternative to the charter schools' local districts, but also providing substantial support and guidance for the schools. The charter schools in the district range from innovative brick-and-mortar and virtual schools to hybrid schools that are using both approaches to reach the needs of students in the state of South Carolina. The growth of the district has been unprecedented and the state is set for potential growth that would triple the number of schools in the district by the 2014 – 2015 school year with 42 possible charter schools opening in that year. That would bring the school total to 60 or more. In the current and planned future network topology of the district, unlike a traditional district where the District Office acts as the main hub for all schools to connect through, the SCPCSD schools each have their own connection to the Internet and does not connect back directly to the District Office. This makes supports like the centralization of services that traditional schools district utilize impossible and adds a layer of expense that other schools districts do not have to incur.

Desired Result:

The increase in numbers of schools will cause the present network infrastructure to become grossly inadequate by the 2014 – 2015. The district will need to update the servers and switches that provide not only the web applications and services, but also the internal network for the district office.

The influx of new schools and the district's previous inability to develop and standardize a "Teachers' Technology Proficiency" program have hurt the district and its schools in areas such as applying for grants and other outside funding sources. This is something that we are planning to address under this proposed technology plan. The Teachers' Technology Proficiency program is one of the things that the schools are legally exempt from under the provisions of the SC Charter School Law and thus this program hasn't been implemented before now.

Under this technology plan, the district is establishing a Video/Collaboration Conferencing presence to not only be utilized in the achievement of the Teacher Technology Proficiency program but also to be used in other areas of Professional Development in the district. With schools located all across the state of South Carolina, the need to be able to reach a large number of schools with a video presence has become an operational necessity and it is not a luxury as it might be with other schools districts with schools located within the same geographical area. While the district is not required to provide directly for the educational needs of the students in the schools, keeping the administrators and teachers up to date with required professional development opportunities without requiring faculty and staff to leave their schools and take precious time away from instruction will benefit all involved (teachers, administrators, and students).

Current Performance:

The district has augmented its original network infrastructure with equipment that has been needed to meet the needs at the time or to address the issue at hand. This has created some compatibility issues between solutions that have been problematic at best. The integrated and mismatch solutions have caused some loss of network connectivity and created down time for the schools connecting to much

needed resources that are housed at the district office. One example would be the deployment of the wireless network and its connection to the internal network. The original deployment design did not allow for wireless devices to connect to the district servers for security purposes but this proved to be nonfunctional for trainings that required server access so the security schema had to be redesigned to include server access.

The district has not had a district-level teacher proficiency plan implemented at this time. The district was deemed to be exempt from this mandate and it has never been addressed until now.

Meetings are handled either in person by staff traveling to the district office or the district office staff traveling to the schools. This can mean that district or school staff may be travelling for up to two and a half hours for a meeting that may last only two hours and then traveling back two and a half hours. This takes staff away from their schools for the better part of the day and away from influencing the education for the students. The district has utilized various webinar programs with some success but there are limiting due to the lack of ability for interaction and collaboration during these meetings.

Addressing the Deficiency:

The original network that was deployed at the district office was meant to support only the district office staff in its daily operations. When the South Carolina Department of Education selected PowerSchool to be the statewide Student Information System (SIS), the district purchased several servers to accommodate the SIS. The district also added an internal finance server to meet the schools' and district's requirement that they adhere to the SCDE financial reporting system. Unfortunately the server solution wasn't up to the specifications to handle the growth of the district and its student population and had to be augmented in 2011 with a more robust virtual host server. In 2012 another server was added to the network to serve as the host for the ENRICH Assessment system. This server will also host the ENRICH IEP system that will provide the schools with not only their IEP support but will also be the IDEA reporting mechanism for the district and schools. Before the end of the 2012 – 2013 school year the original servers will be out of warranty and will no longer be compliant with the minimum specifications required by the applications to function in those roles. The virtual server host that was purchased in 2011 will be out of warranty by the 2014 – 2015 school year and this is the server that provides the required network services such as DNS, DHCP, and Active Directory services that provide the functionality and the network communications between the servers that is in part needed for the security of the district's data.

Each school is responsible for its own assessment of the technology proficiency of its staff if they opt to do that. Each school is asked to address this in its school level technology plan. The district has no means to collect the data on teachers' technology proficiency at this time and no professional development plan to address the deficiencies that may exist since there is no method to identify the needs.

The Video/Collaboration Conferencing System is also a new initiative that the district is implementing to meet a need in the schools and the district. The district is currently spending funds on travel for the schools to attend meetings at the district office that are required by the bylaws of the district. The Video/Collaboration Conferencing System would cut that cost and also provide the district with the availability to connect to the schools and target specific subgroups in the schools such as Special Education teachers, or ADEPT participants without those involved having to travel to Columbia. The district's growth by the 2014 – 2015 school year is going to increase the need for an alternative to in-person, centralized meetings.

Solutions:

The network and server solutions that the district is proposing in the technology plan are to not only perform a needed server replacement during the years covered in the plan but also to update the wired and wireless networks and core infrastructure to provide the best solution within the districts means to deliver the required services and supports to our schools. The financial plan also sets up a set amount to be budgeted and rolled over from year to year so that there can be a server and network refresh in every fourth year of the district's operation.

The district technology plan also covers the design, implementation and the analysis of the data from the district's first Teachers' Technology Proficiency plan. The district will work with the schools to give them the option of either providing their own policy and then providing the supporting data to the district or taking part in the district's designed implementation.

The district will design and implement a flexible Video/Collaboration Conferencing system that will be scalable as the district grows and that will provide the needed facilities and work for the district's unique structure. True interactive video conferencing solutions as well as video streaming technologies will be accessible and the viability and functionality of each will be considered and added to the solution.

Implementation:

The implementation schedule will be simultaneous in nature with some parts being implemented before others so that they can be used to provide the foundation for other initiatives. The network infrastructure will be the first to be addressed because it provides the bandwidth and throughput for not only the servers and web access applications but also for the Video/Collaboration Conferencing system that will be a large portion of the Teachers' Technology Proficiency plan and the professional development implementation that will be needed to provide the training to address any deficiencies that are identified by the assessment and analysis of the data that are gathered.

Appendix B Acceptable Use of Technology

Section 1	District Office Employee, Contractor, and Extended Visitor
Section 2	District Acceptable Use Policy for Schools to Access District Network Resources
Section 3	District Advisement and Acceptable Use Policy to SCPCSD Board Members
Section 4	Parent PowerSchool Acceptable Use Policy

Appendix C Section 1

South Carolina Public Charter School District District Office Employee, Contractor, and Extended Visitor Acceptable Use Policy

Overview

Employees, Contractors, and Extended Visitors in the South Carolina Public Charter School District Office use a variety of material and information sources in various formats to support and extend the students' learning experiences. Computers, software, peripherals and computer networks are vital and essential parts of the operation for the South Carolina Public Charter School District. The use of any computer, technology equipment or software is a privilege, not a right. Employees whose jobs require access to the use of a computer and/or network must sign an Acceptable Use Policy agreement form and must follow all guidelines stated in the agreement. The district unconditionally reserves the right for authorized personnel to review system use and file content. The district reserves the right to remove a system user account from the system or to disconnect any system user to prevent unauthorized activity. Failure to follow the guidelines could result in disciplinary action that could include dismissal.

Individual User Responsibilities

The following standards will apply to all users of the District's electronic information/communications systems:

1. The individual who has a system account created or issued will be responsible at all times for its proper use.
2. System users shall not let others use their name, logon, password or files for any reason (except for authorized staff members).
3. Viewing or participating in non-instructional/non-administrative Internet games, Internet chat rooms, social network sites, commercial e-mail or webmail (e.g. Hotmail, Yahoo, AOL or Gmail) on a regular basis other than those sponsored and overseen by the District is discouraged. This includes, but is not limited to, instant messaging or personal use of streaming media.
4. System users may redistribute copyrighted programs or data such as software, audio, video, files and graphics only with the written permission of the copyright holder or designee. Such

permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, District policy, and administrative regulations.

5. Users may not download, upload, install or otherwise use programs or software of any type without prior express written permission from the SCPCSD Technology Department. This includes, but is not limited to, executing “portable” applications located on mobile media or devices.
6. Users shall not use system resources to purposefully access or view materials, distribute, create, or copy messages or materials that are abusive, obscene, sexually-oriented, threatening, racist, excessively violent, harassing or damaging to another's reputation or illegal. SCPCSD provides filtering mechanisms to help prevent accidental access to such materials; however, filters are not all-inclusive and will not block all inappropriate sites. In the event that accidental access to prohibited materials occurs, users are expected to immediately discontinue such access and report the incident to the SCPCSD Technology Department.
7. Users shall not bypass or attempt to bypass SCPCSD security measures through means such as, but not limited to, online proxies, bootable media, IP spoofing, etc.
8. Users shall not alter or vandalize computers, networks, printers or other associated equipment and system resources. Alteration or vandalism includes, but is not limited to, removal of parts, intentional destruction of equipment, attempting to degrade or disrupt system performance and attempts to make system resources unusable.
9. Users shall not relocate or remove technology equipment (hardware or software) from its location without express permission of the SCPCSD Technology Department.
10. Users should be aware that electronic mail (e-mail) and all other files stored on SCPCSD's network or at a hosted site are the property of SCPCSD. Users should not send any messages or create any files that they would not want to be made public. *Space restrictions will be implemented according to District guidelines.*
11. Users shall not use system resources for the forgery or attempted forgery of e-mail messages. Attempts to read, delete, copy or modify the e-mail of other system users, deliberate interference with the ability of other users to send/receive e-mail or the use of another person's e-mail account is prohibited.
12. Users with SCPCSD e-mail access shall not waste district resources through inappropriate use of the network including use of SCPCSD group e-mail distribution lists to send non-administrative or non-instructional messages to other users (e.g. chain letters, broadcast messages, personal advertisements, personal forums, gossip, personal opinions or political agendas).

13. Users who identify or know of a security problem on the system must notify the SCPCSD Technology Department immediately and must not demonstrate or verbalize the security problem to other users.
14. Users shall not incur online credit card charges or any other charges without prior District authorization and according to established District purchasing procedures.
15. Any malicious attempt to harm or destroy District equipment or materials, data of another user of the District's system or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and administrative regulations and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

Bring Your Own Technology

District Staff may bring their own technology devices to the district office. All non-district devices (laptops, iPads, Smart Phones, etc) will have access to SCPCSD's wireless network to access the Internet. These devices will be filtered as all other network devices and subject to monitoring as with the district-owned devices. Support for these devices will be of a cursory style and will not interfere with the Technology Department's normal duties. The SCPCSD is not responsible for theft, damage or loss of any non-district device.

Network Etiquette

System users are expected to observe the following network etiquette:

1. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
2. Use appropriate language; swearing, vulgarity, ethnic or racial slurs and any other inflammatory language are prohibited.
3. Pretending to be someone else when sending/receiving messages is considered inappropriate.
4. Transmitting obscene messages or pictures is prohibited.
5. Revealing personal addresses or phone numbers of the user or others is prohibited.
6. Using the network in such a way that would disrupt the use of the network by other users is prohibited

Termination/Revocation of System User Account

The District may suspend, limit or revoke a system user’s access to the District’s system upon violation of District policy and/or administrative regulations regarding acceptable use.

ACCEPTABLE USE POLICY ACKNOWLEDGEMENT

I understand and will abide by the provisions and conditions of this employee acceptable use policy agreement. I agree to report misuse to the Technology Department Staff or my immediate supervisor.

Staff Signature_____

Staff Name_____

Date_____

Disclaimer

The District’s system is provided on an “as is, as available” basis. The District does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not warranty that the functions or services performed by that the information or software contained on the system will meet the system user’s requirements, that the system will be uninterrupted or error-free or that the defects will be corrected. The District will not be responsible for financial obligations arising from unauthorized use of the system.

Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third party individuals in the system are those of the providers and not the District’s.

The District will cooperate fully with local, state and federal officials in any investigation concerning or relating to misuse of the District’s electronic communications system and data management systems.

Appendix B Section 2

**South Carolina Public Charter School District
Electronic Communications and Data Management Systems
District Acceptable Use Policy for Schools to Access District Network Resources (AUP)
2011-2012**

Electronic Communication and Data Management

The Superintendent or designee shall implement, monitor and evaluate electronic media resources for instructional and administrative purposes.

Availability of Access

Access to the District's electronic communications system, including the Internet, shall be made available to employees exclusively for instructional and administrative purposes and in accordance with administrative regulations.

Access to the District's electronic communications and data management systems is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations or use that violates the employee standards of conduct may result in suspension or termination of privileges and other disciplinary action consistent with District policies. Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, guidelines and user agreements consistent with the purposes and mission of the District and with law and policy governing copyright

Monitored Use

Electronic mail transmissions and other use of the electronic communications system by employees shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational or administrative purposes. District administration reserves the right to examine, use and disclose any data found on the District's information networks in order to further the health, safety, discipline or security of any student or other person or to protect property. This information may also be used in disciplinary actions and may be furnished as evidence of a crime to law enforcement.

Electronic Communication and Data Management

The District's system will be used only for administrative and educational purposes consistent with the District's mission and goals. Commercial use of the District's system is strictly prohibited.

The District will provide training to employees in the proper use of the system and will provide all users with acceptable use guidelines. All training in the use of the District's system will emphasize the ethical use of these resources.

System Access

Access to the District's Data Management system will be governed as follows:

1. With the approval of the administration, District and School employees will be granted access to the District's systems; this includes but is not limited to PowerSchool, Enrich, District Finance Software, and collaboration software that the district provides.
2. The District will require that all passwords be changed at least every year.
3. Any system user identified as a security risk or as having violated District computer-use guidelines may be denied access to the District's system.

School Level Responsibilities

The principal or designee will:

1. Be responsible for disseminating and enforcing applicable District policies and acceptable use guidelines for the District's system at the school level.
2. Ensure that all users of the District's system complete and sign an agreement to abide by District policies and administrative regulations regarding such use. Two copies of this agreement must be maintained, one at the school level and another copy at the district level. This maybe an electronic copy
3. Ensure that employees supervising students who use the District's system provide training emphasizing the appropriate use of this resource.

Individual User Responsibilities

The following standards will apply to all users of the District's electronic information/communications systems:

16. The individual who has a system account created or issued will be responsible at all times for its proper use.
17. System users shall not let others use their name, logon, password or files for any reason (except for authorized staff members).

18. Viewing or participating in non-instructional/non-administrative Internet games, Internet chat rooms, social network sites, commercial e-mail or webmail (e.g. Hotmail, Yahoo, AOL or Gmail) on a regular basis other than those sponsored and overseen by the District is discouraged. This includes, but is not limited to, instant messaging or personal use of streaming media.
19. System users may redistribute copyrighted programs or data such as software, audio, video, files and graphics only with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, District policy, and administrative regulations.
20. Users may not download, upload, install or otherwise use programs or software of any type without prior express written permission from the SCPCSD Technology Department. This includes, but is not limited to, executing "portable" applications located on mobile media or devices.
21. Users shall not use system resources to purposefully access or view materials, distribute, create, or copy messages or materials that are abusive, obscene, sexually-oriented, threatening, racist, excessively violent, harassing, damaging to another's reputation or illegal. SCPCSD provides filtering mechanisms to help prevent accidental access to such materials; however, filters are not all-inclusive and will not block all inappropriate sites. In the event that accidental access to prohibited materials occurs, users are expected to immediately discontinue such access and report the incident to the supervising teacher or administrator.
22. Users shall not bypass or attempt to bypass SCPCSD security measures through means such as, but not limited to, online proxies, bootable media, IP spoofing, etc.
23. Users shall not alter or vandalize computers, networks, printers or other associated equipment and system resources. Alteration or vandalism includes, but is not limited to, removal of parts, intentional destruction of equipment, attempting to degrade or disrupt system performance or attempting to make system resources unusable.
24. Users shall not relocate or remove technology equipment (hardware or software) from its location without express permission of the SCPCSD Technology Department.
25. Users should be aware that electronic mail (e-mail) and all other files stored on SCPCSD's network or at a hosted site are the property of SCPCSD. Users should not send any messages or create any files that they would not want to be made public. *Space restrictions will be implemented according to District guidelines.*
26. Users shall not use system resources for the forgery or attempted forgery of e-mail messages. Attempts to read, delete, copy or modify the e-mail of other system users, deliberate interference with the ability of other users to send/receive e-mail or the use of another person's e-mail account is prohibited.
27. Users with SCPCSD e-mail access shall not waste district resources through inappropriate use of the network including use of SCPCSD group e-mail distribution lists to send non-administrative or non-instructional messages to other users (e.g. chain letters, broadcast messages, personal advertisements, personal forums, gossip, personal opinions or political agendas).

28. Users who identify or know of a security problem on the system must notify the technology department, principal, or teacher immediately and must not demonstrate or verbalize the security problem to other users.
29. Users shall not incur online credit card charges or any other charges without prior District authorization and according to established District purchasing procedures.
30. Any malicious attempt to harm or destroy District equipment or materials, data of another user of the District's system or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and administrative regulations and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

Bring Your Own Technology

School staff may bring their own technology devices to the district office. All non-district devices (laptops, iPads, Smart Phones, etc) will have access to SCPCSD's wireless network to access the Internet. These devices will be filtered as all other network devices and subject to monitoring as with the district owned devices. Support for these devices will be of a cursory style and will not interfere with the Technology Department normal duties. SCPCSD is not responsible for theft, damage or loss of any non-district device.

Network Etiquette

System users are expected to observe the following network etiquette:

7. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
8. Use appropriate language; swearing, vulgarity, ethnic or racial slurs and any other inflammatory language are prohibited.
9. Pretending to be someone else when sending/receiving messages is considered inappropriate.
10. Transmitting obscene messages or pictures is prohibited.
11. Revealing personal addresses or phone numbers of the user or others is prohibited.
12. Using the network in such a way that would disrupt the use of the network by other users is prohibited.

Termination/Revocation of System User Account

The District may suspend, limit or revoke a system user's access to the District's system upon violation of District policy and/or administrative regulations regarding acceptable use.

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ACCEPTABLE USE POLICY ACKNOWLEDGEMENT AGREEMENT

Each employee, contract worker or long term visitor of the South Carolina Public Charter School District will be required to sign the following acknowledgement and agreement that they have read and understand the Employee’s Acceptable Use Policy. Each employee, contract worker, or long term visitor will be required to sign the agreement once a year. The current South Carolina Public Charter School District Employee User Agreement will be kept on file in the Technology Office, accessible from the SCPCSD website and also in the Human Resources Department.

ACCEPTABLE USE POLICY ACKNOWLEDGEMENT

I understand and will abide by the provisions and conditions of this employee acceptable use policy agreement. I agree to report misuse to the Technology Department Staff or my immediate supervisor.

Staff Signature _____

Staff Name _____

Date _____

Disclaimer

The District’s system is provided on an “as is, as available” basis. The District does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user’s requirements that the system will be uninterrupted or error-free, or that the defects will be corrected. The district will not be responsible for financial obligations arising from unauthorized use of the system. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third party individuals in the system are those of the providers and not the District’s.

The District will cooperate fully with local, state federal officials in any investigation concerning or relating to misuse of the District’s electronic communications system and data management systems.

Appendix B Section 3

District Advisement and Acceptable Use Policy to SCPCSD Board Members TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS 2011-2012

TECHNOLOGY RESOURCES

For purposes of this policy, "technology resources" means electronic communication systems and electronic equipment.

AVAILABILITY OF ACCESS

Access to the District's technology resources, including the Internet, shall be made available to Board members primarily for official duties and in accordance with administrative regulations.

LIMITED PERSONAL USE

Limited personal use of the District's technology resources shall be permitted if the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District's technology resources.

ACCEPTABLE USE

A Board member shall be required to acknowledge receipt and understanding of the user agreement governing use of the District's technology resources and shall agree in writing to allow monitoring of their use. Noncompliance may result in suspension of access or termination of privileges. Violations of law may result in criminal prosecution.

MONITORED USE

Electronic mail transmissions and other use of the District's technology resources by a Board member shall not be considered private. The Superintendent or designee shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

DISCLAIMER OF LIABILITY

The District shall not be liable for a Board member's inappropriate use of technology resources, violations of copyright restrictions or other laws, mistakes or negligence and costs incurred. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, appropriateness or usability of any information found on the Internet.

RECORDS RETENTION

A Board member shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program.

Appendix B Section 4

Parent PowerSchool Acceptable Use Policy 2012-2013

PowerSchool will provide you access to your child's grades, attendance and homework. Please read these guidelines. Use of the Parent Portal signifies agreement with the guidelines below:

Please read the following Acceptable Use Guidelines for PowerSchool:

1. Username and passwords are to be kept confidential.
 - a. It is the responsibility of the parent/guardian to protect the security of the login and password. The South Carolina Public Charter School District (District) and/or its schools accept no responsibility in the event the username/password is shared, given, stolen or in any other way; become the possession of a person other than the parent/guardian.
 - b. If a username/password is stolen or lost, the parent/guardian can contact the school to have the password changed. The parent/guardian will need to complete the, "Username/Password Request" form posted on the District website or obtained at your child's school.
 - c. If you forget your username /password, you will be required to fill out a written request for the school. The parent/guardian will need to complete the, "Username/Password Request" form posted on the District website or obtained at your child's school.
2. Only **one** username and password will be issued per student. It is the responsibility of the parent to determine which parent(s) or guardian(s) will be able to access records.
3. The District does not provide technical support for your home/work computer system. Some helpful documents are posted on the District website for parents to utilize.
4. We will monitor Parent Access to PowerSchool. The Parent Access Log lists date of login, time accessed, and duration of login (in minutes).
5. Parents/guardians should remember that email and other communications over the Internet are not guaranteed to be private and are subject to State and Federal Law.
6. You should follow these procedures when questioning your child's grades or attendance:
 - a. Talk to your child to ask him/her about his/her grades or attendance.
 - b. Check the teacher's grading policy. The information on PowerSchool is subject to change. The information posted is not the official Progress Report, Report Card or Student Transcript.
 - c. Please email teachers with your questions concerning grades, but please do not send excessive emails. Remember your child's teacher has many other students he/she teaches.
 - d. The parent/guardian may request a meeting with the teacher but should request the meeting using your child's school's procedures for setting up the meeting.
 - e. You will be able to check grades 24 hours a day, seven days a week. Teachers should post their grades within approximately 7 school days of the date the assignment is due. Some assignments such as written reports may take much longer to grade.
7. Attendance is taken once a day in the elementary schools and each period at middle and high schools. Attendance is updated as soon as the teacher enters it. If you have a question

concerning attendance, please contact the Attendance Office at your child's school. Please remember that the District and/or its schools are providing this access as a privilege, and if it is abused, the account will be suspended and/or terminated.

8. The District and/or its schools are not liable for any damages to your personal equipment when connected to the PowerSchool System.
9. By signing this release, you acknowledge release of the District, its schools and its officers, employees and agents from any claims and damages from your use or your inability to use the system.

As a parent/guardian I have read this policy and understand that access is designed for the educational support of my child's education.

Parent PowerSchool Acceptable Use Policy

I understand and will abide by the provisions and conditions of this Parent PowerSchool Acceptable Use Policy.

Parent Signature _____

Parent Name _____

Date _____

Appendix C Current Technology Inventories

Equip Type	Serial #	Make & Model	Date of Purch	Install Date	Origl Loc	CurLoc	Replace Date (if applicable)	Quat	Notes
Server		Power Edge R710	March 2010	March 2010	DO Server Room	DO Server Room	2013	1	Finance
Server		Power Edge R710	Aug 2012	Aug 2012	DO Server Room	DO Server Room	2015	1	ENRICH
Server		Power Edge R710	March 2010	March 2010	DO Server Room	DO Server Room	2013	1	PS DB
Server		Power Edge R610	March 2010	March 2010	DO Server Room	DO Server Room	2013	1	VM Host 1
Server		Power Edge R610	March 2010	March 2010	DO Server Room	DO Server Room	2013	1	VM Host 2
Server		HP Pro. ML 350	Aug 2011	Aug 2011	DO Server Room	DO Server Room	2014	1	VM Host 3
Server		HP Pro. DL 160	March 2010	March 2010	DO Server Room	DO Server Room	2013	1	PS Report Server
Computers								14	District Office
Laptop								12	District Office
Switches								3	District Office
Router								1	District Office
Wireless AP								1	District Office
LCD Projectors								2	District Office
Tablets								6	District Office
Inkjet Printers								2	District Office
Laser Printer								3	District Office
Digital Cam								1	District Office
Video Cam								1	District Office
Distance Learning Cameras								1	District Office
Network Load Balancer								1	District Office
WAN/LAN								100Mbt	District Office

Appendix D Other Required School Board Policies

Appendix D Section 1 CIPA Compliance Policy

South Carolina Public Charter School District CIPA Compliance Policy

The Children's Internet Protection Act (CIPA) requires all K-12 schools and libraries with Internet accessible computers to certify, as part of their Internet Safety Policy (schools only), that they are educating their students concerning appropriate online behavior, including cyber-bullying and social networking. ~ Mick Zais, Ph.D. State Superintendent of Education Feb28, 2012

The South Carolina Public Charter School District is committed to undertaking efforts that serve to make safe for children the use of district and school computers for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the District directs each school in the District that receives communication services, be it for telecommunication or internet, through the district office, the South Carolina K-12 School Technology Initiative, the Division of State IT of South Carolina or any other method that maybe funded or partially funded through public funds or through the Educational Rate (E-Rate) Program, to procure and implement the use of technology protection measures that block or filter Internet access concerning:

- Access by minors to inappropriate matter on the Internet and World Wide Web;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications (including instant messaging);
- Unauthorized access, including so-called 'hacking,' and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
- Measures designed to restrict minors' access to materials harmful to minors.

Subject to staff supervision, however, any such measures may be disabled or relaxed for adults conducting bona fide research or other lawful purposes, in accordance with criteria established by the schools administrator or his or her designee.

The school's administrator or his or her designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.

In addition, the District prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The school's administrator or his or her designee shall establish and implement procedures that enforce these restrictions.

The school's computer network coordinator/technology contact designated under the District's Computer Network or Acceptable Use Policy, shall monitor and examine all school computer network

activities to ensure compliance with this policy and accompanying regulation. He/she also shall be responsible for ensuring that staff and students receive training on his/her requirements. This person shall be designated by the school's administrator and the South Carolina Public Charter School District Technology Office will be notified when there is a change in the school's computer network coordinator/technology contact as this person will be the primary contact and will be asked to provide documentation and/or reports to the district to ensure proper compliance.

Each school is responsible for designing and implementing a CIPA-compliant Internet Safety Policy. This policy should cover four key topics that have been designated as Basic Components.

- The policy should apply to both minors and adults. Although called the "Children's Internet Protection Act," and requiring specific protections for minors, CIPA clearly applies to certain aspects of adult usage as well. Therefore, the policy should deal with both staff and students. As discussed below, a student only Acceptable Use Policy may not fully suffice.
- The policy should specify use of an Internet filtering mechanism to, at a minimum, block access to the three categories of visual depictions specified by CIPA – obscene, child pornography and harmful to minors. *Conditions and procedures should be incorporated under which filtering can be disabled (for adults) or made less restrictive (for minors).*
- The policy should emphasize staff responsibilities in educating minors on appropriate online behavior and in supervising such activities. This provision is needed to meet the monitoring and education requirements imposed on all schools.
- The policy should address the Neighborhood Children's Internet Protection Act (NCIPA) issues for minors (but is also appropriate for adults). As discussed above, these issues concern the safe use of e-mail and other forms of electronic messaging, unauthorized disclosure of personal information, cyber-bullying and unlawful or inappropriate online activities.

Prior to adoption, CIPA requires that "reasonable public notice" and "at least one public hearing or meeting" be held to address the proposed Internet Safety Policy. Applicants must be careful to retain documentation of their Policy adoption actions. This may be done through public hearings held before the beginning of a scheduled school board meeting with the hearing minutes included in the meeting minutes.

All users of the district and school computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that as such, use entails responsibility. All must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the District's and/or school Acceptable Use Policy. Failure to comply may result in disciplinary action including, but not limited to, the revocation of district level computer/server/software access privileges and funding

Ref:

- Children's Internet Protection Act - 47 U.S.C. § 254(h) and (l),
- Neighborhood Children's Internet Protection Act - 47 U.S.C. 254 SEC. 1732. INTERNET SAFETY POLICY REQUIRED
- Neighborhood Children's Internet Protection Act - 47 U.S.C. 254 SEC. 1733. IMPLEMENTING REGULATIONS
- <http://www.usac.org/sl/applicants/step10/cipa.aspx>

Also:

47 USC §254(1)(B)

47 USC §254(5)(A)

47 USC §254(5)(F)

Appendix E1 to 1 Tablet SCPCSD Pilot Program

Criteria for 1 to 1 Tablet SCPCSD Pilot Program

1. School must be a physical school.
2. School must have a 3rd grade.
3. School must have a 5th grade and a 6th grade (or will add a 6th grade by 2013 – 2014 school year).
4. School must have either an on-site technology contact or a contracted technology contact to support the pilot.
5. School must not be under revocation
6. School may not have been on probation for any reason in the last calendar year.
7. School may not have been cited for any serious deficiencies in the areas of governance or management in the last calendar year.
8. School will submit a written plan on how tablet computing would benefit the school and the students and how tablet computing would fit with the school's curriculum.

Broad description of pilot

The South Carolina Public Charter School District (SCPCSD) will provide the selected school with ## *Brand X* tablets. The selected tablets will be Wi-Fi enabled only. The SCPCSD will provide initial technical support while the tablets are being deployed. The SCPCSD will provide infrastructure/network support and funding of needed equipment that is within reason to support the increased internal wireless network. The SCPCSD will supply ## *Brand X* tablets for the students in the 3rd grade and ## *Brand X* tablets to the students in the current 5th grade. These tablets issued to the 3rd and 5th grade students will remain with those students as long as the student is actively enrolled in the school. Classroom teachers and Instructional Staff will also be supplied with *Brand X* tablets for developing lessons that incorporate this technology aid into instruction. In the event that there is an unjustifiable loss or damage of the tablet by the student or school staff, the school will be responsible for the replacement of the tablet to the student or staff. Replacement must be the same make and model with the same operating system to insure interoperability for class curriculum. The school will be supplied with # tablets to be maintained on-site to cover any issue where a *Brand X* tablet is inoperable or unusable in anyway. If the *Brand X* tablet is deemed to be unserviceable, the school will contact the SCPCSD Technology Department for a replacement tablet for the reserve tablet that is in use. The replacement tablet will then be placed in the reserve lot of tablets.

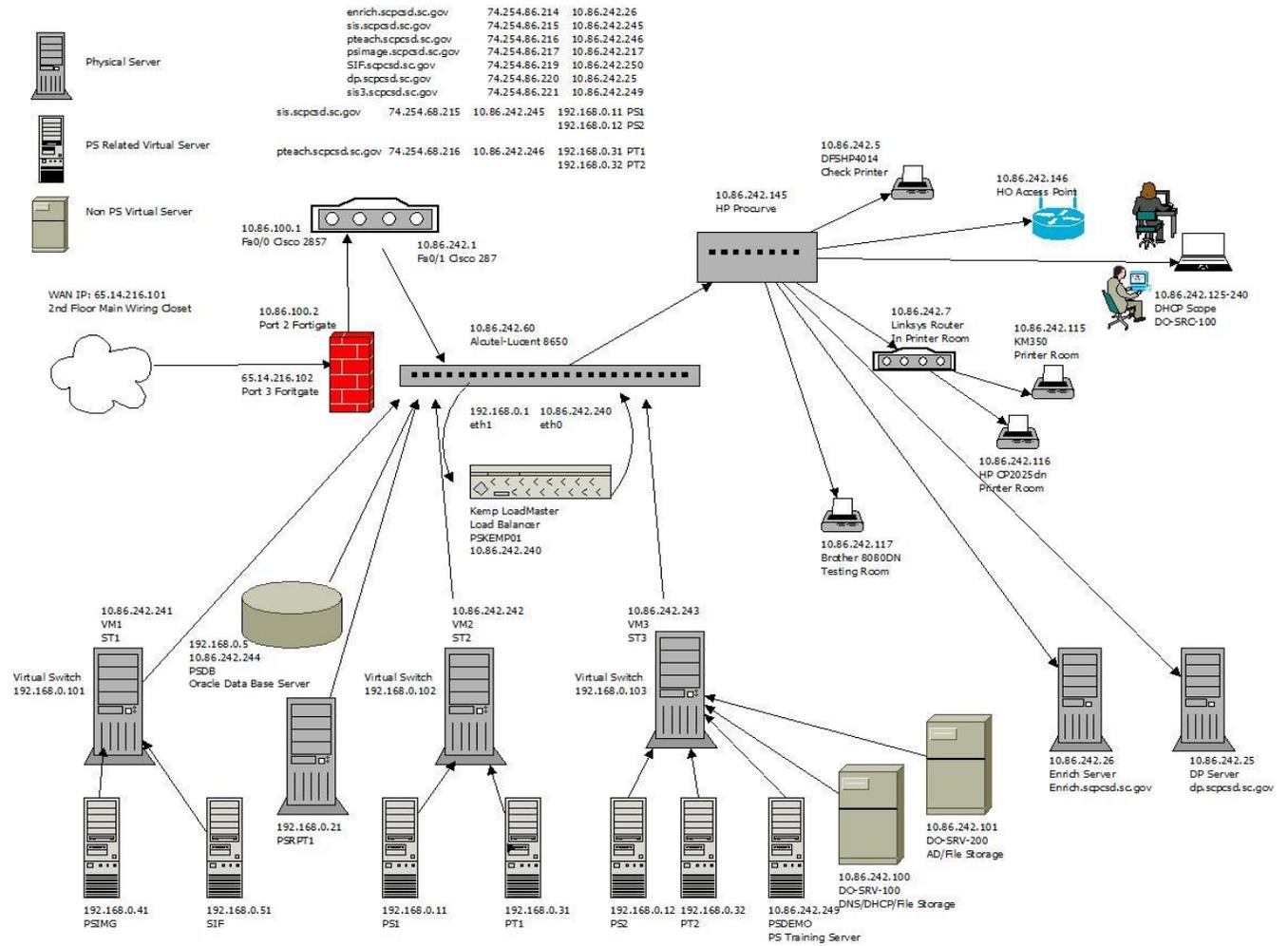
The SCPCSD will work with the school administration and staff to develop appropriate acceptable use policies, guidance and managerial standard operating procedures that will be enforced at least during the time of the pilot program. If the pilot program is deemed successful it will transition into a long-term program that is planned to run three full school years if funds are available, with development and deployment beginning in the 2012 – 2013 Winter-Spring semester and covering the school years 2013 – 2014, 2014 – 2015, and 2015 – 2016. The SCPCSD reserves the right to terminate the pilot program at any time. The SCPCSD retains ownership of any and all equipment including any equipment that is purchased by the school or student as a replacement for an unjustifiable loss or damage of the tablet by the student or school staff.

Appendix F Copyright

- Employees and/or users of the SCPCSD network and its resources will verify permission with a hard copy to use any pictures, files, text, music or sound taken from Internet sites related to educational goals.
- Bibliographical information must be cited.
- Employees and/or users of the SCPCSD network and its resources will not transmit any material in violation of any federal or state laws or regulations to include, but not limited to, copyrighted material
- Illegal publication or copying of copyrighted material is prohibited. Employees will be held personally liable for any of their own actions that violate copyright law.

Any use of copyrighted sites where permission cannot be obtained will be in violation of the District's Acceptable Use Agreement.

Appendix G Network Diagram



Appendix H Staff Training Evaluation

In the 2013 – 2014 District Budget there will be a \$6000.00 sum to provide professional development to the District Technology Services staff. These funds are to be used to make the Technology Services Staff current in technical skills that are requiring to better provide service and support to the schools in the district. The Technical Services staff has already started to identify areas where there is room for improvement in their individual skill sets in an effort to have more well-rounded coverage when there is only one member of the Technology Staff on site for various reasons. Addressing these gaps in the overall knowledge of the staff members also benefits the district in the professional development goal in the Teachers' Technology Proficiency plan.

IT Employee Skills Matrix

Name	Responsibility	Skill Area																						
		Management	Leadership/Supervisor	Client Service	Communication	Project Mgmt.	Industry Knowledge	Business Analysis	Application Design	Programming	Implementation	Training	Documentation	Help Desk	Network Admin.	Telecom	PC / Desk Top	Servers	Internet/Intranet	Computer Operation	Administrative	Web Applications	Powerschool	
1	IT skills needed	1	1	3	3	2	2	1	2	2	1	1	2	3	1	1	2	1	2	2	1	1	1	3
2	Zenobia Ealy Trainer/Asst. Director		1	1	1									1	1	1	1	1	1	1	1	1	1	1
3	William James Director of T.S.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								
16																								
17	TOTAL	1	1	2	2	1	1	1	1	1	1	2	2	1	1	1	2	1	1	2	1	1	2	2
18	GAP	0	0	-1	-1	-1	-1	0	-1	-1	-1	0	0	-1	0	0	-1	0	-1	0	0	0	-1	-1

Appendix I District Technology Staff Job and Duties Descriptions

Appendix I Section 1

JOB TITLE: Director of Technology Services

FLSA Status: Exempt

Pay Grade:

Days of Work:

GENERAL STATEMENT OF JOB

Under general supervision, coordinates the District's information technology operations. Plans, supervises and coordinates systems development, data processing, use of technology resources, user training and other information technology functions. Reports to the Superintendent.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Communicates with District staff to determine network and communications requirements; supervises the development and maintenance of the e-mail system, local area network, Internet and Intranet-based solutions for identified needs; coordinates departmental and information technology projects.

Manages the operation, availability and accessibility of District applications to include software maintenance, program development, proper functioning and upkeep of application software, data integrity and backup, hardware operation and system programming to streamline the work of staff members.

Directs the purchase, installation, support, networking, maintenance and repair of technological equipment and systems. Prepares bids and requests for proposals; makes recommendations for technology acquisitions; and researches, evaluates and procures hardware and software.

Prepares various computer programs, data collection systems, quarterly reports, state data and reports, and other related records; prepares and manages data processing budget requirements. Supports District-wide database and electronic communication of data to all sites, as well as electronic download/upload of state mandated data and develops related communications materials and/or processes.

Plans, schedules and projects for information technologies as required to meet operational and curriculum objectives. Serves as a resource person in strategic planning efforts and other district initiatives as required.

Interacts and communicates with end-users, district staff, immediate supervisor, vendors and other school district personnel.

Plans, supervises and evaluates the work performed by information technologies staff. Supervises the installation and maintenance of personal computers and computer software.

Keeps abreast of technological advances and their potential applications to District operations. Maintains active participation in professional organizations, seminars and conferences related to information technology.

Willingly performs other related duties as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Computer Science or related field with five years of information systems management; experience with LAN and WAN; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

JOB REQUIREMENTS

Knowledge:

Has knowledge in the areas of computer/network technology and maintenance, information systems management, project management, budgeting, etc. Knowledge in planning, developing and implementing effective information systems and modern technologies for district-wide instruction and management. Knowledge in effectively supporting technology education efforts through classroom and laboratory instruction and through special training and workshops. Extensive knowledge in the principles and practices of electronic data processing, industry standard PC applications, micro and local area network administration, documentation procedures and hardware operation. Knowledge of appropriate hardware, software and network requirements for various District operations and the implementation and integration of new equipment and systems. Thorough knowledge in appropriate methods and procedures for end-user training and assistance. Knowledge of the terminology used within the computer industry. Knowledge of multimedia and related communication systems.

Skills/Effort:

Ability to maintain high standards of accuracy in exercising duties and responsibilities. Ability to ensure the operation, availability, accessibility and integrity of data processing systems. Skill in micro and local area network administration, end-user training, troubleshooting, hardware and software management, computer application design and development. Ability to handle requests and complaints from end-users in a professional and effective manner. Ability to establish and maintain good working relationships with district staff. Ability to instruct others through explanation and demonstration. Ability to plan, organize and prioritize daily assignments and work activities and work under deadline pressure. Advanced mathematical, analytical and communications skills. Ability to prepare and manage data processing budget requirements. Ability to learn and utilize new skills and information to improve job performance and efficiency.

Additional Physical, Cognitive, and Other Requirements:

Duties involve work in school or office environment that include standing, walking and sedentary duties. Must be able to talk, read and hear and to effectively perceive and exchange information in a variety of oral, written and/or printed formats. Requires the ability to apply judgment and complex logic in defining problems, collecting information and drawing valid conclusions. Must apply effective leadership principles in counseling, teaching and supervising others regarding information technologies. Duties

require successful adaption to stressors, emergencies, tight deadlines, etc. Must be able to record and exchange data, follow or deliver verbal or written instructions and make presentations to large groups. Must be able to read, interpret and apply various laws, policies and procedures. Duties require the ability to conduct performance appraisals, prepare and interpret complex records and reports, prepare correspondence and enter data in correct form including proper spelling, punctuation and grammar. Must possess the ability to add and subtract, multiply and divide, determine decimals and percents and apply statistical analysis. Must be able to compare and analyze information in numeric or symbolic form and appropriately process color, depth and spatial relationships. Must have sufficient hand, eye and foot coordination to use or operate various technologies and standard office equipment, items and supplies. Duties of the job require routine keyboard operations and the frequent use of a computer monitor and related equipment. Duties may involve the pushing, pulling and/or lifting of items weighing up to 50 pounds and the exertion of up to 10 pounds of force on a recurring basis.

Working Conditions:

School or office environment with little exposure to environmental conditions. Physical demands are restricted to general office activities requiring movement/lifting items weighing up to fifty pounds. Routine local travel required; occasional overnight travel required. Requires the ability to work under a degree of stress related to duties that require considerable attention and meeting of deadlines. Duties of the job require frequent use of a computer monitor and related equipment.

Responsibility:

Responsible for designated budget.
Supervises I.T. staff personnel.

Appendix I Section 2

JOB TITLE: Assistant Director of Technology Services

FLSA Status: Non-Exempt
Pay Grade:
Days of Work:

GENERAL STATEMENT OF JOB

Coordinates the collection and input of PowerSchool student data to include serving as a liaison with school personnel, providing training and assistance to school-based PowerSchool Operators, and ensuring the coordination and execution of all data transmittals to the State Department of Education. Reports to the Director of IT Services.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Coordinates with district department heads and principals to ensure all PowerSchool data requests and information are disseminated accurately.

Coordinates with principals, guidance counselors and PowerSchool operators to ensure that all data entry is completed accurately and in a timely fashion. Serves as a liaison between district and school-level program administrators to ensure accurate, thorough and effective use of data.

Assists with and/or corrects data entry as necessary and where appropriate.

Performs all necessary activities related to data extraction and reporting for district, state and federal accountability and funding requirements, including but not limited to, data entry, review, verification and extraction of student attendance records.

Provides data extracts for district instructional software, testing and grant development. Responsible for transmitting all data reports to the SCDE. Serves as the back-up data contact person for state agencies dealing with the District.

Updates the PowerSchool program to maintain the latest versions of all modules/components and SCDE changes.

Creates training materials and participates in district-wide meetings, training activities and the distribution of appropriate information. Meets with PowerSchool operators and other district personnel on a regular basis to discuss and resolve various data management issues.

Supports and troubleshoots all aspects of the PowerSchool program including PowerTeacher. Responsible for nightly updates of the Excent program, PowerSchool, PowerTeacher and other applications..

Assists with EXCENT table data collections and Cayen Systems.

Serves as the district web master.

Keeps abreast of technological advances and their potential application to District operations. Maintains active participation in professional organizations, seminars and conferences related to information technology.

Assists the Director in managing all aspects of District Technology operations and applications.

Operates general office equipment such as a computer, printer, copier, calculator, facsimile machine, typewriter, telephone system, etc.

Willingly performs other duties as assigned or requested.

MINIMUM TRAINING AND EXPERIENCE

Minimum of high school diploma and three years experience using computer applications in an office environment; a post-secondary degree in computer applications with some relevant experience; or an equivalent combination of education, training and experience. Experience with the PowerSchool Student Management system and supervision or classroom instruction experience in technology training preferred.

JOB REQUIREMENTS

Knowledge:

Advanced knowledge of Business English, spelling, punctuation and mathematical computation and possession of an excellent vocabulary. Thorough knowledge of departmental policies, procedures and operations. Thorough knowledge of the principles of office management and of modern office procedures, systems and equipment such as computers, printers, copiers, facsimile machines, etc. Thorough knowledge of spreadsheet analysis and knowledge of the records and reports which must be prepared and maintained. Knowledge of the importance of maintaining confidentiality of information of a sensitive nature.

Skills/Effort:

Proficiency with Microsoft Office applications including Word, Excel and Access. Ability to analyze varied functions, processes and tasks for the preparation of varied and complex records and reports. Ability to multi-task and work independently and unsupervised. Ability to communicate effectively both orally and in written format. Possesses technical aptitude necessary to learn current and future student management applications and the integration of such software with common office applications, such as Microsoft Office. Ability to successfully complete district, state and other training courses relevant to the completion of job assignments. Ability to maintain high standards of accuracy in exercising duties. Ability to anticipate work to be completed and initiate proper and acceptable direction for completion of work with little to no supervision and instruction. Ability to work independently on confidential assignments and clerical tasks. Ability to type clear copy at the minimum required rate. Skill in the use of general office equipment such as computers, calculators, copiers, facsimile machines, etc. Ability to make arithmetical computations and tabulations with speed and accuracy. Excellent organization, time management and telephone skills.

Additional Physical, Cognitive, and Other Requirements:

Duties involve sedentary work that includes some standing or walking. Must be able to talk, read and hear and to effectively perceive and exchange information in a variety of oral, written and/or printed formats. Must be able to record and exchange data and follow or deliver verbal or written instructions. Duties require the ability to prepare various records and reports and enter data in correct form including proper spelling, punctuation and grammar. Must be able to compare and analyze information in numeric or symbolic form and appropriately process color, depth and spatial relationships. Must have sufficient hand, eye and foot coordination to use or operate standard office equipment, items and supplies. Duties of the job require routine keyboard operations and the frequent use of a computer monitor and related equipment. Duties may involve the pushing, pulling and/or lifting of items weighing up to 25 pounds and the exertion of up to 10 pounds of force on a recurring basis.

Working Conditions:

Conducts duties in an office and training center environment with little significant exposure to environmental conditions. Requires ability to work under a degree of stress related to duties that required constant attention, and meeting deadlines. Physical demands are restricted to office work requiring the lifting/moving of items weighing up to 25 pounds. Routine local travel is required.

Responsibility:

No direct budgetary or supervisory responsibility.

Appendix J Records Retention Policy

It is the intent of the South Carolina Public Charter School District to follow the guidelines set by the South Carolina Department of Archives and History Archives and Records Management Division and the South Carolina General Assembly. Some of the main points are listed below with a link to the full requirement at the end of this section.

Statutory authority

Section 30-1-90(B) of the *Code of Laws of South Carolina, 1976*, as amended, authorizes the State Archives to promulgate as state regulations, general schedules for records common to local governments. On 24 June 1994, the General Assembly approved the school district general schedules as Regulation 12-901 through 12-906.6. Additions/revisions to the school district general schedules were approved by the General Assembly as Regulation 12-901 through 12-906.16 and became effective on 23 May 2003.

Subarticle 3. Food Services

12-903.1. School Lunch Applications

- A. Description: Applications for free and reduced priced meals, filled out by sponsor of students applying for free and reduced meal program. Information includes student's name, other household members' names, sponsor's name and address, monthly income statement, and signature of sponsor.
- B. Retention: 3 years, then destroy.

Subarticle 6. Student Records

12-906.5. Pupil Record Cards

- A. Description: Contains scholastic and personal information on students who attended schools within the district. Information includes name of student, date of birth, name of parent or guardian, residence, school entered from, date entered, age at entrance, subjects taken, and grades.
- B. Retention:
 - (1) When Cumulative Pupil Record Files are Missing: 75 years, then destroy.
 - (2) When Cumulative Pupil Record Files are Present: 2 years after end of the school term for which grades were recorded, then destroy.

12-906.6. Teacher's Grade Books

- A. Description: Retain student grades for each six or nine week grading period for the school year. These grades are used to compute semester averages as well as the yearly averages for each subject. Based on the results of these grades, students are promoted for the school term.
- B. Retention:
 - (1) When Cumulative Pupil Record Files are Missing: 75 years, then destroy.
 - (2) When Cumulative Pupil Record Files are Present: 2 years after end of the school term for which grades were recorded, then destroy.

12-906.10. Pupil Accounting and Support Documentation

- A. Description: Record of pupil accounting data submitted on a regular basis and in compliance with district and state regulations. Information includes data for Educational Improvement Act; data for 45, 135, and 180 reports; supporting verification documentation; software back-ups; manuals; memorandum; correspondence; rosters; placement forms; attendance cards; scan sheets; daily bulletins; and alternative school documentation.
- B. Retention: 3 years, then destroy.

12-906.13. Student Truancy Records

- A. Description: Records created to document student's excessive absences and action taken to correct the problem by school personnel. Information includes referral and action forms, letters to parents, attendance profile sheets, correspondence, release forms, copies of initial court petitions, copies of court orders, hearing notices, affidavits and visitation documentation.
- B. Retention: Until student reaches age of majority, then destroy.

12-906.14. Teacher's Student Attendance Record

- A. Description: Record of student's daily attendance, absences and tardies. Information includes student name, school year, attendance, tardies and absences.
- B. Retention: 1 year, then destroy.

<http://rm.sc.gov/generalschedules/Documents/genskedskldist.pdf>

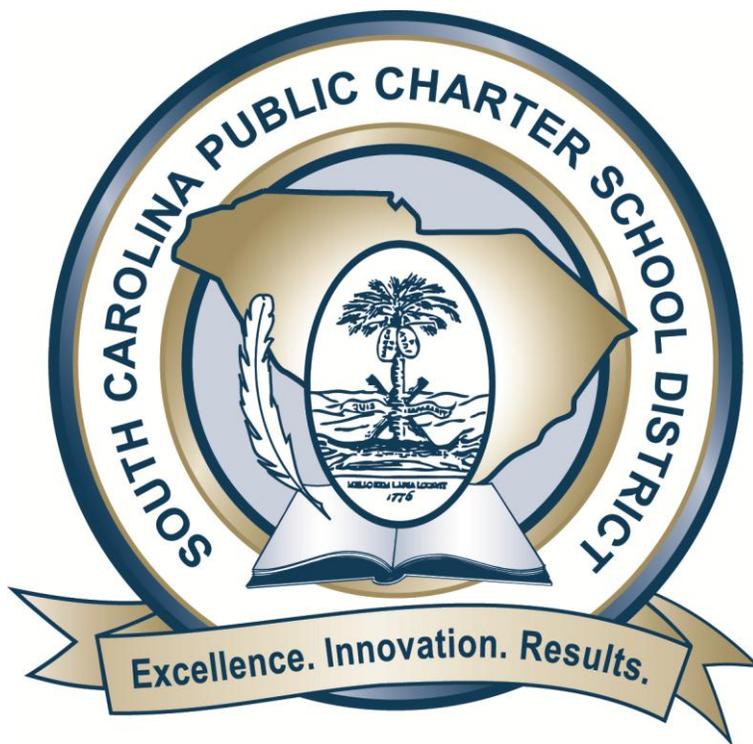
Appendix K Projected Technology Budget

Account Number	Account Type	2011-2012 Budget	2012-2013 Budget	2013-2014 Budget: if No Increase	Percent Annual Increase	2013-2014 Budget Percent Increases	2013-2014 Budget with Projected Increase Items and Server Refresh Int.	2014-2015 Budget with Projected Increase Items	2015-2016 Budget with Projected Increase Items	
100-266-345-0000-00	Technology Services	\$10,000	\$10,000	\$10,000	0.35	\$13,500	\$13,500	\$13,500	\$13,500	
	Technology Services	\$0	\$0	\$0	0.00		\$10,000	\$10,000	\$10,000	PS Consulting
100-266-410-0000-00	Supplies	\$500	\$500	\$500	0.00	\$500	\$500	\$500	\$500	
100-266-445-0000-00	Copper Conferencing	\$10,000	\$10,000	\$10,000	0.00	\$10,000	\$10,000	\$10,000	\$10,000	
100-266-445-0001-00	Technical Support (GS)	\$15,000	\$17,500	\$17,500	0.15	\$20,125	\$20,125	\$20,519	\$23,597	
100-266-446-0000-00	Computer Supplies	\$5,000	\$5,000	\$5,000	0.15	\$5,750	\$5,750	\$6,613	\$7,604	
100-266-540-0000-00	Equipment	\$2,000	\$2,000	\$2,000	0.15	\$2,300	\$2,300	\$2,300	\$345	
100-266-545-0000-00	Technology Equipment	\$20,000	\$20,000	\$20,000	0.00	\$20,000	\$20,000	\$20,000	\$23,000	
	Technology Equipment	\$0	\$0	\$0	0.00		\$15,000	\$15,000	\$15,000	Annual Server Refresh
	Technology Equipment	\$0	\$0	\$0	0.00	\$60,000	\$60,000			Overtime Server Refresh
100-254-340-0000-00	Telephone	\$5,000	\$5,000	\$5,000	0.25	\$6,250	\$6,250	\$6,250	\$6,250	
100-254-341-0000-00	Cellphone	\$2,500	\$6,000	\$6,000	0.25	\$7,500	\$7,500	\$9,375	\$11,719	
100-266-332-0000-00	Technology Travel	\$1,371	\$1,200	\$1,200	0.25	\$1,500	\$1,500	\$2,200	\$2,500	
	Technology Training	\$0	\$0	\$0	0.00	\$6,000	\$6,000	\$6,000	\$6,000	New Item
		\$71,371	\$77,200	\$77,200		\$87,425	\$178,425	\$122,256	\$130,015	

Appendix M New Schools Technology Planning Guide

South Carolina Public Charter School District

Technology Planning Guide



[Director of Technology Service](#)

William P. James

wjames@sccharter.org

3710 Landmark Drive, Suite 201
Columbia, SC 29204
Telephone: (803) 734-8322
Fax: (803) 734-8325
<http://www.sccharter.org>

Executive Overview

The Technology Planning Guide (TPG) was developed to assist charter schools in the planning and deployment of technology. The South Carolina Public Charter School District (SCPCSD) and Cape Romain Environmental Charter School (CREECS) were instrumental in developing the guide's technology framework and best practices.

Unlike a county-wide public school district where the district office and schools are in reasonably close proximity to one another, the SCPCSD spans the entire state. Geographic dispersion creates a unique set of challenges for SCPCSD schools, especially in the areas of collaboration, sharing (i.e. resources and best practices) and support. Adoption of a common technology framework will help to address some of these challenges.

Given the limited technology support resources available to charter schools, the TPG strives to keep technology simple, supportable and sustainable. Cloud-based technologies and applications are recommended (where practical).

The TPG provides tools for determining a school's basic technology requirements, establishing a framework for the support of instruction and alignment of technology with possible funding sources.

Basic Technology for a Charter School

Technology plays an important role in the day to day operation of a charter school. Schools large and small depend on technology for communication, safety and access to applications, information and resources. The following table describes the Basic Technology Requirements for a charter school.

Technology	Reasons for Requirement
Telephone	Communication Safety
Email	Communication Recruitment
Computers	PowerSchool Email Web Site Software Applications
Internet Access	PowerSchool Email Web Site

Web Site	Communication Engagement Recruitment
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Telephone Service

Smaller schools with single buildings (such as CRECS) may wish to consider using Plain Old Telephone Service (POTS). It is a proven, easy to deploy and very affordable system. However, if multiple lines and sophisticated call management functions are required, a hosted Voice-Over Internet Protocol (VOIP) system may be a better choice.

Larger schools with multiple phone lines and buildings may wish to consider a hosted VOIP phone system. Hosted VOIP systems are affordable (no upfront capital expenditure), flexible and scalable. They do everything a traditional telephone system does without the upfront cost or ongoing maintenance of an on-premise phone system.

It is important to note, a VOIP phone system will increase the school's Internet access requirements. When considering phone services, it is important to keep this additional requirement in mind. The Internet Requirements Table provides assistance in this area.

Computers

For general administrative and classroom uses, business class computers from a major manufacturer such as Apple, Dell or HP are recommended. Business class computers typically offer better reliability, compatibility, support and replacement warranties.

Many schools spend a significant amount of time (and worry) considering whether to go the PC or Apple route. Prior to purchasing computers, it is strongly recommended that the school determines the software it intends to use. Creating a table of minimum software requirements will clarify the manufacturer and model number of computers to consider.

Sample Software Requirement Table

Application Name	Processor	Operating System	Storage	Internet Browser
Student Assessment	Pentium	Windows XP SP2	N/A	IE6 or above
Student Information System	N/A	N/A	N/A	IE6 or above Safari
Budget and Finance	Pentium	Windows XP SP2	1GB	N/A
Instructional Tools	Pentium	Windows XP SP2	1GB	IE8 or above

Using the hypothetical example above, the baseline computer for this school would be a PC with a Pentium processor, Windows XP operating system with Service Pack 2, 1GB of disk storage and IE8 as the Internet browser.

When selecting computers, especially for a media center or lab, the need for electrical power is often overlooked. This usually results in the over-use of multi-plug surge protectors and overloaded electrical circuits. The following table provides guidance for determining your electrical requirements.

Technology	Number Planned	Electrical Outlets Needed	Total Number of Outlets
Desktop Computer and Monitor	10	2	20
Laptop Computer	1	1	1
Printers	2	1	2

Internet Access

Determining the amount of Internet bandwidth a school will need is highly variable. Creating a table of Internet requirements will help document the need.

Sample Internet Requirements Table

Application Name	Estimated Bandwidth per User	Number of Concurrent Users	Estimated Total Bandwidth
PowerSchool	Pearson recommends a minimum of 1.5MB per school. The SCPCSD feels this may be adequate for a small school. However, larger schools should plan for 3.0MB.	Small – 10 Large – 20+	Small - 1.5MB Large - 3.0MB
Enrich	Projected to be similar to PowerSchool requirements	Small – 10 Large – 20+	Small - 1.5MB Large - 3.0MB
VOIP Phone	64KB	10	640KB
Finance	Projected to be one quarter of PowerSchool requirements	2	500KB
Online Instructional Resources	Extensive use of video will significantly increase internet access requirements. For planning purposes 1MB of bandwidth should be allocated to each user.	10	10MB

Using the example above, the baseline Internet bandwidth for a small school (at peak use) would be 15MB. A large school would require up to 17MB (at peak use). For planning purposes, a minimum of 10MB is recommended per school.

Additionally, applications such as Library Management, Lunch Management, Learning Management, Online Backup etc. should be considered when planning internet access requirements.

Network Infrastructure

Network infrastructure is what ties or “networks” computers together so they can share (with the appropriate permissions) information and resources (such as printers or the Internet). The following table outlines the components and specification of typical network infrastructure.

Network Components and Specifications

Network Component	Function	Specifications
Cabling	Physically connects network devices (listed below) to a network switch.	Cat5e or Cat6 cabling is recommended. Depending upon the building, plenum cable may be required.
Network Switch	Enables communication between all network devices.	The number of switch ports a school will need is determined by the total number of network devices being connected. Common switch configurations have 8 to 24 ports. Cisco Gigabit Ethernet switches are recommended.
Network Router / Firewall	Connects the school network to the Internet. The Router can also be configured to provide a measure of security from Internet risks.	Common factors in determining the appropriate router are the amount of bandwidth and the number of users. A Cisco SA520 is recommended.
Internet Filter	An internet filter monitors Internet use and enforces security and safety policies. An internet filter is a critical component of CIPA compliance. It is particularly important if students will be using the Internet.	Wide arrays of Internet filters are available. However in South Carolina nearly 80% of the schools use a Lightspeed Internet filter. Additionally, Lightspeed filters include collaboration and learning management tools that can help SCPCSD schools to address the challenges of geographic separation.
Network Server	A network server provides discreet and shared storage along with management of shared resources such as printers. In larger networks a server also performs user authentication, policy enforcement and directory	Smaller schools such as CRECS can operate using a workgroup model with no network server. Larger schools should consider deployment of a Windows based Server on business class server hardware.

	services.	
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Wireless Infrastructure

Many schools are deploying both wired and wireless infrastructures, especially schools that are considering 1:1, tablet or Bring Your Own Device (BYOD) initiatives. Every building is different so every wireless deployment is different as well. A wireless survey is strongly recommended. The survey will insure that each school has the appropriate wireless signal strength and capacity.

Wireless Best Practices

Best Practice	Description
VLAN	Create a VLAN for staff, students and guests. Specific rules or policies are then assigned to each VLAN. VLANs improve management, capacity planning, security and safety of the wireless infrastructure.
Internet Bandwidth	Include the Internet bandwidth requirements of wireless devices in the school's Internet bandwidth calculations. The Internet Requirements Table provides assistance in this area.
Mobile Device Management (MDM)	MDM simplifies configuration and management of mobile devices. MDM is of particular importance to schools that are planning wide scale mobile device deployment. Please see the MDM section of this document for additional information.

Email Services

There are a number of inexpensive or free email services available to schools. However, services such as these often have email storage limitations and are lacking when it comes to controlling unwanted messages or SPAM.

Email Best Practices

Best Practice	Description
Acceptable Use Policy	Per SCPCSD guidance
Retention Policy	Per SCPCSD guidance
SPAM Control	<p>SPAM control can be accomplished as an add-on service to email (i.e. Google Postini) or via an on-premise appliance (i.e. Lightspeed and Barracuda).</p> <p>Smaller schools with a limited number of email users may wish to consider the add-on service. For small schools, add-on service will more than likely meet their needs, cost less and be easier for the school to manage.</p> <p>Larger schools (that have a network server) may wish to consider an on-</p>

	premise appliance.
Office Automation	When selecting an email service provider, a school should also consider their office automation needs (i.e. calendar, contacts and spreadsheets). Standardization simplifies the user experience and reduces user training requirements.
Student Considerations	Providing email service for students is a bit more complicated than providing email for administrators and staff. CIPA compliance requires the ability to filter and monitor student email. It is critical for schools to become familiar with these requirements before providing student email services.

Information Backup

Thankfully, the SCPCSD hosts the Student Information System, so schools do not have to worry about backing up this critical information. However, a school may still have information that requires a backup strategy. The strategy will vary from school to school depending upon the (critical) nature and amount of information.

Online

Online backup is growing in popularity. Typically, fees include a specified amount of storage with add-on fees for additional storage. It is important to note that online backup services will use the school's Internet connection. Schools with limited Internet access capabilities may have issues with these services. The following link provides additional information about online backup service:

<http://www.thetop10bestonlinebackup.com/reviews>

On Premise

A common practice for on premise backup is the use of a Network Attached Storage (NAS) device. Users with computers on the network can copy critical files to the NAS. A NAS can also be used to back up information on a network server. If a file or computer is lost, the critical information can be recovered from the NAS. This is a very simple but user-dependent backup strategy.

Off Premise

Off premise backup is often accomplished via an online backup service. However, this can be costly if the amount of information is excessive. An alternative is a portable disk drive that duplicates the information on the NAS and is taken off premise.

Backup Best Practices

Best Practice	Description
Online	Good way for small schools (without a network server) to backup information on critical computers. Requires a robust Internet connection.
On Premise	Schools with a network server should consider an on premise backup

	solution. Applications can be purchased (i.e. Symantec) to automate and control the backup process. Schools that have a network server and critical information should consider a backup application and implement both on and off premise backups.
Check Logs	Online and on premise backup solutions provide logs that will alert a school to any potential backup issues. These logs should be checked on a regular basis.
Test Restore	A quarterly test of backup systems is strongly recommended.

Website

A professional and up to date website is a critical component of a school's communication and recruitment strategy. Launching a professional website is relatively easy. However, keeping the website current and fresh (i.e. important calendar events, news and announcements) can be more challenging. Selecting a website provider that provides tools for easily updating content is critical to maintaining a professional and up to date website.

Additionally, schools often desire for teachers to have online classrooms or websites. If the ability to post classroom information and resources is not quick and easy, teachers will struggle with keeping their sites current.

Historically, education specific website providers such as eChalk, School Wires and School Fusion have been primary players for schools across South Carolina. However, due to shrinking budgets, a large percentage of the South Carolina schools are seeking more cost effective alternatives. With 80% of South Carolina schools using a Lightspeed internet filter, a growing trend is to use the integrated (and free) web-hosting capabilities of the filter.

Mobile Device Management

Mobile Device Management (MDM) software monitors, manages and supports mobile devices deployed across school networks. MDM functionality typically includes over-the-air distribution of applications, data and configuration settings for all types of mobile devices, including mobile phones, smartphones, tablet computers, ruggedized mobile computers, etc. This applies to school-owned, employee-owned or student-owned (BYOD) devices.

By controlling and protecting the data and configuration settings for all mobile devices in the network, MDM can improve classroom management and reduce support costs. The intent of MDM is to optimize the functionality and security of a mobile communications network while minimizing cost and downtime.

MDM is a critical component of 1:1 or BYOD deployments. Schools are strongly recommended to have an MDM strategy before rolling out 1:1 or BYOD initiatives.

Technology Funding Sources

The Schools and Libraries Program (E-rate)

Full access to telecommunications and information resources makes possible the rich teaching and learning that take place in schools and libraries. For these institutions to provide the high level of service necessary for their students to participate fully in American society, the costs can be great.

Telecommunications and Internet access, the hardware needed for assembling local networks, and maintenance of systems and machines can stretch budgets that are already under stress.

The universal service Schools and Libraries Program, commonly known as “E-rate,” provides discounts of up to 90 percent to help most schools and libraries in the United States obtain affordable telecommunications and Internet access.

Discounts are calculated using the following matrix.

INCOME Measured by % of students eligible for the National School Lunch Program	URBAN LOCATION Discount	RURAL LOCATION Discount
<i>If the % of students in your school that qualifies for the National School Lunch Program is...</i>	<i>...and you are in an URBAN area, your discount will be...</i>	<i>...and you are in a RURAL area, your discount will be...</i>
Less than 1%	20%	25%
1% to 19%	40%	50%
20% to 34%	50%	60%
35% to 49%	60%	70%
50% to 74%	80%	80%
75% to 100%	90%	90%

Additional information regarding the **federal**E-Rate program is available at the following URL:

<http://www.usac.org/sl/default.aspx>

Technology	E-Rate Eligibility
Telephone	Yes
Email	Yes
Computers	No

Server	Yes (for email and file storage)
Internet Access	Yes
Web Site	Yes
Basic Maintenance of Network and Servers	Yes

TechSoup

TechSoup is a nonprofit with a clear focus: providing other nonprofits and libraries with technology that empowers them to fulfill their missions and serve their communities. As part of that goal, we provide technology products and information geared specifically to the unique challenges faced by nonprofits and libraries.

Once qualified with TechSoup, nonprofits and libraries can access more than 450 technology products and services from more than fifty donor partners — including Microsoft, Adobe, Cisco, Intuit and Symantec. All donated and discounted products are available for a small administration fee that supports their work in the United States and around the world.

Additional information regarding TechSoup is available at the following URL:

<http://home.techsoup.org/pages/about.aspx>

Resource Documents

Acceptable Use Policy (AUP)

Parental Consent Form for Student Access to Internet and Email

E-Rate Eligible Services List @

http://www.usac.org/res/documents/sl/pdf/ESL_archive/EligibleServicesList-2013.pdf

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