



Sumter School District Technology Plan for 2015 – 2017

(July 1, 2015 – June 30, 2018)

Dr. J. Frank Baker, Superintendent
frank.baker@sumterschools.net

P.O. Drawer 2039
Sumter, South Carolina 29151
PH: (803) 469-6900
Fax: (803) 469-6949

www.sumterschools.net

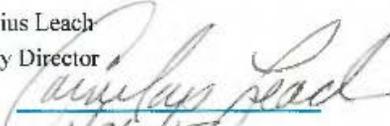
January 28, 2015

Sumter School District Technology Plan

Effective: July 1, 2015-June 30, 2018

If you have questions or need any additional clarification, please feel free to contact us:

Sumter School District
1345 Wilson Hall Road
Post Office Drawer 1180
Sumter, SC 29150
www.sumterschools.net

I verify that all above components for the Sumter School District Technology Plan have been addressed.	
Dr. J. Frank Baker Superintendent	Dr. Cornelius Leach Technology Director
Signature: <u></u>	Signature: <u></u>
Date: <u>1-27-2015</u>	Date: <u>1/26/15</u>

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II. District Profile

About Us

Sumter School District (SSD) was formed on July 1, 2011, by consolidating Sumter School Districts Two and 17. Dr. J. Frank Baker serves as the district's second superintendent.

Sumter School District enrolls more than 17,000 students in grades preschool through 12 and employs over 3,000 staff members. The district encompasses sixteen elementary schools, seven middle schools, three high schools, one alternative learning program, an adult education program, the Sumter Career and Technology Center, and the Early Head Start program. The International Baccalaureate Diploma and Middle Years Programme are available at Sumter High School and Bates Middle School, respectively. All of the district's schools are accredited by the Southern Association of Colleges and Schools and by the SC State Department of Education (SCSDE).

Sumter School District ensures a high-quality instructional program that addresses the academic achievement standards adopted by the SC State Department of Education. All schools work together to ensure that students are prepared to achieve these standards. A wide range of educational opportunities are offered to all students.

At the elementary level, instruction in the subject areas includes English language arts, mathematics, science, social studies, health and safety, physical education, and visual and performing arts. English language arts includes reading, writing, listening, and speaking. Elementary students participate in computer lab activities including keyboarding.

Students at the middle schools may schedule a variety of courses in addition to the required subject area courses of English language arts, mathematics, science, social studies, health, and physical education. Electives are offered in keyboarding, computer applications, academy classes, band, chorus and more. In addition, curriculum activities provide career information resources and career development. With the advice of parents, teachers, and counselors, a carefully planned proposal for a high school course of study based on career options in which the student has an interest is developed to reflect future needs and interests of each eighth grade student.

The district's three high schools operate on a 4X4 block schedule that gives students the opportunity to earn more credits while in high school. The high school curriculum not only challenges students who go on to college, but also provides career ready skills to those who enter the work force after graduation through varied career and technology courses offered at the high schools and in partnership with the Sumter Career and Technology Center. High school students have the opportunity to take advanced placement courses in addition to college level courses through Central Carolina Technical College and USC Sumter. Students at all grade levels can also take advantage of a wide range of extracurricular activities that enhance their learning environment.

Our Schools

Our 26 elementary, middle and high schools provide educational services to our community that encompasses approximately 143,000 citizens. The district's boundaries include the entire county of Sumter, which is 682 square miles. Our total enrollment is approximately 17,000 students.

There are currently sixteen elementary schools in Sumter School District. Enrollment ranges from approximately 180 students at the smallest school to 893 at the largest school. Elementary schools are

Alice Drive Elementary, Cherryvale Elementary, Crosswell Drive Elementary, F.J. Delaine Elementary, High Hills Elementary, Kingsbury Elementary, Lemira Elementary, Manchester Elementary, Millwood Elementary, Oakland Primary, Pocalla Springs Elementary, R.E. Davis Elementary, Rafting Creek Elementary, Shaw Heights Elementary, Wilder Elementary and Willow Drive Elementary.

The school district presently has seven middle schools which are Alice Drive Middle, Bates Middle, Chestnut Oaks Middle, Ebenezer Middle, Furman Middle, Hillcrest Middle and Mayewood Middle. Enrollment ranges from approximately 160 students at the smallest school to 910 at the largest school.

The three high schools in Sumter School District are Crestwood High, Lakewood High and Sumter High. Lakewood and Crestwood enroll approximately 1,100 students each, and Sumter enrolls approximately 2,300 students.

Nationally known for excellence, our schools have earned numerous prestigious recognitions. Our academic, fine arts and athletic programs are second to none, and our facilities are state of the art. Sumter School District remains committed to its mission of providing an intellectual, safe, and nurturing environment, which equips students to be responsible, successful, and productive citizens in a global society.

About Sumter

Known as the Gamecock City, Sumter lies near the geographic center of the state. Sumter offers a highly diversified industrial structure and is famed for its lovely gardens and charming residential neighborhoods. Part of the well-known Santee-Cooper Lakes region, Sumter is renowned for hunting, fishing, water sports and golf. Located between two great vacation centers, Sumter is 100 miles west of Myrtle Beach's Grand Strand and 175 miles east of the Blue Ridge Mountains. Columbia, the state capital, lies 44 miles to the west, and the major port city of Charleston is 99 miles south. Sumter is proud to be the home of Shaw Air Force Base and the Third Army, which are integral parts of our community.

Number of Schools:

- Early Head Start Program: 1
- Elementary Schools: 16
- Middle Schools: 7
- High Schools: 3
- Career Center: 1
- Alternative Programs: 1

Approximate Number of Students Enrolled: 16,500

Percentage of English as Second Language (ESL) students: 2.3%

Percentage of Dropouts: 3% (2013 State Report Card)

Graduation Rate: 82% (2013 State Report Card)

District E-Rate Discount: for Funding Year 2013-2014 is 83 %.

III. Executive Summary

The Sumter School District is committed to providing the resources and support needed to create an effective global learning environment for all students and educators.

The District Technology Team, comprised of district level administrators, school administrators, a media specialist, an instructional technology coach, and representatives from Technology Services, was assembled to develop a comprehensive three year technology plan for the Sumter School District.

The framework for this plan was built upon five technology dimensions, as outlined by the SC State Department of Education, along with a set of district goals:

Technology Dimension 1 – Learners and their Environment

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

Technology Dimension 2 – Professional Capacity

SSD Goal: Consistent with the goals outlined by the SC State Department of Education, Sumter School District will provide curriculum and professional development to increase the competency of all Sumter School District Employees so that research-proven instructional strategies, including the effective integration of technology systems, will be used to increase student achievement.

Technology Dimension 3 – Instructional Capacity

SSD Goal: The SCSDE, the school district, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Technology Dimension 4 – Community Connections

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

Technology Dimension 5 – Support Capacity

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

Accompanying each of these goals, is a list of measurable objectives, strategies, implementation steps, funding considerations, and benchmarks that outline how each goal will be reached.

IV. District Needs

The goal of Sumter School District (SSD) is to equip every classroom with wireless network connectivity, an interactive whiteboard, a teacher laptop, and multiple student computers or mobile devices and to ensure teachers and students have access to document cameras, student response systems, digital cameras, and stationary and mobile labs. Currently, a disparity exists between school sites with some sites reaching our goal while others are struggling to locate resources.

SSD strives to provide instructional software to all schools that supports productivity, collaboration, communication, personalized learning and assessment, and research. However, our current system has limited software user support, lack of adequate manpower, and outdated equipment. In addition, there is only one wireless access point for every four instructional classrooms.

As the number of mobile devices increase, the district recognizes a need to increase wireless density throughout the district. Additionally, we anticipate the need for Internet bandwidth to continue to rise each year.

Our Sumter School District Technology Plan has identified the following high need areas for funding:

- Software licensing, upgrades, and new programs
- Instructional and Systems support staff
- Professional development and certification
- Assistive technology training, equipment, and support
- Conference, workshop or training attendance
- Software, equipment, and materials for training and instructional purposes
- Hardware additions, replacements and repairs
- Additional computer technicians
- Training, non-school hours facility usage, and homework help program
- Technology infrastructure upgrades

V. District Vision and Mission Statements

Mission

The mission of Sumter School District is to equip students to be responsible, successful, and productive citizens in a global society.

Vision

Sumter School District develops and cultivates competitive students who embrace diversity, act responsibly, and contribute positively to society.

Motto

To Educate, Empower and Enrich!

Values and Beliefs

1. **Commitment to Excellence:** Educational excellence requires that all stakeholders strive for continual growth and improvement.
2. **Unyielding Ethical Standards:** Build and maintain an abiding sense of honor and integrity that is characterized by high standards.
3. **Accountability:** All stakeholders are accountable for their actions and will be responsive to the needs of others.
4. **Educating the Whole Child:** All students are granted the opportunity to succeed based on individual needs.
5. **Providing a Safe Learning Environment:** Students have the right to learn in an environment conducive to learning.
6. **Collaboration and Support amongst Stakeholders:** Pervasive and valuable collaborative efforts create meaningful strategies and solutions.

Sumter School District's Vision for Instructional Technology

Sumter School District's goals for using advanced technology specifically target student achievement.

- ◆ Sumter School District will strive for all students to be technology literate by the completion of eighth grade. SSD will use research-proven strategies to accomplish this goal.
- ◆ Sumter School District will provide curriculum development and professional development to increase the competency of all educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.
- ◆ Sumter School District will create learner-centered instructional environments that enhance academic achievement by using current and emerging technologies.

Sumter School District envisions a learning community where:

- ◆ Students are engaged in a challenging curriculum that uses technology as a tool to increase focus on inquiry-based, hands-on learning. Technology supports students in developing the life-long learning skills necessary to have a positive impact on society. Technology tools support learning by challenging creative thinking skills, enabling communication and collaboration, and fostering creativity.
- ◆ Teachers use technology to engage students. Students use technology to improve and apply their skills in critical and creative thinking, problem solving, and collaboration and to meet mandated academic standards. Continuous professional development opportunities are made available to teachers to improve their technology skills in order to help students learn.
- ◆ Administrative functions, including those performed by instructional staff, are automated for efficiency, conservation of resources, and increased focus on student learning.
- ◆ Students have access to a full range of current technology resources. Knowledgeable staff, working with parents, and using available community resources aid in student achievement.

VI. Plans for the Five Individual Technology Dimensions

Technology Dimension 1 – Learners and Their Environment

A. Snapshot of Current Technology Use

Sumter School District (SSD) is committed to providing instructional technology tools and resources to create an engaging global learning environment for its students. The majority of classrooms are equipped with wireless network connectivity, an interactive whiteboard/interactive projector, speaker systems (built-in the board and/or separate mounted speakers), a teacher laptop, and multiple student computers, computer labs or mobile devices. Additionally, teachers and students have access to document cameras, student response systems, digital cameras, and stationary and mobile labs. SSD, along with the SCSDE, provides a wide variety of instructional software and web-based tools that support productivity, word processing, collaboration, communication, customized learning and assessment, interventions, and research.

Student, parental and community involvement is promoted through various resources. These include district, school and teacher websites, PowerSchool Parent Portal, homework hotlines and limited social networking platforms (e-Chalk and Edmodo).

Media Specialists work with faculty and staff in training, planning, modeling and teaching technology integrated lessons and activities. Systems support specialists provide technical support for hardware, systems, and applications. These teams collaborate regularly to provide the most effective and efficient support to our teachers, students and staff.

SSD provides a robust network infrastructure that includes one (Gigabytes) Gbps connectivity between all schools and the district office. Additionally, each school has a server onsite even though the district's core networking equipment, servers, and applications have been centralized to provide optimal service and support.

B. Overall Goal for Learners and Their Environment

SCSDE Goal 1 The SC State Department of Education, the school district, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

District Goal 1: Sumter School District will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

C. Objectives, Strategies & Action List to Reach Goal

Objectives	Strategies
<p>Objective1.1: SSD will ensure that students use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with International Society for Technology in Education (ISTE), and SC State Standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> A) Facilitate student work using tools that will yield sustained, engaged learning and collaboration in the core content areas B) Provide the venue for students to present their collaborative projects to identified audiences. For example, school and district level academic showcases C) Provide the venue for students to communicate with teachers and peers in a safe environment D) Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology
<p>Objective 1.2: SSD will ensure that all students are proficient in using available technologies, demonstrating that proficiency annually beginning with K-5.</p>	<ul style="list-style-type: none"> A) Measure student technology proficiency by using performance-based and authentic assessments to evaluate skills and knowledge B) Implement the National Education Technology Standards (NETS) for students ensuring a media literacy focus C) Develop a curriculum for K-5 technology classes to help students meet the technology proficiency requirements
<p>Objective1.3: SSD will provide students with an enhanced learning environment having 21st Century technology tools to include, but not limited to, wireless technologies, Web 3.0 tools, and assistive technology that are leveraged to promote achievement and lifelong learning.</p>	<ul style="list-style-type: none"> A) Establish school, home, and community learning environments that enable students to access and use technology for real world learning, creativity, problem solving, and research B) Provide access to software applications at remote locations such as students' homes, libraries, churches, and other public venues with wireless connectivity C) Provide additional educational opportunities through SCSDE Virtual School taught by highly qualified teachers

Objective 1.4:

SSD will provide all students access to a technology learning venue that is ethically sound and safe.

- A)** Teach cyber safety to all students
- B)** Teach and demonstrate technology and Internet ethics that will assist students in becoming leaders in digital citizenship
- C)** Utilize CIPA compliant Internet content filtering
- D)** Adopt and implement an Internet Safety Policy

Action List	D. Action Implementation Steps
<p>Sumter School District will...</p> <ul style="list-style-type: none"> • continue to provide up-to-date software and hardware resources to allow for integration of technology into all curriculum areas. • provide instructional support for teachers in implementing technology integration into their daily lesson planning. • continue to promote the use of mobile technology for learning. • continue to promote school technology showcases, allowing students to present their projects, products and activities developed with the use of technology tools. • encourage teachers to utilize their webpages and additional web-based resources to showcase student work. • continue to provide and support students and staff with web-based tools for collaboration, communication and interaction online. • provide access to effective, research-based assistive technologies that will support inclusion of students with disabilities. • create technology continuum of learning. • provide a curriculum for K-5. • continue partnerships with community organizations to provide students access to district resources and support their learning. • continue to review and consider new software that will allow students access to educational resources outside of a traditional school setting. • continue to teach and expand the SCSDE Virtual School program. • continue to teach Cyber safety and Cyber citizenship to all staff and students annually. • continue to utilize a CIPA compliant Internet content filtering solution to protect students from accessing potentially harmful materials. 	<ul style="list-style-type: none"> • Review, renew and update software as necessary by Instructional and Technology Services • Conduct lifecycle periodic updates of district provided hardware • Evaluate software and hardware requests made by schools • Provide System support specialists at all schools to assist in lesson planning and professional development • Develop and implement a plan for Bring Your Own Device (BYOD) • Coordinate school technology showcases annually • Provide social networking platforms, school and classroom websites and learning management systems for teachers and students • Implement a safe and secure email platform for students and staff to communicate and collaborate • Collaborate with Special Services to provide assistive technology support to students with disabilities • Implement technology skills-based checklists for students at each grade level • Develop a curriculum to support technology proficiency requirements and to increase the level of academic achievement • Promote the use of community resources and partnerships • Add virtual courses for students based on interest and need • Create standardized Cyber safety and Cyber citizenship lessons for staff and students across the district

E. Funding Considerations

- Annual budgeting for software licensing and technology refreshes and system upgrades
- Additional Funding Opportunities (Grants, Special Revenue, E-Rate, etc.)
- Instructional and Systems support staff
- Professional Development
- Assistive Technology equipment and support

F. Evaluation of Objectives

Objectives	Possible Data Sources to Be Used for Baseline and Ongoing Evaluation and End-of-Program Report	Outcomes (Include “actionlist” items achieved.)		
		2016	2017	2018
<p>Objective 1.1: SSD will ensure that students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are realigned with state and common core standards across the curriculum and will thereby increase their level of academic achievement.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • MAP Scores • District report cards 			
<p>Objective 1.2: SSD will ensure that all students are proficient in using available technologies, demonstrating that proficiency annually beginning with K-5.</p>	<ul style="list-style-type: none"> • Attendance and Discipline Reports • Technology needs assessments 			
<p>Objective 1.3: SSD will provide students with an enhanced learning environment having 21st Century technology tools to include, but not limited to, wireless technologies, social networking tools and assistive technology that are leveraged to promote high academic achievement.</p>	<ul style="list-style-type: none"> • Student projects • Observations • Skills-based Checklists 			
<p>Objective 1.4: SSD will provide all students access to a technology learning venue that is ethically sound and safe.</p>	<ul style="list-style-type: none"> • Documented access to resources 			

Sumter School District would like to acknowledge and thank the following members of the Technology Learners and Their Environment Team for their contribution:

2013-2014 Technology Learners and Their Environment Team

Stella Hall

Dr. Shirrie Miller

Wanda Colclough

Debra Henderson

Ronda Speed

Lindsay Yaroch

Technology Dimension 2 – Professional Capacity

A. Snapshot of Current Technology Use

Sumter School District is committed to providing on-going professional development opportunities to all district employees. SSD utilizes research-based methods to build technology workshops and trainings for teachers to choose from and register in ProDev. These trainings are delivered through various platforms to allow for personalized learning—online, face-to-face, during planning times, after school, conferences, district in-service days, and faculty meetings.

Sumter School District's District-level Administration strives to ensure that Systems support technicians; media specialists; web content manager; data & testing coordinators; and members of the instructional and school services divisions provide instruction to all Sumter School District Employees. Additionally, SSD leverages external resources for on-site and remote training opportunities.

B. Overall Goal for Professional Capacity

SCSDE Goal 2: The SC State Department of Education, the school district, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

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

C. Objectives, Strategies & Action List to Reach Goal

Objectives	Strategies
<p>Objective 2.1 Educators will achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-T, and ISTE NETS-S) into their specific area of professional practice to increase student achievement.</p>	<p>A) Inform all certified staff of the certification process that requires demonstration of proficiency in integrating instructional technology standards.</p> <p>B) Provide ongoing professional development throughout the district.</p> <p>C) Provide teachers with multiple tools and resources for using meaningful technology throughout the curriculum that reflects the ISTE NETS for administrators, teachers, and students.</p>
<p>Objective 2.2 SSD will provide multidimensional technology leadership, the focus of which is to ensure that technology, including assistive technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>A) Provide building level administrators with the knowledge, skills and resources to ensure the integration of educational technology in their schools.</p> <p>B) Develop and submit a technology plan that (1) is directed by the district's technology leadership; (2) is designed for the district and for each site in the district as applicable; and (3) calls for site-based input from technology leadership teams in each building.</p>
<p>Objective 2.3 SSD will engage in collaborative planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology to enhance learning.</p>	<p>A) Provide opportunities for educators to collaborate and plan professional development for district staff and teachers.</p> <p>B) Provide professional development on the use of emerging technology, to include assistive technology, to ensure the accessibility of electronic and information technology to all students.</p>

<p>Objective 2.4 SSD will provide information and training in technology integration for teachers to use research-based instructional methods in teaching and learning practices.</p>	<p>A) Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, online, self-paced, and combinations of these methods) to address the technology needs of all SSD educators in accordance with the state technology and state content standards.</p> <p>B) Provide professional development opportunities focused on integrating state technology standards (ISTE NETS) with state content standards.</p>
<p>Objective 2.5 SSD will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<p>A) Incorporate instructional technology assessment into current teacher and administrator evaluation processes.</p> <p>B) Review existing survey/assessment instrument and assess teachers to determine current levels and types of professional development needed.</p>

Action List	D. Action Implementation Steps
<p>Sumter School District will...</p> <ul style="list-style-type: none"> • maintain an online teacher resource page. • provide focused and relevant training based on district initiatives, school-based programs, and the individual needs of each classroom. • ensure technology leaders routinely meet with school administration and technology committee leaders. • provide ongoing technology professional development to school administrators. • conduct annual needs assessments for administrators, staff and students. • continue to evaluate and expand the variety of ways in which to offer professional development. • apply for grants and seek partnerships to fund staff development activities. • collect, maintain, and report documentation of teacher technology portfolio data by administration. • require teachers to keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards. • adhere to technology proficiency plan guidelines. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> • Submit a technology plan, including a professional development plan, to District-level Administration for approval • Administer a district professional development assessment to administrators and teachers to evaluate current training need areas and to create the district professional development plan on the basis of current needs • Participate in ongoing, sustained professional development offerings • Submit teacher technology proficiency assurance forms to District-level Administration by the announced deadline • Administer needs assessment to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology • Evaluate and adjust technology professional development plans as indicated by needs assessments <p style="text-align: center;">SCHOOLS</p> <ul style="list-style-type: none"> • Schools will include a technology goal in their school renewal plan under Student Achievement • Evaluate teacher and administrator technology portfolios to measure impact of professional development in technology • Administer needs assessment to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology • Monitor and adjust professional development in technology as indicated by needs assessment

E. Funding Considerations

- Annual budgeting for software licensing
- Additional Funding Opportunities (Grants, Special Revenue, E-Rate, etc.)
- Instructional and Systems Support Staff
- Professional Development from contracted vendors
- Assistive Technology training and support
- Funding for conference attendance
- Funding for technology trainers to purchase software, equipment, and materials for training purposes

F. Evaluation of Objectives

Objectives	Possible Data Sources to Be Used for Baseline and Ongoing Evaluation and End- of- Program Report	Outcomes (Include “action list” items achieved.)		
		2016	2017	2018
<p>Objective 2.1 Educators will achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (NETS for administrators, teachers, and students) into their specific area of professional practice to increase student achievement</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • MAP Scores • District report cards 			
<p>Objective 2.2 SSD will provide the schools with multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<ul style="list-style-type: none"> • Professional development tracking and surveys • Teacher technology proficiency proviso forms • Teacher and administrator samples 			
<p>Objective 2.3 SSD will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology to enhance learning.</p>	<ul style="list-style-type: none"> • Observations • Skills-Based Checklists for teachers • Documented access to on-line resources 			
<p>Objective 2.4 SSD will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p>	<ul style="list-style-type: none"> • Technology assessments 			

Sumter School District would like to acknowledge and thank the following members of the Technology Professional Capacity Team for their contribution:

2013-2014 Technology Professional Capacity Team

Wanda Colclough
Dana Fall
Dr. Cornelius Leach
David Trombly
Heather Farthing
Angela Ham
Melissa Wiley-Thompson
Keasha Grant
Lori June
Michael Duffy
Leslie Dowling
Dr. Shawn Hagerty

Technology Dimension 3—Instructional Capacity

A. Snapshot of Current Technology Use

Sumter School District has made progress in current technology use by integrating instructional technology in classroom instruction and ensuring that our teachers are provided with current and emerging technologies. Teachers use technology tools to create lesson plans that integrate technology resources and differentiate instruction to actively engage students in learning.

Technology is used in all schools to provide students with interactive activities that enhance cooperative learning, project-based learning, critical thinking, and real-world skills. Instructional software is provided to enhance the instructional process with communication tools, content-driven programs, and productivity applications such as APEX Learning System, Study Island, eChalk and Microsoft Office. Each school has access to free cable in the classroom. Online digital content such as DISCUS and Discovery Education are used by teachers to provide students with digital resources. Teachers use their district-issued laptops, interactive whiteboards, student computers, mobile devices, document cameras, student response systems, digital cameras, science probes, and stationary and mobile labs to integrate technology. Teachers use Measures of Academic Progress (MAP), a computerized assessment system, to assess student progress in the core content areas and formulate learning plans for each student. ENRICH is utilized as a data collection tool that allows teachers to evaluate and modify the learning process for the individual students. ENRICH RTI is used as part of the District's multi-tiered system of support framework to develop student intervention plans.

Teachers are continuously building their instructional capacity through professional development. Teachers build their technology proficiency by completing graduate, recertification and online courses, attending workshops and conferences, and participating in collaborative professional learning communities. Sumter School District will continue to provide appropriate professional development to increase the use of instructional technology to ensure student success.

B. Overall Goal for Instructional Capacity

SCSDE Goal 3: The SC State Department of Education, the school district, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

District Goal 3: Sumter School District will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

C. Objectives, Strategies and Action List to Reach Goal

Objectives	Strategies
<p>Objective 3.1 SSD will provide teachers with the technology resources and tools, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<p>A) Provide teachers with access to knowledgeable personnel</p> <p>B) Provide teachers with access to hardware, software, and productivity tools</p> <p>C) Provide teachers with local and web-based instructional materials</p>
<p>Objective 3.2 SSD will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>	<p>A) Provide students with an interactive learning environment</p> <p>B) Provide extended learning resources at home</p> <p>C) Increase student access to mobile technology</p> <p>D) Enable students access to online educational resources</p>
<p>Objective 3.3 SSD will provide and support a variety of technology hardware and software for teaching and learning.</p>	<p>A) Establish a system to identify and select technologies that support curricular and professional development objectives</p>
<p>Objective 3.4 SSD will provide all students and staff access to a technology learning environment that is ethically sound and safe.</p>	<p>A) Teach digital citizenship to all students</p> <p>B) Teach and demonstrate technology and Internet ethics</p> <p>C) Utilize CIPA compliant Internet content filtering solution</p>

Action List	D. Action Implementation Steps
<p>Sumter School District will...</p> <ul style="list-style-type: none"> • designate System support specialists. • continuously review emerging technology trends. • provide staff and students with software and web-based resources to encourage interactive learning. • continue to implement a student email platform. • continue to provide and expand extended learning resources outside the traditional classroom environment. • increase student access to mobile technology. • periodically review the current process of school submitted software and hardware requests. • continue to provide a safe and secure learning environment for all students and staff. 	<ul style="list-style-type: none"> • Provide staff with opportunities to participate in face-to-face and online professional development • Provide eBooks and digital textbooks • Provide technical support for hardware and software resources through the Sumter School District Technology Services Help Desk, SchoolDude • Identify and implement effective technology that will enhance classroom instruction • Use eChalk for students to collaborate and communicate with teachers and other students • Offer a variety of tools to create content, problem solve, and collaborate • Teach digital citizenship lessons to all students • Provide CIPA compliant content filtering

E. Funding Considerations
<ul style="list-style-type: none"> • Annual budgeting for software licensing • Additional Funding Opportunities (Grants, Special Revenue, E-Rate, etc.) • Annual budgeting for hardware additions, replacements and repairs • Computer technicians • Professional Development • Assistive Technology training and support • Technology training • Software, equipment, and materials for instructional purposes

F. Evaluation of Objectives

Objectives	Possible Data Sources to Be Used for Baseline and Ongoing Evaluation and End- of-Program Report	Outcomes (Include “action list” items achieved.)		
		2016	2017	2018
<p>Objective 3.1 SSD will provide teachers with the technology resources and tools, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • MAP Scores • District report cards • Professional development tracking and surveys • School Renewal Plans • Teacher technology proficiency data • Observations/Lesson Plans • Documented access to on-line resources • Curriculum documents 			
<p>Objective 3.2 SSD will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p>				
<p>Objective 3.3 SSD will provide and support a variety of technology hardware and software for teaching and learning.</p>				
<p>Objective 3.4 SSD will provide all students and staff access to a technology learning environment that is ethically sound and safe.</p>				

Sumter School District would like to acknowledge and thank the following members of the Technology Instructional Capacity Team for their contribution:

2013-2014 Technology Instructional Capacity Team

Dr. Joan Sagona

Rita Beard

Cheryl Triplett

Technology Dimension 4—Community Connections

A. Snapshot of Current Technology Use

SSD strives to build many forms of communication and partnerships with the local educational and business community. The school district communicates regularly through the district website located at www.sumterschools.net as well as school websites to deliver current news, calendar events, announcements, awards and recognitions.

Communication with parents and families is a high priority of the district. The district and schools use Edulink as an electronic means to communicate with parents regarding emergency information, attendance alerts, upcoming events, and general announcements through phone calls, text messages, and electronic newsletters.

Additionally, Sumter School District has formed partnerships with multiple local businesses, organizations, and community members.

B. Overall Goal for Community Connections

SCSDE Goal 4: The SC State Department of Education, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

District Goal 4: Sumter School District will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

C. Objectives, Strategies and Action List to Reach Goal

Objectives	Strategies
<p>Objective: 4.1 SSD will increase community and parent involvement by providing parents and the community regular access to district and school information through social media.</p>	<ul style="list-style-type: none"> A) Develop district policies and procedures regarding the use of social media B) Develop district and school social media accounts and roles and responsibilities C) Implement and market the district's use of social media
<p>Objective 4.2 SSD will establish a Sumter School District Technology Advisory Committee comprised of business and community leaders, parents, teachers, district leadership, and students.</p>	<ul style="list-style-type: none"> A) Designate specific technology leader to spearhead district technology initiatives B) Select and recruit advisory committee team members C) Conduct a district-wide needs assessment of technology use for Dimension 4 during the 2014-2015 school year and form committee recommendations for district leadership D) Establish Sumter School District Technology Advisory Committee purpose, roles, responsibilities, meeting schedule, and action items with timelines for the next five years
<p>Objective 4.3 SSD will use currently available technologies to promote effective, timely, and relevant communication with parents and the community.</p>	<ul style="list-style-type: none"> A) Establish procedures requiring school staff and district-level departments to update their web pages a minimum of once every month B) Establish procedures requiring school staff to update Parent Portal a minimum of once every two weeks C) Clarify and communicate procedures and regulations for district use of real time interactive tools D) Implement use of SKYPE and YouTube at the District Office and schools as appropriate

<p>Objective 4.4 SSD will provide technology-based homework help and support (in the four core content areas: ELA, math, science, and social studies) for students' afterschool hours.</p>	<ul style="list-style-type: none">A) Review best practices and models from other school districtsB) Develop a plan and budgetC) Identify technologies to be usedD) Recruit, hire and train staffE) Implement Homework Help Program
<p>Objective 4.5 SSD will expand extended day programs to include technologically related areas of interest for students, such as robotics, STEM, technology internships with field experts and virtual job shadow opportunities, etc.</p>	<ul style="list-style-type: none">A) Assign district leadership to spearhead initiativeB) Recruit business and industry to sponsor afterschool clubs and activities to expand current programs and offeringsC) Establish guidelines for student participation and selectionD) Develop and implement plans

Action List	D. Action Implementation Steps
<p>Sumter School District will...</p> <ul style="list-style-type: none"> • encourage schools and students to use technology to communicate with local professional and field experts. • organize meetings and collaborate with community leaders and organizations to promote the effective use of technology in schools and the district. • continue to stay informed of current grant opportunities for schools and teachers. • ensure that all schools have access to DISCUS as well as other quality web-based resources offered by public educational institutions. • promote opportunities for community members to experience technology available in schools. • continue to communicate with students, parents and the community through various forms of technology. • provide parents with training on how to access and use technology programs available in the schools (Parent Portal, teachers/school/district web pages, etc.). 	<ul style="list-style-type: none"> • Provide opportunities for field trips where technology is used • Provide technology-based internships and career activities • Encourage virtual field trips and other electronic communication with professionals using various communication tools including interactive video, social media, etc. • Establish stronger connections with parents and the community by posting timely and relevant resources and information for parents on the district and school websites • Provide technology and flexible lab hours for parents to use the district's parent center technology equipment and establish technology training classes for parents • Host annual school technology showcase events • Require district/school webmasters and teachers to update websites regularly • Encourage school administrators to take advantage of the many resources available for communication, including webinars for parents and use of technology for parent conferences • Continue utilizing communication tools such as Edulink, district and school websites, and social networking platforms • Meet with local community organizations to showcase and discuss district technology

E. Funding Considerations

- Annual budgeting for technology equipment, training and homework help program
- Additional funding opportunities (Grants, Special Revenue, E-Rate, etc.)
- Instructional and systems support staff
- Professional development
- Facility use for non-school hours

F. Evaluation of Objectives

Objectives	Possible Data Sources to Be Used for Baseline and Ongoing Evaluation and End- of-Program Report	Outcomes (Include “action list” items achieved.)		
		2016	2017	2018
<p>Objective: 4.1 SSD will increase community and parent involvement by providing parents and the community regular access to district and school information through social media.</p>	<ul style="list-style-type: none"> • Statewide achievement test scores • MAP Scores • Benchmark Scores • Community technology access surveys 			
<p>Objective 4.2: SSD will establish a Sumter School District Technology Advisory Committee comprised of business and community leaders, parents, teachers, district leadership, and students.</p>	<ul style="list-style-type: none"> • Parent Center schedules • School Renewal Plans • Observations and interviews 			
<p>Objective 4.3 SSD will use currently available technologies to promote effective, timely, and relevant communication with parents and the community.</p>	<ul style="list-style-type: none"> • District and school websites • Documentation of learning opportunities 			
<p>Objective 4.4 SSD will provide technology-based homework help and support (in the four core content areas: ELA, math, science, and social studies) for students’ afterschool hours.</p>	<ul style="list-style-type: none"> • List of district and school grants and community partnerships • Usage data for Homework Help Program 			

<p>Objective 4.5 SSD will expand afterschool programs to include technologically related areas of interest for students, such as robotics, STEM, technology internships with field experts and virtual job shadow opportunities, etc.</p>				
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Sumter School District would like to acknowledge and thank the following members of the Technology Community Connections Team for their contribution:

2013-2014 Technology Community Connections Team

Shelly Galloway

Margaret Hutchens

Crystal Lottig

Anita Vaughn

Lori Smith

Technology Dimension 5—Support Capacity

A. Snapshot of Current Technology Use

Technology has become an integral and extremely vital part of the instructional process. Sumter School District (SSD) has worked to build a robust and reliable technology infrastructure to facilitate a global learning environment.

The SSD Technology Services Department implemented a centralized network operations center that houses the majority of technology operations for the district. Each building is connected to this centralized data center through high capacity fiber optic cable.

To accommodate the use of district mobile technology, SSD is working to deploy a wireless network that is available at every school and administrative office throughout the district. As the number of mobile devices increase, the need for future density of wireless coverage district-wide will continue to grow.

Technology staff is in place to support the SSD technology infrastructure, hardware, applications and users. To increase efficiency and the level of service, a centralized technology support help desk and onsite technician helpers are being researched. Additionally, the centralized Network Operations Center (NOC) will support, monitor and administer applications district-wide.

SSD also recognizes that both staff and student access to current technology resources is extremely important. Accordingly, the district has implemented a scheduled refresh and upgrade cycle on all district-owned computers. Additionally, the Technology Department refreshes network and infrastructure hardware based on funding and manufacturer suggested lifespans.

B. Overall Goal for Support Capacity

SCSDE Goal 5: The SC State Department of Education, the school district, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

District Goal 5: Sumter School District will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

C. Objectives, Strategies and Action List to Reach Goal

Objectives	Strategies
<p>Objective 5.1: SSD will ensure that all students and staff have access to digital information resources.</p>	<ul style="list-style-type: none"> A) Conduct annual needs assessments and surveys to determine how technology is currently being utilized and to identify technology needs throughout the district B) Promote and expand the use of web-based resources that will allow students to access content from any location C) Continue on-going collaboration with SSD departments to ensure technology resources are readily available to all students D) Work to assign every SSD student a unique login account that will allow access to various district and online resources
<p>Objective 5.2: SSD will ensure that schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to fully support converged networks that allow for communication, data collection and distribution, and distance learning.</p>	<ul style="list-style-type: none"> A) Provide high-capacity LAN connectivity between schools/sites and centralized Network Operations Center B) Monitor bandwidth consumption and increase based upon instructional needs C) Increase wireless density throughout the district D) Continue utilizing technologies that support secure, role based access to district resources E) Ensure proper security measures are in place to protect and provide safe network access for all staff and students
<p>Objective 5.3: SSD will have qualified technical support staff with different levels of authorization based upon assigned tasks.</p>	<ul style="list-style-type: none"> A) Provide district-level technology support through systems, network, and security administrators B) Work to develop a centralized help desk support center and electronic work order system that is accessible to support district employees C) Provide school level support through computer technician helpers, computer technicians, and supervisors D) Obtain and maintain industry recognized certifications based upon duty position (s)

<p>Objective 5.4: SSD will implement a disaster recovery plan for all points of failure, in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<ul style="list-style-type: none"> A) Continue real-time replication of data and virtual servers to an off-site data center B) Expand the use of virtual server technology C) Continue use of enterprise software for data backup and recovery D) Expand off-site disaster recovery capabilities E) Equip each school's main network closets with adequate Uninterruptable Power Supplies (UPS) G) Utilize various tools to monitor network and server health
<p>Objective 5.5: SSD will implement obsolescence and upgrade plan to replace / reuse / recycle equipment and software.</p>	<ul style="list-style-type: none"> A) Continue to improve the district's implemented lifecycle refresh of district-owned technology B) Plan and budget for lifecycle replacements of other district-owned technology, based upon funding and manufacturers suggested software and equipment lifespan C) Recognize the need to replace obsolete software to include Operating Systems on a continual basis.
<p>Objective 5.6: SSD will support the development of Web pages and Web-based instruction accessible to students and staff.</p>	<ul style="list-style-type: none"> A) Provide schools and teachers access to template-based website authoring tools B) Promote the use of online Learning Management Systems C) Continue on-going collaboration with SSD department to ensure technology resources are readily available to students D) Expand the SCSDE Virtual School Program

Action List	D. Action Implementation Steps
<p>Sumter School District will...</p> <ul style="list-style-type: none"> • provide access to network and online resources based upon assigned login credentials. • explore its offering of content to all students and staff outside of the district network. • collaborate with all departments to ensure that the technology needs of all students are being met. • provide ample bandwidth to accommodate the instructional needs of students and staff. • continue to assess bandwidth usage and increase based upon educational needs. • continue expanding and upgrading its wireless infrastructure to accommodate an increase of mobile devices and users. • leverage various technologies to ensure a safe and secure environment for all staff and students. • offer technical support to staff and students. • continue to leverage various tools to ensure ongoing protection of critical data. • provide access to current technology resources. • provide and support web-hosting services to district, school and teacher websites. 	<ul style="list-style-type: none"> • Utilize Microsoft Active Directory to group, organize, and manage all district user accounts • Assign permissions for resources and content, both locally and online, to students and staff based on their assigned credentials • Continue to leverage and expand access to cloud-based resources • Meet regularly with school and district leadership to assess student technology needs • Provide assistive technology and support • Provide high-capacity, fiber network connectivity between each school/site and the district's centralized network operation center • Utilize various network tools to analyze network traffic and systems health • Increase bandwidth as needed • Upgrade SSD wireless infrastructure to increase density in classrooms and commons areas • Install and centrally manage enterprise class endpoint protection on selected district-owned computers and servers • Continue utilizing enterprise class firewalls and SC State provided Intrusion Detection Systems (IDS) to provide an additional layer of protection against network threats and vulnerabilities • Automatically deploy system and security updates to district-owned computers and servers • Continue to use theft recovery software to aid in the recovery of lost or stolen devices • Protect students and staff from potentially harmful or inappropriate content through a CIPA compliant Internet content filtering solution • Research a centralized help desk and continue improving the technology work-order system for all SSD employees

	<ul style="list-style-type: none">• Manage a centralized Network Operations Center which includes a team of certified systems, network and security administrators• Provide technical support to each school or site through a team of certified systems, network and security administrators• Perform routine backup audits to ensure all critical data is protected by enterprise level backup and recovery software• Continue to leverage virtual server technology to reduce costs and increase scalability• Utilize a secondary Storage Area Network (SAN) at a remote disaster recovery site to ensure real-time replication of critical data• Continue to assess and expand offsite disaster recovery capabilities• Continue implementing the SSD lifecycle refresh plan• Plan and budget for lifecycle replacement of other district-owned technology based upon the funding and the manufacturer's suggested equipment lifespan• Provide each school and teacher with a website
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E. Funding Considerations

- Annual budgeting for software licensing
- Annual budgeting for hardware additions, replacements and repairs
- Annual budgeting for technology infrastructure upgrades
- Instructional and systems support staff
- Professional Development and Certification
- Assistive technology training and support

F. Evaluation of Objectives

Objectives	Possible Data Sources to Be Used for Baseline and Ongoing Evaluation and End- of-Program Report	Outcomes (Include “action list” items achieved.)		
		2016	2017	2018
<p>Objective 5.1: SSD will ensure that all students and teachers have access to digital information resources.</p>	<ul style="list-style-type: none"> • District Technology Inventory • Reporting from various network and systems monitoring tools • Annual review of Technology Services Department personnel • Professional development tracking and surveys • Observations and interviews • School technology and improvement plans • Technology needs assessments surveys • Budget Data • District technology refresh policies 			
<p>Objective 5.2: SSD will ensure that schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.</p>				
<p>Objective 5.3: SSD will have qualified / certified technical support staff.</p>				
<p>Objective 5.4: SSD will implement a disaster recovery plan for all points of failure, in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>				
<p>Objective 5.5: SSD will implement an obsolescence and upgrade plan to replace and recycle equipment and software.</p>				
<p>Objective 5.6: SSD will develop their ability to design Web pages and Web-based instruction that are accessible to all students and staff.</p>				

Sumter School District would like to acknowledge and thank the following members of the Technology Support Capacity Team for their contribution:

2013-2014 Technology Support Capacity Team

Rod Price

Ed Hoots

Arpad Jonas

Nelson Stephens

Keren Preston

Jennifer Howard

VII. Cumulative Benchmarks

In-progress	District-wide implementation of Google Apps for Education
In-progress	Implement new Storage Area Network (SAN) to increase data transfer speeds and local storage capacity for district
In-progress	Upgrade district email system, Internet content filter, backup environment, and virtual server infrastructure
Completed for 2013-2014	Upgrade network connectivity between all schools and the district's Network Operations Center. Increase Internet bandwidth capacity.
TBD	Explore pilot program of BYOD at one high, middle, and elementary School
Completed	Revise adult and student AUPs.
Fall 2014	Implement new training model for onsite technology helpers
2014-2016	Create technology skills checklist for students and teachers Review and update annually
Annually	Review Sumter School District Technology Plan
2014-2018- ongoing	Create and revise technology policies and procedures
2014-2015- ongoing	Revise and implement new procedures for inventory tracking of all district technology assets
ongoing	Perform technology infrastructure upgrades, including data cabling, wireless, data electronics, telecommunications, UPS systems, and data center equipment
completed	Establish capabilities for a district disaster recovery site
ongoing	Explore SCSDE virtual school course offerings
ongoing	Continue lifecycle refresh of all technology equipment
ongoing	Monitor district bandwidth needs. Increase as needed

VIII. Acknowledgements

Sumter School District would like to acknowledge and thank the following members of the Technology District Teams for their contribution:

2013-2014 Technology Learners and Their Environment Team

Stella Hall – Millwood Middle School Principal
Dr. Shirrie Miller – Director of Career and Technology Center
Wanda Colclough – Instructional Technology Coach
Debra Henderson – Crestwood High Teacher
Ronda Speed – Media Specialist
Lindsay Yaroch – Media Specialist

2013-2014 Technology Professional Capacity Team

Dr. Cornelius Leach - Assistant Superintendent for School Services
Wanda Colclough – Instructional Technology Coach
Dana Fall – Sumter High School Principal
David Trombly – Director of Testing and Accountability
Heather Farthing – Lakewood Administrator
Angela Ham - Career Specialist
Melissa Wiley-Thompson – Computer Apps Teacher
Keasha Grant – Computer Teacher
Lori June – Media Specialist
Michale Duffy – Media Specialist
Leslie Dowling – Curriculum Coach
Dr. Shawn Hagerty – Director of Specialized Programs

2013-2014 Technology Instructional Capacity Team

Dr. Joan Sagona – Assistant Superintendent for Instruction
Rita Beard – Director of Career and Technology Education
Cheryl Triplett – Principal- R.E. Davis

2013-2014 Technology Community Connections Team

Shelly Galloway – Public Information and Strategic Partnerships Coordinator
Margaret Hutchens – Director of Student Support Services
Crystal Lottig – Executive Director for Federal External Programs
Anita Vaughn – Library Media Specialist
Lori Smith – Coordinator of Science Education and Fine Arts

2013-2014 Technology Support Capacity Team

Rod Price – SSD Technology Coordinator
Arpad Jonas - SSD Network Administrator
Nelson Stephens – Lt. Col USAF Retired
Keren Preston – Major, USAF Retired, Network Manager/Supervisor
Jennifer Howard – Asst. Principal, Oakland Elementary School
Ed Hoots - SSD Lead Computer Technician, A+ Certified

VIII. Acknowledgements

2013-2014 Support Staff

Karen Lang – E-Rate Specialist

Angela Ramsey – Budget/Procurement Manager

Lucille Barnes – Executive Assistant

X. Appendices

Appendix 1: No Child Left Behind Action Plan

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

With the implementation of the SC State Standards, the Sumter School District will plan initiatives, purchases, training, and support around the integration of technology into all curriculum areas. SSD strives to utilize technology to improve and apply skills in critical thinking, creativity, problem solving, and communication and collaboration to meet rigorous academic standards. Using research-proven strategies, SSD will provide relevant and engaging technology training and professional development to all teachers and staff members including model lessons, coaching, and collaborative lesson planning. The goals for the Sumter School District include improving and increasing technology skills for students, providing relevant instructional technology professional development to all staff members, and creating a student-centered learning environment using the most up-to-date tools to increase student achievement.

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

SSD is committed to providing technology resources to all students and staff including:

- Providing each student access to computers or mobile devices.
- Providing each teacher, administrator, and staff member access to a laptop/computer.
- Providing an interactive whiteboard in every classroom.
- Providing network and wireless access, with sufficient bandwidth, to every school and administrative office throughout the district.
- Promoting the use of personal technology devices by students, teachers, and staff for instructional purposes.
- Providing instructional tools for students such as document and digital cameras, student response systems, and a variety of academic content-related software and applications.

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

The District technology committee members will provide engaging, meaningful training and follow-up to teachers, administrators, and staff on the use of educational technology tools and resources. Training is facilitated through small and whole group instruction, classroom modeling, and online learning management systems. Training is provided through both virtual and face-to-face training during and after school, district professional development training days, and summer institute. District technology committee members will collaborate with Systems support specialists, media specialists, teachers, and administrators to determine need and plan for implementation.

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

The district will continue support to support and train on various software programs and new hardware, which allow students to develop skills directly related to the South Carolina Standards. Along with training to support curriculum instruction, curriculum coaches will assist with how to integrate technology through co-teaching opportunities, modeling and professional development to learn new techniques and best practices. Integration is an ongoing process and will depend on the resources available. School administration works closely with the curriculum coach to organize and plan training, and co-teaching approaches that will meet the school needs.

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

The District technology committee members will work collaboratively with curriculum coaches and department heads (i.e. mathematics department heads) to design course offerings in a virtual setting for those students wishing to extend their learning past the current offerings or abilities of individual buildings across the district. In working with various curriculum departments, administrators and curriculum coaches, course offerings will be evaluated in order to determine need and budgeting to continue additions to such courses. The team will also call upon District Administrations to determine the ability to add staff and curriculum materials to offer courses. Lastly, all members involved will determine the best course of action to appropriately get advertisement of course offerings to students across the district.

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

Sumter School District strives to communicate with parents through district, school, and teacher websites, social media platforms, Edulink and online access to student grades. In addition, each school will highlight technology integration through school showcases that demonstrate student learning through the use of district technology. Parents are provided opportunities to receive training on various school and web-based applications to help students continue their learning outside of the school.

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

The District technology committee members along with Technology Services and administrators, will provide support to adult literacy service providers (i.e. teachers of adults) with meaningful professional development and access to the software and hardware needed for adults to successfully complete courses designed in this program. Further, the team will ensure adult literacy service providers have access to equipment and facilities needed to support technology uses and to materials (such as virtually provided instructional tutorials and print materials) needed to maximize the use of technology.

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

The District technology committee members will continue the development of training materials/tutorials and update those existing materials as new programs are adopted or existing programs are updated. These materials will continually be maintained on various learning management systems, delivered electronically via email, and given in print form to buildings as needed. Team members will provide technology committee meeting updates to their assigned schools. Lastly, the team will work collaboratively with support services of various development companies to enlist their help in providing teachers and staff effective professional development to ensure the appropriate use of such software.

Appendix 2: Teacher Technology Proviso Professional Development Plan

Proviso 1.25 (SDE: Certified Staff Re-certification--Technology)

Proviso 1.25 states that to ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.A.1 for school technology in the classroom and internet access, the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds

The South Carolina Department of Education endorses and advocates that school districts adopt and follow the standards developed by the International Society for Technology in Education (ISTE). The National Council for Accreditation of Teacher Education (NCATE) has adopted these competencies for the accreditation of pre-service teachers. **Sumter School District has adopted the ISTE Teacher and Administrator Technology Standards.** ISTE standards can be viewed online at <http://www.iste.org>.

Guidelines for Certified Staff Technology Professional Development Plans

Sumter School District is responsible for ensuring certified staff technology proficiency and must track proficiency according to the following policy:

- Districts must adopt technology standards that are aligned with ISTE standards.
- Districts must develop a Technology Professional Development Plan.
- District Standards and Professional Development Plans must be incorporated or tied to the district technology plan.
- Districts must submit their revised and current technology plan to the Office of Technology.
- School districts will enter teacher technology proficiency dates via the Professional Certified Staff system validating the fact that the teacher is proficient in technology once every 5 years and prior to their 5 year expiration date.
- All applicable proficiency dates must be entered into PCS by **given deadlines** or districts will lose technology funding.

Each Certified Staff Member's Professional Development Plan must include:

- Technology standards adopted by the district;
- Professional development offerings to prepare certified staff to meet the technology standards;
- Assessment strategies that include copies of assessment tools (pre/post-test, self-assessments, observations, and portfolios) and descriptions of how they are implemented according to the ISTE Technology standards;
- Timeline for district implementation of Technology Professional Development Plan; and
- Designate district contact person(s) for management and implementation of the Technology Professional Development Plan.

Renewal Cycle Clarification

The Proviso states that mastery of 1.25 must occur during one of the following renewal period:

Renewal Cycle	Technology Proficiency Demonstration Year
2009-2010	2015
2010-2011	2016
2011-2012	2017
2012-2013	2018
2013-2014	2019
2014-2015	2020
2015-2016	2021

NOTE: Certified Staff Members include but are not limited to: Teachers; Administration (such as: Superintendent, Assistant Superintendents, Chiefs, Directors, Coordinators, Principals, Assistant Principals); Curriculum Resource Teachers/Coaches; Guidance; Media Specialists; Speech Therapists; Psychologists; Social Workers; and any certified staff in an alternate area such as Maintenance, etc.

Standards

Sumter School District has adopted the ISTE Technology Standards for teachers and administrators. The following list includes specific technology competencies for our staff. For certified staff members, these are the competencies that must be demonstrated prior to their next recertification.

Professional Development Offerings

Technology integration professional development opportunities are available to all certified staff. For a listing of current professional development opportunities, please access ProDev.

Assessment

Sumter School District will conduct ongoing assessment to measure technology integration into the classroom curriculum. Specific assessment will be done to meet the requirements of Proviso 1.25 for all certified staff.

Methods of Assessment:

- **Option 1:** Minimum of six accumulated hours of Technology Professional Development and submission of the proficiency reflection. Documentation of Technology Professional Development must accompany submission. These 6 hours can be accumulated through technology workshops or graduate courses in which technology is embedded.
- **Option 2:** Successful completion of approved graduate level technology course that meets the current ISTE standards and submission of the proficiency reflection. A copy of the graduate credit transcript must accompany submission.

Technology Proficiency Options

The technology proficiency term is a five year cycle, and all certified staff members have two separate options to meet those criteria.

Option 1 requires a minimum of six hours of technology credits *and* the submission of the reflection of technology integration in the classroom. Those certified staff members at the *administration level* and *guidance* that are not in a classroom setting who choose Option 1 will be required to submit supporting documentation (meeting agenda with PowerPoint presentation, data analysis in Excel, etc.) of technology integration and the reflection. For more information, contact Rita Beard.

Option 2 requires the completion of a technology graduate level course, the submission of the reflection regarding technology integration in the classroom and a copy of the graduate credit transcript.

Timeline

Sumter School District will use the following timeline for the implementation of the Certified Staff Technology Professional Development Plan:

Activity	Person(s) Responsible	When
Hold organizational planning meeting	District-Level Administration	September
Develop technology plan based on all ISTE standards	District-Level Administration School Technology Representatives	September
Continue to survey staff to determine needs	District-Level Administration School Technology Representatives	May
Develop a progressive schedule of professional development offerings to meet identified needs	District-Level Administration	September
Create professional development delivery schedule	District-Level Administration School Technology Representatives	October
Deliver continuous professional development	District-Level Administration School Technology Representatives	Ongoing
Assess staff to determine proficiency in adopted competencies using ISTE standards	District-Level Administration	Ongoing
Submit via Professional Certified Staff (PCS) Program all certified staff and administrators who are proficient in technology (Proviso 1.25) prior to the conclusion of his/her validity period	Technology Assistant	June 30 (annually)
Conduct annual review and update of District Technology Plan and Certified Staff Technology Professional Development Plan	District-Level Administration	July 1 (annually)

Contact Information

For further information please contact:

Name:	Rita Beard
Title:	
District:	Sumter School District
Mailing Address:	1345 Wilson Hall Road Sumter, SC 29150
Phone number:	803-469-6900 Ext. 511
Fax number:	803-469-6949
E-mail address	rita.beard@sumterschools.net

SUMTER SCHOOL DISTRICT TECHNOLOGY PROFICIENCY (Proviso 1.25)

Option 1 Criteria and Proficiency Reflection

Name _____ Recertification Cycle _____ Location: _____

Directions: Within each recertification cycle, all Certified Staff must demonstrate Technology Proficiency as mandated by South Carolina State Department of Education Proviso 1.25. For **Option 1**, certified staff members must complete six or more hours of technology professional development and demonstrate technology proficiency by integrating technology in to the classroom/curriculum and provide a reflection of that integration.

Part I: Minimum of Six Hours of Technology Professional Development

Activity examples could include: eChalk, Google Docs, EdModo, MovieMaker, Outlook, Microsoft Office Applications, StudyIsland, PowerTeacher, Enrich, iPads in the Classroom, etc.

Professional Development Activity	Date Completed	Hours Received	Administrator Initials

What is your technology goal? _____

ISTE Teacher Standards That Apply to Activities (Please Check)	ISTE Student Standards That Apply to Activities (Please Check)
<input type="checkbox"/> Facilitate and inspire student learning and creativity	<input type="checkbox"/> Creativity and innovation
<input type="checkbox"/> Design and develop digital age learning experiences and assessments	<input type="checkbox"/> Communication and collaboration
<input type="checkbox"/> Model digital age work and learning	<input type="checkbox"/> Research and information fluency
<input type="checkbox"/> Promote and model digital citizenship and responsibility	<input type="checkbox"/> Critical thinking, problem solving, and decision making
<input type="checkbox"/> Engage in professional growth and leadership	<input type="checkbox"/> Digital citizenship
	<input type="checkbox"/> Technology operations and concepts

Part II: Application of Technology Integration

How have you used this professional development in your current position (integration)?

What were the overall results of the integration (or application) of the technology activity?

What is the status of your technology goal?

- Obtained my goal I'm working on my goal I need assistance with my goal

Teacher Signature

Date

Administrator Signature

Date

Comments:

SUMTER SCHOOL DISTRICT TECHNOLOGY PROFICIENCY (Proviso 1.25)

Option 2 Graduate Course and Proficiency Reflection

Name _____ Recertification Cycle _____ Location: _____

Directions: Within each recertification cycle, all Certified Staff must demonstrate Technology Proficiency as mandated by South Carolina State Department of Education Proviso 1.25. Certified staff members must complete an approved graduate level technology course and demonstrate technology proficiency by integrating technology into the classroom/curriculum or office/administration.

Part I: Completed Graduate Level Technology Course		
Graduate Course	Date of Completion	Administrator Initials
Title:		
Transcript (official/unofficial)		

What is your technology goal? _____

ISTE Teacher Standards That Apply to Activities (Please Check)	ISTE Student Standards That Apply to Activities (Please Check)
<input type="checkbox"/> Facilitate and inspire student learning and creativity	<input type="checkbox"/> Creativity and innovation
<input type="checkbox"/> Design and develop digital age learning experiences and assessments	<input type="checkbox"/> Communication and collaboration
<input type="checkbox"/> Model digital age work and learning	<input type="checkbox"/> Research and information fluency
<input type="checkbox"/> Promote and model digital citizenship and responsibility	<input type="checkbox"/> Critical thinking, problem solving, and decision making
<input type="checkbox"/> Engage in professional growth and leadership	<input type="checkbox"/> Digital citizenship
	<input type="checkbox"/> Technology operations and concepts

Part II: Application of Technology Integration

How have you used this professional development in your current position (integration)?

What were the overall results of the integration (or application) of the technology activity?

What is the status of your technology goal?

- Obtained my goal I'm working on my goal I need assistance with my goal

Teacher Signature

Date

Administrator Signature

Date

Comments:

Appendix 3: District's Acceptable Use Policy

Adult AUP

FILE: GBEBD-E

**SUMTER SCHOOL DISTRICT
ADULT USER ACCEPTABLE USE AND INTERNET POLICY AGREEMENT AND TELECOMMUNICATION
DEVICES ACCEPTABLE USE POLICY AGREEMENT**

Legal Name (Please Print): _____
Last First Middle

Position: _____

School, department or district level position: _____

I have read and understand the Sumter School District's acceptable use and Internet policy (GBEBD) and the telecommunication devices acceptable use policy (GBEBDA). I agree to adhere to the rules and procedures outlined therein. I understand that if I violate the rules, I may face disciplinary action and may lose the privilege of using the wide area network. I hereby release and hold harmless Sumter School District, its personnel and any institutions with which it is affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the Sumter School District's network system including, but not limited to, claims that may arise from the authorized or unauthorized use of the system to purchase products or services.

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

Signature: _____

Date: _____

Witnessed by: _____

Signature of immediate supervisor/administrator

For Office of Instructional Technology Use Only			
Created Account		Contacted Payroll	
Contacted Techs		Log In Name	

Legal Name: _____
Last
First
Middle
Location: _____

ADULT USER ACCEPTABLE USE AND INTERNET POLICY

code **GBEBD** Issued 6/11

Purpose: To establish the board's vision and the basic structure for acceptable use of technology resources, the Internet and the technology network system by adults in the Sumter School District.

It is the policy of the Sumter School District to achieve the following.

- Prevent user access over its computer network to, or the transmission of, inappropriate material via the Internet, electronic mail or other forms of direct electronic communications.
- Prevent unauthorized access and other unlawful online activity.
- Prevent unauthorized online disclosure, use or dissemination of personal identification information of minors.
- Comply with the Children's Internet Protection Act.

Acceptable use

The Internet and technology network system in the Sumter School District has been established for limited educational and work-related purposes. The term "educational purpose" includes the following.

- Classroom activities
- Career development
- Limited, high-quality, independent student activities

The Internet and technology network system has not been established as a public access service or a public forum. The district has the right to place reasonable restrictions on the material users access or post through the system. All users such as student interns, school-based mental health counselors, school resource officers or other personnel using the school system are expected to follow the rules set forth in the board-approved acceptable use policy, the district's policies and the law in their use of the district network system.

Users may not utilize the district network system for financial or commercial purposes. This means that they may not offer, provide or purchase products or services through the system for personal gain.

Users may not utilize the district network system for lobbying, partisan political activity or other political activity prohibited by law. For purposes of this policy, political lobbying does not include the following.

- Communication with other users of the district network system concerning matters related to the operation of the district
- Legislative or administrative advocacy on behalf of the district by those authorized by the board or the superintendent

(SEE NEXT PAGE)

Acceptable use standards for information technology

Access to and use of district information technology systems is subject to the following policy. By accessing or using applicable systems, the user accepts without limitation or qualifications the terms and conditions of this policy. Disciplinary action may be taken against staff or students whose on-site or off-site electronic communication causes a substantial disruption to the education environment or substantially interferes with another's rights. Criminal action may be taken if either the on-site or off-site electronic communication constitutes a threat.

Internet access

Access to Internet information resources may be given through the classroom, library, school computer lab or workplace.

It is the responsibility of the teachers to provide alternative assignments for students who do not have an AUP on file. Students must not be penalized for not being able to participate in Internet assignments.

The Adult Acceptable Use and Internet Policy is applicable to the following district information technology systems.

- Telephones, cell phones, radios and MP3 players
- Computer systems, hardware, software, personal digital assistants, external memory devices, wired and wireless networks, iPads, iPods, laptops
- Email, Web, intranet or Internet services
- Video systems including distance learning and ETV systems
- Application systems (example: Enrich, ProDev, Destiny, CSI, PowerSchool, PowerTeacher, eChalk, Excent)
- Other information technology or electronic communication systems

All users must sign and return an acceptable use and Internet policy agreement to use the Internet and an individual e-mail account on the district network. **This agreement must be renewed on an annual basis.**

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

Education, supervision and monitoring

It will be the responsibility of all members of the district staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures will be the responsibility of the superintendent or designated representatives.

Unacceptable uses

The following uses of the district's network systems are considered unacceptable.

Illegal activities

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

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

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

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

System security

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

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

Users may not use the district network system to deliberately propagate any virus, worm, Trojan horses or trap-door program code. Anti-virus scans are to be made on any software, executable codes, scripts, external memory devices, email or other data loaded on district devices, laptops or desk top computers.

Inappropriate language

Restrictions against inappropriate language apply to public messages, private messages and material posted on web pages or via e-mail.

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

Users will limit non-educational electronic communication between staff, students and/or parents/legal guardians, comments or content that would not be acceptable in a face-to-face communication.

Users will keep all communications professional and appropriate between staff, students and/or parents/legal guardians.

Users should not invite district students into personal social networking sites.

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

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

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

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

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

Respect for privacy

Users will not post private information about another person.

Users will not access other users' files.

Respecting resource limits

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

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

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

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

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

Users will not use programs that require a large amount of bandwidth such as, but not limited to, streaming audio and/or streaming video.

Plagiarism and copyright infringement

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

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

Users will not copy/install district-owned software on personal computers at work or at home. This is a violation of the Federal copyright law.

Users will not install single user software on more than one machine. This is in violation of the Federal copyright law.

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

Inappropriate access to materials

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

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

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

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

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

Security/privacy

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

User usage

Limitations

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

Search and seizure

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

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

Due process

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

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

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

Limitation of liability

The district makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage a user may suffer including, but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy, quality or integrity of the information obtained through or stored on the system or content of non-district technology. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

(Also IJNDB)

Adopted 6/13/11

Legal references:

- A. Federal law:
 - 1. 47 USC Section 254(h) - Children's Internet Protection Act.
 - 2. The Digital Millennium Copyright Act of 1998, Section 512- Limitations on liability relating to
 - a. material online.
- B. S.C. Code of Laws, 1976, as amended:
 - 1. Section 10-1-205- Computers in public libraries; regulation of Internet access.
 - 2. Section 16-3-850 - Encountering child pornography while processing film or working on a computer.
 - 3. Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.
- C. Federal rules:
 - 1. Rule 34 of the Federal rules of Civil Procedures.

TELECOMMUNICATION DEVICES ACCEPTABLE USE AND INTERNET POLICY

code **GBEBDA** Issued 6/11

Purpose: To establish the board's vision and the basic structure for acceptable use of telecommunications devices in Sumter School District.

Purpose

This policy states the acceptable uses of telecommunication devices in the district and provides related information. It outlines telecommunication device options supported by the district, guidelines for appropriate use and other related administrative issues. This policy was created in order to improve district operations, enhance employee safety, limit district liability and help manage telecommunications costs.

Definitions

For the purpose of this policy, a telecommunication device is defined as any electronic equipment that emits an active signal, vibrates, sends and/or receives a message (voice or text) or displays a message or otherwise summons or delivers a communication to or from the possessor. Cellular phones (with accompanying cameras), PCS devices, pagers/beepers, land mobile radios operating on licensed commercial cellular or radio networks, integrated push-to-talk radios, Blackberry devices and Personal Digital Assistants (PDAs) are considered telecommunication devices under this policy.

Policy

It is the policy of the board that district-owned telecommunication devices will be used to support the educational and business requirements of the district. District telecommunication devices will be used in compliance with all applicable federal, state and local laws and regulations, and in a cost-effective and ethical manner. This policy also applies to usage of private telecommunication devices by district employees to the extent utilized for district business or when usage of private telecommunication devices impacts school or district operations.

Furthermore, it is the policy of the district that the use of telecommunication devices by district employees in all cases will not interfere with instructional time, activities, supervision of students, provision of assigned duties, other school-sponsored programs, meetings, in-services or conferences unless an emergency exists or a reason of personal health or safety is involved.

Eligible users

District telecommunication devices are to be used only by authorized district employees. All employees will read this telecommunication devices acceptable use policy and sign form GBEBD-E to help ensure that all use of telecommunication devices is appropriate.

Acceptable use standards

Telecommunication devices owned by the district, or any telecommunication device used to conduct district business, must be utilized in accordance with the following standards.

- District telecommunication devices are provided to employees as a convenience for the purpose of conducting district business.
- District telecommunication devices such as cell phones are to be used in an ethical and responsible manner. No employee is to use a district telecommunication device for the purpose of illegal transactions, harassment, obscene or offensive behavior, or other violation of district policies.
- District telecommunication devices are to be used only for district business. They are not to be used for personal business or commercial purposes. In the event personal communications are made or received on a district telecommunication device such as a cell phone, the employee must reimburse the district for all costs incurred.
- District telecommunication devices are to be used in a safe manner. Employees should not use them to call, communicate or conduct district business while operating a motor vehicle, including school or activity buses and district-owned or leased vehicles or privately-owned personal vehicles being used in an official capacity to transport students related to school/district sponsored activities. This standard also applies to private telecommunication devices when operating the above referenced motor vehicles.
- District telecommunication devices are valuable and should be handled with care. Loss, theft or damage of a district telecommunication device such as a cell phone must be reported immediately to the user's supervisor and to the person(s) responsible for telecommunication devices. If loss, theft or damage occurs through negligence, the employee to whom the telecommunication device is assigned will be responsible for reimbursing the district for repair or replacement costs.
- If an authorized user does not return a district's telecommunication device or related equipment when requested, the user will be required to reimburse the district for the purchase price of the equipment.
- Employees will have no expectation of privacy in using district telecommunication devices or use of other electronic communications available in the workplace.
- The superintendent or his/her designee will be the contact for district-owned telecommunication devices and will also be responsible for determining telecommunication device contracts, equipment, plans and services to be available for employees.

Policy non-compliance

Failure to comply with this telecommunication device acceptable use policy may result in suspension of an employee's user privileges, disciplinary action or both.

Adopted 6/13/11

Student AUP

SUMTER COUNTY SCHOOL DISTRICT

STUDENT ACCEPTABLE USE AND INTERNET SAFETY AGREEMENT

Sumter School District is pleased to announce the establishment of Internet services for its students which are described in this letter.

The Internet is a global network that provides students with access to a wide range of information. Students will be able to communicate with people from throughout the world. Use of the Internet for educational projects will assist in preparing students for success in life and work in the 21st Century.

It is possible that students may find material on the Internet that you as a parent/legal guardian might consider objectionable. The Acceptable Use and Internet Safety Policy (AUP) restricts access to material that is inappropriate in the school environment. (Please review the AUP located in the student's school handbook). Although staff will supervise students' use of the Internet, we cannot guarantee that students will not gain access to inappropriate material. There also may be additional kinds of materials on the Internet that are not in accordance with your family values. We would like to encourage you to use this as an opportunity to have a talk with your child about your family values and your expectations about how these values should guide him/her while using the Internet.

All students must have a signed copy of this letter on file with his/her school in order to have access to the Internet. Both you and your child must sign below to initiate this agreement. If you have any questions or concerns, please contact us.

Student's name (print): _____

Student's signature: _____

Homeroom teacher: _____

Parent/legal guardian's name
(print): _____

Parent/legal guardian's signature: _____

Date: _____

**STUDENT ACCEPTABLE USE
AND INTERNET SAFETY POLICY**

code **IJNDB** Issued 6/11

Purpose: To establish the board's vision and the basic structure for acceptable use of technology resources, the Internet and the technology network system by students in the Sumter School District.

Acceptable use

The Internet and technology network system in the Sumter School District has been established for a limited educational purpose. The term "educational purpose" includes the following.

- classroom activities
- career development
- limited, high-quality, independent student activities

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

This policy applies to computers installed in the school, district laptops provided to students either temporarily or permanently, and any personal equipment brought onto campus capable of Internet access.

Students may not use the district network system for commercial purposes. This means that students may not offer, provide or purchase products or services through the system.

Students may not use the district network system for lobbying. Students may use the system to communicate with elected representatives to express opinions on political issues under the guidance of instructional personnel.

Privileges

The use of the Internet is a privilege, not a right. Inappropriate use will result in a cancellation of that privilege and possible disciplinary action. Each student licensed to access the Internet on district-owned computers or district laptops provided to students will receive training from a staff member on appropriate general Internet policy and, where appropriate, will receive additional specific guidance on projects or work being assigned. In circumstances not covered by the general guidance outlined in this agreement, the staff will deem what is inappropriate use and their decisions are final. District laptops provided to students should not be used in the gym, at lunch or in the hallways. Use in the classroom is at the sole discretion of the teacher. Use of the computer on campus for entertainment purposes (watching DVD movies, listening to MP3 music, playing games, etc.) is prohibited.

Student Internet access

All students will have access to online digital information resources through their classroom, library or school computer lab. Parents/Legal guardians must sign and return an Internet access agreement (IJNDB-E) prior to individual student's use of the Internet until the student's 18th birthday. Only those students with signed AUPs may sit next to other students accessing the Internet.

Secondary students may obtain an individual e-mail account with the approval of their parents/legal guardians until age 18.

Students and their parents/legal guardians must sign an account agreement to be granted an individual e-mail account. This agreement must be renewed on an annual basis. Parents/legal guardians can withdraw their approval at any time, until the student's 18th birthday.

If approved by their building principal, students may create a personal web page on the district's network system. All material placed on their web page must be preapproved in a manner specified by the school. Material placed on their web pages must relate to the school and career preparation activities.

Unacceptable uses

The following uses of the district's network systems are considered unacceptable.

Personal safety

Students will not post personal contact information about themselves or other people. Personal contact information includes home addresses, telephone numbers, work addresses, etc.

Students will agree not to meet with someone they corresponded with online without their parents/legal guardians' approval.

Students will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

Illegal activities

Students will not attempt to gain unauthorized access to the district's network system or to any other computer system through the district or go beyond their authorized access. This includes attempting to log in through another person's account or to access another person's files.

Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Students will not use the district network system to engage in any other illegal act, such as arranging for a drug sale or purchasing of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

Students will not participate in chats, instant messaging services or social networking, or play computer games on school computers unless authorized by a district staff member for legitimate educational purposes.

Students will not make changes to or tamper with the setting on computers, CD-ROMS or any attached equipment on the network.

Vandalism

Vandalism is defined as any malicious attempt to harm or destroy hardware or the data of another user or other network (school, Internet or eChalk account). The intentional uploading, distribution or creation of computer viruses is also considered acts of vandalism. Vandalism will result in immediate cancellation of all computer privileges. Discipline will be assessed in accordance with the current grade-level discipline code. Students will be responsible for payment of any damages to any hardware or software.

System security

Students are responsible for their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should students provide their password to another person.

Students will immediately notify a teacher or the system administrator if they have identified a possible security problem.

Students will not set or reset passwords without approval from district staff.

Students will avoid the inadvertent spread of computer viruses by following the district virus protection procedures. Any removable media (thumb/flash drives, CD-R/RWs, etc.) brought from outside the school must be checked by a district staff member for viruses prior to use in district computers and/or laptops.

Inappropriate language

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

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

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

Students will not harass or cyberbully another person. Harassment is defined as persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, the student must stop.

Students will not knowingly or recklessly post false or defamatory information about a person or organization that could cause damage or pose a danger of disruption.

Respecting resource limits

Students will use the system only for educational and career development activities and limited, high-quality, independent student activities. There is no limit on use for education and career development activities. The limit on activities is no more than five hours per week. Students will strictly observe time limits.

Students will not download large files unless absolutely necessary and approved by a district staff member. If necessary, students will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to a personal computer.

Students will obtain permission from a staff member before printing pages.

Students will not post chain letters or engage in "spamming." Spamming is defined as sending an annoying or unnecessary message to a large number of people.

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

Students will subscribe only to high quality discussion group mail lists that are relevant to their education or career development.

While on campus, students will not use private e-mail except for an approved assignment that is supervised by a staff member. Students at schools which permit student access to the e-mail module of eChalk may access/use eChalk e-mail, electronic filing and class pages in accordance with published eChalk guidelines provided the following is adhered to.

- Parents/legal guardians have approved such access on the appropriate form (IJNDB-E).
- Students have completed eChalk orientation at their school.
- Students have signed on with eChalk at their school's eChalk website.

Plagiarism and copyright infringement

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

Students will respect the rights of copyright owners. Copyright infringement occurs when a student inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If students are unsure whether or not they can use a work, they should request permission from the copyright owner. Proper citation for all work used is required.

Inappropriate access to material

Students will not use the district's network system to access material that is profane or obscene (pornography or child pornography), that advocates illegal acts or that advocates violence or discrimination towards other people (hate literature). If a student mistakenly accesses inappropriate information, he/she should immediately tell the teacher or another district employee. This will protect students against a claim that they have intentionally violated this policy.

Students' parents/legal guardians should inform district staff if there is additional material that they think would be inappropriate for their children to access. The district fully expects that students will follow their parents/legal guardians' instructions in this matter.

Student rights

Free speech

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

Search and seizure

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

Routine maintenance and monitoring of the district network system may lead to discovery that the students have violated this policy, the disciplinary code or the law.

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

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

Due process

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

In the event there is a claim that a student violated this policy or disciplinary code in their use of the district network system, the student will be provided with a written notice of the suspected violation and given the opportunity to present an explanation before an administrator. If the violation also involves a violation of other provisions of the disciplinary code, it will be handled in a manner described in the disciplinary code. Additional restrictions may be placed on the student's use of an Internet account.

Limitation of liability

The district makes no guarantee that the functions or the services provided by or through the district system will be error free or without defect. The district will not be responsible for any damage students may suffer including, but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Legal References:

A. Federal law:

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

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

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

Appendix 4: How E-Rate Areas Have Been Addressed

E-Rate program rules require that a school or school district prepare a technology plan explaining how it will use telecommunications and information technology to achieve its educational goals, curriculum reforms, or other operational improvements.

Starting with E-Rate Funding Year (FY) 2011, a school or school district applying for Priority 2 services (Internal Connections and Basic Maintenance) is required to draft a technology plan and secure its approval from a USAC-certified Technology Plan Approver (TPA) before the school or school district may file an FCC Form 486 and before E-Rate-supported Priority 2 services start.

Technology plans must, at a minimum, address four elements. This document, *Sumter School District Technology Plan for 2015-2018*, addresses the four required elements as follows:

➤ **Element One:**

Clear goals and a realistic strategy for using telecommunications and information technology to improve education services.

In this technology plan, the Sumter School District (SSD) presents its general goals and strategies for using technology to improve education in:

- Section IV: “District Needs”
- Section V: “District Vision and Mission Statements”
- Section X: Appendices
 - Appendix 1: “No Child Left Behind Action Plan”
 - Appendix 2: “Teacher Technology Proviso Professional Development Plan”

SSD refines and clarifies its goals and presents specific strategies to improve education in:

- Section VI:
 - “Technology Dimension 1 – Learners and Their Environment”
 - Part B: “Overall Goal for Learners and Their Environment”
 - Part C: “Objectives, Strategies and Action List to Reach Goal”
 - Part D: “Action Implementation Steps”
 - “Technology Dimension 2 – Professional Capacity”
 - Part B: “Overall Goal for Professional Capacity”
 - Part C: “Objectives, Strategies and Action List to Reach Goal”
 - Part D: “Action Implementation Steps”
 - “Technology Dimension 3 – Instructional Capacity”
 - Part B: “Overall Goal for Instructional Capacity”
 - Part C: “Objectives, Strategies and Action List to Reach Goal”

- Part D: “Action Implementation Steps for District and Schools”
- “Technology Dimension 4 – Community Connections”
 - Part B: “Overall Goal for Community Connections”
 - Part C: “Objectives, Strategies and Action List to Reach Goal”.
 - Part D: “Action Implementation Steps for District and Schools”
- “Technology Dimension 5 – Support Capacity”
 - Part B: “Overall Goal for Support Capacity”
 - Part C: “Objectives, Strategies and Action List to Reach Goal”.
 - Part D: “Action Implementation Steps for District and Schools”
- Section VII: “Cumulative Benchmarks”

SSD conducts periodic reviews of its use of current technologies as part of its regular review of program benchmarks. Adjustments are made accordingly.

➤ **Element Two:**

A professional development strategy to ensure that members of the staff know how to use these new technologies to improve education services.

In this technology plan, SSD presents its strategies and action items for professional development in:

- Section VI:
 - “Technology Dimension 2 – Professional Capacity”
 - Part B: “Overall Goal for Professional Capacity”
 - Part C: “Objectives, Strategies and Action List to Reach Goal”.
 - Part D: “Action Implementation Steps for District and Schools”
 - “Technology Dimension 3 – Instructional Capacity”
 - Part B: “Overall Goal for Instructional Capacity”
 - Part C: “Objectives, Strategies and Action List to Reach Goal”.
 - Part D: “Action Implementation Steps for District and Schools”
 - “Technology Dimension 5 – Support Capacity”
 - Part B: “Overall Goal for Support Capacity”
 - Part C: “Objectives, Strategies and Action List to Reach Goal”.
 - Part D: “Action Implementation Steps for District and Schools”
- Section VII: “Cumulative Benchmarks”

SSD conducts periodic reviews of professional development as part of its regular review of program benchmarks. Adjustments are made accordingly.
- Section X: Appendices
 - Appendix 1: “No Child Left Behind Action Plan”

- Appendix 2: “Teacher Technology Proviso Professional Development Plan”

➤ **Element Three:**

A needs assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

In this technology plan, SSD’s general approach to “needs assessment” for technology is shown in:

- Section IV: “District Needs Assessment”

SSD refines and clarifies its approach to regular needs assessments for technology in:

- Section VI:
 - Technology Dimensions 1 through 5
 - Part E: “Funding Considerations”, conducted during the annual budget development process
- Section VII: “Cumulative Benchmarks”
SSD conducts regular needs assessments as part of its periodic review of program benchmarks.
- Section X: Appendices
 - Appendix 1: “No Child Left Behind Action Plan”
 - Appendix 2: “Teacher Technology Proviso Professional Development Plan”

➤ **Element Four:**

An evaluation process that enables the school district to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

As part of this technology plan, SSD has established periodic evaluations of its educational mission, goals, and strategies and the technology systems and programs used to support them.

- Section VI:
 - Technology Dimensions 1 through 5
 - Part F: “Evaluation of Objectives”, conducted annually.
- Section VII: “Cumulative Benchmarks”
SSD conducts regular process and program evaluations as part of its periodic review and adjustment of benchmarks.

Appendix 5: Last Year's Progress

Appendix 5: Report on Last Year's Progress toward Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

Previous Goals:

Provide additional support for current technology to ensure continuing support for current infrastructure.

Goal Partially Met. Still need to hire additional qualified technicians for this support.

Provide adequate funding to maintain current technological infrastructure and provide funding for growth in today's global market.

Goal Partially Met. Ongoing process to meet this goal.

Provide technical training for the technology staff to maintain proficiency in support of hardware, software and infrastructure for teachers, students and staff.

Goal Partially Met. Three technicians were sent to Promethean training, and one support person was sent to SchoolDude (electronic work order system) training.

Automate technology work order submission.

Goal Met.

Provide improved network throughput/access by replacing current hubs with switches.

Goal Met.

Goals achieved over the past 12 months

Ebenezer Middle	Internet drops installed for wireless port	Telcom
Sumter High	Switches/Controller installed	Encore
Academic Learning Center	Removal of PB Store 11 @ BA Store 4 @ HMS	Telcom
Lakewood High	Switches/Aps/Controller	DCS
Sumter High	Installed new computers in CATE lab C108	DELL
Lakewood High	Fiber run	R2
Sumter High	Switches/Controller upgrade	Encore
Academic Learning Center	Two new professional development labs	Technology Department
Crestwood High	Install computers in CATE lab 1508	DELL
Crestwood High	Fiber run	R2
Lakewood High	Equipment recycling	Coastal Salvage
Bates	Installing access points	Encore
Chestnut Oaks Middle	Installing access points	Encore
Sumter High	Setup Practice Gym for Leadership Institute	Technology Department
Bates	Switches/Controller	Encore
Chestnut Oaks Middle	Switches/Controller	Encore

SSD Technology Plan 2015-2018

Career Center	Site survey	R2
Old District Annex	Move technology area to new NOC and combined technology area	Technology Department

Upcoming plans for next two years

Lakewood High	Install new computers in CATE lab 1511	Dell
Alice Drive Middle	Installing Access Points	Encore
Alice Drive Middle	Switches/Controllers upgrade	Encore
Alice Drive Middle	Equipment Recycling	Coastal Salvage
Millwood Elementary	Switches/Controller/Wireless upgrade	Encore
Wilder Elementary	Switches/Controller/Wireless upgrade	Encore
Lemira Elementary	Switches/Controller/Wireless upgrade	Encore
Croswell Drive Elementary	Partial Switches upgrade	Encore
Croswell Drive Elementary	Controller/Wireless upgrade	Encore
Willow Drive Elementary	Controller/Wireless upgrade	Encore
Ebenezer Middle	Replacement of switches, installation of access points and controller	Encore
District Annex	Installation of data and voice drops	Telcom
Network Operations Center	New building was added to technology. All servers, services were consolidated in this central location.	
Crestwood High	Internet drops installed for wireless project	Telcom
Crestwood High	Controller/Wireless install	Technology Department
Career Center	Internet drops installed for wireless project	Telcom
Career Center	Controller/Wireless install	Technology Department
Oakland Primary	Internet drops installed for wireless project	Telcom
Oakland Primary	Controller/Wireless install	Technology Department
Shaw Heights Elementary	Internet drops installed for wireless project	
Shaw Heights Elementary	Partial Switches upgrade to accommodate wireless project	Technology Department
Shaw Heights Elementary	Switches/Controller install	Technology Department
All Schools	Some school domain Controllers were upgraded with memory and additional hard drive space for better performance.	Technology Department
Several Schools	Over 1,000 new computers, 600 laptops and 200 printers installed throughout the district	Dell, Technology Department

By far, the most difficult and demanding task of all is to maintain and support as large a network as ours. Over 30 sites with 8,000 desktops and laptops, over 1,000 network devices, the increasing number of mobile devices, printers, Interactive boards, hundreds of applications and various software

used for student instruction, faculty and staff. In the past year, 11, 414 technology requests were addressed and solved by our technicians.

Previous Indicators:

By 2010, a router will be installed and operational for increased bandwidth to improve connectivity for students, teachers and staff. This concept was changed to install smart high performance programmable switches and they were installed in 2011 thru 2013 in various schools to include our Network Operations Center (NOC).

By 2011, provide an additional technician for technical support of classroom computers and assistance with state software such as SpecOps, Excent, PCS, PowerSchool, PowerTeacher, Destiny, Classworks, SUNS, etc.

Goal Met. PowerSchool personnel were moved outside our immediate department. Additional technicians were hired to support this item, but not until 2012.

By 2010, 90% of technical staff will have completed training for the Active Directory, Total Traffic Control, ASA, Packet Shaper, Proxy Server and Outlook.

Goal Partially Met. Some Active Directory training was accomplished, but other training still needs to be accomplished.

By 2011, 95% of the current hubs in the district will be replaced with switches.

Goal Met.

Previous Target Benchmarks

The percentage of technicians trained to support and maintain school networks and classroom computers will increase to 85% in 2010, 90% in 2011, and 95% in 2012.

Goal Met.

Internet access speed will increase by a minimum of 80% in 2010, 90% in 2011, and 100% by 2012.

Goal exceeded. Speed increased to 1Gbps.

Technical staff to support teacher and classroom computers and software will increase to 50% in 2010, 70% in 2011, and 80% in 2012.

Goal Partially Met. Technology Department technicians increased from 10 to 13.

Previous Proposed Process for Ongoing Evaluation.

Continued inventory of hardware and software.

Goal ongoing.

Monitor work order status.

Goal ongoing.

Yearly evaluation of support staff.

Goal ongoing.

Previous Data Sources to be used for ongoing evaluation and end-of-program report

Electronic work orders

State technology surveys

Local school inventory

Staff surveys

Personnel reports from Human resources (Personnel Office)

Previous Desired Outcomes:

By the end of 2012, there will be better trained technical staff and additional funding to support teacher and student use of current and future technology systems.

Goal Partially Met. We are still striving to attend the training and achieving certifications to demonstrate the skills desperately needed to support our ever-growing technology infrastructure.

Appendix 6: Technology Standards for Students

Sumter School District has adopted the following six principles from the International Society for Technology Education. (ISTE)¹ and utilizes these along with the student profiles to evaluate student proficiency:

1) Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

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

2) Communication and Collaboration

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

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

3) Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

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

4) Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

¹ © 2007 International Society for Technology in Education. ISTE® is a registered trademark of the International Society for Technology in Education

- a) Identify and define authentic problems and significant questions for investigation.
- b) Plan and manage activities to develop a solution or complete a project.
- c) Collect and analyze data to identify solutions and/or make informed decisions.
- d) Use multiple processes and diverse perspectives to explore alternative solutions.

5) Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

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

6) Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a) Understand and use technology systems.
- b) Select and use applications effectively and productively.
- c) Troubleshoot systems and applications.
- d) Transfer current knowledge to learning of new technologies.

Appendix 7: Expenditures and Renewals

Sumter School District Budget and Renewals

Account Description/Number	2013-2014 (Actual)	2014-2015 Proposed
316-0000 Data Process	\$27,548.85	\$40,000.00
332-0000/0700 - Travel	\$15,444.31	\$17,000.00
345-0000/1000-Tech Serv/Echalk/Renewals	\$180,968.67	\$401,682.23
410-0000-DP Supplies	\$26,197.50	\$40,000.00
445-0000-Tech/Data Sup/Repl. Stolen Comp.	\$147,074.52	\$150,000.00
545-0000-Comp. Equip.	\$0.00	\$0.00
312-0500-Purch. Serv.	\$0.00	\$0.00
329-0900-Sys. Maint.	\$0.00	\$0.00
399-0000-Misc. Purchased Services	\$0.00	\$0.00
640-0000-Dues	\$0.00	\$500.00
Total Expense	\$397,233.85	\$649,182.23

Account Description/Number	2015-2016 Proposed	2016-2017 Proposed
316-0000 Data Process	\$44,000.00	\$48,400.00
332-0000/0700 - Travel	\$18,700.00	\$20,570.00
345-0000/1000-Tech Serv/Echalk/Renewals	\$441,850.45	\$486,035.49
410-0000-DP Supplies	\$44,000.00	\$48,400.00
445-0000-Tech/Data Sup/Repl. Stolen Comp.	\$165,000.00	\$181,500.00
545-0000-Comp. Equip.	\$0.00	\$0.00
312-0500-Purch. Serv.	\$0.00	\$0.00
329-0900-Sys. Maint.	\$0.00	\$0.00
399-0000-Misc. Purchased Services	\$0.00	\$0.00
640-0000-Dues	\$550.00	\$605.00
Total Expense	\$714,100.45	\$785,510.49

2013 - 2014 Totals as of 6/30/14

2014-2015 Renewals

Renewal Name	Amount
Dell PowerEdge T710 (3 year renew)	\$21,394.45
eChalk (1 Year renew)	\$31,344.09
Barracuda (Converged LightSpeed - 1 year renew)	\$70,945.74
Follett Software Destiny (Libraries) (1 year renew)	\$20,103.69
AVG Antivirus (2 year renew)	\$12,182.00
Kimono Follett SIF Agent (1 yearrenew)	\$1,443.66
Dell PowerEdge 2900 (2 year renew)	\$15,751.41
Dell PowerEdge 2900 (2 year renew)	\$9,450.84
Dell PowerEdge T710 (3 year renew)	\$4,866.83
Dell PowerEdge T710 (3 year renew)	\$5,834.16
SolarWinds (1 year renew)	\$1,631.79
Encore-SpecOps (1 year renew)	\$10,368.00
Dell PowerEdge T710 (2 year renew)	5,361.29
Dell PowerEdge T310 (2 year renew)	1,052.22
Encore VMWare Maintenance Exchange (1 year renew)	\$1,922.80
CiscoSmartNet (DCS) (1 year renew)	\$60,000.00
	\$273,652.98

Appendix 8: Technology Plan Approval Letter



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

TECHNOLOGY PLAN APPROVAL FOR DISTRICTS AND SCHOOLS UNIVERSAL SERVICE PROGRAM

The South Carolina Department of Education is certified by the Division of USAC to approve technology plans for participation in the Universal Service Program.

The Sumter School District has a technology plan that meets the standards and criteria outlined in the following checklist.

**THIS TECHNOLOGY PLAN IS VALID THROUGH FUNDING YEARS 2011 to 2014
(7/1/2011) to (6/30/2015)**

A NEW DRAFT PLAN IS DUE TO SCDOE BY: October 31, 2014

A NEW FINAL PLAN IS DUE TO SCDOE BY: March 31, 2015

CHECKLIST

Successful technology plans align overall District service improvement objectives with the following five criteria. To qualify as an approved Technology Plan for a Universal Service Program discount, the plan must meet these criteria. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications infrastructure. There must be connections between the proposed physical infrastructure of the information technology and the plan for professional development, curriculum reform, and District service improvements.

1. The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
2. The plan has a professional development strategy to ensure that staff knows how to use the new technologies to improve education.
3. The plan includes an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.
4. The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education.
5. The plan includes an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.


Bradley Mitchell
Director, Office of eLearning

5/9/11
Date