

**Union County**



**School District**

# **Technology Plan**



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# Union County School District Technology Plan

This plan will be posted on the Technology Page of the Union County School District Website on the Technology Page.

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Union County School District

## **Union, South Carolina**

### **District Mission Statement**

The mission of educational technology in the Union County School District is to improve the academic performance of the learning community. Through competent and responsible ever-changing technology, learners will become contributing members of the global digital community. Technology will be a tool used to supplement and enhance the learning process.

## **TECHNOLOGY PLAN**

### **I. Instructional Technology Use Philosophy**

#### **Philosophy**

This plan conveys our vision for use of technology and our process to implement our vision. Through this plan we hope to provide equitable access to technology to enable students to become lifelong learners in accordance with our district mission statement and technology use vision statement.

#### **Guiding framework for using technology:**

*Properly trained teachers make the difference between success or failure of an integration effort.*

District and schools must provide guided and continuing assistance to teachers to help them develop and refine effective integration strategies that positively impact student achievement levels.

*Power and capability to accomplish educational goals for all students must be built into every initiative.*

*Standardization of a network that will reliably deliver a learning environment framework to meet the instructional demands and needs of students, their teachers, the entire school community and district is essential to integration success.*

**Rational for using technology resources:**

Students must be provided with experiences that increase their ability to access, evaluate and use information appropriately for independent learning or personal interests so that they can be productive, socially responsible consumers of information.

*Interactive technology tools require the learner to develop and apply higher order thinking skills combined with technology literacy skills to access online communities and manipulate electronic information.*

*Instruction using technology tools is conducive to the hands-on, active learning approaches that intensify a learning experience and raise student achievement across all disciplines.*

*Increase student and teacher productivity – Both teachers and students use technology tools to support planning, materials development and record keeping. The ability to produce professional work in shorter time periods leaves more time for the exploration and research essential to active engagement in the learning process.*

*Streamline administrative functions– The use of technology tools supports accountability record keeping and promotes exchanges of information that keep the educational environment lively, productive, and responsive to community and student needs.*

*Promote community involvement within schools – Technology can serve as a catalyst for educational reforms that impact learner’s abilities to relate to the world beyond the classroom while enhancing the home-school connections that are critical to provide support for students.*

**How technology will improve instruction:**

*No technology should be the panacea for education; and any computer-based tool (materials and strategies) must be seamlessly integrated with teacher activities to deliver expected outcomes.*

*Educational technology integrates processes and skills development with content to form adaptable and affordable solutions to current educational needs and problems.*

**Motivation:** gain learner attention, engagement in active learning through production work (the creation of their own technology-based products), increase the perception and reality of learner control over learning (intrinsic motivation from the awareness that they are learning)

*Unique Instructional Capabilities: linking learners to information sources in ways that are more effective in reaching outcomes through complex activities made feasible for classroom activities only by the use of computers; helping learners to visualize problems and solutions via interactive visual media tools; abilities to track learner progress more effectively through sophisticated data collection tools that allow opportunities for immediate analysis and feedback; linking learners to learning tools that provide information not available through local sources, provide opportunities*

*to develop research and study skills to benefit future learning, and to provide multicultural activities without leaving the classroom.*

*Support for Instructional Approaches such as:*

*Cooperative learning – small group instruction can be centered around the development of technology-based projects*

*Shared Intelligence/Distributed Intelligence – intellectual partnerships can be facilitated using computers and technology tools in ways that share and expand learning*

*Problem-solving and Higher-level thinking skills – using technology resources like multimedia and Internet provides opportunities for teachers to set up complex long-term goal problems that require the use of basic skills but motivate students to learn lower-level skills at the same time they are acquiring higher-level skills.*

*Increased Teacher Productivity – use of technologies that streamline teacher tasks related to lesson production, communication, and record keeping tasks frees up time to work with students as individuals and to become more data driven to better analyze and meet the needs of individual students.*

*Required Skills for an Information Age (technology literacy, information literacy and visual literacy): Technology skills are becoming required job skills and there is a need for students to learn skills that will prepare them to become lifelong learners in an information society that uses technology to locate and communicate information.*

## **II. Vision Statement, Beliefs, and Objectives**

### **Technology Vision Statement**

The mission of educational technology in the Union County School District is to improve the academic performance of all students. Through the use of technology, students' will be able to grow at their own pace, to become more involved with their community, and to reach their fullest potential. Technology will be a tool that enables all students to achieve their highest academic performance.

## Beliefs

In addition to defining the mission of technology in Union County School District, the District Technology Committee defined their vision for appropriate use of technology in the district as follows:

- Students, faculty, and staff will use technology as an integral part of all content areas and all grade levels.
- Faculty and staff will use technology to work more efficiently and to be more effective in addressing their routine and extraordinary tasks
- Students will have access to technology for use in the instructional program.
- Parents of students, faculty, staff, and community residents will have access to technology at appropriate times that may include during school hours, before and after school hours, evenings and weekends.
- Professional staff will use technology to enhance communications and collaboration among colleagues to promote curriculum research and development while creating a bank of resources and lesson plans to benefit students and teachers.
- Faculty and staff will use technology to increase productivity with respect to curriculum and instructional management, operations, resources, administration data, and facility data.
- Faculty and staff will strive to enhance effective communications among the district's schools, administration, parents, students, and the community.

It is further envisioned that the use and total integration of technology in the District will result in the following:

- Every student will meet or exceed the minimum competencies established.
- Every employee will accept responsibility for demonstrating appropriate employee basic competencies within a three-year period.
- Every student and employee will make a commitment to continuous learning. As technology changes, the needs and competencies must change.
- The District will commit to establishing and maintaining District standards of hardware and effective practices to support the mission statement.
- The District will commit to providing adequate funding for support staff, training, hardware, and software in support the mission statement.
- Employees will seek to find cost saving technology solutions to problems and needs of the District.
- Every employee will make every effort to learn as much he/she can and as quickly as possible to support the mission statement.
- The District will provide community access to school technology through scheduled programs.
- The District will strive to improve and enhance the connection of all schools and administrative buildings to each other.
- The District will seek ways to restructure and/or define the role of faculty and staff to further enhance the mission.

## Objectives

1. Technologically rich learning opportunities will be available to all students, staff and administrators of Union County School District, regardless of their gender, age, grade, ability, socioeconomic level, language, disability or other characteristics.
2. The use of technology will reinforce, enhance and extend the curriculum frameworks and standards.
3. School-based technology management will ensure the maximum flexibility of implementation and use of technology at each school.
4. School staff, including teachers, paraprofessionals, administrative and clerical persons, will demonstrate proficiency in using technology appropriate to their area of responsibility.
5. Technology learning standards, including periodic assessments, will be established for all students and certified staff.
6. Union County School District will form technology partnerships with stakeholders in the community.
7. Students, staff members and administrators will use technology responsibly.

## III. Process

A District Technology Vision Planning Team was established to revise the Technology Plan for Union County School District. The committee of stakeholders was composed of school personnel, administrative personnel, and district office personnel. The Technology Vision Planning Team challenge was to:

1. Formalize vision, mission and belief statements for technology use
2. Identify the learning goals defined within the vision statement and the focus area objectives and strategies necessary to support the district's educational goals
3. Develop a comprehensive technology use plan to serve as the guiding framework to reach the goals

The planning model used:

**See Appendix A - District Technology Team Planning Model**

## IV. Scope

### *Technology Infrastructure*

Today's advanced technology infrastructure is vital in any modern environment since it forms the foundation upon which the environment grows. In this ever-changing technological world our capacity to produce quality is directly relate the supplication and viability of the systems upon which we depend. The technology infrastructure must be maintained in order to accommodate changes in the environment.

To date, Union County School District has taken thoughtful steps as needed to upgrade our technology infrastructure. These infrastructure upgrades will allow us to meet the increased demand made on our network by our users.

### **Summary of Union County School District Technology Infrastructure**

The Union County Career and Technology Center serves as the main hub for the connectivity of the WAN. Each school is connected to the district office using a fiber connection (100 MB Metro-E connection – 1GB Burst). The District is connected to the Internet via a 100 MB (DIA) fiber connection from AT&T. The District currently supports 7 Schools, 2 District Office Locations, and 1 Achievement Academy

Each location also has wireless coverage either full location or partial location (hotspots). Currently all major networking equipment is Cisco.

The district uses the Windows network operating system to handle print and file operations in each of the LANs, as well as the WAN. Microsoft Exchange 2010 is used as the district's SMTP. Microsoft Outlook and Microsoft Outlook Web Access are the district's standard for e-mail. The District also utilizes Active Directory for user accounts. We have also recently entered into a Campus Agreement with Microsoft with Enterprise Computer Access Licenses. This was made possible via a state-wide agreement with Microsoft/SHI. This agreement allows the District to have access to the latest Microsoft software for the end users as well as the Datacenter. It also allows for access of all staff to Microsoft Office 365 and Microsoft Skydrive. We also plan on using the full capabilities of Microsoft System Center 2012 to fully manage our end user devices. This agreement covers all end user Operating System Licenses, Office Licenses and allows us access to Server based licenses for a discounted rate that is split over a three year period with no finance charges to keep costs as low as possible.

### **Timeline for Actions:**

#### Network drops/connections and infrastructure

A plan for major upgrade has been approved by the board for the 2004-2005 school year and has been postponed to 2011-2012 because of E-Rate funding. We have also been approved for Technology Funding via the E-Rate program for years 2009 and 2010 which can be utilized for future enhancements. As technology changes, the infrastructure will continue to be upgraded to ensure the network is providing users with the best service available. Currently we have fully upgraded the Infrastructure's at SMS, JEMS, UCHS, BES, FES and MES. These upgrades

included at least 5 connections per student classroom and full Wireless coverage. We have also made improvements to the infrastructures at the District Office, Achievement Academy, District Office Annex and Lockhart Schools.

#### *Network computers and servers*

The district currently has a minimum of one networked computers per instructional classroom, as well as one for each support position in the district. The district will continue to add networked workstations as needed to implement the District's Mission statement, the Technology Vision statement, and the Goals and Objectives as stated in this plan. Currently we have 1850 Desktop computers District Wide. We also had a PC Lease in years 2005-2008 moving forward we are planning on a variety of solutions for our PC's. We are replacing older, well utilized equipment with Refurbished PC's that are a fraction of the cost of a new computer. We are also planning on utilizing Windows ThinPC, an Operating System that is a scaled down version of Windows 7 that is able to run on the older technology will little issues. Using Windows ThinPC we can also move to other versions of Software, notable Office, that we have not been able to run in the past. We are also experimenting with Microsoft's VDI as a solution. Below is the document that has our plans for moving forward with this change out.

### **PC Change Out Points for Consideration/VDI Explanation**

#### **UCSD – Current Environment – PC Hardware**

Currently we have around 1850 PC's throughout the district 500 being 9 years old, 500 being 8 years old, 500 being 7 years old (all are out of warranty) and 350 being between 1 and 5 years old. The current software offerings on all of these machines are Windows XP (end of life has been announced) and Office 2003 (now 10 years old and below standard for Universities and Colleges – Office 2007 or 2010). We have 8 new Computer on Wheels (with 28 laptops each at JEMS, SMS, FES, BES, MES and AA) that are 1-4 years old and these have been a great asset. Currently, we also have 150 iPads in the District for student and teacher use. We have miscellaneous aged laptops at about quantity 400. Printers will be dealt with later in another document for consideration. Our Copy fleet has also been recently added to the Network at most locations and are being used as print devices. We strive to encourage locations to share printers as much as possible to decrease printing costs and improve access.

#### **UCSD – Current Environment – Network**

At the current time we only have 6 locations that are 100% wireless. The infrastructure upgrade started in July 2011 and completed in 2012. This upgraded the networks at UCHS, BES, MES and FES to new Cisco switches and full wireless. Due to E-Rate constraints Lockhart was not funded however did get Network Electronics and wireless devices as well. The infrastructure upgrade added drops to every classroom at these locations and the goal is to have at least 4 drops in all instructional locations. All classrooms have at least 1 drop currently for network access. Funding for the other locations has been offered by E-Rate for Lockhart Schools, District Office and Achievement Academy. As funding becomes available for the match these upgrades will be considered.

### **Current Limitations**

1. Out of warranty machines – all parts have to be purchased and all replacement work has to be done by UCSD limited technology staff.
2. Limited Technology Staff – 3 on staff. We currently have the highest ratio in the state for PC to Technology Staff as well as Student to Staff. So therefore our staff is expected to do more with less, which leads to quick burn out.
3. Limited funding.

### **Suggestions**

With the current budget we will be forced to make different decisions in the future than we have made in the past. We will have to embrace new technologies that will enable us to serve our young people in the manner in which they need to be served. Currently we have tested 3 types of new technologies: New PC, PC Extenders, Refurbished PC's, Windows ThinPC (TPC) and Virtual Desktops.

1. A New PC just like the ones that are installed throughout the District would cost us about \$1100 each for a total replacement cost of \$2,035,000. These would include full change out with installation. This configuration is 500GB Hard drive, Quad Core Processor and 4-8 GB Ram. This solution is the recommended in that the PC's would always be in warranty and it would allow the Technology Department to make sure the software is completely up to date. The recommendation would be to setup a 4 year rotation of devices.
2. The first option we considered were PC Extenders or the N-Computing devices. These devices take a single machine and turn it into anywhere from 2 to 30 machines. The N-Computing devices are around \$400 each and you would still have to have a pretty beefy machine on the backend to run them and the solution did not test well. However this solution if utilized could cut costs up to 35% from the full cost above.
3. Refurbished machines are currently our replacement avenue for machines that are no longer able to be in service. It is also a cheap solution to get additional devices in the classroom. These machines can run between 20 and 30% of the cost of a New PC. Plus these machines come with a lifetime ownership warranty and spare machines. The currently standard configuration would be 300GB Hard drive, Dual Core Processor and 2-4 GB Ram.
4. Windows ThinPC is an Operating System that is included with any Microsoft Volume Licensing program include a Campus Agreement. This is a scaled down version of Windows 7 that is designed to run on older technologies. Currently we have tested TCP on our older machines and it seems to be a temporary working solution. We have been able to install TCP on our oldest machines along with Office 2010 and it seems to run successfully. This solution again comes with a Campus Agreement so there is no additional costs to the District except a possible memory upgrade for certain machines if it is not available. The system requires 512 MB Ram to function correctly. We anticipate as time goes on the PC's with ThinPC will also slow down and hardware failures will continue as we reutilize the old hardware. For the 2013-14 school year we plan on utilizing this solution in the labs with older equipment.
5. The next solution we tested was the VDI solution. With this solution we can purchase a series of Commodity servers and run the VDI desktop or virtual desktop on just about anything. From iPads to 10 year old computers so nothing except the servers would have to be purchased. This solution should cut the cost of purchasing new machines by around

60% as well as give us plenty of growth potential for the future. The VDI system used in 2011 was the Citrix/Kaviza VDI-in-a-Box solution and we were using it in all of the Business Ed Labs at UCHS. This solution worked however was slow and inconsistent in connecting. It also had an additional cost. Because of the new Licensing from Microsoft and their vast improvements to their VDI solution we plan on moving to this model going forward. The cost is \$7500 per server for every 75 PC's that we have on VDI. So if we use this solution just for our current 1850 group we come up with a total of around \$300,000 to get them running with current software and a faster front end. The VDI solution however is not a long lasting solution as the PC's will continue to age and hardware failures will become more frequent. The VDI Solution also gives us the following advantages:

- Easy image control in that a new image can be sent out to all machine quickly and easily.
- Easy software installation in that a new application can be updated one time on one image and then sent to the machines.
- Only hardware issues. Software issues will be a thing of the past. If we find an image with Software issues it is destroyed and rebuilt.
- Easy management – for a department of 3 this will cut our work load down considerably.
- A windows desktop on tablet devices.

### Communications Systems

Planned installation of Voice over IP capable systems did begin during the 2012-2013 school year. We installed a pilot of the application in 2006-2007 in our Technology Offices however we have experimented with the hybrid systems at JEMS and SMS. This system works with current technology and has worked very well for us over and above the sole VOIP system. Utilizing E-Rate funds UCSD is looking into Hosted Voice over IP technologies as a quick replacement for the various older technology/phone switches that are currently in the District. Utilizing a hosted solution cost down on support and onsite maintenance costs of a housed solution. It also allows us to quickly move to another solution in the case of downtime. As technology changes, the system should be upgraded so that it is compatible with the surrounding educational entities.

### Distance Learning Capability

We have also been given and have installed a Distance Learning center for the Netscope grant that is in conjunction with Winthrop. The system allows for meetings to be held between our staff and other locations without travel. We are also utilizing web-based tools for the School within a School model and will grow from that point. Edmodo and Jing will be used as the software platform to deliver the instruction. Also beginning in 2013-14 Plato Edmentum and Apex Learning will supplement virtual instruction.

### Media Retrieval System

We currently utilize the Destiny package from Follett. This package tracks all Media throughout our organization center in the Libraries of each location. Over the next few years media center plan on moving more to take advantage of E-Materials in their centers for increased access.

*Supporting Components*

The Acceptable Use Guidelines and policy guides support the use of instructional technologies and the district technology plan. **(See Appendix D – Acceptable Use Guidelines and Policy)**

*Assessment and Evaluation*

Evaluation and assessment are critical in the development of technology efforts. Annual assessments will be completed. We also plan on adding surveys that users can fill out on completion of support tickets. UCSD is also planning on moving to a new Support Ticket and Tracking system. This system will enable us to better track and allows easier user access to open and review tickets in the system.

Areas that will be addressed include:

1. Technology needs for the upcoming school year including hardware and software.
2. Faculty and staff training needs.
3. The types of technology activities taking place.
4. The ways in which current available technologies are being used.
5. Skills development of faculty and staff.
6. Skills development of students.
7. Assess the degree to which technology has enhanced communication between school and community.

## **V. Action Plans (Overview)**

In support of the goals and objectives in the district strategic plan and technology plan, action plans were developed.

### **Action Plan 1**

Goal 1: Maintain updated technology hardware throughout the district to ensure applicable usefulness for instruction, maintenance, and administration.

Objective 1.1: Provide continual, adequate, relevant, and timely training for all staff

Objective 1.2: Ensure software installed is adequate to provide the necessary means to host, deliver, and perform all technology needs and uses

Objective 1.3: Ensure hardware installed is adequate to provide the necessary means to host, deliver, and perform all technology needs and uses

### **Action Plan 2**

Goal 2: We will promote and educate our community to use all technologies in a socially, ethically, and legally responsible manner.

Objective 2.1: We will create policies to govern social, ethical, and legally responsible use of technology

Objective 2.2: We will provide opportunities to encourage community use of technologies in socially, ethically, and legally responsible manners

### **Action Plan 3**

Goal 3: Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

Objective 3.1: Create and implement a professional development plan to assist educators in the effective use of technology

Objective 3.2: Improve the quantity of professional development activities to assist educators in using technology effectively to increase student achievement and skill development

Objective 3.3: Improve instructional support to educators, focusing on using technology effectively to help students learn

Objective 3.4: Improve the preparedness of teachers to use technology effectively to support educational goals

### **Action Plan 4**

Goal 4: We will use technologies to enhance the learning process.

Objective 4.1: The Union County School Board will adopt the International Society for Technology in Education (ISTE) technology proficiency Standards for Teachers/Administrators and Students.

Objective 4.2: Students will use technology to increase productivity, promote creativity, construct technology-enhanced models, and prepare publications

Objective 4.3: Students can demonstrate a sound understanding of the nature and operation of technology systems and are proficient in the use of technology

Objective 4.4: Teachers will plan and design effective learning environments and experiences for students

Objective 4.5: Students will use a variety of telecommunication media for instruction and for collaboration, publishing, and interacting with peers, experts, and other audiences

**Action Plan 5**

Goal 5: We will provide opportunities to establish life long learning habits.

Objective 5.1: Establish the need for technological literacy and provide resources to promote technology use in the local community

Objective 5.2: Establish hardware and software availability

**See Appendix B – Action Plans**

## VI. Staff Development Plan

### Union County School District Three Teacher Professional Development Plan

#### A. Standards

Our district will adopt the ISTE Teacher Technology standards. Performance standards based upon ISTE standards are currently in place.

"In a learning environment where technology is truly integrated and not an adjunct, students and teachers use technology tools to enhance all areas of the teaching and learning process." Effectively managing a classroom where students engage in these activities in a manner that improves academic achievement requires a teacher with expertise in the sophisticated and increasingly complex field of instructional technology. The Teacher Technology Competencies are designed to give teachers this expertise to select and use the technological resources that not only meet students' learning needs but also equip them with appropriate skills for the future.

The following technology components provide employees with specific technological skills by which they can measure their current level of expertise and set goals for future learning. Each component is divided into three levels:

**Level I** reflects the beginning stages where users are concentrating on developing basic technology skills. At this level, users need extensive technological instruction and support. (Basic Level)

**Level II** users are more confident in routine technological tasks. They recognize and are able to perform "carryover" tasks from one area to other areas. Technological instruction at this point moves to a higher level of skill with a shift toward integration into the classroom and office. (Intermediate Level)

**Level III** users are proficient in utilizing technology as an essential tool for problem solving and decision-making. Users are independent learners, who adjust easily to new technologies and their impact on education and society and share their expertise with others on a local, state, and national level. (Advanced Level)

**(See Appendix F – Technology Proficiency Standards)**

#### Professional Development Offerings:

The following technology integration professional development opportunities are available to our teachers and administrators. Training shall be accomplished through four approaches.

- *Specialty/Technology Contractors* - classroom style instruction, both on site and off site, led by a firm that specializes in training. This training is anticipated to address the level I and level II training requirements. These contractors will consist of District and Non-District Employees that we be paid for the training that will also include prep time. Currently we have almost 15 people that are providing training for the District in this type of capacity.
- *Technology Staff* - on site, classroom style instruction led by the technology staff as the systems are implemented providing hands on use of the systems in a classroom and/or computer lab setting. This training is anticipated to address the level I, II or III training requirements.

- *Train-the- Trainer* - School technology managers will receive additional training from both the Technology Contractors and Technology Staff members. The school technology managers, having been successfully trained, will in turn provide refresher training to school based staff on an as-needed basis with supplemental assistance from third parties. This training is anticipated to primarily address the level I and level II training requirements, with a minor focus on the level III training requirements.
- *On-Line* – Staff is being made aware of the many avenues of online professional development. Powersource for Powerschool as well as the many opportunities the state offers and the many resources Smart offers. These are passed down to the school location as we become aware of them. This training is anticipated to address the level I, II or III training requirements.

A self assessment survey will enable us to determine competencies in the ISTE standards. This assessment will be given bi-annually at the beginning of the school year and near the end of the school year. The following technology integration professional development opportunities are an example of what will be available to our teachers and administrators:

**A.**

<b>Course Name</b>	<b>Course Description</b>	<b>Duration</b>
SDE Office of Technology “I Want to be a BeachComber: Incorporating Educational Technologies into the Curriculum”	SDE Graduate/Recertification credit course to prepare teachers to use technology tools effectively for instruction  40 hours	

**B.**

<b>Workshop Name</b>	<b>Workshop Description</b>	<b>Duration</b>
Technology Leadership for Administrators and Technology Lead Teachers	Orientation to SC technology proficiency proviso requirements and instructional technology education information to begin District technology use vision planning	3 sessions (3 hours in length)
Summer Technology Institute for Administrators	Workshops focused on developing proficiency and skill in key computer applications used by administrators	Four day workshop
SDE Office of Technology Regional Technology Center	Implementing Technology into the Curriculum: The Multi-Computer Classroom	Workshops available by school request
SDE Office of Technology Regional Technology Center	Implementing Technology into the Curriculum: The 1-Computer Classroom	Workshops available by school request
Instructional Technology Orientation Seminars	Returning faculty and new staff instructional technology orientation, ethics and professional expectations overview	In-service prior to school year

<b>In-service Modules</b> <b>The in-service modules are designed to provide training to support professional development that will enable teachers to qualify as being proficient in the use of the computer and instructional technologies.</b>  <b>Modules will be individualized and taught to participating teachers at the time and in the format most convenient to them – after school, planning period, before school, small group, etc. A module can be repeated if remediation is required.</b>		
<b>In-service sessions focused on general computer knowledge development:</b>		
<i>Your computer from the Inside Out</i>	Introduction to the parts of the computer and the way the computer works. Focus is on setting up computer and attaching peripherals, installing software, and general maintenance.	1 module
<i>Basic Trouble-Shooting</i>	What to do when something goes wrong. Participants will analyze malfunctions and obtain skills to fix common problems.	1 module
<i>Computer Housekeeping</i>	Maintaining efficiency of computer operations by using scan disk and defrag program and by executing functions to empty trash, clear cache and delete temp files	1 module
<b>In-service sessions focused on use of hardware and software, the Internet, and instructional technology integration applications: (District classes/on-site)</b>		
<i>Ethical Behavior and the Use of the Computer (includes copyright basics)</i>	Review of Acceptable Use Policy for District and School. Issues relating to security, copyright laws, software piracy, privacy, passwords, personal information, use of equipment, and computer etiquette.	1 module
<i>Including Technology into Your Curriculum</i>	Ways to integrate technology into the curriculum by adapting current instructional units.  Evaluate the most appropriate technology for use in instruction  Evaluate lesson plans for suitability for technology integration and the process to adapt current non-technology oriented lesson plans	1 module

<i>Use of Outlook for communication and productivity</i>	Basic email functions	1 module
<i>Advanced Outlook</i>	Calendar and scheduling features	1 module
<i>Using Shared Folders for Instruction</i>	Curriculum and instruction server applications	1 module
<i>Internet Basics</i>	The basics of how to access the Internet and use web browser tools and features	1 module
<i>Incorporating the Internet into Instruction</i>	Overview of instructional strategies and techniques. Ethics of copying and using pictures and objects from Internet sources.	1 module
<i>Internet search techniques and site evaluation</i>	Focus on use of directories and search engines and on the analysis of the different strategies for using the Internet to locate information. Guided practice with search engines.  Web site evaluation basics (content, suitability and validity)	2 modules
<i>Creating and using Bookmarks for Instructional purposes</i>	How to provide students with access to only instructionally appropriate sites	1 module
<i>Windows Basics</i>	Software features overview	1 module
<i>File Management</i>	Software features overview focused upon procedures to save and retrieve documents, create directories and folders, and manage files so that documents can be easily found and retrieved.	1 module
<i>Microsoft Word (basic)</i>	Software features overview focused upon using basic features of the program to move and copy text, save and edit documents, format pages and print product	1 module
<i>Microsoft Word (advanced)</i>	Using word advanced features to create templates, incorporate graphics into documents and desktop publishing	1 module
<i>Excel (The Basics)</i>	Software features overview and the mechanics of creating a spreadsheet	1 module
<i>Excel (Using Formulas)</i>	Formatting spreadsheets to accommodate formulas	1 module

<i>Excel (Advanced)</i>	Importing external data and Integrating Spreadsheets into your curriculum	1 module
<i>PowerPoint Basics</i>	Software features overview to master basics of creating a simple presentation	1 module
<i>PowerPoint Advanced</i>	Adding looping, formatting, timing, narration, hyperlinks and sound elements	1 module
<i>Using PowerPoint with Students</i>	Instructional uses of PowerPoint from classroom instructional strategies to student project development and presentation	1 module
<i>Using the Scanner and Digital Camera</i>	Effective use of technology peripherals to enhance instruction	1 module
<i>Linking Curriculum to Technology and Content Standards</i>	Identifying ISTE student grade level technology standards and matching them to grade level content standards to enhance learning	1 module
<i>Selecting Technology Resources for Instruction</i>	How to evaluate technologies for use in instruction. Evaluation decision-making criteria	1 module
<i>WebQuest Development</i>	Creation of a Internet research focused instructional web page that forces standards-based active learning	1 module
<i>Using the Averkey or projection device</i>	Effective use of technology peripherals to enhance instruction	1 module

<b>Instructional Technology Workshop Application</b>			
Instructional Topic _____		Date of Workshop _____	
Initiator _____		Max Students _____	
IT Instructor/s _____		Time of Workshop	From: _____ To: _____
Workshop Site _____ Room # _____		<b>If space is available, please contact Technology so they can inform teachers at other schools.</b>	
Check one: <input type="checkbox"/> Recertification Points <input type="checkbox"/> Graduate (hrs _____)			
<b>Sign up/IT Instructor Lists Names</b>		<b>Sign-In on Day of Training</b>	
1 _____		1 _____	
2 _____		2 _____	
3 _____		3 _____	
4 _____		4 _____	
5 _____		5 _____	
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21 _____		21 _____	
22 _____		22 _____	
23 _____		23 _____	
<b>Principal/Building Level Approval</b>		<b>Technology Director Approval</b>	
_____		_____	
1. Please submit sheet for prior approval of workshop to Betty Rogers. 2. All Applications must be approved by the Building Level Principal/Director and the Director of Technology before date of workshop 3. Last day to submit new applications will be the first Monday in June. 4. Re-submit sheet to Betty Rogers with participant sign-ins following workshop so that credit may be awarded.			
Technology Use Only:	Acct Code to be Charged: _____	Prep Time: _____	Sent to
Workshop Number:	IT Inst Initials When Completed:	Hours: _____ Rate: _____	Payroll <input type="checkbox"/>

The above form will be utilized in gaining approval for any and all technology professional development that will be required.

**Assessment:**

Our district conducts on-going assessment to measure technology integration into the classroom curriculum.

**Methods of Assessment**

Staff and Administration complete an online assessment survey administered at the beginning (September) and end of the school year (no later than May) to determine technology use, proficiencies and current staff development needs.

- a) The Mankato Scale (**See Appendix E**)
- b) Online evaluation instrument to assess technology integration progress
- c) Evaluation forms completed by participants for all seminars, courses, in-services
- d) Classroom observation with evaluation linked to ADEPT
- e) Development of technology integration skills portfolio (linked to ADEPT evaluation)

Our district provides remediation for teachers and administrators who have difficulty attaining the minimum technology standards. Teachers, staff and administrators are able to request training and direct assistance using the right-on-time model. All modules can be repeated as needed.

**Timeline**

Our district timeline contains activities, person(s) responsible, and timeframes for a three to five year planning horizon with annual update cycle.

The following self assessment is based upon the NET-T ISTE standards and are listed below:

**1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

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

## 2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.S.

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

## 3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

## 4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

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

## 5. Engage in Professional Growth and Leadership

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

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

- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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Technology Self Assessment (utilizing SurveyMonkey):

**Name:** \_\_\_\_\_

**Location:** (DO, DO-Annex, AE/AA, BES, FES, JEMS, LS, MES, SMS, UCHS)

**Position:** (Teacher, Media, Support Staff, Administrators, Other)

**Subject:** (Math, Science, ELA, Reading, PE, Art, Music, Social Studies, Other)

### **ITSE Rubric for Student Learning and Creativity**

**(Taken from Self Assessment from the Colorado State Department of Education)**

#### **T1. Facilitate and Inspire Student Learning and Creativity**

##### **1. Do you *promote and support* creative thinking using digital tools?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I have *looked into* ways that students can use digital tools to develop their understanding of concepts.

I *promote* creative thinking by creating pictures of concepts and by solving problems using digital tools.

I *facilitate* students' creative thinking, developing new ideas, and developing innovative products by promoting and supporting these activities using digital tools.

I *regularly enable* students to think critically and engage them in critical thinking activities; inspire students to explore complex issues and generate and evaluate new ideas and products using digital tools.

##### **2. Do you engage students in *exploring real-world issues and solving authentic problems* using digital tools?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I *am learning* how I can develop technology-based activities to engage students in exploring real-world issues and solving authentic problems using digital tools.

I *ask* students to study real-world issues and solve authentic problems using digital tools.

I *help* with activities that engage students in planning research projects that focus on real-world issues and solving authentic problems, and in selecting appropriate digital tools to enhance the process.

I *regularly involve* students in learning experiences that require identifying authentic problems, planning to gather information, and using multiple processes to identify understand real-world issues using digital tools.

**3. Do you promote student reflection using *collaborative* tools to clarify students' *conceptual understanding and thinking*?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I am *learning* how to use collaborative tools this way.

I have learned how to *use* collaborative tools this way but have not yet started using such tools or have only used them a few times.

I *occasionally engage* students in reflecting on their own thinking and in correcting misconceptions using collaborative tools.

I regularly use a *variety of ways to engage* students in reflecting on their own thinking and in correcting misconceptions using collaborative tools.

**4. Do you model collaborative knowledge construction by engaging in learning with students, colleagues and others in *face-to-face* environments?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I *have looked into* building new ideas and thinking creatively with others in virtual environments

I am learning to build new ideas, think creatively, and collaborate by engaging with students, colleagues and others in virtual environments

I occasionally build new ideas, think creatively, and solve real-world problems with students, peers, and experts in virtual environments

I *regularly build* new ideas, think creatively, and solve real-world problems with students, peers, and experts in virtual environments.

**T2. Design and develop digital-age learning experiences and assessment**

**1. Do you *plan lessons to include* learning experiences that incorporate digital tools to promote student learning?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I have been *attempting to design* learning experiences that have students use technology to research information online.

I have *designed* a few learning experiences that have students use technology to research information online.

I *occasionally design* technology-enriched learning experiences that engage students in developing research questions about real-world issues, proposing multiple creative solutions, and presenting a report to an audience for feedback.

I *regularly design* technology-enriched learning experiences that engage students in developing research questions about real-world issues, proposing multiple creative solutions, and presenting a report to an audience for feedback.

**2. Do you use technology-enriched lessons that teach and or encourage students how to pursue their educational curiosities?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I have *looked into* ways in which technology resources enable students to explore *issues of individual interest and set their own educational goals*.

I *demonstrate* the use of technology resources that enable students to explore *issues of individual interest and set their own educational goals*.

I *facilitate* student use of technology resources to enable students to pursue *issues of individual interest and set their own educational goals*.

I have taught students to *independently* use a number of ways to use technology resources to pursue *issues of individual interest and set their own educational goals*.

**3. Do you use digital tools to differentiate your lessons to address students' diverse learning styles?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I have *looked into* learning activities that use digital tools to address various *learning styles*.

In *limited settings*, I have customized technology-based materials to address the *learning styles* of individual students.

I occasionally *facilitate* student learning by recognizing preferred *learning styles*, and use specific strategies to incorporate digital tools to differentiate learning experiences.

I regularly facilitate student learning by recognizing preferred *learning styles*, and use several different specific strategies to incorporate digital tools to differentiate learning experiences.

**4. Do you *provide students with varied technology-based formative and summative assessments to inform teaching and learning?***

I do not currently do this and would benefit from professional development opportunities on this topic.

I have been *examining* how I can use technology-based *formative and summative* assessments to engage students and inform learning and teaching.

In limited settings, I have *used* technology-based *formative and summative* assessments to inform learning and teaching but would like more training on this.

I *have used* technology-based *formative and summative* assessments to engage students and inform teaching and learning.

In a *variety of settings*, I have developed technology based *formative and summative* assessment methods to create educational experiences, engage students and inform teaching and learning.

**5. Do you *use results from varied technology based formative and summative assessments to inform teaching and learning?***

I do not currently do this and would benefit from professional development opportunities on this topic.

I have been *examining* how I can use *the results of technology-based formative and summative assessments* to inform learning and teaching.

In *limited* settings, I have *used the results of technology-based formative and summative assessments* to inform learning and teaching but would like more training on this.

I have *used results of technology-based formative and summative assessment methods* to inform teaching and learning.

In a *variety of settings*, I use the results from a variety of technology-based formative and summative assessment methods to engage students and inform teaching and learning

### **T3. Model Digital-Age Work and Learning**

**1. Do you have the ability to select and use appropriate technology systems, including software and hardware such as computers, interactive white boards, etc.?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I *can use* hardware and software required for me to accomplish day to day tasks.

I am developing *the ability to select and use appropriate technology* tools, and select the tools best suited to accomplish teaching, learning and assessment activities.

I can *select and use appropriate technology* tools best suited to accomplish teaching, learning and assessment activities.

I plan, manage and facilitate students' use of hardware and software best suited to particular learning experiences.

**2. Do you *transfer* knowledge of selecting and using digital tools to new technologies and situations?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I have made *initial efforts* to use hardware and software *in new ways*.

I am developing the ability to select and use digital tools and learning how to transfer this knowledge to new technologies and situations.

I utilize my knowledge of selecting and using digital tools and I transfer this knowledge to new technologies and situations.

I seek out opportunities to select and use new digital tools to solve a variety of new problems in diverse real world situations.

**3. Do you *collaborate with students and other stakeholders such as parents, colleagues, and community members* using digital tools to support student success?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I am *learning* how to use digital tools to collaborate with *students and other stakeholders such as parents, colleagues, and community members* to support student success.

I can *use* digital tools to collaborate with *students and other stakeholders such as parents, colleagues, and community members* to share information *but require more training to be effective*.

I can use digital tools to collaborate with *students and other stakeholders such as parents, colleagues, and community members* to support student learning, problem solving, and students' production of original work.

I can effectively and confidently use digital tools to collaborate with *students and other stakeholders such as parents, colleagues, and community members* using a variety of digital tools to support student learning, problem solving, and students' production of original work.

**4. Do you communicate relevant information and to students and other stakeholders such as parents, colleagues, and community members using various digital-age media?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I am *learning* how to use digital resources to communicate with *students and other stakeholders such as parents, colleagues, and community members*.

I can *communicate* relevant information and ideas to *students and other stakeholders such as parents, colleagues, and community members* using a digital tool, *but require more training to be effective*.

I *select and use* different media to communicate specific types of information and ideas to *students and other stakeholders such as parents, colleagues, and community members*.

I have effectively *used* a *variety* of media to communicate different types of information and ideas to *students and other stakeholders such as parents, colleagues, and community members*.

**T4. Promote and model digital citizenship and responsibility including copyright, privacy issues, and security of information**

**1. Do you advocate and teach safe, legal, and ethical use of digital information?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I have *investigated* practices for the safe, ethical and legal use of technology.

I *advocate and teach* acceptable use policies for technology resources, *but require training/practice to be effective*.

I effectively *advocate, teach, and model* safe, legal and ethical use of technology and information.

I *engage students* in advocating and modeling safe, legal and ethical use of digital information and for determining a system for addressing misuse of technology.

**2. Do you promote and model digital etiquette?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I am learning digital etiquette.

I *model* correct and careful use of digital resources and inform students of the consequences of misuse.

I *promote and model* proper use of digital technology and discuss ethical issues, digital etiquette, and real-world examples of inappropriate and appropriate uses of digital tools.

I promote, model and *engage students* in researching the responsibilities related to digital etiquette, and real-world examples of inappropriate and appropriate uses of digital tools.

**3. Do you promote and model *responsible social interactions* such as email, blogging, and wiki's, etc. related to technology use?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I explain *responsible social interactions* related to technology use.

I am learning ways to promote and model *responsible social interactions* that support student learning and responsible technology use.

I promote and model *responsible social interactions* that support student learning and responsible technology use.

I promote, model and *engage students* in finding new ways that *responsible social interactions* can support student learning and responsible technology use.

**4. Do you develop *global awareness* by using digital resources and collaboration tools?**

I do not currently do this and would benefit from professional development opportunities on this topic.

I *explain* to students how they can develop *global awareness* by using digital resources.

I *demonstrate* the use of communication and collaboration tools to show students how they can develop *global awareness* by using digital resources.

I *demonstrate and promote* *global awareness* by using digital resources and collaboration tools.

I *demonstrate and promote* student *global awareness* by engaging with people of other cultures using digital resources and collaboration tools.

**T5. Engage in professional growth and leadership**

**1. Do you participate in learning opportunities to explore technology applications and to improve student learning?**

I do not currently do this and would benefit from professional development opportunities on this topic.

*I explore and discuss* characteristics of learning opportunities where teachers can explore creative applications of technology to improve student learning.

*I develop plans for* using learning opportunities to explore creative applications of technology that improve student learning.

*I actively participate* in learning opportunities to exchange and implement ideas related to creative application of technology to improve student learning.

*I help others* develop learning opportunities to exchange ideas related to creative application of technology and to enhance effective technology use for learning.

## **2. Are you aware of current trends and best practice to use digital tools to support student learning?**

I do not currently do this and would benefit from professional development opportunities on this topic.

*I investigate* trends and best practices for using digital tools to support student learning needs.

I am learning to *develop* lesson plans that integrate current trends and best practices for using digital tools to support student learning needs.

*I regularly develop* lesson plans that integrate current trends and best practices for using digital tools to support student learning needs.

*I effectively use* technology to enhance teaching and learning by conducting action research, evaluating the outcomes, and sharing the results locally and globally.

## **3. Do you share best practices for using technology to improve student learning with others in the school, profession, and community?**

I do not currently do this and would benefit from professional development opportunities on this topic.

*I look for and identify* best practices in technology ***to improve student learning***.

*I look for, identify and discuss* with colleagues best practices in technology ***to improve student learning***

I demonstrate and promote best practices in technology ***to improve student learning***

*I demonstrate, discuss, and present* to parents, school leaders and the community the impact on learning effective use of best practices in technology ***to improve student learning***.

## Technology Self Assessment and Professional Development Survey

The purpose of this survey is to determine by location what the specific district Technology Professional Development needs may be as well as assess the knowledge of the ISTE standards. This survey will be utilized to plan future professional development activities that will enhance the use of technology to assist in instruction. **Please check the appropriate box.**

Basic Level

Check if Proficient	Check if Needs Proficiency	Course Title/Course Number	Requirements for Proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Smart Board Level 1/ TWB001	User can connect Smart Board to computer, can orient Smart Board, can utilize the pens to write on the Smart Board and can erase what has been written.
<input type="checkbox"/>	<input type="checkbox"/>	Multimedia Level 1/ TMM001	User can connect projector to computer to show users desktop, user can also connect a Digital Camera and download pictures
<input type="checkbox"/>	<input type="checkbox"/>	Elmo Level 1/ TDP001	User can connect an Elmo Digital Presenter up to a projector to TV to display an image. User can also Zoom and focus the Elmo.
<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Word Level 1/ TMW001	User can start a document, format a document, print a document and can save the document to various locations.
<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Excel Level 1/ TME001	User can start a new spreadsheet, format the spreadsheet, knows what columns and rows are, can do simple functions, can print a spreadsheet and can save the spreadsheet to various locations.
<input type="checkbox"/>	<input type="checkbox"/>	Microsoft PowerPoint Level 1/ TMP001	User can start a new presentation, add a theme, utilize different type of slides, format the text, insert pictures, print the presentation and save the presentation to various locations.
<input type="checkbox"/>	<input type="checkbox"/>	Email Level 1/ TEM001	User can enter email, read their email, reply, forward and make attachments.
<input type="checkbox"/>	<input type="checkbox"/>	Apple TV Level 1/APP001	User can connect to an Apple TV device to display work on the iPad
<input type="checkbox"/>	<input type="checkbox"/>	NWEA MAPS Level 1/ TNM001	User can logon to the NWEA MAPS website and pull individualized reports on class status and individual status. Also can pull Descartes information to assist in making future plans.
<input type="checkbox"/>	<input type="checkbox"/>	Powerteacher/ PTA001	User can logon to Powerteacher and take attendance. User can also pull up demographic information on student as well as past grades.
<input type="checkbox"/>	<input type="checkbox"/>	Powerteacher Gradebook/ PTG001	User can logon to Powerteacher Gradebook, add assignments, enter scores, perform initial setup, and verify final grades..
<input type="checkbox"/>	<input type="checkbox"/>	Streamline/ TPB001	User can access Streamline and pull up all resources including videos, writing prompts and built in lesson plans.
<input type="checkbox"/>	<input type="checkbox"/>	Webdesign Level 1/ TED001	User can design a web page using any tool and add links to other sites as well as email addresses.
<input type="checkbox"/>	<input type="checkbox"/>	Webquests Level 1/ TWQ001	User can determine a webquest and create a webquest using any tool that is responsive to a user and will utilize both text and graphics to assist in visualizations.
<input type="checkbox"/>	<input type="checkbox"/>	Office 365 Education / TMO001	User can setup student accounts in Office 365 as well as setup controls on access. User has the knowledge to remove access to potentially harmful information.
<input type="checkbox"/>	<input type="checkbox"/>	Edline Level 1/ TED001	User can setup and customize their own webpage, add calendar items and general information.
<input type="checkbox"/>	<input type="checkbox"/>	Computer Hardware Level 1/ TCH001	User can identify parts of a computer as well as make all of the necessary connections.
<input type="checkbox"/>	<input type="checkbox"/>	Networking Level 1 / TNT001	User has a general understanding of how networks operate and how computers on a network communicate to each other. Basic understanding of network protocols.

<input type="checkbox"/>	<input type="checkbox"/>	Enrich / TEN001	User can access their reports and run queries for student test information.
<input type="checkbox"/>	<input type="checkbox"/>	Printers / TPR001	User can troubleshoot general printing issues such as jams and changing out toner.
<input type="checkbox"/>	<input type="checkbox"/>	IPOD Level 1 / TIP001	User can setup an audio pobcast and utilize podcasting in their classroom.
<input type="checkbox"/>	<input type="checkbox"/>	Inspiration Level 1/ TIN001	User can start a new project, save and print it out.
<input type="checkbox"/>	<input type="checkbox"/>	General Windows XP / TXP001	User has general knowledge of Windows XP including accessories that are included.
<input type="checkbox"/>	<input type="checkbox"/>	SCOIS / TSC001	User can login and assist a student in getting information.
<input type="checkbox"/>	<input type="checkbox"/>	iPad General Use / TAI001	Can turn on and off, add apps, access websites and other general iPad applications.

Intermediate Level

Check if Proficient	Check if Needs Proficiency	Course Title/Course Number	Requirements for Proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Plato/Apex/Nova-Net / TCR002	User can administer the system including adding users, classes and assigning tests.
<input type="checkbox"/>	<input type="checkbox"/>	Multimedia Level 2/ TMM002	A user can take and add video content into different applications. User also has the ability to create CD's or DVD's. User also must be able to perform simple video editing.
<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Excel Level 2 / TME002	User must be able to use and understand advanced formulas, pivot tables, multiple sheet formulas and other advanced features.
<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Powerpoint Level 2 / TMP002	User must be able to integrate video into presentation, setup a slide show with timings, utilize animations and package the presentation.
<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Access Level 1 / TMA001	User must have database knowledge and have the ability to setup a simple table with data.
<input type="checkbox"/>	<input type="checkbox"/>	Smart Board Level 2/ TWB002	User must have the ability to utilize the Notebook software to create hands-on presentations.
<input type="checkbox"/>	<input type="checkbox"/>	Webdesign Level 2/ TED002	User must have knowledge of a webdesign software and be able to create a multiple page website.
<input type="checkbox"/>	<input type="checkbox"/>	Email Level 2/ TEM002	User must be able to utilize the other functions of email such as calendar, notes and contacts.

Advanced Level

Check if Proficient	Check if Needs Proficiency	Course Title/Course Number	Requirements for Proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Microsoft Access Level 2 / TMA002	User must be able to create forms and reports.
<input type="checkbox"/>	<input type="checkbox"/>	Multimedia Level 3/ TMM003	Advance multimedia includes being able to create menus on DVD's, advanced video editing, saving video in digital format, and creating video from pictures.

Please list three workshops in which you would love to participate (they do not have to come from the above list):

Activity	Person(s) Responsible	Dates
Organizational planning meeting to review district level technology team and technology priorities	Technology Director	November and March each school year
Receive School Board approval for adoption of ISTE technology proficiency standards to support the Teacher Technology Proficiency Proviso	Technology Director	Give update to the Board on Technology plans on massive changes. Last update October 2011.
Secure and implement the use of an online assessment instrument based upon ISTE standards to continually assess staff technology proficiencies.	Technology Director	Prior to 2013 – ePortfolio system. 2013-beyond internal Self Assessment (see above).
Utilize online assessment tool reporting features to assess staff technology proficiencies and weakness and plan for appropriate professional development	Technology and Personnel	Prior to 2013 – ePortfolio system. 2013-beyond internal Self Assessment (see above).
Develop progressive schedule of professional development offerings to meet identified needs based upon assessment tool results	Technology, SDE and PBS	on-going <i>Spring assessment will be used to determine following fall professional development schedule</i>
Create the professional development delivery schedule	Technology	May – July yearly following review of online assessment tool results
Deliver continuous professional development	Technology, Personnel and Instruction	on-going
Utilize results of online assessment database tool to determine proficiency in ISTE standards	Technology	each year
Submit assurance form to Office of Teacher Certification that certifies technology proficiency prior to conclusion of teachers' certificate validity period	Technology Director and Personnel	June 30 of each year (proficiency certification based upon certificate renewal records)
Semi-Annual review and update of technology plan	Technology	March and November of each year

**The primary contact for implementation and management of this plan is:**

Name: Timothy Barnado  
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## VII. Student Technology Standards and Pacing Guide

Currently the State of South Carolina does not have its own adopted set of standards for Technology however it does subscribe to the ISTE National Technology Standards. The new NET-S standards as listed in the National Educational Technology Standards for Students 2<sup>nd</sup> Edition this publication also includes profiles for Technology Literate Students. The pacing guide is based upon these standards as well as the Thomas/South Western standards.

Net-S Standards:

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, 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:
  - 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 support 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.

Follows is a Template that has been developed with the Computer Lab managers. A full pacing guide was presented to Instruction during the 2007-2008 school year and approved. Currently this is all of the activities that we are involved in.

## Union County Schools Curriculum/ Instructional Technology Pacing Guide - Template

- **Request extended hours for our computer labs and libraries.** For example: Offer after school computer lab hours for students who need to use a computer for class reports and projects. Open computer labs when possible in the mornings for student use (targeted groups or for all students.)
- **Prepare students with keyboarding early.** Programs like “Scholastic Keys” provides a kid-friendly Word, Power Point and Excel program for K-5. “Microsoft Junior” software (while expensive) provides skill-building at early grades using Microsoft format to ease the transition to use of Microsoft.
- **Technology skills should be reinforced by both the lab managers AND the classroom teachers** to insure that all students have ample time to apply skills for a meaningful purpose.
- **Every grade should be introduced to respectful behaviors: hands off the screen, proper use of keyboard and mouse, etc.**
- **Discuss ethical behavior with the use of research, the use of the Internet, etc. and consequences for misuse.**

5-K and 1<sup>st</sup>

1. Teaching the parts of the computer (mouse, Keyboard, monitor, CPU etc.).
2. Learning how to point and click with the mouse. Suggestions: ODS Art program. and Kids Math.
3. Learning where to find letters on the keyboard. Ex.Type to Learn Jr, Typer Island (recommended by Occupational Therapist), Microsoft Primary. Mavis Beacon
4. Odyssey Compass Learning
5. Fun Reading and Math games for learning and practice: reinforcement.
6. Word wall associated with new technology-related vocabulary
7. Internet Basics - see Cyber Smart curriculum [http://www.cybersmartcurriculum.org/curr\\_over/](http://www.cybersmartcurriculum.org/curr_over/) Cyber Smart can be used with grades k-8. This program can be used outside of the computer lab and then reinforced while in the lab.
8. Modeling the use of Accelerated Reader recommended for 1<sup>st</sup> grade second semester.

2<sup>nd</sup>

1. Keyboarding- see software above
2. Introduction to the Internet.
3. Abbreviated research
4. Odyssey Compass Learning,
5. Reading and Math games.
6. Lab manager directed use of Internet to find and play some educational games. Games and sites should be pre-selected. Links to these sites should be put on school website and list of links used that day week or month sent home on paper to parents so they can use at home or in library with child.
7. Model the use of Accelerated Reader test-taking
8. Technology Word Wall

3<sup>rd</sup>

1. Keyboarding-Type to Learn to publish short student writings. Maybe incorporate another elementary word processing program here.
2. Internet skills – specific skills- safety issues, recognizing advertising etc.
3. Research introduce DISCUS here. Show students how to use the New Book of Knowledge online.
4. Internet games with lab manager's approval
5. Model the use of Accelerated Reader test-taking
6. Technology Word Wall
7. Simple Power Point

4<sup>th</sup>

1. Keyboarding-type to learn to publish research
2. Internet skills
3. Research
4. Power Point (takes about 4 weeks in once a week lab visit-
5. Internet games under supervision
6. Technology Word Wall

**5<sup>th</sup> This is where a certified teacher needs to be in charge and computer lab should be an everyday class required of all students. Need input regarding a project for 5<sup>th</sup> grade.**

1. **Serious Keyboarding** - learn and demonstrate mastery of ALL proper reaches finger placement and key strokes, type of keyboard. Students should learn to type without looking at their hands, use skins to prevent students from looking at keys. Begin to key from a paper in addition to what is on screen. Paper and pencil Blank keyboard test (Memorize all the LETTERS on the keyboard, no numbers and symbols yet.), reach tests: which finger types what keys etc. **A teacher needs to actually teach the reaches, don't just rely on software to do it here.** The whole class learns the reaches together and completes the drill and practice exercises. A book should be involved here.
2. Demonstrate knowledge of computer components on written diagram test. Included knowledge of component function as input, output, processor or storage (the four parts of the computer)
3. Integrate any language arts writing with the computer, letter writing, and book reports.
4. Use e-mail to communicate with others. Gaggle offers a web based student e-mail program. Learn the format of http and e-mail addresses – no spaces, underscore symbol used, colons and slashes, reply and forward e-mail
5. Continue with Cyber Smart curriculum which can be used outside of the computer lab and reinforced or practiced in the lab.
6. **Basic** Word Processing: Learn to save documents, edit, cut, copy, paste, identify buttons on office programs, manipulate windows, change fonts, insert clip art etc.
7. **Basic** Excel and Powerpoint
8. Internet research skills teach **The Big 6** an information problem solving process. Use CyberSmart to complement the research lessons. Perform internet information scavenger hunt. Introduce

students to a variety of online resources that they will be able to use throughout their student career.

9. Use a digital camera and a scanner

**6<sup>th</sup> grade \*\* All ELA Research Goals for grades 6-8 can be covered in a computer lab setting. Example Project: Themed newsletter with clip art, word art etc. . . two pages, on a topic related to one of the students classes. Conduct research, take notes, etc.**

1. Refresher on keyboarding and basic research preferentially during the first few weeks of school, for the entire school.
2. Demonstrate a basic understanding of how computers work.
3. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (Taken from ISTE NETS for students.)
4. Continue to use e-mail to use e-mail to communicate with others.
5. Continue with 6<sup>th</sup> grade Cyber Smart Curriculum >> this should cover research skills
6. Continue using digital cameras and scanners
7. Continue using word processing programs and office suite such as Microsoft Office
8. Demonstrate using Office to create charts and graphs.
9. Integrate digital video and audio into PowerPoint presentations.
10. Create a web page. >>> There are free sites available for students to post web pages but they are full of ads. It would be best if the district could pay for a site that would give our students e-mail access and server space to post their sites.

**7<sup>th</sup> grade Continue with 7<sup>th</sup> Grade Cyber Smart Curriculum. Continue with e-mail. Example Project: Multimedia Powerpoint autobiography or on a topic related to one of the students other classes, with video and sound and still photographs.**

1. Demonstrate the ability to key at speeds of 25 wpm with three or less errors.
2. Discuss current changes in information technology.
3. Exhibit legal and ethical behaviors when using information and technology and discuss the consequences of misuse (NETS).
4. Use content specific tools, software, and simulators, (frog dissecting program, digital microscopes etc. to support learning and research. (NETS)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (NETS)
6. Design, develop, publish, and present products like web pages and videos using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. For example: videos or web pages or PowerPoint played during parent conferences or at PTO meetings. (NETS)
7. Select and use appropriate tools and technology resources to accomplish a variety of tasks to solve problems. (NETS)
8. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems (NETS)

**8<sup>th</sup> grade- Continue with Cyber Smart Curriculum for grade 8. Continue with e-mail. Major Project: Business letter project, a portfolio of letters. Major Project could be a web page.**

1. Demonstrate Mastery on all of the NETS strands.  
NETS standards not included above:
  - Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (NETS)
2. Demonstrate keyboarding proficiency at a speed of 35 words per minute with no more than three errors.
3. Provide instruction to create and properly format tables, business letters, envelopes, reports, memos

Important web-sites for review of K-12 Information Literacy and Technology Education Integration Plans: <http://ed.sc.gov/agency/programs-services/188/>

and:

[www.iste.org](http://www.iste.org) for complete NETS standards

***Key Points: It is hard for children to do Odyssey Compass unless they are familiar with the keyboard and mouse.***

***For keyboarding, if it is given each year, the levels need to be different or the students will get bored with it. Ex. "Type to Learn", if it has lots of levels, break it down into grades OR minutes or something.***

***We would like to specify a different specific cross curricular technology project each year. That assures that students are using technology in a variety of ways each year and aren't doing the same things with the computers each year.***

## **VIII. Cost Estimates and Timeline**

### **Time line**

Time line for implementation of Technology Plan is broken down into three one-year increments. Year 1 - In the first year of the revised plan the district will finish work on the network infrastructure upgrade, as well as implement all of the items in the Timeline for Action as shown in this document.

Year 2 - In year two we will continue to work on implementing the Timeline for Action.

Year 3 - In year three the district will begin to evaluate the effectiveness of the changes made during the prior two years. This evaluation will include an assessment of the effectiveness of the changes on the district's instructional program.

### **Cost Estimates**

The Union County School District is committed to providing a long-term financial plan that provides students and teachers with suitable technology to support learning. We understand that responding to the financial challenges presented by the need to make technology available to our students is multifaceted. This challenge includes not only the initial purchase price of the equipment, but the infrastructure to connect one classroom to another, each school to the district, and every student and staff member to the world. Furthermore, beyond providing the initial equipment, the district must be able to provide staff training both in the use of the equipment and software, as well as instructional strategies for the integration of this technology into the curriculum. Finally, the district must be prepared to meet the challenge of developing a comprehensive plan to upgrade and replace both software and hardware as required by obsolescence and growth. Replacement and upgrading are intended to insure that our staff and students have access to the current software products they need.

**See Appendix C – Three Year Cost Projections**

## **IX. Upgrading, Maintenance, and Obsolescence Strategies**

### ***Technology Obsolescence Management***

Union County School District is making improvements to integrating new tools into the learning environment. Instructional technology is present in all classrooms and all the administrative areas in the district. The District will continue to look at new and innovative ways to save monies as well as offer a consistent and usable computing environment to Students and Staff. Using solutions like E-Rate and VDI the district will save millions in end user and backend management.

### ***Maintenance and Issue Tracking***

The District is currently using a ticking system for all Technology issues. This system allows school sites to enter trouble tickets into a web based system for technology staff to resolve. For 2013-14 we plan on changing this to another vendor that will allow more functionality and increased access to all users. This new ticket system will allow any end user to enter an issue and route the ticket to the correct person within the organization. It also allow us to construct a Knowledge Base that may also assist users. Additionally we will be able to send a satisfaction survey to the end user when the ticket is closed. This survey is as follows:

Location:

Ticket Number (Optional):

Was the issue reported resolved to your satisfaction? Yes/No

Overall how would you rate the process of getting your issue resolved? Very Good, Good, Average, Poor, Very Poor

Was it easy to report your issue? Yes/No

Who resolved your issue? District Technology, Local Technology Contact, Myself

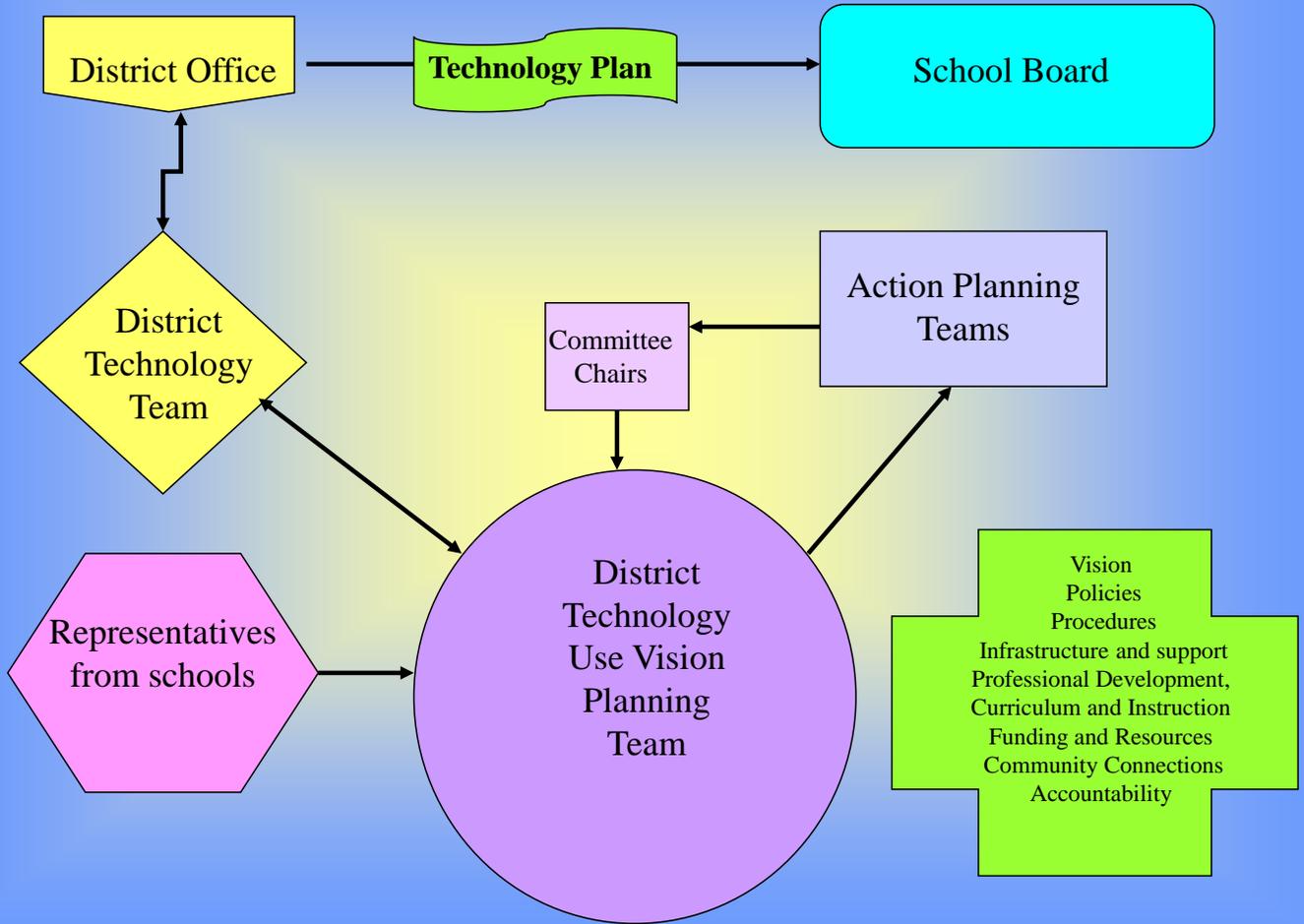
Do you feel as if you were informed as to the status of the issue? Yes/No

How would you rate your computer expertise? Very Knowledgeable, Knowledgeable, Average, Basic, Poor

Comments:

**APPENDIX A**  
**DISTRICT TECHNOLOGY TEAM**  
**PLANNING MODEL**

### District Technology Team Planning Model



**APPENDIX B**  
**ACTION PLANS**

## Union County School District District Technology Strategic Plan

**Goal 1:** Maintain updated technology hardware throughout the district to ensure applicable usefulness for instruction, maintenance, and administration

*Objective 1.1: Provide continual, adequate, relevant, and timely training for all staff*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
1.1.1 Secure and implement the use of an online assessment instrument based upon ISTE standards to continually assess staff technology proficiencies.	Use of online assessment tool reporting features to assess staff technology proficiencies and weakness Planned appropriate professional development.	Technology, Instruction Administration, Human Resources	Ongoing. End of 2005 290 teachers had taken the test and passed. 2010 yearly administration 95% pass rate. 2013-14 Start Self assessment.
1.1.2 Determine homogeneous groups of employees who will require similar training using online assessment tool.	To develop standards to create groups of employees needing similar technology training.	Technology, Instruction Administration, Human Resources	Ongoing. Reassess with new Self assessment tool 2014
1.1.3 Create perpetual training that provides applicable and relevant knowledge and skills to users.	Scheduled training in-service and classes, leveraged relationships with other organizations such as Higher Education, Corporations, and Government to provide training. Allow for anytime, anywhere training through the use of technology.	Technology, Instruction Administration, Human Resources, Public Relations.	Ongoing. Powerschool and NWEA classes have already been scheduled on a regular basis. Other classes will be scheduled after new module is available. Online training is also available.

**Goal 1:** Maintain updated technology hardware throughout the district to ensure applicable usefulness for instruction, maintenance, and administration

*Objective 1.1: Provide continual, adequate, relevant, and timely training for all staff*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
1.1.4 Provide resources to key users to allow off-site staff development in specific and relevant software applications.	Train the Trainer style of staff support used throughout the district. Train SASI users on shortcuts and new State requirements. Train teachers in Office and online resources.	Technology, Instruction Administration, Human Resources	Ongoing
1.1.5 Periodic review of staff to ensure adequate and relevant training is being provided.	Create feedback tool to provide staff with the means to communicate needs. Form is complete online assessment needed.	Technology, Instruction Administration, Human Resources	Self assessment provided twice a year starting 2013-14.

## Union County School District District Technology Strategic Plan

**Goal 1:** Maintain updated technology hardware throughout the district to ensure applicable usefulness for instruction, maintenance, and administration

*Objective 1.2: Ensure software installed is adequate to provide the necessary means to host, deliver, and perform all technology needs and uses.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
<p>1.2.1 Ensure all network software is of an adequate version to ensure applicable use of network equipment and infrastructure.</p>	<p>Process in place to evaluate and upgrade all existing licenses, software versions, drivers, service packs, operating systems, etc. to ensure all software is used effectively and efficiently. Windows ThinPC and Windows current standard. Office 2010 to align with textbooks. Made possible with Microsoft Campus Agreement. Also all staff and students have access to Office 365 for storage and up to date Office.</p>	<p>Technology Staff</p>	<p>2010 Update in 2013-14. Microsoft Campus Agreement started in 2013. PC's will be upgraded starting with labs as time permits. All new machines will be standard.</p>
<p>1.2.2 Develop relationship with critical Software vendors to ensure software is usable and relevant.</p>	<p>Continual successful use of critical software. Create evaluation tool to allow users to provide feedback on existing software. Established relationship with Microsoft and DELL for Microsoft and Hardware. Also attend State meetings to determine state software is up to date and that we are using it correctly.</p>	<p>Technology, Instruction, and Administrative staff.</p>	<p>Completed – Reevaluate every 12 months. Next reevaluation on June 2014.</p>

## Union County School District District Technology Strategic Plan

**Goal 1:** Maintain updated technology hardware throughout the district to ensure applicable usefulness for instruction, maintenance, and administration

*Objective 1.2: Ensure software installed is adequate to provide the necessary means to host, deliver, and perform all technology needs and uses.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
1.2.3 Provide means for district Technology staff to efficiently upgrade software at all locations.	Process in place to push software upgrades out to servers, workstations, and other hardware from any location. Setup a rotating schedule to replace all PC's in district. Change out every 4 years. Also using tools such as TightVNC for remote access. Microsoft System Center will be utilized for PC changes (apps and OS) and Hardware.	Technology Staff	Ongoing. System Center install 2013-14.

## Union County School District District Technology Strategic Plan

**Goal 1:** Maintain updated technology hardware throughout the district to ensure applicable usefulness for instruction, maintenance, and administration.

*Objective 1.3: Ensure hardware installed is adequate to provide the necessary means to host, deliver, and perform all technology needs and uses.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
1.3.1 Maintain up-to-date inventory of all equipment.	Perpetual inventory system capable of delivering current and relevant information on hardware. Setup change out schema and new equipment is inventoried on installation. SNMP will be utilized for Hardware such as PC's and Network Infrastructure using Operations Manager as collection tool. All assets will be entered into new Ticket System.	District Office Staff, Technology Staff, School Staff.	Ticket system will be used for all asset tracking.
1.3.2 Develop standard that will be used as an indicator for hardware upgrade or replacement.	Approved relevant and useful standard. PC's currently are Dell Optiplex with 2 GB Ram 160 (min) GB HD and 17" Flatscreen. Network Electronics are CISCO.	Technology staff	Reevaluated every 6 months.

## Union County School District District Technology Strategic Plan

**Goal 1:** Maintain updated technology hardware throughout the district to ensure applicable usefulness for instruction, maintenance, and administration.

*Objective 1.3: Ensure hardware installed is adequate to provide the necessary means to host, deliver, and perform all technology needs and uses.*

<b>Action Steps</b>	<b>Indicators of Progress</b> <i>(Activities to reach goal and objectives)</i>	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
1.3.3 Monitor network and Internet utilization to ensure adequate throughput	Install and utilize SNMP software to allow network monitoring for providing utilization metric. Also utilize built in monitors in the Firewall and install sniffer software.	Technology staff	Ongoing. Firewall upgraded to show bandwidth. Also have a lanmeter that is used to look at bandwidth. Also utilize reports provided from CIO. Currently March 2013 no major network issues exist. Average of 50% utilization on DIA. Device SNMP upgrade planned for 2013-14 and Operations Manager to monitor.

## Union County School District District Technology Strategic Plan

**Goal 1:** Maintain updated technology hardware throughout the district to ensure applicable usefulness for instruction, maintenance, and administration.

*Objective 1.3: Ensure hardware installed is adequate to provide the necessary means to host, deliver, and perform all technology needs and uses.*

<p>1.3.4 Ensure that cost of ownership for all hardware does not exceed district standards.</p>	<p>Established district standard for cost of ownership for all equipment. Have means to track maintenance and upgrade work on all hardware. All hardware will be on maintenance the entire time the hardware is onsite. No additional hardware costs should be required on leased equipment, unless it is a special case.</p>	<p>Technology and Finance staff</p>	<p>Hardware needs to be replaced with New or Refurbished that has existing warranties. Plan for 2014-15.</p>
<p>1.3.5 Ensure installed hardware has most current vendor provided firmware upgrades.</p>	<p>Process in place to periodically review all vendor sites for updated firmware.</p>	<p>Technology staff</p>	<p>Every 6 months</p>
<p>1.3.6 Review emerging technologies for trends and initiatives to ensure migration upgrades are maximized and integrated into existing system.</p>	<p>Review periodicals, publications, WEB information and other outlets of information for new trends and initiatives. Currently utilize internet publications such as E-School News and MSN Education to supplement information. Also attend Ed-Tech for up and coming technologies.</p>	<p>Technology, Instruction, and Administrative staff.</p>	<p>Ongoing</p>

## Union County School District District Technology Strategic Plan

**Goal 2:** We will promote and educate our community to use all technologies in a socially, ethically and legally responsible manner.

*Objective 2.1: We will create policies to govern social, ethical and legally responsible use of technology.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
2.1.1 Create a committee to develop policies for the technology class.	Committee has been selected and comprised of Technology leaders from the schools with outside influence. Have recently meet to discuss exactly what our goals are as a district.	Office of Instructional Technology	Ongoing
2.1.2 Develop a course curriculum that teaches ethical, social, and legally responsible technology use.	The course will teach copyright laws and proper use of all technologies.	Administrators at Faculty Meetings.	Ongoing
2.1.3 Submit established policies to the School Board for approval.	Technology board/committee will submit a written draft to the Superintendent.	Technology board.	Latest Oct 2011

## Union County School District District Technology Strategic Plan

**Goal 2:** We will promote and educate our community to use all technologies in a socially, ethically and legally responsible manner.

*Objective 2.2: We will provide opportunities to encourage community use of technologies in socially, ethically, and legally responsible manners.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
2.2.1 Implement evening classes available to all members of the community for the purpose of using technology in a socially, ethically and legally responsible manner	Advertise locally to the community through newspapers, word of mouth, television, district web page, local institutions.  Establish a site to conduct these classes.	Office of Instructional Technology, Office of Public Relations	Through UCS-S
2.2.2 Establish an e-mail account to answer questions	Instructor will answer help questions	Instructor	Done also have a ticket system.
2.2.3 Create a web-page with instruction information	Instructor would create and maintain web site.	Instructor	Ongoing updates.

## Union County School District District Technology Strategic Plan

**Goal 2:** We will promote and educate our community to use all technologies in a socially, ethically and legally responsible manner.

*Objective 2.2: We will provide opportunities to encourage community use of technologies in socially, ethically, and legally responsible manners.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
2.2.4 Mandate that all students receive instruction on social, ethical and legal responsible technology use.	All students attend one assembly per school year. All students must attend at least one instructional period with a school library media specialist. All students' handbooks must contain basic information. All students will sign a written statement agreeing that they have learned the material and will adhere to its guidelines.	Administrator, teacher, media specialist	ongoing
2.2.5 Mandate that all teachers receive instruction annually.	Teachers will receive .5 days of instruction Teacher handbooks will contain basic information. Teachers will sign a written statement agreeing that they have attended their class and have read their handbook. Classes have already begun, Powerschool, Smartboards and Technology in the classroom.	Administrator or designee.	Ongoing Yearly

## Union County School District District Technology Strategic Plan

**Goal 3:** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.1: Create and implement a professional development plan to assist educators in the effective use of technology.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.1.1 Adopt ISTE technology proficiency standards for teachers and administrators and incorporate technology proficiency and use into evaluation and professional development activities.	Board approval of ISTE technology proficiency standards (Beginning of year Pretest) online Technology proficiencies checklists (End of year Post-test) Evaluation instrument on file which incorporates technology proficiency standards attainment	District Technology Coordinator, School level administration and Human Resources	Each Year using self assessment
3.1.2 Develop and implement a technology integration staff development plan for the district and individual schools	Staff development calendars, presentation of staff development plan	Staff development coordinator, building principals, Instructional Technology Specialist, Media Specialist	Plan in place. Update annually.
3.1.3 Provide staff development for classified personnel in the use of technology	Technology use staff development offerings for classified personnel. Technology in the Classroom course offerings available.	Staff development coordinator, Human Resources, District Support Services/Finance, building principals	Ongoing Yearly based on need.

## Union County School District District Technology Strategic Plan

**Goal 3:** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.1: Create and implement a professional development plan to assist educators in the effective use of technology.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.1.4 Establish funding priorities for professional development (15% of the total funds spent on technologies to be allocated to professional development as minimum)	Budgets, Grants	Superintendent, Board, Finance, building principals	on-going
3.1.5 Develop a data collection system for evaluation of professional development initiatives that are tied to all district personnel.	Data collected, Email and PowerPoint we have found to be a priority.	Technology coordinator, Instructional Tech Specialist, Human Resources, building level principals, ADEPT coordinator	Use self assessment tool 2013-14.

## Union County School District District Technology Strategic Plan

**Goal 3 :** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.2: Improve the quantity and quality of professional development activities to assist educators in using technology effectively to increase student achievement and skill development.*

<b>Action Steps</b>	<b>Indicators of Progress</b> <i>(Activities to reach goal and objectives)</i>	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
<p>3.2.1 District will devote at least one staff development day per year to district technology integration training</p> <p>Follow-up on all staff development. Ideas for follow-up include newsletters and homework assignments. All staff development should be divided into two sessions to allow for follow-up.</p>	<p>Staff development calendar</p>	<p>Superintendent, Staff development coordinator, Building Principals</p>	<p>Ongoing</p>
<p>3.2.2 Implement a needs assessment instrument to evaluate current levels of proficiency and determine future professional developmet.</p>	<p>Needs assessment creation, professional development planning based upon evaluation of assessment data.</p>	<p>Building administration, District Technology Coordinators, Staff Development Coord., Human Resources</p>	<p>Reevaluate Spring Yearly.</p>

## Union County School District District Technology Strategic Plan

**Goal 3 :** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.2: Improve the quantity and quality of professional development activities to assist educators in using technology effectively to increase student achievement and skill development.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.2.3 Create opportunities to address technology deficiencies in proficiencies based upon Teacher Technology Proficiency Proviso requirements via remediation courses/workshops/in-services	Schedule on calendar, Post course/workshop evaluation and evaluation of skills	Staff development Coordinator, Human Resources, building administrators	Ongoing
3.2.4 Designate resources to technology integration professional development and establish funding priorities (minimum of 15% of funds spent on technologies to be used for professional development)	Budget	Superintendent, Finance, building administration, District Technology Coordinator	Ongoing
3.2.5 Promote the attendance and provide funding for attendance at technology conferences to include requirement for presentation/sharing of information	Conference attendance records, travel vouchers, guidelines for attendance approval.	Building administrators, district technology coordinator, Building technology coordinators or leaders	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 3 :** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.2: Improve the quantity and quality of professional development activities to assist educators in using technology effectively to increase student achievement and skill development.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.2.6 Design and implement programs to encourage and promote use of technology for personal productivity and administrative task streamlining – promote use of technology to reduce mundane Paperwork	Staff development calendar. New Financial Software will have online Purchase Order and Time off Request to cut down on paper forms.	Committee	Ongoing
3.2.7 Provide for variety in the delivery of professional development opportunities (video, on-line, computer disk/CD-ROM, books, etc.) to better accommodate differentiated learning styles	Purchase orders, materials	Technology Coordinator, Instruction Tech Specialist, Building level principals	Ongoing
3.2.8 Update and increase holdings in professional development libraries to include technology integration resources and technical manuals	Purchase orders, materials	Technology Coordinator, Instruction Tech Specialist, Building level principals, Media Specialists	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 3 :** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.2: Improve the quantity and quality of professional development activities to assist educators in using technology effectively to increase student achievement and skill development.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.2.9 Focus professional development to achieve stated instructional goals and Include follow-up for all professional Development.	Student achievement data and other Indicators to be determined by committee plan	Committee to be appointed by Administrator.	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 3:** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.3: Improve instructional support to educators, focusing on using technology effectively to help students learn.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.3.1 Require administrators to become more technologically aware and proficient to model expectations for teachers	Technology proficiency checklists for administrative staff Establishment of a Summer Technology Institute to build technical and technology leadership skills	School level administration, District Technology Coordinator, and Human Resources	Immediate and ongoing
3.3.2 Determine process to coordinate technology staff development	Coordinated technology staff development activities. Addition of Microsoft IT Academy and Powersource.	Board, Superintendent	Ongoing
3.3.3 Instructional Technology Specialist on site at each school	Position created/funded, job description. Position split to ensure each location an individual representative.	Superintendent, Human resources and building administrators	When Funding Allows
3.3.4 Teacher Technology Leadership cadre development – train the trainers model	Establishment of mentoring plan and proficiency and technology leadership skill development program for technology lead teachers	District Technology Coordinator, Instructional Technology Specialist, building administration	Summer/Fall 2014

## Union County School District District Technology Strategic Plan

**Goal 3:** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.3: Improve instructional support to educators, focusing on using technology effectively to help students learn.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.3.5 Develop a plan so that equitable distribution of equipment and opportunities to learn to integrate technology are available.	Plan with guidelines ensuring equity of access and opportunities. Currently plan is in place where schools can now spend technology monies on other things beside computers. Currently we are replacing based on need and student population. UHS, SIMS, EMS, JHS, BES, JES, LHS, FES, and MES in that order	Technology Coordinator, Director of operations, building principal, Instruction Technology Specialist	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 3:** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.4: Improve the preparedness of teachers to use technology effectively to support educational goals.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.4.1 District provide opportunities for technology proficiency development (recertification credit courses, on-line courses, graduate credit) to promote technology integration	Professional development opportunities scheduled on calendar, promotional materials provided to district personnel, certificates of completion. Utilizing ETV resources.	Superintendent, staff development coord., building administrators, Rene	Ongoing
3.4.2 Designate resources to technology integration professional development in ways that encourage and motivate further development of skills and proficiencies	Professional development plan, Budget	Superintendent, finance, building administrator, District Technology Coordinator, Human Resources	Ongoing
3.4.3 Develop and incorporate hiring and administrative evaluation practices that include consideration of proficiency in technology skills and proficiency in technology integration	Human resources hiring records	Superintendent, Board, Human Resources, building administrators	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 3:** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.4: Improve the preparedness of teachers to use technology effectively to support educational goals.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.4.4 Utilize an on-line technology use assessment to verify technology integration skills and proficiencies (to meet SDE reporting and district accountability requirements)	Establishment of assesment instrument , results/findings.	Consulant, Superitendent, Board, Finance, Human Resources, District Technology Coordinator	Ongoing
3.4.5 Develop a reward system for effective use of technology	Incentives provided – door prizes for technology training session from Vendors.	Finance, Superintendent, Instructional Technology Specialist, building principals	Look into this area. We try this but funding is limited.
3.4.6 Actively pursue university partnerships for technology integration training	Course records/transcripts, calendar. Converse and ETV have become partners. Along with SWU, USC-Upstate and Wintrop	District Technology Coordinator, Superintendent,	On-going, Renew partnerships yearly
3.4.7 Utilize a technology integration proficiency self assessment to guide individualized professional development goal setting	Self assessment instrument, ADEPT professional development records	District Technology coordinator, Instructional Technology Specialist, Human Resources, building level principals	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 3:** Provide professional development for educators in the effective use of technology since it is imperative to the teaching/learning process.

*Objective 3.4: Improve the preparedness of teachers to use technology effectively to support educational goals.*

<b>Action Steps</b>	<b>Indicators of Progress</b> <i>(Activities to reach goal and objectives)</i>	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
3.4.8 Access professional development resources outside the district such as SDE Technology HUBS	Contact records, staff development calendar	Tech Coordinator, Instructional technology specialist	Ongoing
3.4.9 Encourage instructional technology use and skill development by establishment programs such as laptop checkout, incentives, discount technology purchasing options	Purchases of equipment, survey results, financial records, checkout records. Currently purchase options have been established through Dell Computers. Laptop checkout is beginning Spring 2008. Microsoft Office will be available to all staff for Discounted Pricing.	Finance, Human Resources, Superintendent, Board, Tech Coordinator, Instructional Technology Specialist	www.dell.com\ep

## Union County School District District Technology Strategic Plan

**Goal 4:** We will use technologies to enhance the learning process.

*Objective 4.1: The Union County School District School Board will adopt the International Society for Technology in Education (ISTE) Standards for Teachers/Administrators and Students.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
4.1.1 ISTE standards will be used as guidelines for all district technology integration efforts	Board Adoption, integration of ISTE standards into all district technology planning and efforts	Deputy Superintendent for Curriculum and Instruction	Pacing guide was developed and ongoing.

## Union County School District District Technology Strategic Plan

**Goal 4:** We will use technologies to enhance the learning process.

*Objective 4.2: Students will use technology to increase productivity, promote creativity, construct technology-enhanced models, and prepare publications.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
4.2.1 Students will exhibit word processing skills with all major papers based on ITSE standards for students.	Student typing assignments will lead to reports and longer assignments. New Technology standards are being developed to be put into place Fall 2008.	Curriculum Coordinator, Building Administrator, Classroom teacher	Ongoing. Part of Keyboarding standards.
4.2.2 Students will present projects using presentation software and projection devices.	Teachers will design lessons to give students practice using presentation software and projection devices. New Technology standards are being developed to be put into place Fall 2008	Curriculum Coordinator, Building Administrator, Classroom teacher	Ongoing
4.2.3 Students will use digital cameras and scanners to enhance reports, publications, technology-enhanced models, and projects.	Teachers will design lessons to give students practice using digital cameras and scanners. New Technology standards are being developed to be put into place Fall 2008	Curriculum Coordinator, Building Administrator, Classroom teacher	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 4:** We will use technologies to enhance the learning process.

*Objective 4.3: Students can demonstrate a sound understanding of the nature and operation of technology systems and are proficient in the use of technology.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
4.3.1 All students will demonstrate computer competency by successfully completing a computer class that includes applications of word processing, spreadsheet, database, internet, and presentation software.	Students will create a portfolio of samples of work for all computer application softwares. Guidance counselors will receive staff development in technology requirements for graduation.	Curriculum Coordinator, Workforce Development, Building Administrator, Guidance Counselor, Teachers	Ongoing. Some of this has already been going on at the 8 <sup>th</sup> grade level.
4.3.2 Adoption of ISTE standards for student technology proficiency (NETS)	Board adoption of standards	Deputy Superintendent of Curriculum and Instruction	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 4:** We will use technologies to enhance the learning process.

*Objectives 4.4: Teachers will plan and design effective learning environments and experiences for students.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
4.4.1 Teachers will publish a web page that can be accessed from the district web site that provides information for parents and students	Teachers will be trained in publishing their web page to the district web site. Teachers will update their web sites periodically to assure all items are current. E-Rate and Edline funding will allow this.	District Technology Coordinator, Building Administrators, Classroom Teachers	Ongoing.
4.4.2 Teachers in lab settings will have the capability to monitor all students from the teacher's computer.	Teachers will be trained in using monitoring capabilities. Computers are required to be seen from one location in the classroom. Teacher monitor activity.	District Technology Coordinator	Ongoing
4.4.3 Teachers will use projection capabilities to give visual presentations during instruction.	Teachers will be trained in presentation software and use of projections devices. All schools have Smart Boards or TV's in most classrooms that can be used for visual presentations.	District Technology Coordinator, Building Administrator, Media Specialists Classroom Teachers	Ongoing.

## Union County School District District Technology Strategic Plan

**Goal 4:** We will use technologies to enhance the learning process.

*Objectives 4.5: Students will use a variety of telecommunication media for instruction and for collaboratation, publishing, and interacting with peers, experts, and other audiences.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
4.5.1 The district will establish a 2-way distance education center to be used for instruction.	Plan is approved, equipment ordered, director appointed, and equipment installed. VBrick equipment has been purchased for Internet professional development. Currently using NetScope.	District Technology Coordinator	Ongoing.
4.5.2 Students will have ability to publish web pages to the district web page through their teachers.	Student web pages will be published under teacher portions of district web site. Edline and E-Rate funding.	District Technology Coordinator, Building Administrator, Classroom teachers	Office 365 and Edline. Ongoing.
4.5.3 Students will use e-mail to communicate with career experts and student peer groups in the classroom with teacher supervision.	All classrooms will have equipment and connections for Internet access. Microsoft Campus Agreement	District Technology Coordinator, Building Administrator, Classroom teachers	Office 365 2013 and beyond
4.5.4 TV broadcasts are available at all schools and is used for announcements and instruction.	School TV studio established at any schools where not currently equipped. Schools using studios for instruction and announcemnts	Building Administrator, media specialists	1 year – On going – Already established.

## Union County School District District Technology Strategic Plan

**Goal 4:** We will use technologies to enhance the learning process.

*Objectives 4.5: Students will use a variety of telecommunication media for instruction and for collaboratation, publishing, and interacting with peers, experts, and other audiences.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
4.5.6 Students will be able to enroll in on-line Internet classes through their school for high school and college credit.	Promote the classes to parents and students. Analyze credits earned.	District Technology Coordinator, Curriculum Coordinator, Building Administrator, Certified Staff or Teacher	South Carolina Virtual, Apex and Edmentum
4.5.7 Students will be able to utilize online tools to enhance instruction.	Websites are shared in Computer based classes.	District Technology Coordinator	Ongoing

## Union County School District District Technology Strategic Plan

**Goal 5:** We will provide opportunities to establish life long learning habits.

*Objective 5.1: Establish the need for technological literacy and provide resources to promote technology use in the local community*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
5.1.1 Develop technology training opportunities for employees of county-wide businesses	Community employee technology development plan	Chamber of Commerce, Union County School District	When budget can support.
5.1.2 Administer an assessment that businesses can use to assess training needs for their employees	Survey, data with summary results	Chamber of Commerce	When budget can support
5.1.3 Establish classroom training curriculum for employees of county-wide businesses based upon results of the needs assessment survey	Verification that Union County School District can meet these needs, training curriculum developed	Chamber of Commerce	When budget can support
5.1.4 Communicate with businesses about availability of training and the school/business partnership	Public relations campaign materials	School District Public Relations  Chamber of Commerce	When budget can support
5.1.5 Advertise training availability to community workforce	Public relations campaign materials	Chamber of Commerce, School District	When budget can support

## Union County School District District Technology Strategic Plan

**Goal 5:** We will provide opportunities to establish life long learning habits.

*Objective 5.1: Establish the need for technological literacy and provide resources to promote technology use in the local community*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
5.1.6 Set up and conduct training classes	Sign up and attendance rosters	Union County School District	When budget can support
5.1.7 Administer evaluation instrument to determine effectiveness of classes	Evaluation instrument, data relative to effectiveness of training classes	Chamber of Commerce, community businesses, Union County School District	When budget can support

## Union County School District District Technology Strategic Plan

**Goal 5:** We will provide opportunities to establish life long learning habits.

*Objective 5.1: Establish the need for technological literacy and provide resources to promote technology use in the local community*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
5.1.8 Develop technology training opportunities for the community (ages 17 and above)	Classes		When budget can support
5.1.9 Establish classroom training curriculum	Verification that Union County School District can meet these needs, training curriculum developed	Chamber of Commerce	When budget can support
5.1.10 Communicate with the community about availability of training and the school/business partnerships	Public relations campaign materials	School District Public Relations  Chamber of Commerce	When budget can support
5.1.11 Advertise training availability to community workforce	Public relations campaign materials	Chamber of Commerce, School District	When budget can support
5.1.13 Set up and conduct training classes	Sign up and attendance rosters	Union County School District	When budget can support

<p>5.1.14 Develop and administer evaluation instrument to evaluate effectiveness of classes</p>	<p>Evaluation instrument, data relative to effectiveness of training classes</p>	<p>Chamber of Commerce, community businesses, Union County School District</p>	<p>When budget can support</p>
<p>5.1.15 Investigate ways to increase technology access and training to community</p>	<p>Contact records, summary/findings reports</p>	<p>Chamber of Commerce, community businesses, Union County School District</p>	<p>When budget can support</p>
<p>5.1.16 Increase adult education training offerings</p>	<p>Course schedule, enrollment records</p>	<p>Union County School District, Union County School District Chamber of Commerce</p>	<p>When budget can support</p>

## Union County School District District Technology Strategic Plan

**Goal 5:** We will provide opportunities to establish life long learning habits.

*Objective 5.2: Establish hardware and software availability.*

<b>Action Steps</b>	<b>Indicators of Progress</b> (Activities to reach goal and objectives)	<b>Leadership Responsibilities</b>	<b>Implementation Timeline</b>
5.2.1 Establish partnerships with local businesses and community based organizations	Contracts with businesses	Chamber of Commerce  Union County School District	Ongoing.
5.2.2 Establish partnerships with local banks and credit union to finance hardware for graduates	Contracts with banks/credit union	Chamber of Commerce  Union County School District	Ongoing

**APPENDIX C**

**FIVE YEAR COST PROJECTIONS**

**BUDGET**

Union County Technology Plan Budget								
Action Plan	Funding Source	Description	2013-14	2014-15	2015-16	2016-17	2017-18	TOTAL
Goal 1, Objective 1.2	Ed Tech, General Fund, E-rate	Network Engineer		\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 160,000.00
Goal 1, Objective 1.2	Ed Tech, General Fund, E-rate	Director of Technology	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 400,000.00
Goal 1, Objective 1.2	Ed Tech, General Fund, E-rate	Director of Technology,Int	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 400,000.00
Goal 1, Objective 1.2	Ed Tech, General Fund, E-rate	Hardware Tech	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 150,000.00
Goal 1, Objective 1.2	Ed Tech, General Fund, E-rate	Hardware Tech			\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 90,000.00
Goal 1, Objective 1.2	Ed Tech, General Fund, E-Rate	Network Maintenance	\$ 10,000.00	\$ 15,000.00	\$ 20,000.00	\$ 10,000.00	\$ 10,000.00	\$ 65,000.00
Goal 1, Objective 1.3	General Fund	New Computers/Lease	\$ 20,000.00	\$ 230,000.00	\$ 230,000.00	\$ 230,000.00	\$ 230,000.00	\$ 940,000.00
Goal 1, Objective 1.3	General Fund, K-12	Laptops/Tablets	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 50,000.00
Goal 1, Objective 1.3	Ed Tech, General Fund, Title Funds	Technology Supplies	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 5,810.00	\$ 6,500.00	\$ 33,310.00
Goal 1, Objective 1.3	Ed Tech, General Fund, Title Funds	Digital Cameras						\$ -
Goal 1, Objective 1.3	Ed Tech, General Fund, Title Funds	Projectors	\$ 11,500.00	\$ 11,500.00	\$ 11,500.00	\$ 11,500.00	\$ 11,500.00	\$ 57,500.00
Goal 1, Objective 1.3	Ed Tech, General Fund, Title Funds	Printers	\$ 12,000.00	\$ 14,000.00	\$ 15,000.00	\$ 20,000.00	\$ 40,000.00	\$ 101,000.00
Goal 1, Objective 1.3	Ed Tech, General Fund, Title Funds	Smart Boards	\$ 10,000.00	\$ 50,000.00	\$ 60,000.00	\$ 10,000.00	\$ 10,000.00	\$ 140,000.00
Goal 2, Objective 2.1	Ed Tech, General Fund	Tech Coaches				\$ 56,000.00	\$ 56,000.00	\$ 112,000.00
Goal 2, Objective 2.2	General Fund	Curriculum Specialist				\$ 80,000.00	\$ 80,000.00	\$ 160,000.00
Goal 1, Objective 1.1.1 - 1.1.5		Technology Proficiency Assessment Instrument						\$ -
Goal 2, Objective 2.2	General Fund, Grants, E-Rate	Student E-mail/Microsoft Campus Agreement	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 200,000.00
Goal 2, 3, Objectives 2.2, 3.1, 3.2, 3.3, 3.4	Ed Tech, General Fund, NCLB, Grants	Staff Development	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 50,000.00
Goal 4, Objective 4.4	Ed Tech, General Fund NCLB, Grants, E-Rate	Implement Interactive Student/Faculty WEB site	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 22,500.00	\$ 12,500.00	\$ 72,500.00
Goal 4, Objective 4.5	Ed Tech, General Fund, E-rate	Implement Distance Learning						\$ -
Goal 4, Objective 4.5	Ed Tech, General Fund, E-rate	Distance Learning Staff Dev.						\$ -
Goal 5, Objective 5.1	Ed Tech, General Fund, Grants, Business and community In-Kind	Parent Center Staff				\$ 25,000.00	\$ 25,000.00	\$ 50,000.00
Goal 5, Objective 5.2	Ed Tech, General Fund, Business and community In-Kind	Parent Center Software and Equipment.				\$ 15,000.00	\$ 15,000.00	\$ 30,000.00
<b>Totals</b>			<b>\$ 333,000.00</b>	<b>\$ 630,000.00</b>	<b>\$ 676,000.00</b>	<b>\$ 805,810.00</b>	<b>\$ 816,500.00</b>	<b>\$ 3,261,310.00</b>

**APPENDIX D**

**ACCEPTABLE USE  
GUIDELINES AND POLICY**

## Use of Technology Resources in Instruction

### Internet Responsibilities for Students

#### Union County School District Internet Use Guidelines

It is Union County School District's intent to utilize these information resources by making the Internet access support the curriculum. The integration of technology and the Internet into the teaching and learning process will further the district's educational goals and objectives. We believe that the benefits to students from the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media information sources. To that end, Union County School District respects each family's right to decide whether or not to deny access. Any parent or guardian who would prefer not to have his or her child access the Internet should notify the principal in writing.

#### **District guidelines for use of the Internet - Students**

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. General school and district rules for behavior and communications apply.

The network is provided for students to conduct research. Individual users of the district computer networks are responsible for their behavior and communications over those networks. Users will comply with the standards established by the district. Also, the district has purchased software for Internet content filtering.

The system coordinator and network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should have no expectations of privacy in their electronic files stored on Union County School District computers.

Union County School District intends to provide access to the Internet as a tool for educational activities.

## Independent navigation of the Internet by students – grades K-6

At this time, the district does not permit independent navigation of the Internet by students below grade seven. An acceptable use policy must be signed by the parent or guardian, and if appropriate, by the student, and be on file before Internet access in any form will be granted.

## Independent navigation of the Internet by students – grades 7-12

The district permits independent navigation of the Internet by students in grades 7-12 during school hours for the purpose of providing access to allow independent and collaborative work consistent with the educational objectives of Union County School District. An acceptable use policy must be signed by the parent or guardian and the student and be on file before dependent or independent access will be granted by the district.

All student use of computer technology within the school district must support the district's curriculum and educational objectives. Violations may result in loss of access as well as other disciplinary actions consistent with Union County School District policies and regulations regarding user conduct.

The district has developed rules for the appropriate use of information and communication systems by students. Training for students in the proper use of system(s) resources will be provided. Training for students will emphasize ethical use of the system(s) resources. Students will be required to have a signed acceptable use policy on file before they will be allowed to use system(s) resources. Students who transfer from one school within the district to another school within the district will be required to have a new acceptable use policy for the new school. Students who graduate to another school within the district will be required to have a new acceptable use policy for the current school (e.g. graduation from elementary school to middle school).

Students using the district network and system(s) resources are not permitted to do the following:

- Send, display, or request offensive messages or pictures
- Hacking or Phishing are not allowed
- Use obscene language
- Harass, insult or attack others
- Damage computers, computer systems or computer networks
- Violate copyright laws
- Use others' passwords
- Trespass in others' folders, work or files
- Intentionally wasting limited resources
- Employ the network for commercial purposes
- Visit any sites that are normally blocked by the District's Internet Filer
- Use a "Proxy Site" of any kind to access sites that are blocked.
- Visit Social Networking sites and Streaming Media Sites except those that are permissible from your Instructor. No Facebook or Myspace access is currently allowed for any reason.
- No uploading to You-tube for any reasons. Any videos uploaded to You-tube while onsite are considered property of Union County Schools. Also only approved videos from You-Tube may be viewed while onsite.

Sanctions may include the following:

- Loss of access to system resources
- Disciplinary actions for inappropriate language or behavior as defined by district policies and regulations regarding user conduct
- Notification of law enforcement agencies when criminal conduct is suspected
- Students may be held responsible for replacement costs of damaged equipment

## **Administrative Procedures for Acceptable Use Guidelines**

### **Employee Access to Networked Information Resources**

#### **Regulations for Network Use and access to system(s) resources**

Use of system(s) resources, the district network, as well as the Internet, shall be in support of education and research that is consistent with the mission of the district.

1. Use the network in such a way that it does not disrupt its use by others.
2. Maintain the integrity of files and data. Modifying or copying files/data of other users without their consent is not permitted.
3. Be ethical and courteous. Defamatory, harassing or obscene mail or discriminatory remarks are not allowed on the network.
4. Treat information created by others as the private property of the creator. Respect the privacy of others.
5. Respect copyrights.
6. Use the network to access only educationally relevant material.
7. Do not destroy or abuse computer hardware or software.
8. Do not use the network or system(s) resources for commercial purposes.
9. Do not intentionally waste system resources.
10. Hacking\* or Phishing the system is not permitted.
11. Do not send chain letters or other non-confirmed information via email.
12. Do not send personal staff or student information via email (outside UCSD Network). Never send Health information.
13. Do not attempt to bypass the firewall in any way, not only is this against our policy but also illegal.
14. Do not allow equipment within your area of responsibility to be abused by students or other staff.
15. Do not employ a "Proxy Site" of any kind to access sites that are blocked.
16. Visit Social Networking sites and Streaming Media Sites (You-Tube) except those that are permissible from Technology. No Facebook, Myspace or any other publically traded "Social Networking" sites access are currently allowed for any reason.\*\*
17. No uploading to You-tube for any reasons.
18. Do not install software/hardware without prior approval from Technology. This may result in the removal and disposal of said software/hardware and Technology in no way is responsible for support software/hardware that it did not first approve.
19. Do not bring outside network devices, such as data cell cards etc, to be used inside Union County Schools. Do not bring personal laptops/tablets/Smart Devices to connect them in any way to Union County Schools network without prior approval of the Technology department.
20. Do not use Cell Phones during the day to access sites not allowed by Union County Schools. Also use of Cell Phone during instructional times is strictly prohibited. Technology will only support Cell Phone email on Cell Phones owned by Union County Schools. If you misplace a Cell Phone with email setup on it please let Technology know and we will change your password.

\*Hacking – May include but is not limited to attempting to breach any security in place such as accessing secured data or other people’s data, interrupting operation of the computer and/or network, stealing data or programs, pirating software, accessing other(s) accounts and/or disk space.

\*\*Social Network Access and Posting – Staff is not allowed to post any information or photos of students or other staff where the content initiates from a school location or pertains to a school function. Any chatting or wall posting about activities that initiated at or about a school/school activities are prohibited. Instructional staff are allowed/encouraged to discuss the dangers/best policies of internet access. Staff should refrain from chatting/posting comments to current students of Union County Schools where the interaction initiates on a campus of Union County Schools. Interaction initiating at another entity (such as Church etc) would be maintained by that institution.

The district reserves the right to remove a user’s account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct. Also damage incurred by a violation may result in monetary restitution.

**Employee Access to Networked Information Resources**

With the spread of telecommunications throughout the district work place, Union County School District recognizes that employees are changing the ways they share ideas, transmit information, and contact others. The use of new tools and systems brings new responsibilities as well as opportunities. Employees are expected to communicate in a professional manner consistent with state laws governing the behavior of district employees and with federal laws governing copyright. Communications over the network are often public in nature, therefore, general rules and standards for professional behavior and communications will apply.

Union County School District encourages staff to make use of telecommunications to explore educational topics, conduct research, and contact others in the educational world. Electronic communications will expedite the sharing of effective practices and lessons across the district. It will also help staff stay on the leading edge of practice by forming partnerships with others across the state and nation.

The following behaviors are not permitted on district networks:

1. Sending, receiving, or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting or attacking others
4. Engaging in practices that threaten the network (e.g. loading files that may introduce a virus)
5. Violating copyright laws
6. Using others' passwords
7. Trespassing in others' folders, documents, or files
8. Intentionally wasting limited resources
9. Employing the network for commercial purposes
10. Violating regulations prescribed by the system coordinator

Reports of inappropriate behavior, violations, or complaints will be routed to the employee's supervisor for appropriate action. Violations may result in disciplinary action consistent with Union County School District policies and regulations regarding employees' conduct.

Employee Agreement:

I have read the Union County School District Acceptable Use Policy and Guidelines for Acceptable Use in their entirety and agree to abide by them in my assigned role as an employee of Union County School District. I also understand that all Technology Resources are property of Union County Schools and therefore may be monitored and/or removed at any time.

\_\_\_\_\_
Employee Name (please print)

\_\_\_\_\_
Employee Signature

\_\_\_\_\_
Date

## The Union County School District Student Acceptable Use Policy

Union County School District has developed a computer network that connects all schools to each other, the District Office, and the Internet.

“Acceptable Use” of this network is use that is consistent with the instructional goals of the District. The District takes precautions by using filtering software that assists to keep inappropriate Internet sites out of the classroom. Electronic teaching and learning tools and online access are designed to support educational goals. If you break “acceptable use” rules, you may lose the privilege to use both classroom computers and/or the Internet. Independent Internet use is not permitted by students in grades K-6.

In order to access technology resources (computers, Internet, etc.) within District schools, a student should read this policy carefully, complete the consent form, and have it signed by a parent or legal guardian. Students must have a signed Acceptable Use Policy (AUP) on file before they will be allowed full access to district technology resources.

### Terms and Conditions for Use of Technology and On-line Resources

A student is personally responsible for his or her action and activity when using District technology resources. General school rules for behavior and communication apply. The following are expressively not permitted:

- Sending, receiving, or displaying offensive messages or pictures;
- E-mail usage without direct faculty supervision;
- Using obscene language;
- Visiting on-line “chat rooms”;
- Harassing, insulting or attacking others;
- Damaging computers, computer attachments, networks or systems;
- Violating copyright laws – *Approval must be obtained by school Information Specialist or teacher before copying files or downloading any text, picture, or program;*
- Using or trying to use another person’s password or account, with or without their knowledge;
- Trespassing into other’s folders, work or files;
- Intentionally wasting technology resources;
- Employing the network for commercial purposes;
- Reconfiguring any hardware, software or system;
- Engaging in any conduct that teachers or administrators deem inappropriate;
- Unauthorized use of any District technology resource
- Visit any sites that are normally blocked by the District’s Internet Filter
- Use a “Proxy Site” of any kind to access sites that are blocked.
- Visit Social Networking sites and Streaming Media Sites except those that are permissible from your Instructor. No Facebook or Myspace access is currently allowed for any reason.
- No uploading to You-tube for any reasons. Any videos uploaded to You-tube while onsite are considered property of Union County Schools. Also only approved videos from You-Tube may be viewed while onsite.

Unacceptable use of on-line resources or any technology will result in disciplinary action to include the suspension or revoking of these privileges. Disciplinary action guidelines are included as part of this document.

Neither the school, Union County School District, nor the employees thereof will be liable for students’ inappropriate use of technology, electronic communication resources or violations of copyright restrictions, students’ mistakes or negligence, or cost incurred by students. The school or District will not be held responsible for ensuring accuracy or usability of any information found on the Internet.

Any activity, file or document created or accessed using district technology shall **not** be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for education or administration purposes.

**Union County School District Technology Use Consent Form  
(Grades K-6)**

*Read carefully before completing and signing this form. Please return the completed form to the school Library Media Center.  
Students who transfer to another school within the district or move as a result of promotion will be required to sign another consent form.*

Before signing the Union County School District Technology Use Consent Form, this student and his or her parent(s) or legal guardian(s) have discussed the rights and responsibilities of the “Union County School District Student Acceptable Use Policy” and agree to abide by the restrictions set forth. Ultimately, parents or guardians are responsible for setting and conveying the standards that their students should follow.

**PARENT OR GUARDIAN**

As the parent or guardian of this student, I have read the “Union County School District Internet Use Guidelines”.

I understand that this access is designed for educational purposes. However, I also recognize that it is impossible for the District to restrict access to all controversial materials on the Internet and I will not hold the district, school or its employees responsible for materials acquired on the Internet. I give my permission for my child to be allowed access to all available technology resources and accept that **Internet** access will only be allowed under the supervision of the media specialist or classroom teacher. I certify that the information contained on this form is correct.

**PARENT OR GUARDIAN:** \_\_\_\_\_  
(Please Print)

**SIGNATURE OF PARENT OR GUARDIAN:** \_\_\_\_\_  
(Parent or Guardian may be contacted to verify signature)

**DATE:** \_\_\_\_\_

**STUDENT**

I have read, understand and will abide by the “TERMS AND CONDITIONS FOR USE OF TECHNOLOGY AND ON-LINE RESOURCES”. My actions are also subject to the laws of South Carolina and the United States of America. Any violation of these terms may cause my technology use privileges to be revoked. School and district disciplinary actions according to the “TECHNOLOGY DISCIPLINARY ACTION GUIDELINES” and appropriate legal action may be taken.

**STUDENT NAME:** \_\_\_\_\_ (Please Print)

**STUDENT SIGNATURE:** \_\_\_\_\_

**STUDENT ID NUMBER:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **PHONE NUMBER:** \_\_\_\_\_

**NOTICE**

In a positive effort to reflect our school community, Union County School District, and this school the district reserves the right to publish student names, pictures, and work product via the Internet and other media. Parents or guardians should understand that every effort will be made to protect each student’s privacy. Permission and release of the district and school from liability resulting from or connected with the publication of such work and information is assumed granted unless the school and district receive written notification to the contrary by the legal parent or guardian. A decision to decline permission for publication does not affect a student’s ability to have technology access.

### Union County School District Technology Use Consent Form (Grades 7-12)

*Read carefully before completing and signing this form. Please return the completed form to the school Library Media Center.  
Students who transfer to another school within the district or move as a result of promotion will be required to sign another consent form.*

Before signing the Union County School District Technology Use Consent Form, this student and his or her parent(s) or legal guardian(s) have discussed the rights and responsibilities of the “Union County School District Student Acceptable Use Policy” and agree to abide by the restrictions set forth. Ultimately, parents or guardians are responsible for setting and conveying the standards that their students should follow.

## PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the “Union County School District Internet Use Guidelines”.

I understand that this access is designed for educational purposes. However, I also recognize that it is impossible for the District to restrict access to all controversial materials on the Internet and I will not hold the district, school or its employees responsible for materials acquired on the Internet. I give my permission for my child to use all available resources and certify that the information contained on this form is correct.

**PARENT OR GUARDIAN:** \_\_\_\_\_  
(Please Print)

**SIGNATURE OF PARENT OR GUARDIAN:** \_\_\_\_\_  
(Parent or Guardian may be contacted to verify signature)

**DATE:** \_\_\_\_\_

## STUDENT

I have read, understand and will abide by the “TERMS AND CONDITIONS FOR USE OF TECHNOLOGY AND ON-LINE RESOURCES”. My actions are also subject to the laws of South Carolina and the United States of America. Any violation of these terms may cause my technology use privileges to be revoked. School and district disciplinary actions according to the “TECHNOLOGY DISCIPLINARY ACTION GUIDELINES” and appropriate legal action may be taken.

**STUDENT NAME:** \_\_\_\_\_ (Please Print)

**STUDENT SIGNATURE:** \_\_\_\_\_

**STUDENT ID NUMBER:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **PHONE NUMBER:** \_\_\_\_\_

### NOTICE

In a positive effort to reflect our school community, Union County School District, and this school the district reserves the right to publish student names, pictures, and work product via the Internet and other media. Parents or guardians should understand that every effort will be made to protect each student’s privacy. Permission and release of the district and school from liability resulting from or connected with the publication of such work and information is assumed granted unless the school and district receive written notification to the contrary by the legal parent or guardian. A decision to decline permission for publication does not affect a student’s ability to have technology access.

**Teacher Statement of Provision of Student Access to the Internet**

I have read the district Acceptable Use policy guidelines and the Acceptable Use Policy and agree to abide by them in my assigned role as an employee in Union County School District. I have reviewed the district and/or school's Acceptable Use Policy with students registered in the course and course section below prior to authorizing their access to Internet and network information resources within my instructional program. I have received confirmation from the Media Specialist that all students in this course and section, with the exception of those listed below, have a signed Acceptable Use Policy on file. I am aware that independent navigation of the Internet by students in grades K-6 is not permitted. Students listed below are not authorized for technology resource use to include Internet access.

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

Course Name \_\_\_\_\_ Section \_\_\_\_\_

Students not authorized for technology resource or Internet access:

**Union County School District Technology Use Consent Form**  
(Employee)

Use of district technology resources and Internet access is a privilege, not a right, and unauthorized or inappropriate use will result in disciplinary action.

Use of district technology resources and Internet access must be in support of the educational objectives of Union County School District and adhere to the Acceptable Use Guidelines and Acceptable Use Policy of the district.

**Statement by Employee:**

I have read the Acceptable Use Guidelines and Acceptable Use Policy for the district and agree to abide by them in my assigned role as an employee in Union County School District.

---

Employee Signature

Date

# UNION COUNTY SCHOOL DISTRICT

## TECHNOLOGY USE DISCIPLINARY ACTION GUIDELINES

<b>Discipline Action Guidelines</b>		
<b>Level 1 Infraction</b>	<b>Level 2 Infraction</b>	<b>Level 3 Infraction</b>
Accessing e-mail	Changing Hardware Configurations	Purposeful Destruction of Equipment
Non-school Related Work	Unauthorized Entry to Files or Programs	Stealing of Equipment or Programs
Giving out Your Password	Hacking	Harassment or Threatening Others
Using Someone Else’s Password	Downloading Files or Programs	
Changing Display Settings	Loading Files or Programs	
Accessing Chat Rooms	Copying Files or Programs	
Improper Use of Equipment	Accessing Unauthorized Sites	

<b>Offense</b>	<b>Level 1 Penalties</b>	<b>Level 2 Penalties</b>	<b>Level 3 Penalties</b>
<i>1st</i>	<i>1 Week Access Suspension &amp; 1 Work Detail</i>	9 Weeks Access Suspension, Ethics Camp, & In-School Suspension	1 Semester Access Suspension, Ethics Camp & 3 Days of OSS, Monetary Reimbursement
2 <sup>nd</sup>	4 Weeks Access Suspension & Ethics Camp	1 Semester Access Suspension & In-School Suspension	1 Year Access Suspension & Recommend for Expulsion, Monetary Reimbursement
3 <sup>rd</sup>	9 Weeks Access Suspension & In-School Suspension	1 Year Access Suspension & Recommend for Expulsion	
4 <sup>th</sup>	1 Year Access Suspension & Out-of-School Suspension		

- **All offenses are reported to all administrators and teachers in order to prevent access during access suspension.**
- **Any student convicted of an illegal computer activity on any computer will not be allowed access to the system at anytime.**

## Acceptable Use Policy Implementation and Record Keeping Responsibilities

### Training

Responsibility for training of school level personnel and students: Media Specialist/on-site Instructional Technology Specialist and classroom teachers.

Responsibility for training of long-term substitutes: Media Specialist/on-site Instructional Technology Specialist. Short-term substitutes are not permitted to use technology resources or monitor use of students.

### Issuance and collection of forms and record-keeping (student)

Responsibility for issuing AUP forms: Media Specialist if it is student's first time in library. Guidance if it is a new register or transfer. Classroom teacher at beginning of school year.

### Guidelines for AUP Issuance/record-keeping (student)

AUP is valid as long as the student remains in the school where it originated. When a student transfers schools or when they move from elementary to intermediate or middle or on to high school, a new form must be signed.

AUP is returned to the teacher who then forwards the class set (and teacher class sponsor form) to the media specialist for filing and recording access privileges. The original AUP resides in the media center.

### Issuance and collection of forms and record-keeping (faculty/staff)

Immediately following initial training, all faculty/staff are required to sign AUP Consent form. The form is collected by the school media specialist who sends a copy to the principal and D.O. Principal makes this part of the employee's professional development file and the D.O. will use the form for technology proficiency documentation requirements. Staff development records of required yearly AUP training kept by school but provided to D.O. upon request.

New hires: School level or district new employees training occurs before issuance of password and account on system network. Form is signed with copy to be given to media specialist (by teacher) and copy kept on file with D.O.

## AUP Implementation Steps and Procedures

- Board approval of revisions to district Acceptable Use Guidelines (incorporation of Teacher Technology Proficiency Proviso based upon ISTE standards, inclusion of discipline guidelines for AUP provision enforcement, and wording modifications)

- Incorporation of appropriate revisions into school level (K-6 or 7-12) AUP policy forms and distribute to district school media specialists
- Conduct technology literacy/AUP orientation training sessions for returning faculty. One time signing and once yearly re-orientation training.
  - Training: Yearly (in-service day prior to start of new school year)
  - Signing of AUP: First year – all teachers read and sign AUP form.
  - After first year – only new teachers coming into district will be required to sign form
- Conduct technology literacy/AUP orientation training sessions for new faculty/staff (part of new hire orientation package and training). Issuance of access code to technology and network dependent upon receipt of signed AUP.
- Conduct technology literacy/AUP orientation training sessions for long term subs and parent volunteers. Training and collection of forms by media specialist. Signed AUP kept by school media specialist. Short term subs are not permitted access to district technology to include supervision of students' use of technology.
- Collection of forms by media specialist with copy to principal and copy sent to the D.O. for inclusion in employee file and documentation of compliance with Teacher Technology Proficiency Proviso.
- Students must have a signed AUP on file before they will be allowed full access to district technology resources. (Guided Internet use is allowed without signed AUP under direction of media specialist or classroom teacher. Independent Internet use is not permitted for students in grades K-6 regardless of AUP status.)

Student and Parent AUP signing procedure options:

1. Student and Parent Orientations at beginning of school to review AUP policy and both sign policy and turn it in to media specialist. Copy of policy included in student handbook and new student orientation packets.
  2. Student orientation at school (first week) by classroom teacher or media specialist. Student receives form after session, signs and has parent sign before returning form to classroom teacher or media specialist.
  3. Student transfer within district or new registration (made part of guidance department registration packet). Requires AUP orientation with media specialist. Form to sign and take home for parent signature given by Guidance counselor or media specialist. Form is to be returned to classroom teacher or media specialist within one week of transfer or new registration.
- Faculty/Staff and Students receive copy of regulations for network use and district office Acceptable Use Guidelines.
  - Students receive yearly re-orientation by media specialist or classroom teacher

- Media specialist keeps forms on file in the library, sends out a list to all faculty of the students who do not have signed AUP's or those with limited Internet access, and records the access status into the book circulation system. Additional systems (stickers, etc.) may be used at Media Specialist discretion.

**APPENDIX E**  
**MANKATO SCALE**

# Technology Integration Self-Evaluation

## **(Mankato Scale)**

*Please judge your level of achievement in each of the following competencies. Check the number that best reflects your current level of skill attainment. (Be honest, but be kind.) This tool is designed to help understand your current level of skills with computer technologies and to plan for professional development.*

### 1. Basic Computer Use

- Level 1 - I do not use a computer.
- Level 2 - I use the computer to run a few specific, pre-loaded programs.
- Level 3 - I run two programs simultaneously, and have several windows open at the same time.
- Level 4 - I trouble-shoot successfully when basic problems with my computer or printer occur. I learn new programs on my own. I teach basic operations to my students.

### 2. File Management

- Level 1 - I do not save any documents I create using the computer.
- Level 2 - I select, open and save documents on different drives.
- Level 3 - I create my own folders to keep files organized and understand the importance of a back-up system.
- Level 4 - I move files between folders and drives, and I maintain my network storage size within acceptable limits. I teach students how to save and organize their files

### 3. Word Processing

- Level 1 - I do not use a word processing program.
- Level 2 - I occasionally use a word processing program for simple documents. I generally find it easier to hand write most written work I do.
- Level 3 - I use a word processing program for nearly all my written professional work: memos, tests, worksheets, and home communication. I edit, spell-check, and change the format of a document.
- Level 4 - I teach students to use word processing programs for their written communication

### 4. Spreadsheet

- Level 1 - I do not use a spreadsheet.
- Level 2 - I understand the use of a spreadsheet and can navigate within one. I create simple spreadsheets and charts.
- Level 3 - I use spreadsheets for a variety of record-keeping tasks. I use labels, formulas, cell references and formatting tools in my spreadsheets. I choose charts which best represent my data.
- Level 4 - I teach students to use spreadsheets to improve their own data keeping and analysis skills.

### 5. Database

- Level 1 - I do not use a database.
- Level 2 - I understand the use of a database and locate information from a pre-made database such as Library Search.
- Level 3 - I create my own databases. I define the fields and choose a layout to organize information I have gathered. I use my database to answer questions about my information.
- Level 4 - I teach students to create and use databases to organize and analyze data

**6. Graphics**

- Level 1 - I do not use graphics with my word processing or presentations.
- Level 2 - I open, create, and place simple pictures into documents using drawing programs or clipart.
- Level 3 - I edit and create graphics, placing them in documents in order to help clarify or amplify my message.
- Level 4 - I promote student interpretation and display of visual data using a variety of tools and programs.

**7. E-mail**

- Level 1 - I have an e-mail account but rarely use it.
- Level 2 - I send messages using e-mail mostly to district colleagues, friends, and family. I check my e-mail account on a regular basis and maintain my mail folders in an organized manner.
- Level 3 - I incorporate e-mail use into classroom activities. I use e-mail to access information from outside sources.
- Level 4 - I use e-mail to request and send information for research.

**8. Research/Information-Searching**

- Level 1 - I am unlikely to seek information when it is in electronic formats.
- Level 2 - I conduct simple searches with the electronic encyclopedia and library software for major topics.
- Level 3 - I have learned how to use a variety of search strategies on several information programs, including the use of Boolean (and, or, not) searches to help target the search.
- Level 4 - I have incorporated logical search strategies into my work with students, showing them the power of such searches with various electronic sources to locate information which relates to their questions.

**9. Desktop Publishing**

- Level 1 - I do not use a publishing program.
- Level 2 - I use templates or wizards to create a published document.
- Level 3 - I create original publications from a blank page combining design elements such as columns, clip art, tables, word art, and captions.
- Level 4 - I design original publications that communicate to others what I've learned.

**10. Video Production**

- Level 1 - I do not use a video camera.
- Level 2 - I create original videos for home or school projects.
- Level 3 - I create original videos using editing equipment.
- Level 4 - I use computer programs to edit video presentations and I teach my students to create and edit videos.

**11. Technology Presentation**

- Level 1 - I do not use computer presentation programs.
- Level 2 - I present my information to classes or groups in a single application program such as a word processor, a spreadsheet, or a publishing program.
- Level 3 - I present my information and teach my class using presentation programs such as Powerpoint or Hyperstudio, incorporating various multimedia elements such as sound, video clips, and graphics.
- Level 4 - I teach my students how to use presentation software. I facilitate my students' use of a variety of applications to persuasively present their research concerning a problem or area of focus in their learning.

**12. Internet**

- Level 1 - I do not use the Internet.
- Level 2 - I access school and district websites to find information. I follow links from these sites to various Internet resources.
- Level 3 - I use lists of Internet resources and make profitable use of Web search engines to explore educational resources.
- Level 4 - I contribute to my school or district websites. I teach students how to effectively use the resources available on the Internet.

**13. Responsible Use/Ethics**

- Level 1 - I am not aware of any ethical issues surrounding computer use.
- Level 2 - I know that some copyright restrictions apply to computer software.
- Level 3 - I understand district rules concerning student and adult use of e-mail and internet. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials.
- Level 4 - I model ethical use of all software and let my students know my personal stand on this issue.

**14. Technology Integration**

- Level 1 - I do not blend the use of computer-based technologies into my classroom learning activities.
- Level 2 - I understand the district technology plan supports integration of technology into classroom activities, but I am still learning about what strategies will work and how to do it. I accept student work produced electronically, but do not require it.
- Level 3 - From time to time, I encourage my students to employ computer-based technologies to support the communicating, data analysis and problem solving outlined in the district technology plan.
- Level 4 - I frequently model and teach my students to employ computer-based technologies for communication, data analysis, and problem-solving as outlined in the district technology plan.

\*This scale was borrowed and modified with permission from the original Mankato (MN) Schools scale.

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Revised 4/24/00

**Name/Code**

**Name** \_\_\_\_\_

**Enter other demographic information as required** \_\_\_\_\_

**APPENDIX F**

**TECHNOLOGY PROFICEINCY STANDARDS**

South Carolina Curriculum Standards, district teacher evaluation models, and teacher recertification mandate the integration of technology in education. Authentic uses of technology must be integrated within disciplines to enhance student mastery of goals and objectives. Union County School District will adopt the ISTE National Educational Technology Standards (NETS) and align our technology performance indicators with them. Using these standards, educators should place a special focus on reaching higher levels of technology integration. All educators should be prepared to meet the following standards and performance indicators. Three levels of competencies are listed:

**New-to-Two** - This level reflects the mastery of basic technology skills needed to function as an educator in Union County School District.

**Navigator** - This level reflects the mastery of the proficient utilization of technology as an essential tool within the classroom and overall instructional program. Educators at this level have the skills to integrate technology into the curriculum.

**Integrator** - This level reflects the mastery of using technology as an essential tool within the classroom and overall instructional program. Educators at this level infuse technology into curriculum as a routine part of the students' classroom experience to integrate technology into the curriculum and enhance student learning.

**The six sections for educator standards are summarized below:**

**Technology Operations and Concepts** - Demonstrate a sound understanding of technology operations and concepts.

**Planning and Designing Learning Environments and Experiences** - Plan and design effective learning environments and experiences supported by technology.

**Teaching, Learning, and the Curriculum** - Implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

**Assessment and Evaluation** - Apply technology to facilitate a variety of effective assessment and evaluation strategies

**Productivity and Professional Practice** - Use technology to enhance their productivity and professional practice.

**Social, Ethical, Legal, and Human Issues** - Understand the social, ethical, legal, and human issues surrounding the use of technology and apply those principles in practice.

### **I. Technology Operations and Concepts**

**Demonstrate a sound understanding of technology operations and concepts.**

A. Demonstrate introductory knowledge, skills and understanding of concepts related to technology as described in the performance indicators:

I A 1 Identify basic computer hardware, peripherals and their functions (New-to-Two)

I A 2 Properly care for equipment (New-to-Two)

I A 3 Demonstrate proper start up and shut down procedures for computers (New-to-Two)

I A 4 Display an understanding of rights associated with staff and student logins (New-to-Two)

I A 5 Identify appropriate troubleshooting techniques when equipment becomes unresponsive (New-to-Two)

I A 6 Display an understanding of the relationship between network operating systems, desktop operating systems, application software, and hardware (New-to-Two)

I A 7 Identify whether programs are installed on the hard drive or server. (New-to-Two)

I A 8 Use file management tools to create, organize, copy, move, rename, delete, search files and folders, and create shortcuts (Navigator)

I A 9 Display an understanding of opening, closing and saving files accessed in Shared Folders (New-to-Two)

I A 10 Display an understanding of the importance of making duplicate copies of critical files in different storage locations (New-to-Two)

I A 11 Use word processing software to create, edit, save and print documents. (New-to-Two)

I A 12 Recognize the uses of a simple spreadsheet (New-to-Two)

I A 13 Identify available information databases: online catalogs, computerized tests and results, and reference databases (New-to-Two)

I A 14 Recognize the uses and types of presentation and publishing software (New-to-Two)

I A 15 Use a web browser to access needed information (New-to-Two)

I A 16 Search resources by using effective search strategies (Navigator)

I A 17 Select appropriate printer (New-to-Two)

I A 18 Manipulate Windows features of the title/task bars, multitasking, and the Recycle Bin (Navigator)

I A 19 Be familiar with the Student Technology Benchmarks (New-to-Two)

B. Demonstrate skills and continued growth to stay abreast of current and emerging technologies:

I B 1 Keep abreast of current and emerging technologies that support the curriculum (Navigator)

I B 2 Use technology to locate and collect information from a variety of resources that are aligned with state and district standards (Navigator)

I B 3 Display an understanding of the importance of virus protection (New-to-Two)

I B 4 Scan hard disk and floppy disk for viruses (Navigator)

I B 5 Identify storage devices and associated media (Navigator)

I B 6 Differentiate between computer memory and processor speed and their impact on computer performance (Navigator)

I B 7 Apply troubleshooting strategies for solving equipment and software problems (Navigator)

I B 8 Use control panel to adjust properties to accommodate different software and peripheral requirements (Navigator)

**II Planning and Designing Learning Environments and Experiences**  
**Plan and design effective learning environments and experiences supported by technology.**

II 1 Identify the benefits of technology to maximize student learning and facilitate higher order thinking skills (Navigator)

II 2 Engage in ongoing planning of developmentally appropriate lessons that use technology resources which apply strategies to support the diverse needs of learners (Integrator)

II 3 Apply current research on teaching and learning with technology when planning learning environments (Navigator)

II 4 Plan for the management of technology resources within the context of learning activities (Navigator)

II 5 Select appropriate software for suitability in lessons (Navigator)

II 6 Plan lessons that integrate technology and address curriculum standards (Navigator)

II 7 Plan lessons that address Student Technology Benchmarks (Navigator)

II 8 Plan strategies to manage student learning in a technology-enhanced environment (Navigator)

II 9 Evaluate a variety of equipment and resources for suitability in lessons (Navigator)

II 10 Comply with copyright laws (New-to-Two)

II 11 Incorporate assessment results into planning lessons that integrate technology to maximize learning (Integrator)

**III Teaching, Learning, and the Curriculum****Implement curriculum plans that include methods and strategies for applying technology to maximize student learning.**

III 1 Facilitate technology-enhanced experiences that address curriculum standards and maximize student learning (Navigator)

III 2 Manage technology in the classroom effectively (Navigator)

III 3 Integrate curriculum standards that require students to incorporate grade level appropriate Student Technology Benchmarks (Integrator)

III 4 Integrate appropriate content software to meet curriculum standards (Integrator)

III 5 Implement lessons that integrate equipment and resources (Integrator)

III 6 Implement technology to address the learning styles of students (Integrator)

III 7 Implement technology to address the diversity of students (Integrator)

III 8 Apply technology to maximize students' higher order thinking skills (Integrator)

III 9 Incorporate results of a variety of electronic assessments into lessons that maximize learning (Integrator)

**IV Assessment and Evaluation****Apply technology to facilitate a variety of effective assessment and evaluation strategies**

IV 1 Recognize the uses of the district's test score database (New-to-Two)

IV 2 Use technology resources to develop test-taking strategies (Navigator)

IV 3 Use the district's test score database to analyze and improve student performance (Navigator)

IV 4 Use online testing and other technology devices to assess student progress (Navigator)

IV 5 Create and/or customize electronic assessments to align with curriculum standards and Student Technology Benchmarks (Integrator)

IV 6 Use electronic gradebook to monitor and evaluate student progress (Navigator)

IV 7 Use electronic evaluation reports to monitor and communicate findings for student improvement (Navigator)

IV 8 Evaluate students' appropriate use of technology resources for learning, communication and productivity (Navigator)

## **V Productivity and Professional Practice**

### **Use technology to enhance productivity and professional practice**

V 1 Use technology resources to enrich professional knowledge (Navigator)

V 2 Use appropriate technology resources for learning and productivity (Navigator)

V 3 Use technology to effectively and appropriately communicate information (Navigator)

V 4 Identify and critically evaluate technology resources based on appropriateness of content (Navigator)

V 5 Use technology resources for staff and student collaboration (Navigator)

V 6 Use electronic resources to gather information to enhance productivity (Navigator)

V 7 Participate in professional development opportunities that enhance the integration of technology (Navigator)

V 8 Share technology knowledge (Navigator)

V 9 Use technology when providing professional development (Integrator)

V 10 Participate in and share technology related opportunities that extend beyond the realm of the classroom (Integrator)

## **VI. Social, Ethical, Legal, and Human Issues**

### **Understand the social, ethical, legal, and human issues surrounding the use of technology and apply those principles in practice.**

A. Model and teach legal and ethical practices related to technology use

VI A 1 Model and enforce both Union County School District's Acceptable Use Policy (AUP) and the policy in place at your site (New-to-Two)

VI A 2 Model and enforce correct login procedure for students and staff (New-to-Two)

VI A 3 Monitor ethical technology student use (New-to-Two)

VI A 4 Demonstrate ethical use of technology resources (New-to-Two)

VI A 5 Display an understanding of software license restrictions (Navigator)

VI A 6 Comply with copyright laws with emphasis on fair use guidelines (Navigator)

VI A 7 Use appropriate citations to document resources (New-to-Two)

VI A 8 Identify and follow the appropriate procedures for installing software (New-to-Two)

B. Facilitate equitable access to technology resources for all students

VI B 1 Provide opportunities for all students to use technology resources (New-to-Two)

VI B 2 Implement policies and procedures that ensure that all students have equal exposure and access to technology resources (Navigator)

VI B 3 Provide access to technology resources for learners with differing backgrounds, characteristics, and abilities (Integrator)