



EMPOWERING OUR STUDENTS

TO

BECOME LIFE-LONG LEARNERS

District Home Page URL: <http://www.wcsd.k12.sc.us>

Effective Dates Covered by this Plan
Technology Plan, 2013- 2016

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TABLE OF CONTENTS

Cover Page.....	1
Williamsburg County School District Board of Trustees.....	2
Table of Contents -----	3-4
District Vision, Mission and Beliefs-----	5
Technology Vision, Mission and Beliefs-----	6
Technology Goals -----	7
District Profile.....	8
Executive Summary-----	9
Five Dimensions are Addressed in this Technology Plan-----	10
WCSD Needs Assessment-----	11
Functions of Each Area in the Department/Organization-----	12
Plans for the Five Individual Technology Dimensions and Technology Dimensions 1 -----	13
Snapshot of Current Technology Use Continue -----	14
Operational Plan and Objectives and Strategies 1 -----	15
Action List II -----	16
Funding Considerations for District and Schools IV -----	17
Evaluation V -----	18
Technology Dimension 2 -----	19
Operational Plan Objectives and Strategies -----	20
Action List II -----	21
Funding Considerations for District and School IV-----	22
Technology Dimensions 3 -----	23
Snapshot of Current Technology Use Continue -----	24
Operational Plan Dimension 3 -----	25
Action List II-----	26
Funding Consideration for District and Schools IV-----	27
Technology Dimension 4-----	28
Operational Plans Objectives and Strategies I -----	29
Action List II-----	30
Funding considerations for District and Schools IV-----	31
Technology Dimensions 5-----	32
Operational Plan -----	33
Action List II-----	34
Implementation Action Steps-----	35
Funding considerations for District and Schools IV -----	36
Cumulate Benchmarks -----	37
Acknowledgements-----	38
Appendix 1 -----	39-40

TABLE OF CONTENTS CONTINUE

Appendix 2-----41
Each Teacher Professional Development Plan-----42
Technology Competences for Educators: Essential Knowledge and Skills-----43- 44
Assessment IV-----45
Contact Information VII -----46
Appendix 3 WCSD Teacher Remediation Professional Development Plan-----47
Appendix 3 Continue-----48
Timeline-----49
District Contact -----50
Appendix 4 -----51-66
Appendix 5-----67
Appendix 6 -----68
Appendix 7-----69
Appendix 8-----70-74
Appendix 9-----75
Appendix 10-----76
Appendix 11-----77
Appendix 12-----78-85
Appendix 13-----86

INTRODUCTORY MATERIAL DISTRICT VISION, MISSION AND BELIEFS



Vision, Mission and Beliefs

Vision Statement

Williamsburg County School System will create and uphold a climate of high expectations through collaboration and a shared vision of academic excellence.

Mission Statement

The mission of the WCSD, in partnership with all stakeholders, is to ensure a high-quality education for all students by utilizing an innovative curriculum, relevant resources, and energetic, highly-qualified staff.

Beliefs

We believe that:

- Knowledge is power.
- Learning occurs in a caring environment.
- All people are worthy of respect.
- The family is the most important influence in the life of an individual

The Technology Department is committed to providing exemplary leadership, training and support to all involved in the teaching and learning process, enabling individuals to solve problems through the effective application of technological tools.

Vision Statement:

Williamsburg County School District Technology Department is dedicated to ongoing curriculum integration of technology, staff development, networking, technical support, maintenance and enhancement of existing technology.

Mission Statement:

The Williamsburg County School District Technology Department is committed to promoting the use of technology as a springboard to post-secondary education and personal enrichment.

Beliefs

- Technology enhances the teaching and learning process.
- Technology allows the user to focus on the analysis of data versus the mechanics of gathering it.
- Understanding and applying technology is important to all involved in the teaching and learning process.
- Students should understand the role and impact of technology upon society, and related issues such as information access and manipulation.
- In order to be productive citizens in an ever-changing society, students must be adept users of technological tools.
- Students should be able to identify when technological tools can solve a problem or accomplish a task, and be able to select the appropriate tool to meet that need.
- Students should be able to utilize technology to obtain, organize, manipulate, and share information.
- All district employees should be aware of technology and how it can be applied to their job responsibilities.
- All district employees should have adequate access to comprehensive staff development programs to provide skills in the effective use of technology.
- All district employees should have adequate access to current, reliable technological tools to utilize in the performance of their duties.
- Technology Team has the leadership role in exploring new technologies and their potential application in the district.
- Technology Team has the responsibility to plan for the application and effective implementation of technology.
- Technology Team is a provider of information on technology and related resources.
- Technology Team is responsible to provide timely and effective support to the hardware, software, and training needs of all district employees.

INTRODUCTORY MATERIAL TECHNOLOGY GOALS

Goals:

1. Williamsburg County School District Technology Team will continue to provide students with technology that allows them to access and apply information necessary for problem solving and communicating ideas and data.
2. To ensure that technology will continue to raise student motivation, academic, and provide multiple and creative ways for our students to learn.
3. Make technology available to our staff, students, community and administrators enabling them to function effectively in today's technology-driven environment.

DISTRICT PROFILE

Williamsburg County School District serves the rural community of Williamsburg County. The District is serving approximately 4644 students in fifteen schools

WCSD has 13 Schools plus 4 Additional Sites:

- 1 Primary school, that housed grades PK- 2nd
 - Anderson Primary School
- 4 Elementary that housed grades PK- 6th
 - D.P. Cooper Elementary School
 - Greeleyville Elementary School
 - Hemingway Elementary School
 - Williamsburg County Magnet School of the Arts
- 1 Elementary that housed grades 3rd - 5th
 - Kenneth Gardner Elementary School
- 1 Junior High Schools that housed grades 7th -8th
 - C.E. Murray Junior High School
- 2 Middle Schools that housed grades 6th -8th
 - Hemingway M.B. Lee Middle School
 - Kingtree Middle School
- 3 High Schools that housed grades 9th -12th
 - C.E. Murray High School
 - Hemingway High School
 - Kingtree Senior High School
- 1 Charter School that housed grades K-12th
 - Youth Academy Charter School
- 2 Adult Education Centers
 - Kingtree Adult Education Center
 - Hemingway Adult Education Center
- 1 Alternative School/STAR Academy
 - Charter Academy
- 1 Career & Technology Center support students in grade 9th -12th
 - Hemingway Career &Technology Center
- 4 Additional Sites
 - District Offices
 - Technology Office
 - Special Services
 - Buildings and Grounds

4644 Total Students Enrolled in Williamsburg County School District

90% of those students are on Free and Reduced Lunch Program

0 Students that is English as a Second Language (ESL)

1 Dropout for 2012-2013 School Year

Graduation rate-----73%

Williamsburg County School District E-rate Discount is 90%

EXECUTIVE SUMMARY

Williamsburg County School District has developed a comprehensive Professional Development Plan by which teachers and administrators will improve their technology skills and learn how to integrate technology into the classroom. This integration must be supported by both the proper technology components and the proper curriculum. This technology plan will be used as the basis for building and upgrading the physical technology infrastructure throughout the district, and to ensure that all new curriculum introduced into the district will be evaluated based on the typical educational values it provides, as well as its ability to be integrated into the technology needs and requirements of the district.

As required by the state, the plan addresses the instructional uses of technology in WCSD and includes plans for five individual technology dimensions.

The district has adopted the National Educational Technology Standards (NETS) as proposed by the international Society for Technology Education (ISTE) and the US Department of Education. These standards will be incorporated into all aspects of the teaching environment, ensuring that student learning meets the standards set forth by the federal, state and the district.

Williamsburg County School District will utilize its technology to ensure students are technology literate, are proficient in the use of standard software products, are Internet savvy; can use the Internet as a research tool, and much more by grade 8th.

The plan will focus on six technology areas that are important in order to ensure that all students are technology literate by grade 8th.

The First Focus Area: The district Network WAN/LAN Infrastructure which will address all E-Rate services such as switches, servers, routers, WAN connectivity speeds and cabling at school sites. Switches, servers and cabling which will include upgrades that needs to be done at several of our schools.

The Second Focus Area: Desktop workstations, the district's plan for purchasing new units as well as plans for upgrading.

The Third Focus: District's plan for purchasing additional laptops for teachers and purchasing laptops for our students.

The Fourth Focus Area: Software for network and workstations upgrades.

The Fifth Focus Area: Williamsburg County School district will incorporate computer training, network training, internet policies training as well as technical training for teachers, support staff and administrators.

The Final Focus Area: Technology will be used as a teaching and learning aide through integrated technology-based curriculum, and through curriculum that is aligned with state standards. Success with these focus areas will move Williamsburg County School District to improve the school as well as the district's overall Report

FIVE DIMENSIONS ARE ADDRESSED IN THIS TECHNOLOGY PLAN

- **The Technology Dimension 1 is the Learners and Their Environment:**
This dimension emphasizes helping students use technology in ways that advance their understanding of the content in the state curriculum standards while improving their real-life problem-solving and inquiry skills. Williamsburg County School District will use research-proven strategies to provide an environment for students to be technology literate by the end of eighth grade and to use technology for real life applications in grades 9th -12th.
- **The Technology Dimension 2 is Professional Capacity:**
Our goal in Williamsburg County School District is to provide on-going staff development and curriculum development to increase the technology proficiency of all district educators so that all the district educators will have a stake in research-proven strategies and the effective integration of instructional technology can be used to increase students achievement.
- **The Technology Dimension 3 is Instructional Capacity:**
Williamsburg County School District will maintain a student-centered environment that supports student achievement by using current research-based technologies in all the instructional settings and by introducing emerging technology software to create learner-centered instructional environments that enhance academic achievement in all curricular areas.
- **The Technology Dimension 4 is Community Connections:**
This dimension emphasizes strategies for the development of partnerships and collaborative efforts to support technology-related activities and maximize community involvement in education. This is a dimension that our district valued as part of our continued success for our students. The district as well as our community have committed to the academic success of our students. The goal for this dimension is that we will maximize community partnerships to increase student achievement.
- **The Technology Dimension 5, Support Capacity:**
This dimension has been our strength. The goal for Williamsburg County School District is to expand the use of technology resources to assist district educators and students in meeting the state and federal academic standards. Action Necessary: planning to provide and support a high performance infrastructure that supports data, voice and video communication, and plans for continuous upgrades to equipment.

Evaluation measures include: surveys, budget data, and SC Department of Education Repots.

Evaluation of the progress of this technology plan will be critical to the long-range plan. For evaluation we will use the South Carolina Department of Education Technology Proficiency Assessment Program e-Portfolio (http://eportfolio.ed.sc.gov/login_2.cfm?)

- Pretests and Posttests, the [Bellingham Scale](#)

- Certificate of Completion at each [STEP](#).

WCSD NEEDS ASSESSMENT

Summary of District Needs Assessment

- Continue to upgrade servers, switches, and improve network infrastructure
- Increase and upgrade desktop workstations, laptops and network servers software
- Deploy a virtualization environment to every workstations
- Deploy a capable wireless environment district-wide
- Provide training for technology personnel, i.e. E-Rate Coordinator, computer technician, network administrator, etc.
- Increase the availability of laptops/tablets and iPads for students as well as administrators
- Continue to upgrade computer peripherals and multimedia equipment
- Deploy a live digital video platform district-wide (V-Brick)
- Increase availability of assistive technology
- Enhance our distance education delivery system
- Implement a mobile data platform district-wide

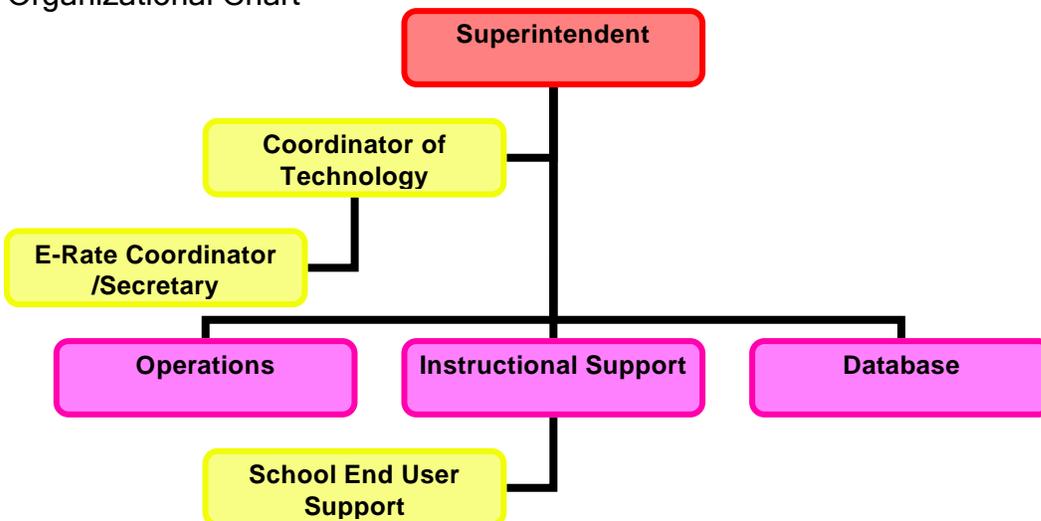
Technology Inventory:

The technology count/inventory data for the technologies in Williamsburg County School District is entered into the Technology Counts Survey on the [South Carolina Department of Education Website](#). Our current inventory is stored in at each school site as required by South Carolina Department of Education. The Finance Department/Office maintains district inventory of serial numbers/asset tag numbers for each computer/technology equipment purchase for the district in a secure log book.

Technology Support Strategies:

The Technology Department supports the best interest of the student by providing operation support, instructional support, database support and school end-user support.

Organizational Chart



FUNCTIONS OF EACH AREA IN THE DEPARTMENT/ORGANIZATION

The **Coordinator of Technology/maintain the district's website**, plans and supervises.

The **E-Rate Coordinator/Department Secretary** acts as the procurement officer and the accounting clerk for the program.

The **Operations Area** includes virus protection, email, proxy protection, WAN connectivity, file server administration, end-user management, software rollouts, wiring and physical infrastructure concerns, phone systems and surveillance systems.

The **Instructional Support Area** oversees training, certification of technology skills, forms, document management, curriculum vertical teams, report cards, data analysis, evaluation process, media centers, and software support.

The **Database Area** handles the implementation of PowerSchool, Excent, Eduphoria the professional development management application and CSI, the accounting software and many other specific, smaller applications.

The **School End-user Support Area** is the first line of defense in hardware and software troubleshooting, facilitating classroom use of technology, facilitating presentations and other audio-visual equipment in the school.

IT Direct-School Dude Help Desk & Ticket System

In 2008 [School Dude](#) became our Help Desk application for submitting all maintenance, PowerSchool, technology and web page requests.

IT Direct- School Dude is a web-based tool that is available from both inside and outside the district. **IT Direct- School Dude** allows better communication between schools and technicians, allows schools to follow the progress of their requests and allows classification tracking which enables technicians to focus on critical areas.

Current Technology Support Strategies

Coordinator of Technology /Website Designer (1)

Software/Hardware Technician (2)

E-Rate Coordinator/Secretary to Coordinator of Technology (1)

Instructional Technology Trainer (1)

Network Administrator (2)

Office Helper (1)

TECHNOLOGY DIMENSIONS 1

LEARNERS AND THEIR ENVIRONMENT

GOAL

WCSD will use research-proven strategies to provide learning environments conducive and appropriate for our students to ensure that they meet and exceed the required technology competencies by the end of the eighth grade.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Williamsburg County School District current technology use for learner and their environment include:

The Business Department in each of the high and middle schools has two to four business lab mini-labs to support the business/CATE curriculum while the district media centers at each school site has a small lab of 7-10 computers available for small group for general use.

In addition to the labs described above, each classroom in the district has a minimum of two desktop workstations for use by the students. This does not include the one desktop workstation and one laptop computer located at the teacher's desk. Each classroom in our newer schools has a minimum of four drops for connection to the network. Teachers and students may access the internet as well as the media center on-line catalog. A filtering system and a proxy server are implemented to ensure the safety of our students, teachers, staff, and administrators. The district has an acceptable use policy implemented and posted on the district website under the Technology Department. A sign copy of the Internet Acceptable Use Policy is also kept at each school site in the Media Center or teacher classroom.

The schools within the district are using a variety of software in the labs noted above to support the standards driven curriculum at each school. The elementary schools and junior high /middle schools uses Classworks, Reading Count and Accelerated Reader, elementary and primary schools use Classworks, Accelerated Reader, Study Island and Reading Count. The three high schools in our district use Photoshop, Adobe Suit, Apex, and other business related software. The students at the three high schools take courses online from South Carolina Virtual School.

In addition, teachers and staff have access to DISCUS, South Carolina's virtual Library, ETV/ITV Streamline, etc.

Teachers and students within the district schools are assess using Technology Proficiency (Proviso 1.25) data from this assessment is used to assist in the development of this plan.

SNAPSHOT OF CURRENT TECHNOLOGY USE CONTINUE

Our district currently has one video conference unit (Tandberg) at each school. Students have the capabilities to communicate with other students within the district and outside the district. Several of the schools in the district participate in virtual field trips, book talk video conference between schools. In addition the Tandberg is also used to deliver unique courses between the high and middle schools. Video conferencing has also been for professional development sessions within the district. WCSD installed the V-Brick multicasting system in Hemingway Elementary School in July of 2008; it was also installed in our Digital Education Center we hope to implement this system district-wide.

Approximately 65% of the students in our district have access to the internet outside of school. Of these students, 55% have access to the internet at home and 10% have access to the internet at other sources, i.e. church, county library, etc.

Emphasis has been and continues to be placed on helping our students master the state academic standards and technology is the key component in this effort. With the implementation of Test View/Enrich, which compiles student data, PowerSchool, and PowerTeacher the electronic gradebook, are used by teachers to aid in assessing student achievement. In addition, Williamsburg County School District utilizes Measures of Academic Progress (MAP) from Northwest Evaluation Association. All students in grades PK-12 take computer delivered MAP testing in reading, language arts, and math in September, December and March of each school year. Teachers, staff and administrators at each school also at the district level use the results to focus on students' areas of need. MAP data projects how students will perform on the state achievement test (PASS), and on the high school exit exam (HSAP) and EOCEP.

OPERATIONAL PLAN

1. OBJECTIVES AND STRATEGIES

GOAL: WCSD will use research-proven strategies to provide learning environments conducive and appropriate for our students to ensure that they meet and exceed the required technology competencies by the end of the eighth grade.

OBJECTIVES	STRATEGIES
1.1 Increased use of computer labs and provide accurate teaching and learning resources based on student data from MAP and Classworks etc...	<ul style="list-style-type: none">A. Provide updated and additional computers to all schools using a variety of funding sources.B. Monitor the availability of computer labs at all schools.C. Analyze student performance data and other appropriate information to identify educational strategies and needed technology resources to support learning objectives.D. Effectively utilize available technology assessment systems and tools to evaluate our students' performance.
1.2 Students will engage in standards-based instructional learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	<ul style="list-style-type: none">A. Effectively utilize technology-enhanced learning activities aligned with state and standards in core content areasB. Utilize our technology coach/curriculum coordinators for the core content areas to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs.C. Develop technology rich lesson plans for use on the inactive white boards.
1.3 Students will select the appropriate instrument to complete standards-based instructional, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	<ul style="list-style-type: none">A. Continue to use technology rich lesson activities in which students can employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks.B. Measure student technology proficiency by using data from the student e-Learning surveys provided by South Carolina Education Department and other performance-based assessments.C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration.

II. ACTION LIST

1. Provide staff development for teachers and the administration so that they are versed in the student technology standards.
2. Work with CATE teachers as well as other classroom teachers to ensure that everyone is versed on technology standards.
3. Work with elementary and middle administrators to ensure that schedules allow for adequate time in the computer lab.
4. Work within the Instructional Team to ensure technology components are addressed in each content area and each grade level.
5. Continue to offer keyboard classes to 8th grade student for .50 credit.
6. Williamsburg County School District will provide increased access and use of school facilities for after-hours technology training.

III. IMPLEMENTATION ACTION STEPS

- Hold technology fairs that showcase exemplary student technology projects to the community.
- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
- Recognize exemplary student technology projects
- Hold “technology Day” that showcases exemplary student technology projects.
- Encourage home and community involvement in the public school system through the use of electronic communications and other media.
- Continue to offer professional development courses using innovation delivery strategies.

IV. FUNDING CONSIDERATIONS FOR DISTRICT AND SCHOOLS

- A. Staff development for the computer labs persons.
- B. Lesson Plan materials for the computer labs.
- C. Technology refresh funding so all equipment meets requirements.
- D. Additional video conferencing equipment.
- E. Technology professional development
- F. Technology courses
- G. Recognition programs
- H. Technology Team
- I. Teacher and student portfolio materials.
- J. Technology resources to support standards-based learning across the curriculum.
- K. Implement an effective wireless environment.

V. EVALUATION

STRATEGIES	EVALUATION METHOD
Elementary students will have time in the computer labs and in classrooms to work on technology skills.	Amount of time per student per week in computer labs. A minimum will be established by each school based on student MAP RIT Scores and
Continue to integrate technology skills into core content areas.	Survey of student pre and post data.
Teachers will have resources at their fingertips to teach technology concepts	Survey of staff pre and post data.
Continue to offer keyboarding for eighth graders.	Students which a numerical grade above 69 will receive .50 credit.
Assistive technology is being integrated in all core content areas in k-12 schools to aid our special needs students.	Survey of students and staff pre and post data.
Desktop publishing/ Multimedia and other higher level technology skill classes available in all high schools.	CATE Program addresses these technology rich classes.
Assistive technology is implemented district –wide.	Survey of students and staff pre and post data.

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

Williamsburg County School District will provide on-going staff development to increase the technology proficiency of all staff so that all staff members can use instructional technology in the schools.

SNAPSHOT OF CURRENT TECHNOLOGY USE

A district's professional development strength is the key to successful, meaningful, sustainability technology integration for a rich curriculum district wide. Williamsburg County School District currently partner with Francis Marion University, University of Phoenix, Coastal Carolina University, Grand Canyon University, South Carolina State University and Walden College to offer graduate level technology courses as well as other educational courses each school year.

The technology department is in the process of developing and maintaining files of "tip-bits" for all software in the district. We conducted several face-to face presentations with our administration and school staff. Collaborative workgroups such as Instructional Coach, Title I Facilitators along with our Technology Coach provide technology training to ensure that all staff has the skills needed too pull all of their resources together.

Other entities provides technology training for WCSD, such as on-going classroom training on the use of hardware and software to ensure effective utilization is being practice at all time. Internet Safety, Cyber-bullying and summer courses for integrating technology are offer through South Carolina ETV and other educational facilities.

- Instructional programs are stream live using Portal -10 or using Streamline SC.
- WCSD uses A Train-the -Trainer Model to help increase the learning capacity at the school level.
- A plan has been developed to evaluate software selection and on-going training procedures.
- Teachers are incorporating best practice instructional daily as they work with students in a technology rich environment.
- Staff attend conferences offer by the South Carolina Department of Education, such as Ed-tech, SCAS, Pee Dee Educational Center workshops, etc.
- The Instructional Technology Team, each school designee, Instructional Staff and administration continually update their websites.

Professional Capacity is a well-developed, well-implemented dimension in Williamsburg County School District.

OPERATIONAL PLAN

1. OBJECTIVES AND STRATEGIES

GOAL: WCSD will provide professional development that is successful, meaningful to sustained technology integration to ensure a rich curriculum district wide and effective integration will help meet and exceed the required technology competencies to increase student achievement.

OBJECTIVES	STRATEGIES
2.1. All WCSD staff will acquire and demonstrate technology proficiency based on the ISTE, e-Learning or district defined technology skill sets.	<ul style="list-style-type: none"> A. All staff new to WCSD Schools will go through what we call our new employee in-take process prior to being assign to their school site or area of responsibility. B. The Technology Department along with the Staff Development Department will use a 5-year cycle of technology certification for all certified staff. C. Teacher Technology Proficiency (Proviso 1.25) provides D. Hands-on training is conducted to help teachers to become proficient. E. Principals and Administrators will demonstrate technology proficiency based on the ISTE, Teacher Technology Proficiency (Proviso 1.25), along with district defined standards.
2.1. An Instructional Technology Coach provide assistance with technology district-wide.	<ul style="list-style-type: none"> A. Provide face-to-face classroom training for teachers. B. Document all projects for reference in future schools.
2.2 Proficiency level of teacher and staff technology competency.	<ul style="list-style-type: none"> A. All staff new to WCSD Schools will go through what we call our new employee in-take process prior to being assign to their school site or area of responsibility. B. Provide access to eLearningSC PD for teachers and staff to enhance technology skills. C. Teacher Technology Proficiency (Proviso 1.25) provides

II. ACTION LIST

1. Instructional Technology Coach, Staff Development Coordinator and Information Technology Team, will host meeting on recertification renewal with district staff to cover the requirements for technology proficiency.
2. Developed a peer-to-peer meeting so that all staff has a support group to assist with learning technology.
3. Instructional Technology Coach.
4. Provide resources that support the integration of the technology into the curriculum and have the materials and equipment available for classrooms use.

III. IMPLEMENTATION ACTION STEPS

Monitor and adjust professional development based on teacher's technology proficiency.

IV. FUNDING CONSIDERATIONS FOR DISTRICT AND SCHOOLS

1. Materials to reward staff for reaching the required levels for Teacher Technology Proficiency.
2. School technology support technicians' salaries
3. Evaluation tools to measure the impact and effectiveness of technology development with students achievements.
4. Additional materials for the integration of the technology into classroom curriculum.
5. Scientifically-based research
6. Committee development of district and school technology plans and Internet/network Safety Policy.

V. EVALUATION

STRATEGIES	EVALUATION METHOD
All District staff will acquire and demonstrate technology proficiency based on the ISTE, or district defined technology skill sets.	Teacher Technology Proficiency (Proviso 1.25) Post test
The Instructional Technology Coach is available to assist teachers and staff with technology professional development district-wide.	Pre and post survey of the teachers and staff at each school site. Teacher Technology Proficiency (Proviso 1.25). The district defined technology skills sets.

TECHNOLOGY DIMENSION 3:

INSTRUCTIONAL CAPACITY

GOAL: Williamsburg County School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

The hardware in classrooms in Williamsburg County School District supports the whole classroom approach for presentations. We have at least two to three computers in each classroom.

Each teacher classroom has two computers one desktop computer at their desk and one laptop computer used with the inactive board. There are other classrooms such as Journalism and Graphic Arts, Desktop Publishing and other technology media classes, where technology is vital to the curriculum. Each of these classrooms is appropriately equipped with both hardware and software. Computer labs are available in each school for enrichment and testing.

Each school has at least one computer lab consisting of between 20 to 30 computers each for students to use in conjunction with their classroom activities. Media Centers have mini-labs, where there are enough computers for small group of students to conduct Internet research or complete special projects.

All computers have Internet access, provided by the state network. There are many applications that are district-wide such as Streamline SC and DISCUS Software's that are regularly used by students.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. Programs such as Test View/Enrich, which compiles student data and PowerTeacher, an electronic grade book, are used by teachers and administrators to aid in assessing student's achievement. In addition Accelerated Reader and ClassWorks are in each classroom, K-8 computer labs and the elementary schools Media Center.

Measures of Academic Progress (MAP) and other assessment/benchmark tests are in each computer lab and are used for grades K-12 district-wide for assessment.

Prescriptive software identifies areas of academic standards that are needed for the individual child and produces lessons for these students. Graphing calculators and probes are also there for hands-on activities.

WCSD has lots of great technology integration going on where well-trained staff and students are experiencing in the classroom setting.

- Internet access for all classrooms.
- Cisco Routers and 100/1000 Mb Switches at all schools.
- Multiple Internet capable computers in many classrooms.
- Well -equip computer labs at all school with network printers.
- Docufide Electronic Transcript Transmission

SNAPSHOT OF CURRENT TECHNOLOGY USE CONTINUE

- WAN access to network remediation software via 100 Mb connections at all schools which includes:
- SAT Prep Software
- Accelerated Readers
- AutoSkills
- MAPS
- Destiny
- Apex
- Classworks

OPERATIONAL PLAN

1. OBJECTIVES AND STRATEGIES

GOAL: Williamsburg County School District will maintain a student-centered environment that supports student achievement by using current research-based technologies in all the instructional settings.

OBJECTIVES	STRATEGIES
3.1 Expand the use of digital resources for students	A. The district will provide easily accessible resources for students. B. The district will make as much of the resources available at home and all day. C. Teachers will be versed in the standards where technology resources can aid instruction.
3.2 Teachers will share lesson plans and strategies for the integration of technology in the classroom.	A. The district will support all special areas, regular classrooms and special education classrooms in lessons with technology integrated into them.
3.3 Multimedia equipment and software for teaching and learning will be accessible and easy to use.	A. The district will manage the equipment in all instructional areas to support student achievement.

II. ACTION LIST

1. The district will promote the use of these resources such as DISCUS, StreamlineSC, Video on Demand, teacher websites, Destiny, the district library catalog.
2. The inventory will be studied to allow for aged equipment to be refreshed. The ideal classroom policy/classroom option will be covered with school administrators so that classrooms are set up in the most effective ways and the connectivity has been addressed.
3. WCSD will pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction

III. IMPLEMENTATION ACTION STEPS

Develop a database for archiving Video on Demand programs and StreamlineSC.

IV. FUNDING CONSIDERATION FOR DISTRICT AND SCHOOLS

1. Technology refresh for classrooms and labs.
2. Funding of the portal for collaboration.
3. Fund the IT Direct for tech support and inventory.
4. Implement an effective wireless environment district-wide.

V. EVALUATION

STRATEGIES	EVALUATION METHOD
The district will provide stable and easily accessible resources to students.	Implemented network downtime monitor device and technician assign to school site.
The district will make as much of the resources available online.	Increase in the resource available from pre-assessment to post assessment for each school year.
Teachers will be versed in the standards where technology resources can aid instruction.	Pre-assessment of lesson plans and post assessment. A technology component is included in each plan by the end of each school term.
The district will support all special areas, regular classrooms and special education classrooms in technology rich lessons.	Technology components will be including in all curriculum.
The district will manage the equipment in all instructional areas to support student achievement.	IT-Direct School Dude will report management of resources.

COMMUNITY CONNECTIONS

GOAL: Williamsburg County School District will maximize community partnerships to increase student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE IN DISTRICT

Community partnerships are a huge success in Williamsburg County School District. We have mentors and advisors in all aspects of the district business. We have regular communication between home, school, and community. Our website has visitors totaling (Counter: 6,193,916) <http://10.10.20.111/education/district/district.php?sectiondetailid=1>. Local libraries work very closely with the schools for the overall achievement of the students. WCSD focused committees have included different levels of leadership, Board of Trustees involved parents and the community in decision that relates to student academic achievement.

WCSD uses its Government Access Channel (12), district website and district/school level technologies for community connections. The district uses the standard communication methods telephone, Connect5, homework/attendance hotline to communicate to the community.

The local libraries are used after normal school hours for educational purposes and access by the community

Williamsburg County School District Adult Education Centers operates a full range of programs and services to the community through out the year during the day and evening for family use, higher education and job skills.

WCSD partnerships with the community businesses to provide job shadowing for students in grade 9-12. The job shadowing program increase student achievement by maximizing community involvement.

Adult and Community Education offers a variety of computer classes:

- Microsoft Word Suite
- Internet Explorer
- E-mail
- Employment Training
- GED
- High School Diploma Program
- Workplace Education
- WorkKeys

OPERATIONAL PLANS

I. OBJECTIVES AND STRATEGIES

GOAL: Williamsburg County School District will maximize community partnerships to increase student achievement.

OBJECTIVES	STRATEGIES
4.1. Williamsburg County Schools will continue to utilize community resources to foster collaboration for the achievement of students.	<ul style="list-style-type: none"> A. Work with the existing partnerships in the district. B. Recruit new partnerships where there are needs. C. Improve the operation of the Parent Center within schools and communities. D. Document the community partnerships in a district-wide database.
4.2. The school districts will provide after-hours training and community access to labs, media centers, and classrooms.	<ul style="list-style-type: none"> A. Specific community needs will be taught. B. Provide access to resources like computers and the Internet C. Work with Limestone College to provide higher education skills for students and adults.
4.3 The district will provide work skill training for the adult students	<ul style="list-style-type: none"> A. WCSD partner with Williamsburg Enterprise Community to offer Work –Key class for students.
4.4 Provide and maintain district web site with community resources.	<ul style="list-style-type: none"> A. Post to WCSD web site information of interest to the community audience, such as events and resources.

II. ACTION LIST

1. Create a district-wide database for community partners.
2. Collect the specific needs in each community and school
3. Survey the community for their needs for after-hours access.
4. Create a district-wide database for community volunteers in our schools.
5. Recruit new partnerships where there are needs.

III IMPLEMENTATION ACTION STEPS

DISTRICT TEAM

- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Utilize the Website to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

SCHOOLS TEAM

- Submit a technology plan, including a community partnership plan, to the local district office
- Distribute parent and community information through report cards
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology

IV. FUNDING CONSIDERATIONS FOR DISTRICT AND SCHOOLS

1. Operations of the facilities after school day hours for At-Risk-Students.
2. Salary of staff that works in community projects after hours.
3. Grant writer and administration for grants that fund community and school partnerships.

V. Evaluation

STRATEGIES	Evaluation Method
Work with the existing partnerships in the district to formalize the partnership.	Document the time spent and accomplishments of projects with the community.
Seek new partnerships where there are needs and explore different community.	Increase the number of partnerships for each school in the district.
Document the community partnerships in a district-wide database.	Availability of the database to all schools.
Provide access to resources like computers and the Internet	Counts by sign in sheets, surveys and site visits will indicate numbers that access the resources.
Continue to post information for the community on Channel 12 and the district web site.	Record page hits and provide an opportunity for community feedback pertaining to channel 12.

TECHNOLOGY DIMENSION 5:

Support Capacity

GOAL

Williamsburg County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

SNAPSHOT OF CURRENT TECHNOLOGY USE IN DISTRICT

South Carolina recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication, and administration in the public schools. The state's investment in technology resources can be seen in the amount of hardware and connectivity available to the schools.

The No Child Left Behind Act demands that data be collected and analyzed to inform future decision making.

In order to evaluate the use of technology and make effective recommendations for its deployment, it is imperative to understand the existing environment. Williamsburg County School District has made an effort to ensure two computers are available in every classroom in the district.

The district has constructed and equipped computer labs at every school. There is a data network that connects all of the schools to the district's technology office, making district-wide computing process available, including Internet access for all district locations.

Williamsburg County School District has been steadily increasing the infrastructure of the district schools using the available district funds including E-Rate.

In 2008, an evaluation was completed of all infrastructure including diagrams of connectivity, and server. The evaluation will be done annually to ensure data remains accurate.

Local Area Networks (LAN)

WCSD currently has approximately 82 switches. The switches are Cisco Systems.

Wide Area Network (WAN)

The Wide Area Network Metro-E provided by Farmer's Telephone Company and Time Warner, is composed of 100 MB Backbone.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: Williamsburg County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
<p>5.1. The school districts will ensure that all instructional spaces have the technology resources that are easily available.</p>	<ul style="list-style-type: none"> A. Maintain a technology inventory that takes into consideration special area instructional spaces. B. Communicate with students, teachers and principals on their expectations and needs in the specific instructional areas. C. Conduct internal survey of the infrastructure. D. Maintain current network diagram (See Attachment) E. Assess Network infrastructure (cabling and electronics), E-Rate and Non-E-Rate Eligible. F. Monitor current and future infrastructure demands. G. Assess file server needs in progress. Implementation of server consolidation. H. Uninterruptible Power Supplies in progress I. Provide Smart-net equipment maintenance. District applied for E-Rate funding this year. J. Utilize assessment Results to develop infrastructure planning: <ul style="list-style-type: none"> 1. Server and refresh plan 2. Network future needs 3. Duplication of servers
<p>5.2. The district will have a network that is secured.</p>	<ul style="list-style-type: none"> A. Increase the knowledge of the technical staff in maintenance of the firewall/gatekeepers/Internet filters. B. Monitor all traffic in and out of the network. C. Install malware software. D. Use of VPN Client.

II. ACTION LIST

- Williamsburg County School District will have access to a log with complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- WCSD will use the SDE Technology Counts on-line survey to report on their use of network management tools.
- Williamsburg County School District will provide UPS (uninterruptible power supply) systems for all critical equipment.
- WCSD will have a network manager in place.
- District staff, teachers, and students will be made aware of basic Web accessibility guidelines when designing Web pages.
- Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs
-

III. IMPLEMENTATION ACTIONS STEPS

- Install and maintain secure network.
- Maintain technology inventories, including assistive technology
- Implement network virtualization.
- Install upgrade switches.
- E-Mail hosting district-wide.
- Seek funding from local, state, and federal sources
- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning.
- Provide E-Mail accounts for students in grades 9 through 12.
- Ensure that schools have adequate electrical distribution systems
- Ensure that all schools have adequate Internet Cabling (CAT 6) for secure connectivity.
- Encourage schools to provide multimedia-capable workstations for Smarter-Balanced Assessment.

IV. FUNDING CONSIDERATIONS FOR DISTRICT AND SCHOOLS

1. Salary for the technology staff
2. Firewall and virus protection
3. Technology refresh for all equipment
4. Support Planning
5. Fund for network Consolidation and refresh

V. EVALUATION

STRATEGIES	EVALUATION METHOD
Maintain a technology inventory that takes into consideration special area instructional spaces	Surveys of teachers
Implement a plan for the physical requirements for the technology in the instructional spaces.	Photos of model spaces and comparison to actual spaces.
Communicate with students and teachers on their expectations and needs in the specific instructional areas	Pre and post surveys
Increase the knowledge of the technical staff in the maintenance of the firewall.	Pre and post assessment
Monitor all traffic in and out of the network	Reports of the traffic

CUMULATE BENCHMARKS

This section must contain a list of benchmarks expected to be met during the year. Include a timeline and method for assessing benchmarks periodically.

May 2013	Evaluate the progress in the technology plan
September 2013	Present results to Principals
December 2013	Update the plan for year 4.
August 2013	Adjust the actions to ensure that all goals are meet by May 2015
April 2014	Prepare to post survey and assess for all progress
March 2013	Form committee to begin new technology plan.

ACKNOWLEDGEMENTS

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

NAME	POSITION	CONTRIBUTION
Hester Gadsden	Coordinator of CATE	Support the CATE course
Hattie S. Pendergrass	Coordinator of Technology	Provide support for the Team implementation and infrastructure
Ernest Young	Network Administrator	Network /Infrastructure
Kareema Wallace	District Technology Coach	Technology rich integration Workshops
Janice Crosby	E-Rate /Technology Secretary	Provide support for the Team
Tiffany Bartelle	Office Helper	Provide telephone support
Andy Mcknight	Technician Specialist	Support the schools technology
Perry Austini	Network Administrator	Network /Infrastructure and support the schools technology
Emerson McCray	Technician	Support the schools technology
Senitta P. Swinton	PowerSchool Coach	Database support
Colleen Kelty	Coordinator of Staff Development	Staff Development/Workshops
Cynthia McClorin	Middle School Media Specialist	Manage school media
Mariah Chatman	Computer Lab Instructor	Technology instruction
Mary Hannah	Physical Education Instructor	Provide support from a teacher's prospective
Barbara Jones	Parenting Coordinator	Provide support for the parents
Kerry Singleton	Principal	School Principal

Appendix 1: No Child Left Behind Action Plan/Common Core

The No Child Left Behind Act (NCLBA), the reauthorization of the Elementary and Secondary Education Act that was enacted in January 2001, sets forth new requirements for state and school district technology plans.

Williamsburg County School District responds to the NCLB requirements are address through the following:

1. To ensure that our district is in appliance with the No Child Left Behind reauthorization of the Elementary and Secondary Education Act. The program consists of the following criteria:
 - SchoolKit equip teachers with an effective technology and learning framework and pragmatic strategies for embedding technology into their curricula and instruction.

K-8 Technology Literacy Program:

- Plan, teach, and report on student technology literacy in an integrated, 21st century context. techSteps includes a district technology literacy framework, a sequential, project-based curriculum for K-8 technology literacy development and authentic assessment and reporting tools.

K-12 Technology Integration Content:

- EdClass is a comprehensive package of classroom-ready technology integration activities. Our clients implement this product to immediately impact the quality of curriculum-focused technology integration across their school or district.

Professional Development:

- PD21 delivers online teacher professional development focused on technology integration skills and best practices. Districts use the quality content, learning facilities, and reporting tools to achieve systemic change.
2. Maximize the use of Computer Labs for Classworks assessment, Apex, Credit Recovery, SAT Software, science kits, (MAP) Measure of Academic Progress, Study Island, Accelerated Reader and Accelerated Math, science kits, math kits, and other technology-based programs and curriculum.
 3. Continue to use peripheral devices such as scanners, digital cameras, multimedia players, inactive boards, etc., in the classrooms.

4. Daily use of Internet and/or Intranet based communication capabilities with administrators, students, parents, and the community to facilitate schedules, homework assignments, conferences, disciplinary issues, etc
5. The E-Rate funds along with local sources are being spent to ensure that students in our district, with a free and reduced lunch count of 90%, are using technology to ensure the student is receiving individualized instruction. The instruction is in a wide variety of instructional approaches and it moves the student from basic skills to critical thinking. Workshops with special instruction for teachers to maximize the use to the new technology are being delivered.
6. In-depth ongoing, sustained professional development for teachers, principals, administrators, Media Specialists, technology staff, nurses, and other personnel serving the local education arena, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local education arena involved in providing the ongoing, sustained professional development. In addition to the Teacher Technology Proficiency, custom standards have been developed based on specialized user groups.

7. The list of these follows:	
CATE Staff	PowerSchool/Database Coach
Computer Lab Managers	Secretaries at the schools
Instructional Coordinators	Special Education Teachers
Guidance Counselors	Technology Team
Instructional Technology Coach	E-Rate Coordinator
Media Specialists	Pathways /Career Specialists
Nurses	Principals and Administrator

APPENDIX 2: TEACHER TECHNOLOGY PROFICIENCY PROVISO PROFESSIONAL DEVELOPMENT PLAN

I. Requirements

Proviso 1.40 (SDE: Teacher Re-certification – Technology) To ensure the effective and efficient use of the funding provided by the General Assembly in Par IA, Section 1 X.C. for school technology in the classroom and internet access, the State Department of Education shall approve teacher technology competency standards required by local school districts as part of the Teacher Professional Development Plan. Approval of the teacher technology standards by the Department shall be a prerequisite for expenditure of district technology funds. Teachers must demonstrate proficiency in these standards and be validated by the school district.

Adopting ISTE Teacher Technology Standards:

The South Carolina Department of Education endorses and advocates that districts adopt and follow the standards developed by the International Society for Technology in Education. Williamsburg County School District has adopted these standards. The National Council has adopted these competencies for Accreditation of Teacher Education (NCATE) for pre-service teachers. Reflecting fundamental concepts and skills for using technology in classrooms, these national standards are being adopted by many states for in-service teachers.

The ISTE standards can be viewed online at: <http://www.iste.org/>

The ISTE standards should be incorporated into and/or tied to the professional development component of each district's technology plan. Thus, acquiring competencies becomes a goal for that section of the plan.

Guidelines for District Teacher Technology Professional Development Plans:

- Districts must adopt teacher technology standards that are in alignment with the ISTE Standards.
- Districts must develop a Teacher Professional Development Plan that addresses how they will prepare teachers to meet the ISTE teacher technology standards.
- The standards and the Teacher Professional Development Plan must be incorporated into or tied to the district's overall district technology plan. As district technology plans are revised, the teacher technology standards and the Teacher Professional Development Plan should be incorporated into the updated district technology plan.
- The SDE will review the submitted plans. SDE will provide approval for those plans that meet guidelines or will provide recommendations for any necessary revisions.
- Districts must provide assurance forms to the Office of Teacher Certification that each teacher is proficient in technology prior to the conclusion of that teacher's certification validity period.

EACH TEACHER PROFESSIONAL DEVELOPMENT PLAN:

- Teacher technology standards adopted by the district.
- Professional development offerings to prepare teachers to meet the teacher technology standards.
- Assessment strategies. Include copies of assessment tools and descriptions of how they are used. Assessment tools include, but are not limited to pre-/post- tests, self-assessments, observations, and portfolios. The Office of Technology is researching the possibility of offering an online assessment by districts during the next fiscal year.

RENEWAL CYCLE CLARIFICATION:

"Validation cycle is the same as renewal cycle for certificates. Therefore, those teachers who renewed during the 1999-2000 cycle (which ended 30 Jun 2000), must meet P1.40 requirements by 30 Jun 2005; those teachers in the 2000-2001 cycle, must meet the requirements by 30 Jun 2006; those teachers in the 2001-2002 cycle, must meet the requirements by 30 Jun 2007; and so on. However, we are encouraging districts to implement their technology staff development plans as soon as they can so teachers can meet the requirements in the next 5 years".

Renewal Cycle: Due:

<i>1999</i>	<i>2000 teachers</i>	<i>2005 (5 years)</i>
2000	2001 teachers	2006 (6 years)
2001	2002 teachers	2007 (7 years)
2002	2003 teachers	2008 (8 years)
2003	2004 teachers	2009 (9 years)

II. Williamsburg County Adopted Competencies (adopted 5/9/2001)

Williamsburg County School District has adopted a set of technology competencies that teachers and staff must demonstrate during their certification validity period. These competencies assure that teachers and staff will be proficient in the use of technology both in general and in learning activities for students. In addition, these competencies will comply with ISTE National Educational Technology Standards. The South Carolina Department of Education endorses and advocates that school districts adopt and follow the standards developed by the International Society for Technology in Education (ISTE). Those standards are related to a set of performance profiles and proficiency indicators. Click one of the links below to go to the National Educational Technology Standards (NETS) web pages.

[ISTE National Educational Technology Standards \(NETS\) ISTE Teacher Technology Performance Profiles](#)

III. TECHNOLOGY COMPETENCIES FOR EDUCATORS: ESSENTIAL KNOWLEDGE AND SKILLS:

The following list includes specific technology competencies for Williamsburg County School District staff. For teachers, these are the competencies that must be demonstrated prior to next recertification.

1	SYSTEM OPERATION SKILLS
1.1	Start up and shut down computer system and peripherals
1.2	Identify and use icons, Microsoft Suite, Windows, menus, and shortcuts on the desktop
1.3	Select and start multiple applications
1.4	Save/Copy/Delete/Rename/Backup files on Local (A:, C:) and Network Drives (H:,R:,S:)
1.5	Use various printing options including network printing if applicable
1.6	Insert and eject CD/DVD disks
1.7	Use the mouse right and left click buttons
1.8	Create/Delete/Rename/Move/Copy Folders and Subfolders
2	Basic Hardware Skills
2.1	Setup computer system and connect peripheral devices including mouse, keyboard, printer to their proper ports
2.2	Protect and care for CD/DVD disks
2.3	Care and Cleaning of computers and printers
2.4	Using the application Help resources to diagnose and correct common problems
2.5	Installing printers
3	Word Processing Skills
3.1	Enter, edit, cut, copy, paste and move a block of text
3.2	Save (and Save As), open, and print documents
3.3	Change text format and style, set margin, line spacing, tabs
3.4	Check spelling, grammar, word usage
3.5	Create numbered or bulleted lists
3.6	Insert clip art into document
4	Internet
4.1	Start and navigate the Internet using Netscape or Microsoft Internet Explorer
4.2	Type a specific URL on the address line and go to a specific web site
4.3	Add a URL to a "favorites" or "bookmarks" list
4.4	Access a "search engine" (i.e. Yahoo, Lycos, etc) and find sites related to a specific topic
4.5	Understand and follow the district's "Acceptable Use Policy" located on the district web site
4.6	Use District's Electronic Mail and be able to compose, send, retrieve, read, reply, and forward e-mails
4.7	Send and Receive attachments using e-mail
4.8	Subscribing to specialized e-mail lists relevant to professional information needs
4.9	Connect to the district's web site (www.wcsd.k12.sc.us)
5	Instructional Applications
5.1	Coordinate use of hardware, software and peripheral devices within the classroom
5.2	Teach, support, and supervise student use of technology
5.3	Integrate technology resources into lessons and learning activities

5.4	Integrate local information resources into lessons and learning activities
5.5	Integrate Internet resources into lessons and learning activities
5.6	Actively encourage and provide for appropriate student use of all technology resources

ADDITIONAL COMPETENCIES WAS ADDED:

Williamsburg County School District provides remediation for teachers and administrators who have difficulty attaining the minimum technology competencies listed in the above table.

Remediation will be in the form of periodic staff development. This staff development will be conducted by:

Williamsburg County School District remediation plan is Appendix 3.

Hattie S. Pendergrass, Technology Coordinator
 Kareema Wallace, Technology Coach
 Doris Parker, Regional Technology Specialist

IV. ASSESSMENT:

Williamsburg County School District conducts ongoing assessment to measure technology integration into the classroom curriculum. Specific assessment will be done to meet the requirements of Proviso 1.40 for all teachers.

Methods of Assessment:

A.

Successful completion of Professional Development offering that meets the current ISTE standards.

See V. Professional Development Offerings listed below.

B.

Direct observation by approved district staff using the competencies listed above. Teachers may attend staff development workshops or may invite the evaluator to their classroom to demonstrate their proficiency.

V. Professional Development Offerings:

The district holds frequent workshops on technology for all staff members. These workshops are developed from the ITSE standards and by survey/requests.

VI. Timeline of District Implementation of Teacher Professional Development Plan:

The Teacher Professional Development Plan is in place. The district started in the fall of 2005, using the “e-portfolio” assessment to better determine district/teacher needs in the Professional Development area.

Spring of 2005	Begin “e portfolio”
Ongoing	Evaluate performance objectives from data collected by e-portfolio.

VII. Contact Information:

For further information please contact:

Name:	Hattie S. Pendergrass
Title:	Technology Coordinator
District:	Williamsburg County School District
Mailing Address	423 School Street, Kingstree South Carolina, 29556
Telephone Number	843-355-5591
Fax Number	843-355-5982
Email Address	hspendergrass@wcsd.k12.sc.us

WILLIAMSBURG COUNTY SCHOOL DISTRICT

TEACHER REMEDIATION PROFESSIONAL DEVELOPMENT PLAN

Appendix 3:

I. STANDARDS:

Williamsburg County School District has modified the International Society for Technology in Education (ISTE) Standards to fit its needs. A copy of standards used by Williamsburg County School District is attached.

II. PROFESSIONAL DEVELOPMENT OFFERINGS:

Using a four-step plan (Systematic Technology Empowerment Plan), the following technology integration professional development opportunities are available to our teachers and administrators.

STEP I. Keyboarding
Participants will become proficient in keyboarding skills, being able to type 25 words per minute, with no more than three errors.

STEP II. Computer Operations
Participants will have hands-on experiences with technology.

Topics will include:

- ◇ Operating System Literacy and Basic Skills
- ◇ Word Processing Programs
- ◇ Internet Explorer and E-mail Applications

STEP III. Computer Applications
Participants will become proficient in practical technological skills in the following topics:

- ◇ Database and Spreadsheet Programs
- ◇ Grade Management Programs

STEP IV Integrating Technology into Teaching and Learning
Participants will learn ways to integrate technology into their instructional programs and will explore acceptable use policies and equity issues. Topics will include:

- ◇ Presentation Programs and Multimedia
- ◇ Classroom Research
- ◇ Development of Instructional Units
- ◇ Assessment

WILLIAMSBURG COUNTY SCHOOL DISTRICT

TEACHER REMEDIATION PROFESSIONAL DEVELOPMENT PLAN

Appendix 3: CONTINUE

III. ASSESSMENT:

Williamsburg County School District conducts periodic ongoing assessment to measure technology integration into the classroom curriculum.

Methods of Assessment:

- A. Pretests and Posttests, the [Bellingham Scale](#)
- B. Certificate of Completion at each [STEP](#).
- C. [Teacher Technology Proficiency Assessment Tool](#)

Williamsburg County School District provides remediation for teachers and administrators who have difficulty attaining the minimum technology standards.

IV. TIMELINE:

Williamsburg County School District's timeline contains the activities, the person(s) responsible, and the timeframe for a three-year planning horizon with an annual update.

Activity	Person(s) Responsible	When
Hold meeting, conduct survey and comply data.	Hattie S. Pendergrass, Coordinator of Technology Colleen Kelty, Coordinator of Staff Development,	Ongoing
Develop pretest and/or survey instrument based on all proficiency standards	Hattie S. Pendergrass, Coordinator of Technology, Kareema Wallace, Technology coach	Ongoing
Pretest and survey staff to determine needs	Kareema Wallace, Technology coach	Ongoing
Progressive schedule of professional development offerings to meet identified needs	Colleen Kelty, Coordinator of Staff Development Kareema Wallace, Technology coach	Ongoing
Create professional development delivery schedule	Colleen Kelty, Coordinator of Staff Development Kareema Wallace, Technology Coach	Ongoing
Deliver continuous professional development	Colleen Kelty, Coordinator of Staff Development; District Instructional Staff; Principals	Ongoing
Posttest and assess staff to determine proficiency in standards	Hattie S. Pendergrass, Coordinator of Technology, Kareema Wallace, Technology coach	Ongoing until every teacher is technology proficient
Once all proficiency standards have been met, submit assurance form to the Office of Teacher Certification confirming that the teacher is proficient in technology prior to the conclusion of his or her validity period	Colleen Kelty, Coordinator of Staff Development Kareema Wallace, Technology coach	Ongoing
Conduct annual review and updating of the technology plan	Hattie S. Pendergrass, Coordinator of Technology & Technology Staff	On annual basis

DISTRICT CONTACTS

V. District Contacts:

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

Name: Hattie S. Pendergrass
Title: Coordinator of Technology
District: Williamsburg County Schools
Email Address: hspendergrass@wcsd.k12.sc.us

Technology Website:
<http://www.wcsd.k12.sc.us/education/components/layout/default.php?sectionid=2334&>

District Website:
<http://www.wcsd.k12.sc.us/education/components/scrapbook/default.php?sectionid=1>

Williamsburg County School District Network/Internet Acceptable Use Policy



TECHNOLOGY RESOURCES Policy

Technology is a vital part of education and the curriculum of the Williamsburg County School District (WCSD). In an effort to promote learning and expand educational resources for students, the Williamsburg County School District has made arrangements to provide Internet access to students and staff.

The Williamsburg County School District's goal in providing this service is to promote educational excellence by facilitating resource sharing, communication, and innovation. Access to the Internet, an "electronic highway" connecting millions of computer users all over the world, will give Williamsburg County School District students and staff the opportunity to communicate with others on a global level and access educational materials worldwide.

As part of the implementation of the administration's guidelines, student and staff must be instructed on the appropriate use and must sign permission form/forms to access the Internet. Students and parents/guardian also must sign permission form/forms acknowledging that they have read the Acceptable Use Policy and the Administrative Rule, that they will comply with the policy and administrative rule and that they understand the consequences. District staff must sign a similar acknowledgement form. Williamsburg County School District will not tolerate inappropriate use by any person.

Adopted 1/26/98

Revised 6/12/12 3

TECHNOLOGY RESOURCES Policy
IFBGA-R-TECHNOLOGY RESOURCES

Administrative Rule

Code IFBGA-R Issued 1/98

Code IFBGA-R Revised 6/12

WILLIAMSBURG COUNTY SCHOOL DISTRICT

NETWORK/INTERNET ACCEPTABLE USE POLICY

INTRODUCTION

Technology is a vital part of education and the curriculum of the Williamsburg County School District (WCSD). In an effort to promote learning and expand educational resources for students, the Williamsburg County School District has made arrangements to provide Internet access to students and staff. The Williamsburg County School District's goal in providing this service is to promote educational excellence by facilitating resource sharing, communication, and innovation. Access to the Internet, an "electronic highway" connecting millions of computer users all over the world, will give Williamsburg County School District students and staff the opportunity to communicate with others on a global level and access educational materials worldwide.

DEFINITION

Internet access, electronic mail (e-mail) and network resources are available to teachers, staff, administrators, and students in the Williamsburg County School District solely for educational and instructional purposes and other purposes consistent with the educational mission of the school district.

Use of the Internet, e-mail and District network is a privilege, not a right. With this privilege, there also is a responsibility to use the Internet solely for educational purposes and not for inappropriate materials which is not suitable for students.

It is the policy of Williamsburg County School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communication; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA) [Pub. L. No.106-554 and 47 USC 254(h)].

(e) Comply with the H.R. 1966 (111th): Megan Meier Cyberbullying Prevention Act

<http://www.fcc.gov/guides/childrens-internet-protection-act>.

<http://www.govtrack.us/congress/bills/111/hr1966>

IN ORDER FOR ADMINISTRATORS, TEACHERS AND STUDENTS TO USE WILLIAMSBURG COUNTY SCHOOL DISTRICT NETWORK/INTERNET, THEY MUST FIRST READ AND UNDERSTAND THE FOLLOWING WCSD NETWORK/INTERNET ACCEPTABLE USE POLICY. 4

IFBGA-R-TECHNOLOGY RESOURCES

TECHNOLOGY PROTECTION MEASURE (INTERNET FILTERING)

In compliance with the Children's Internet Protection Act (CIPA) and regulations of the Federal Communications Commission (FCC), Williamsburg County School District has adopted and will enforce WCSD Network/Internet Safety Policy that ensure the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all district computers with Internet Access. Such technology protection measures apply to Internet access by both adults and minors with regards to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when access the Internet.

In an attempt to protect students and stay in compliance with Children's Internet Protection Act (CIPA), the District has installed filtering/monitoring hardware and software. However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

Access to the Internet/Network provides connections to other computer systems located all over the world, users (and parents of students who are users) must understand that neither the District nor any district employee can completely control the content of the information available on the systems. Every effort will be made by the District to monitor and restrict ready access to known objectionable sites; however, an industrious user may discover inappropriate or offensive information. The District does not condone the use of inappropriate or offensive materials and cannot be held responsible for such use.

Filtering technology has been found to inappropriately block access to appropriate material. In an effort to ensure that the implementation of the technology protection measure is accomplished in a manner that retains District control over decision making regarding the appropriateness of material for students, does not unduly restrict the educational use of the District Internet System by teachers and students, and ensure the protection of students' constitutional right to access information and ideas; specific sites maybe temporarily or permanently unblocked by the filter.

Teachers may from time to time request that specific site be unblocked for educational purposes, the Network/Technology Administrator shall strive to accommodate such requests and evaluate the requested sites to ensure they do not circumvent the established filtering policies. The filter control is managed by the Network/Technology Administrator.

If the teacher believes that the blocked site(s) should be permanently unblocked, recommendation will be forward to the Network/Technology Administrator. He or she will make the decision to permanently unblock access to the site or may delegate the decision to the District Technology Team. 5

IFBGA-R-TECHNOLOGY RESOURCES

The purpose of Williamsburg County School District internet technology is to provide internet access to support teaching, learning, and access to unique resources over the network. All use of the Internet and network must be in support of education, research, and be consistent with the educational objectives of the District. In addition, usage of any technology resources within the district's network must comply with the rules governing those networks. Transmission of any material in violation of Federal, and or State laws regulations are prohibited. This includes, but is not limited to, copyrighted material, threatening, obscene material, or material protected by trade secret. Use for commercial activities, commercial advertisements, fundraising not authorized by the District, unethical, illegal solicitation, or political lobbying is prohibited.

ACCEPTABLE USE

Williamsburg County School District imposes certain responsibilities and obligations on users who are accessing any network devices in the district. They will be subject to district policies, as well as local, State, and Federal laws. Acceptable use is always ethical, reflects honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of information, system security mechanisms, and the individual's rights to privacy and freedom from intimidation, harassment, bullying/cyberbullying, and unwarranted annoyance.

As part of the implementation of the administration's guidelines, students and staff will be instructed on the appropriate use of the Network/Internet and Electronic Mail. In addition, administrators, teachers, and staff must sign a permission form which allows them access to the Network/Internet. Parents must sign a permission form to allow students to access the Internet. Students also must sign the permission form acknowledging that they have read and understand the Internet Acceptable Use Policy and administrative regulations, that they will comply with the policy and regulations, and that they understand the consequences of violating the policy or regulations. The Williamsburg County School District staff must sign a similar acknowledgment form before they will be allowed to access the Internet. Inappropriate use by any person will not be tolerated.

PROCEDURES FOR USE:

1. Administrators and teachers may access the Internet for educational or work-related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or staff members.
2. Students will be allowed to access the Internet only through their teachers. No students may access the Internet without permission. Student use must be supervised at all times by a staff member or teacher.
3. Attempts to access blocked sites and/or bypass or detect the filtering system is not allowed under any circumstances and is in direct violation of ethical use of the Network/Internet.
4. Students must be directly supervised at all times when in any location that has the ability to connect to the Internet. Students in a location without direct supervision must move to a supervised location immediately or be considered in violation of the Technology Acceptable Use and Internet Safety Policy.
5. Subscribing, bidding and/or ordering from advertisements/services/websites are not allowed.

IFBGA-R-TECHNOLOGY RESOURCES

6. Users are not to adjust computer settings.

7. Vandalism is also prohibited and will result, at minimum, cancellation of privileges. Vandalism includes, but is not limited to, any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are connected to the Internet or its infrastructures, the uploading or creation of computer viruses, deletion or alteration of other user files or applications, removing protection from restricted areas, the unauthorized blocking or disruption of access to information, applications, or areas of the network. Access, attempt to access, and/or alter information in restricted areas of any network environment is prohibited.

8. For safety and security, documents may not include a social security number or any other personally identifiable information that may lead to the identity theft. Users should never give out personal information; such as name, address, phone number, or photograph.

IFBGA-R-TECHNOLOGY RESOURCES

RULES GOVERNING USE SAFETY AND ETHICAL USE OF THE NETWORK/INTERNET/EQUIPMENT

The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of Internet privileges. All staff and students must abide by the generally accepted rules of network-etiquette, include the following:

1. Every student user of the Williamsburg School District Network with Internet access must have a signed parental permission slip on file with the school before logging in for the first time. A parent's signature indicates he/she has read the document, understands its ramifications and will abide by the standards set forth in this document.
2. The District will educate students on the acceptable use of information and technology communication including, but not limited to, topics such as cyberbullying, safety, e-mail, electronic messaging, and inappropriate online behavior. This will be provided through the Library Media Specialists and all staff members.' They are responsible for educating students about appropriate online behavior, including interactions with other individuals on social networking site/chat rooms, and cyberbullying awareness.
3. Williamsburg County School District Network or any District technology/equipment may not be used for any activity, or to transmit any material, that violates United States and South Carolina Laws. This includes, but is not limited to, violating copyright laws, illegal activities such as threatening, intimidating, abusive, or harassing messages sent to another person through electronic mail or any electronic communication system including postings via web pages or any form of social networking. Neither can they engage in personal attacks, post private information about another person, in any manner partake in or be a party to bullying/cyberbullying harassment.
4. Be polite. Always use appropriate language. Do not send abusive, obscene, inflammatory, or threatening messages to others. Profanity, vulgarities, harassing and other inappropriate language are prohibited.
5. Do not send or receive messages or information that is inconsistent with the District's policies, and do not assist others in violating the policies by sending or receiving inappropriate, offensive, and/or disruptive messages or information.
6. Do not use the Network/Internet to make, distribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
7. Do not use Williamsburg County School District's computers and Internet for financial or commercial gain.
8. No student pictures (video or still) or audio clips are to be published without written permission from the student's parent or guardian.
- 9. Do not send chain letters or engage in "spamming" (sending an annoying or unnecessary message to large numbers of people).**
10. No employee of Williamsburg County School District has the right to download or install any Software applications without permission from the Network Administrator, IT Coordinator, or the Computer Technician that is located at your school's site.

IFBGA-R-TECHNOLOGY RESOURCES

11. The District may offer employees and students in **grades 6-12** Internet-based electronic e-mail accounts. Employees and student accounts are intended for educational purposes. Users can access their e-mail from any computer that has Internet access. Electronic mail (e-mail) is not guaranteed to be private.

12. All e-mail accounts are monitored for inappropriate content. If for any reason a parent does not wish to have an e-mail account for his/her child, the parent should notify the principal in writing so that his/her child's name can be removed from the e-mail accounts.

13. Do not assume that a sender of an e-mail is giving his or her permission for the user to forward or redistribute the message to a third party. This should be done only with permission or when the user knows that the individual would have no objection.

14. Electronic mail messages received should not be altered without the sender's permission; nor should electronic mail be altered and forwarded to another user and/or unauthorized attachments be placed on another's electronic mail message.

15. Never access or attempt to access inappropriate or restricted information, such as pornography, or any obscene materials over the internet. The internet is being monitored and websites are being filtered by a Sonic-Wall Device.

16. All subject matter on the District Website (wcsd.k12.sc.us) shall relate to curriculum, instruction, school-authorized activities, or to the District. Neither student nor staff may publish personal home pages as part of District web site, or home pages for other individuals or organizations not directly affiliated with the District. All pages on the District's server(s) are property of the District.

17. Do not share passwords. The only person authorized to use an account is the person to whom the account belongs. Do not send messages or information in someone else's name without the permission of the person. If persons suspects that his/her login is no longer secure, they are responsible for contacting the Technology Department immediately to receive a new password.

18. Attempts to access blocked sites and/or bypass or detect the filtering system is not allowed under any circumstances and is in direct violation of ethical use of the Network/Internet.

19. All users should remain on the system only as long as necessary to complete their work.

20. All users should use the Internet only for research and academic reasons; non-academic reasons are prohibited.

CONFIDENTIALITY OF ELECTRONIC MAIL:

As noted above, electronic mail is subject at all times to monitoring, and the release of specific information is subject to applicable state and federal laws and District policies, and procedures on confidentiality. Existing rules, policies, and procedures governing the sharing of confidential information also apply to the sharing of information via Internet. Since there is the possibility that any message could be shared with or without your permission or knowledge, the best rule to follow in the use of electronic mail for non-work-related information is to decide whether to share the information or not.

IFBGA-R-TECHNOLOGY RESOURCES

NON-DISTRICT ELECTRONIC DEVICES/"BYOD" (BRING YOUR OWN DEVICE):

Student and employee owned laptops, netbooks, iPod Touch, iPhone, iPad, Kindles, eBooks readers, Smartphones, communications/network-aware technologies, and new technologies as they become available (hereafter referred to as electronic devices) are allowed only under the following guidelines.

1. The District Technology Team retains the right to determine where and when privately-owned equipment may be connected to the network.
2. Williamsburg County School District will not guarantee or be responsible for the privacy or security of any item stored on or transmitted by any privately-owned computers, iPads, notebook, and etc.
3. Student use of Personal Electronic Communication Devices in the classroom is at the sole discretion of the classroom teacher and may be prohibited by the teacher.
4. The creation of a wireless hotspot or any method of creating an ad-hoc wireless or wired network allowing other users or devices to intentionally or unintentionally connect is not allowed at any time.
5. The District will not be responsible for restricting, monitoring, or controlling the personal electronic communications of students or employees; however, it reserves the right to do so if the communications traverse the District network.
6. The District Technology Team shall not be liable for the theft, loss, damage, misuse, or unauthorized use of any Personal Electronic Communication Device brought to school by a student or employee.
7. The District will not be responsible for adhering to copyright and licensing laws and guidelines for all software on any non-district electronic devices.
8. All non- district device that are connected to the District Network must have up to date virus definitions installed and configured (subject to the District Technical Services approval).
9. District Technology Team will not service or repair any computer not belonging to the District.

IFBGA-R-TECHNOLOGY RESOURCES

All documents on the District's servers must conform to District policies, as well as established school guidelines. Copies of district policies are available in all school offices. Persons developing or maintaining web documents are responsible for complying with these and other policies. Some of the relevant issues and related policies include the following:

DISTRICT DOCUMENT POLICY

1. Electronic transmission of materials is a form of copying. As specified in District policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the District's equipment, including its Web Server(s).
2. Documents created for the web and linked to District's web pages will meet the criteria for use as an instructional resource.
3. Any links to District website that are not specifically curriculum-related will meet the criteria established by the administration. Any other non-curricular materials should be limited to information about other youth activities, agencies, or organizations which are known to be non-sectarian, or exclusively devoted to community interests. Web page links may not include entities whose primary purpose is commercial or political advertising.
4. Each individual is responsible for the content and maintenance and backing up of their own files/folders on the network or email account.
5. All communications via District web pages will comply with this policy and the student behavior code. Offensive behavior that is expressly prohibited by this policy includes religious, racial, and sexual harassment and/or violence.
6. Any student information communicated via District web pages will comply with District policies on Data Privacy and Public Use of School Records.
7. Users will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.

USERS ARE REQUIRED TO REPORT ANY OF THE FOLLOWING TO THEIR TEACHERS, PRINCIPALS, OR THE BUILDING NETWORK ADMINISTRATOR AS SOON AS THE FOLLOWING ARE DISCOVERED:

1. Any messages, files, websites, or user activities that contain materials that are in violation of this policy.
2. Any messages, files, websites, or user activities that solicit personal information, such as an address, phone number, credit card number, or social security number, about the user or someone else, or request a personal contact with the user or another user.
3. Attempts by any user to abuse or damage the system or violate the security of the network and its resources.
4. Any illegal activity or violation of school policy.
5. Any error messages or problems that indicate that the system is not working properly.

IFBGA-R-TECHNOLOGY RESOURCES

PENALTIES FOR IMPROPER USE:

Any employee who violates the terms of this policy or otherwise misuses the Internet to access or send inappropriate material will be subject to disciplinary action, up to and including discharge. In addition, the privilege of accessing the Internet also will be subject to cancellation for a period of time as determined by the administration.

Any students who violate the terms of this policy or who otherwise misuse their access to the Internet also will be subject to disciplinary action in accordance with the District's student behavior code.

Internet access privileges also may be cancelled for a period of time as determined by the administration. Violations of the laws of the United States or the State of South Carolina also may subject the user to criminal prosecution. If a user incurs unauthorized costs, the user, as well as the user's parents if the user is a student, will be responsible for all such costs.

WARRANTY:

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user. This includes loss of data resulting from delays, non-deliveries, misdirected deliveries, or service interruptions caused by negligence, user errors, or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

SECURITY:

Security on the computer system is a high priority. If the user identifies a security problem on the network, he/she must not demonstrate or share it with other users. He/she must notify one of the following persons: teacher, principal, Network System Administrator, School Site Computer Technician, Technology Help Desk Secretary, or Coordinator of Technology.

Attempts to log on to any network as a system administrator or a person other than the user may result, at a minimum, in cancellation of user privileges. Any user identified as a security risk or having a history of problems with the use of computer systems may be subject to severe restriction or cancellation of privileges.

The District assumes no responsibility or liability if documents stored on District equipment are lost or damaged, nor will the District be responsible for security violations beyond the proper punishment of those persons involved in such violations. The District uses a SonicWall Filtering device in an effort to block objectionable content, however; no device is 100% accurate. The District assumes no liability for the access of such material.

USER PRIVACY:

The District reserves the right to examine, restrict, or remove any data that is on the network. Just as it does any other work or material generated or brought to school by staff or students. Access to electronic information related to any student or staff member will be governed by the same policies that would apply to that information if it were not in electronic form. 12

IFBGA-R-TECHNOLOGY RESOURCES

Vandalism and theft will result in cancellation of user privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy the network or computer equipment and/or data of anyone connected to the network.

VANDALISM AND THEFT

Theft is defined as the illegal taking of computers/technology equipment or a person's property without that person's freely-given consent. Vandalism, theft, and possession of stolen property are violations of criminal law. Security measures used to protect technological resources include, but are not limited to: video surveillance, visual inspection, and asset tracking. The superintendent and designated staff work closely with local law enforcement officials in cases of suspected vandalism or theft.

CHANGES IN TECHNICAL STANDARDS:

Given the rapid change in technology, some of the technical standards outlined in this policy may require change throughout the year. Such changes will be made by the District Technology Team with approval of the Superintendent. The Web page procedure may be updated on an annual basis, or more frequently if required.

LEGAL REFERENCE:

Federal- 13 U.S.C. 1301 et seq – Children's Online Privacy Protection Act of 1998.

REFERENCES: Child Internet Protection Act – 24 P.S. Sec. 4601 et seq. Internet Safety – 47 U.S.C. Sec. 254

H.R. 1966 (111th): Megan Meier Cyberbullying Prevention Act 13

FORM
IFBGA-R-TECHNOLOGY RESOURCES

WILLIAMSBURG COUNTY SCHOOL DISTRICT
NETWORK/INTERNET STAFF TECHNOLOGY USER AGREEMENT
AUTHORIZATION FORM

As a user of the Williamsburg County School District Network/Internet, I hereby agree to comply, with the attached guideline and rules. I further understand that should I commit any violation, my access privileges may be revoked and school disciplinary action and /or appropriate legal action may be taken. In consideration for using the District's Network/Internet connection, I hereby release Williamsburg County School District and its Board Members, employees and agent from any claims and damages arising from my use or inability to use the Network/Internet.

Staff Name (Please Print) Date

Staff Signature Work Telephone

IFBGA-R-TECHNOLOGY RESOURCES FORM

**WILLIAMSBURG COUNTY SCHOOL DISTRICT
NETWORK/INTERNET STUDENT TECHNOLOGY USER AGREEMENT
AUTHORIZATION FORM**

STUDENT:

As a user of the Williamsburg County School District Network/Internet, I hereby agree to comply, with the attached guidelines and rules. I further understand that should I commit any violation, my access privileges may be revoked and school disciplinary action and /or appropriate legal action may be taken. In consideration for using the District's Network/Internet connection, I hereby release Williamsburg County School District and its Board Members, employees and agent from any claims and damages arising from my use or inability to use the Network/Internet.

Student Name Student Signature Date

PARENT/GUARDIAN:

As the parent/guardian of the above student, I have read the Williamsburg County School District Student Technology Acceptable User and Network/Internet Safety Policy. I understand that this access is designed for educational purposes and that the District has taken precautions to eliminate controversial material and inappropriate materials. I will hold harmless the District, its employees, agents, or Board Members, from any harm caused by materials or software obtained via the Network/Internet. I understand that individuals and families may be held accountable for violations. I accept responsibility for guidance on using the Network/Internet – setting and conveying standards for my child to follow when selecting, sharing, or exploring information and media. I have discussed the terms of this Authorization with my child.

PLEASE CHECK ONE:

- I hereby give permission for my child to use the Network and Internet at school.
 I hereby **do not** give permission for my child to use the Network and internet at school.

Parent Name (Please Print) Date

Parent Signature Telephone

I understand that my child's photo and or work (writing, drawings, etc.) may occasionally be published on the Williamsburg County School District Website, public newspaper, school's newspaper/newsletter and Channel 12 for public view.

I hereby give permission to publish photos/works of my child on the Williamsburg County School District Website, newspapers, School's Newspaper/newsletters and Channel 12.

I hereby **do not** give permission to publish photos/works of my child on the Williamsburg County School District Website, public newspapers, school's newspaper/newsletters and Channel 12.

Parent Name (Please Print) Date

Parent Signature Telephone

IFBGA-R-TECHNOLOGY RESOURCES

**WILLIAMSBURG COUNTY SCHOOL DISTRICT
STUDENT ELECTRONIC E-MAIL AGREEMENT**

AUTHORIZATION FORM

I, _____ understand that my child may be given an email account by the Williamsburg County School District. This account is provided by Microsoft Office Outlook and supports the Children’s Online Privacy Protection Act (COPPA) and the Children’s Internet Protection Act (CIPA), and H.R. 1966 (III TH) Megan Meier Cyberbullying Prevention Act
I understand that the District has determined what features my child has access to, which may include email, homework drop boxes, message boards, chat/discussions, and digital storage folders. I understand that all email messages and postings will be automatically filtered for inappropriate words and images, and that any messages determined to be questionable will be diverted to my student’s teachers, principals, administrator, school technician and Network Administrator for review. Consequences for misuse of email will be determined by the District, and may include restrictions, loss of privileges, or other disciplinary action. I further understand that my student’s teachers, principals, administrator, school technician and Network Administrator can view my student’s email account at any time. While the district uses a variety of measures to protect its users, no system will stop 100 percent of inappropriate content. Microsoft Office Outlook and the District accept no responsibility for harm caused directly or indirectly by its use.
By signing this agreement, I and my son/daughter agree to use the provided email account in an appropriate manner and abide by the District’s policies for use.

Student Name: (Please Print) _____ Grade: _____
Student Signature: _____ Date: _____
Parent Signature: _____ Date: _____
_____ I request that my child **NOT** be provided with an E-Mail Account*

Appendix 5: How E-Rate Areas Have Been Addressed

E-rate (Education-rate)

Williamsburg County School District receives a 90% discount on eligible services funded by the Universal Service Fund, commonly known as E-rate.

The E-rate presents an unprecedented opportunity to integrate technology into our K-12 learning environment. Funding helps address the technology barriers that the district faces because of its size, poverty rate and location by enabling the district to connect every classroom to the Internet to provide web-based learning; telecommunication services, Internal Connections and Basic Maintenance for Internal Connections.

The district's FY2010 applications were approved June, 2011 totaling \$138,915.64. We are in preliminary stages of infrastructure upgrade at all the schools and the Technology Office in an effort to meet demands required by Smarter Balanced. Without E-rate funds the upgrades would be impossible, especially at this time when the economy is in such a poor state and all the cuts the district is experiencing.

Appendix 6: REPORT ON LAST YEAR'S PROGRESS TOWARD GOALS, OBJECTIVES, STRATEGIES, BENCHMARKS, ACTIONS AND OUTCOMES

The following goals have been met over the past year:

2012 - 2013

- WCSO revised our Crisis Management Guide.
- Schools in the district have also purchased approximately 180 new DELL desktop computers, 78 DELL Laptops, 60 i-pads to ensure that students have access to technology.
- Approximately every classroom in Williamsburg County School District has inactive white board.
- WCSO utilized extra classroom space to house additional computer labs at the middle, high and elementary schools.
- Three high schools business department has purchased new computers and business applications also flash drives/travel drives for students to save work completed during the school year. This will allow us to measure the technology proficiency of students at the three high schools.
- Implemented server virtualization.
- In the process of installing a new proxy server and implementing Lightspeed as one of our new network/Internet filtering.
- District has purchased ClassWorks for the elementary and junior high schools. This software will enhance and help improve students in grades K-8 with their reading and math skills.
- Eleven laptop and desktop computers have been purchased by Special Services for administrative tasks including the record keeping of Individual Education Plans.
- WCSO revised the Early Graduation Policy for high school students.
- WCSO updated the V-Brick Multicasting system at the Digital Education Center.
- Purchase and installed a new PowerSchool server.
- Teacher Technology Proficiency has been addressed. A plan has been implemented to make certain teachers are technology proficient prior to the expiration of their teaching certificate.
- Updated Acceptable Use Policy for staff and students.
- District Administration has updated their computer inventory.
- WCSO is also in the process of updated our network switches district-wide to meet the Smarter Balanced requirements as well as our wireless needs. This project has to be done in phases due to lack of funds.
- WCSO update the district-wide communication system to Connect5 Blackboard.
- Provide access so parents could monitor their child/children attendance and grades.

**Appendix 7: WILLIAMSBURG COUNTY SCHOOL DISTRICT STAFF
LAPTOP/PORTABLE COMPUTER POLICY**

I _____ accept full responsibility for the safe and secure handling of the laptop/portable computer with Serial Number _____ for the Academic school year of _____. I accept full responsibility for the proper use of said laptop/portable computer under all applicable Williamsburg County School District Polices.

I understand that it is my responsibility to immediately report any damage or theft to my Principal or Supervisor.

While laptop/portable computers are made to withstand the rigors of portable use, they are delicate electronic equipment. The following guidelines are provided:

- The laptop/portable computer must be secured at all times. If left at school the laptop/portable computer must be secured in a locked location. The computer should never be left in any vehicle unattended or left in any vehicle exposed to excessive heat.
- The computer should be turned off and placed in its collapsed or folded position any time that it is to be transported. Always place the computer in its carrying case before transporting it.
- Do not plug in or unplug an external device, such as a mouse, unless the computer and the external device are turned off.
- Since the laptop/portable computer contains a magnetic hard disk, do not expose it to any magnetic fields that could damage the contents of the hard disk.
- To ensure your privacy, remove all stored files from the laptop/portable computer before returning it. The technology staff is not responsible for any files remaining on the laptop/portable computer once it is returned after use.
- Use the installed virus-checking software to check your floppy disks and other storage media components to keep viruses from spreading to other users and to your files.
- Do not install any software to the laptop without prior coordination and approval, it could change the systems setup and make the laptop unusable.
- When traveling by plane, train, or bus, do not check the laptop/portable computer as luggage or place it in a suitcase for check-through.
- If the laptop/portable computer is damaged, lost, or stolen be sure to report the incident accordingly and record or get copies of any documents used to report the incident.

I have read and understand the Laptop/Portable Computer Responsibility Policy. I understand that I may be held financially responsible if the laptop/portable computer is stolen, damaged, or lost while on or off school district property.

Staff Signature

Date

Appendix 8: WILLIAMSBURG COUNTY SCHOOL DISTRICT STUDENT/PARENT'S LAPTOP/PORTABLE COMPUTER POLICY

Student Name:
Last Name _____ First Name _____ Student ID # _____

Parent Name:
Last Name _____ First Name _____ Driver's License # _____

Parent Email Address _____
Physical Address _____
Home Phone _____ Work Phone _____

In this agreement, "we", "us", and "our" mean the District, "You" and "your" parent/guardian and student. The "property" is a laptop/portable computer owned by Williamsburg County School District with the following serial /asset tag numbers:

You will comply at all time with the Williamsburg county School District's Parent/Student Laptop/Portable Computer Handbook and Acceptable Use Policy, incorporated herein by reference and made a part hereof for all purposes. Any failure to comply may terminate your rights of possession effectively immediately and the District may repossess the property. Title: Legal title to the property is in the District and shall at all times remain in the District. Your right of possession and use is limited to and conditioned upon your full and complete compliance with this Agreement and the Parent/Student Laptop Handbook.

Loss or Damage: If the property is damaged, lost or stolen, you are responsible for the reasonable cost of repair or its fair market value on the date of loss. Loss or theft of the property must be reported to the District by the next school day after the occurrence. A table of estimated pricing for a variety of repairs is included in the Parent/Student Laptop Handbook to which reference is hereby made. Students must clear all records and pay all fees before receiving their report cards.

Repossession: If you do not timely and fully comply with all terms of this Agreement and the Parent/Student Laptop/Portable Computer Policy, including the timely return of the property, the District shall be entitled to declare you in default and come to your place of residence, or other location of the property, to take possession of the property.

Term of Agreement: Your right to use and possession of the property terminates not later than the last day of the school year unless earlier terminated by the District.

Appropriation: Your failure to timely return the property and the continued use of it for non-school purposes without the District's consent may be considered unlawful appropriation of the District's property.

Users' Signatures:

Parent or Guardian Signature _____ Student Signature _____ Date _____

Place Serial Number/Asset Number Here _____

PLEASE PRINT ALL INFORMATION:

Laptop/Portable Computer Use and Security Policy

The Williamsburg County School District has decided to allow staff to use the District's laptop/i-pad computers inside and outside the school in order to enhance, enrich, and facilitate teaching and administrative duties as well as school communications. The District's laptops/i-pads are to be used as a productivity tool for school-related business, curriculum enhancement, research, and communications. Staff members may use the District's laptops/portable computer for **limited personal purposes subject to this policy, the District's Acceptable Use Policy, and the District's Tech Support policies**. Staff members also shall exercise appropriate professional judgment and common sense when using the District's laptop/portable computer. Laptops/portable computer assigned to employees remain the property of the Williamsburg County School District. The Laptop/ Portable Computer Use and Security Policy outlined below will guide the use of this productivity tool.

Article I: Security and Connectivity

- Laptops/Portable Computer need to be with the designated user at work location everyday and connected to the district network. The network connection allows for regular anti-virus and Windows updates.
- Laptops/portable computer must be secured in designated user's classroom/office when not in use.
- Laptops/Portable Computer must be protected from damage and theft.
- Laptops/Portable Computer may be taken home at the end of the school day.
- Laptops/Portable Computer can be configured for use at home as well as at school. In order to configure at home connectivity, the users' ISP (Internet Service Provider) and home office environment may need to be discussed with authorized IT technical support personnel.
 - Necessary information for at-home connectivity must be given or designated user will be unable to access accounts from home.
 - Do not install ISP software on this computer. Installation of AOL, Verizon and other Internet DSL software is strictly prohibited. If ISP software is necessary, the user shall contact local technical support personnel for installation.

Article II: User Interface at Home or School

- Laptop/Portable Computer users will participate in training to learn how to use their Laptop/Portable Computer.
- Laptop/Portable Computer users will adhere to the Williamsburg County School District Acceptable Use **Policy and registered Polices ?????**.
- Laptop/Portable Computer users may use their school discretionary funds, where available, to purchase any necessary District approved add-ons and storage devices (e.g. additional battery pack, mouse, monitor, pen drive) and that such purchases then become the property of the Williamsburg County School District.
- Laptop/Portable Computer users will not install any programs or applications onto their Laptop/Portable Computer and all software installations will be handled by local technical support personnel.
- Specialized academic software must be District approved prior to purchase and installation.

- Laptop/portable computer users will not permit students to use their assigned Laptop/portable computer, with the exception of classroom instruction or demo.
- Laptop/portable computer users are not to lend their assigned laptop/portable computer to anyone, including family members, for any reason.
- Laptop/portable computer users are responsible for the appropriate use of their assigned laptop/portable computer, including anything stored on the machine, by anyone, for any length of time.
- Laptop/portable computer users must return their assigned laptop/i-pad to the IT contact if they resign or if they are planning an absence of more than two weeks.
- All Williamsburg County School District Network Use and Internet Access Policies govern the operation of the assigned laptop/portable computer on and off the District network.
- Any repair will be handled through the District IT team.
- The District reserves the right to recall any Laptop/Portable Computer for servicing, maintenance, software updating, virus updating, and audit purposes and/or to ensure compliance with this Laptop/ Portable Computer Policy.
- The District reserves the right to check event logs and internet activity in order to prevent or detect criminal activities or unauthorized use.
- All data stored on the Laptop/portable computer is the responsibility of the **Recipient** and the **School** cannot guarantee recovering lost or deleted work from the Laptop/ portable computer. The **Recipient** must backup his/her files on a regular basis.
- Under the Data Protection Act 1998, the **School** and the **Recipient** have a responsibility for personal data relating to pupils and/or staff. If such personal data is to be held on the Laptop/ portable computer, the **Recipient** must ensure that it is protected by a password and encrypted to prevent unauthorized access.
- If the Laptop/portable computer is lost/stolen or damaged through the **Recipient's** negligence, the **Recipient** is responsible for reimbursing the **School** and/or **District** for any losses incurred by the **School/District** in replacing or repairing the laptop/ portable computer. The **Recipient** must inform the police and the **Principal** or the **School** as soon as possible if the laptop/portable computer is stolen.
- All use of laptops/portable computer outside of school facilities is covered by the Williamsburg County School District Acceptable Use Policy and specifically by the Williamsburg County School District Laptop/Portable Computer Use and Security Policy which all users signed before being issued a laptop/portable computer.

Date

Parent/Guardian

Date

Student

Identifying Your Laptop/Portable Computer:

- Attach a name tag or business card to the strap on the laptop/portable computer.
- Write down your service tag sequence and store it in a safe place away from the laptop/portable computer or carrying case. Use the service tag sequence if you need to report a loss or theft to law enforcement officials and to the CCSD Property/Casualty Insurance Office.
- Create a file on the Microsoft® Windows® desktop called if found. Place information such as your name, address, and telephone number in this file.
- Remove any external devices attached to the laptop/ portable computer and store them in a safe place.
Remove any cables attached to installed PC Cards, and remove any extended PC Cards.
- Fully charge the main battery and any spare batteries you plan to carry with you.
- Turn off the laptop/ portable computer or put the laptop into hibernate mode.
- Disconnect the AC adapter.
- Remove any extraneous items, such as paper clips, pens, and paper, from the keyboard and palm rest and then close the display.

NOTICE: When the display is closed, extraneous items on the keyboard or palm rest could damage the display.

- Use the carrying case to pack the laptop/portable computer and its accessories together safely.
- Avoid packing the laptop/portable computer with items such as shaving cream, colognes, perfumes, or food.
- Protect the laptop/portable computer, the batteries, and the hard drive from hazards such as extreme temperatures and overexposure to sunlight, dirt, dust, or liquids.

NOTICE: If the laptop/portable computer has been exposed to extreme temperatures, allow it to acclimate to room temperature for 1 hour before powering on.

- Pack the laptop/portable computer so that it does not slide around in the trunk of your car or in an overhead storage compartment.

NOTICE: Do not check the laptop/portable computer as baggage.

TRAVEL TIPS:

NOTICE: Do not move the laptop/portable computer while using the optical drive. Doing so can result in loss of data.

- If you are traveling internationally, carry proof of your right to use the laptop/portable computer to speed your passage through customs. Investigate the customs regulations of the countries you plan to visit and consider acquiring an international carnet (also known as merchandise passport) from your government.
- Ensure that you know which electrical outlets are used in the countries you will visit, and have appropriate power adapters.
- Check with your credit card company for information about the kinds of emergency travel assistance it offers to users of laptops/portable computer.

Traveling by Air:

- Ensure that you have a charged battery available in case you are asked to turn on the laptop/portable computer. NOTICE: Do not walk the laptop/portable computer through a metal detector. Send the laptop/portable computer through an X-ray machine or have it hand inspected.
- Before you use the laptop/portable computer on an airplane, verify that such usage is permitted. Some airlines forbid the use of electronic devices during the flight. All airlines forbid the use of electronic devices during takeoff and landing.

If your Laptop/portable computer is Lost or Stolen:

- Call a law enforcement agency to report the lost or stolen laptop/portable computer. Include the service tag sequence in your description of the laptop/pad. Ask that a case number be assigned and write down the number, along with the name, address, and telephone number of the law enforcement agency. If possible, obtain the name of the investigating officer.
NOTE: If you know where the laptop/portable computer was lost or stolen, call a law enforcement agency in that area. If you do not know, call a law enforcement agency where you live.
- When you return to work, contact the administration and the Finance Department and they will contact Property/Casualty Insurance Office to determine the proper procedures for replacement.

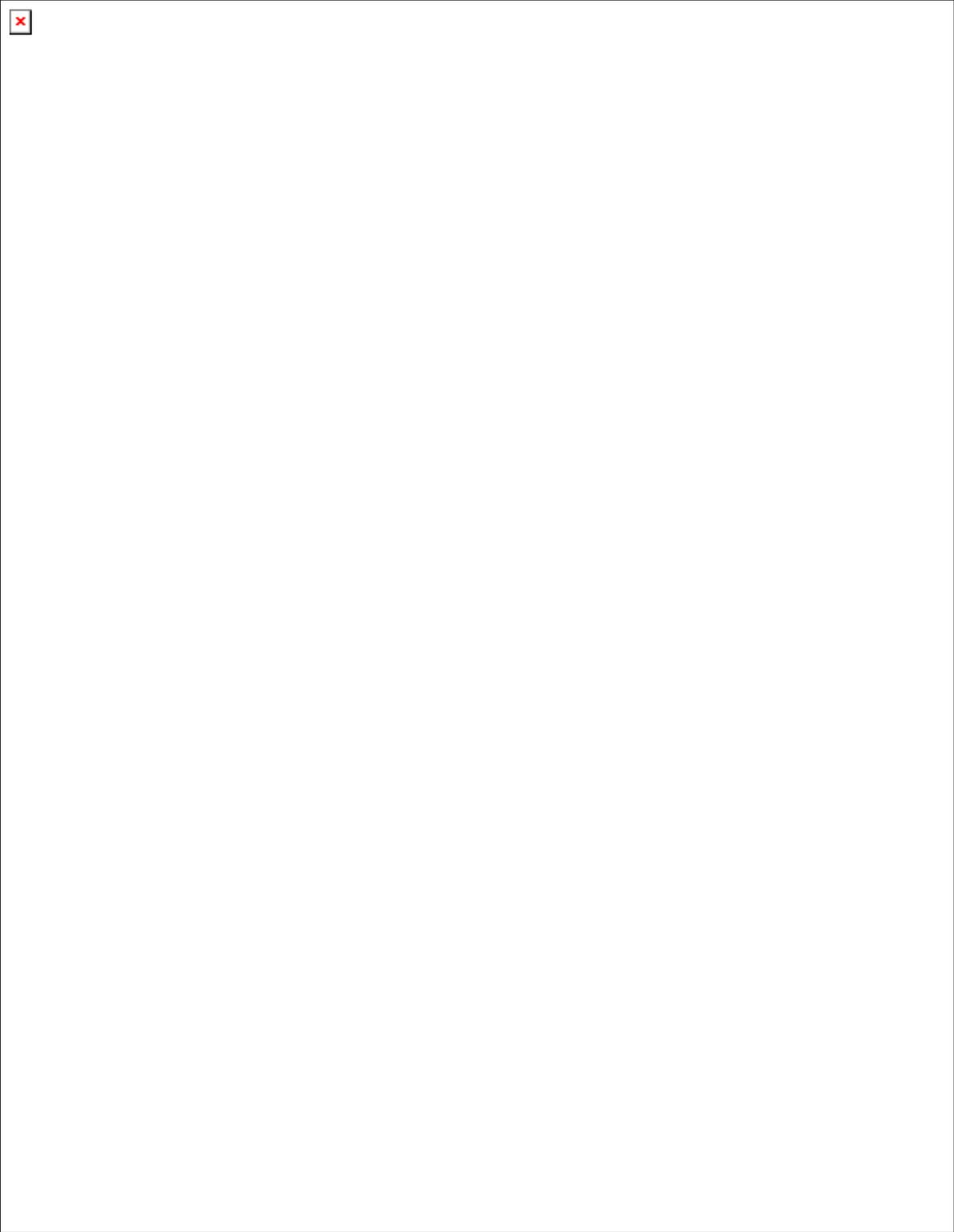
Date

Parent/Guardian

Date

Student

Appendix 9: WILLIAMSBURG COUNTY SCHOOL DISTRICT BUDGET



Appendix 10: ADDITIONAL READING AND OTHER REFERENCE MATERIAL

The following information contains excerpts drawn from “No Child Left Behind”, by President George W. Bush. Listed in italics are some areas that should be given research in order to determine whether the district can participate in some federally funded programs.

Though these priorities do not address reforms in every federal education program, they do address a general vision for reforming the Elementary and Secondary Education Act (ESEA) and linking federal dollars to specific performance goals to ensure improved results. Details about other programs and priorities will be provided at a later date.* Our priorities in this blueprint consist of seven performance-based titles:

- Improving the academic performance of disadvantaged students
- Boosting teacher quality
- Moving limited English proficient students to English fluency
- Promoting informed parental choice and innovative programs
- Encouraging safe schools for the 21st Century
- Increasing funding for Impact Aid
- Encouraging freedom and accountability

* (These proposals are presented within a new legislative framework. There are programs and policies in the current Elementary and Secondary Education Act that are not addressed in these proposals. The proposals that are starred in this document will be considered separately from the ESEA reauthorization.)

Appendix 11: ADDITIONAL READING AND OTHER REFERENCE MATERIAL

PROMOTING PARENTAL OPTIONS AND INNOVATIVE PROGRAMS (TITLE IV)

Overview:

The purpose of Title IV is to promote parental choice and to increase the amount of flexible funds available to states and school districts for innovative education programs. Systems are often resistant to change - no matter how good the intentions of those who lead them. Competition can be the stimulus a bureaucracy needs in order to change. For that reason, the Administration seeks to increase parental options and influence. Parents, armed with data, are the best forces of accountability in education. And parents, armed with options and choice, can assure that their children get the best, most effective education possible.

To Expands Public-Private Partnership in School Construction, states are currently allowed to issue a certain number of tax-exempt bonds for private contractors to build public facilities, such as airports and low-income housing. Public school construction is currently not an allowable use of such bonds.

By allowing private activity bonds to be used for public school construction, local districts across America will be able to leverage additional funds to be used for school construction and repair. The amount of bonds in each state able to be used for public-private partnerships in school construction would be based on the state population.*

Appendix 12: ADDITIONAL READING AND OTHER REFERENCE MATERIAL

21ST CENTURY SKILLS (STUDENT OUTCOMES)

<http://ed.sc.gov/agency/ac/Career-and-Technology-Education/documents/21stCenturySkillsforStudentsTeachers.pdf>

21ST CENTURY SKILLS (STUDENT OUTCOMES)

CORE SUBJECTS AND 21ST CENTURY THEMES: Mastery of core subjects and 21st century themes is essential for all students in the 21st century. Core subjects include English, reading or language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics. In addition to these subjects, schools must move forward to include not only a focus on mastery of core subjects, but also an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects.

A. Global Awareness

1. Use 21st century skills to understand and address global issues.
2. Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
3. Understand other nations and cultures, including the use of non-English languages.

B. Financial, Economic, Business, and Entrepreneurial Literacy

1. Know how to make appropriate personal economic choices.
2. Understand the role of the economy in society.
3. Use entrepreneurial skills to enhance workplace productivity and career options.

C. Civic Literacy

1. Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.
2. Exercise the rights and obligations of citizenship at local, state, national, and global levels.
3. Understand the local and global implications of civic decisions.

D. Health Literacy

1. Obtain, interpret, and understand basic health information and services and use such information and services in ways that enhance health.
2. Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
3. Use available information to make appropriate health-related decisions.
4. Establish and monitor personal and family health goals.

5 LEARNING AND INNOVATION SKILLS: Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century and those who are not. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future.

CREATIVITY AND INNOVATION

E. Think Creatively

1. Use a wide range of idea creation techniques (such as brainstorming).
2. Create new and worthwhile ideas (both incremental and radical concepts.).
3. Elaborate, refine, analyze, and evaluate your own ideas in order to improve and maximize creative efforts.
- . Understand national and international public health and safety issues.

F. Work Creatively with Others

1. Develop, implement, and communicate new ideas to others effectively.
2. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
3. Demonstrate originality and inventiveness in work, and understand the real world limits to adopting new ideas.
4. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
5. Implement Innovations
6. Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

CRITICAL THINKING AND PROBLEM SOLVING

G. Reason Effectively

1. Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

H. Use Systems Thinking

1. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

I. Make Judgments and Decisions

1. Analyze and evaluate evidence, arguments, claims, and beliefs.
2. Analyze and evaluate major alternative points of view.
3. Synthesize and make connections between information and arguments.
4. Interpret information and draw conclusions based on the best analysis.
5. Reflect critically on learning experiences and processes.

J. Solve Problems

1. Solve different kinds of non-familiar problems in both conventional and innovative ways.
2. Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

K. Communicate Clearly

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
2. Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
3. Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade).
4. Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.
5. Communicate effectively in diverse environments (including multi-lingual).

L. Collaborate with Others

1. Demonstrate ability to work effectively and respectfully with diverse teams.
2. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
3. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

INFORMATION, MEDIA, AND TECHNOLOGY SKILLS:

People in the 21st Century live in a technology and media –suffused environment marked by various characteristics, including:

1. Access to an abundance of information.
2. Rapid changes in technology tools.
3. The ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology.

INFORMATION LITERACY

M. Access and Evaluate Information

1. Access information efficiently (time) and effectively (sources).
2. Evaluate information critically and competently.

N. Use and Manage Information

1. Use information accurately and creatively for the issue or problem at hand.
2. Manage the flow of information from a wide variety of sources.
3. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

MEDIA LITERACY

O. Analyze Media

Understand both how and why media messages are constructed and for what purposes.

Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

P. Create Media Products

Understand and utilize the most appropriate media creation tools, characteristics, and conventions.

Understand and effectively utilize the most appropriate expressions and interpretations in diverse multi-cultural environments.

ICT(INFORMATION, COMMUNICATIO, AND TECHNOLOGY LITERACY

Q. Apply Technology Effectively

1. Use technology as a tool to research, organize, evaluate, and communicate information.
2. Use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
3. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

LIFE AND CAREER SKILLS: Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

FLEXIBILITY AND ADAPTABILITY

R. Adapt to Change

1. Adapt to varied roles, jobs' responsibilities, schedules, and contexts.
2. Work effectively in a climate of ambiguity and changing priorities.

S. Be Flexible

1. Incorporate feedback effectively.
2. Deal positively with praise, setbacks, and criticism.
3. Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

T. Manage Goals and Time

1. Set goals with tangible and intangible success criteria.
2. Balance tactical (short-term) and strategic (long-term) goals.
3. Utilize time and manage workload efficiently.

U. Work Independently

1. Monitor, define, prioritize, and complete tasks without direct oversight.

V. Be Self-directed Learners

1. Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
2. Demonstrate initiative to advance skill levels toward a professional level.
3. Demonstrate commitment to learning as a lifelong process.
4. Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

W. Interact Effectively with Others

1. Know when it is appropriate to listen and when to speak.
2. Conduct oneself in a respectable, professional manner.

X. Work Effectively in Diverse Teams

1. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
2. Respond open-mindedly to different ideas and values.
3. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

Y. Manage Projects

1. Set and meet goals, even in the face of obstacles and competing pressures.
2. Prioritize, plan, and manage work to achieve the intended result.

Z. Produce Results

1. Demonstrate additional attributes associated with producing high quality products including the abilities to:

- work positive and ethically;
- manage time and projects effectively;
- multi-task;
- participate actively, as well as be reliable and punctual;
- present oneself professionally and with proper etiquette;
- collaborate and cooperative effectively with teams;

LEADERSHIP AND RESPONSIBILITY

- respect and appreciate team diversity; and
- be accountable for results.

AA. Guide and Lead Others

1. Use interpersonal and problem-solving skills to influence and guide others toward a goal.
2. Leverage strengths of others to accomplish a common goal.
3. Inspire others to reach their very best via example and selflessness.
4. Demonstrate integrity and ethical behavior in using influence and power.

BB. Be Responsible to Others

1. Act responsibly with the interests of the larger community in mind.

FOR TEACHERS AND ADMINISTRATORS

21st Century Support Systems

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. Twenty-first century standards, assessments, curriculum, instruction, professional development, and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

A. 21st Century Standards

1. Focus on 21st century skills, content knowledge, and expertise.
2. Build understanding across and among core subjects as well as 21st century interdisciplinary themes.
3. Emphasize deep understanding rather than shallow knowledge.
4. Engage students with the real world data, tools, and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems.
5. Allow for multiple measures of mastery.

B. Assessment of 21st Century Skills

1. Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments.
2. Emphasizes useful feedback on student performance that is embedded into everyday learning.
3. Requires a balance of technology-enhanced formative and summative assessments that measure student mastery of 21st century skills.
4. Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers.
5. Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills.

C. 21st Century Curriculum and Instruction

1. Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes.
2. Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning.
3. Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches, and higher order thinking skills.
4. Encourages the integration of community resources beyond school walls.

D. 21st Century Professional Development

1. Highlights ways teachers can seize opportunities for integrating 21st century skills, tools, and teaching strategies into their classroom practice—and help identify what activities they can replace/de-emphasize.
2. Balances direct instruction with project-oriented teaching methods.
3. Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills.
4. Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students.
5. Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths, and weaknesses.
6. Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning.
7. Supports the continuous evaluation of students' 21st century skills development.
8. Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual, and blended communications.
9. Uses a scalable and sustainable model of professional development.

E. 21st Century Learning Environments

1. Create learning practices, human support, and physical environments that will support the teaching and learning of 21st century skill outcomes.
2. Support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.
3. Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work).
4. Allow equitable access to quality learning tools, technologies, and resources.
5. Provide 21st century architectural and interior designs for group, team, and individual learning.
6. Support expanded community and international involvement in learning, both face-to-face and online.

Appendix 13: ADDITIONAL READING AND OTHER REFERENCE MATERIAL

K12 Technology System Total Cost of Ownership Calculator

<http://www.iaete.org/tco/>

eSchool News Online

<http://www.eschoolnews.com>

School Technology Best Practices

<http://www.eschoolnews.com/publications/directories/stbp/>

Several articles on technology in schools

www.mff.org/publications/publications.taf

U.S Department of Education

<http://www.ed.gov>

Office of Education Technology

<http://www.ed.gov/technology/>

Various Sites for Information:

<http://www.ed.gov/Technology/TechConf/1999/whitepapers.html>

<http://www.ed.gov/Technology/digdiv.html>

<http://www.ed.gov/Technology/reports.html>-several excellent reports such as:

An Educator's Guide to Evaluating the Use of Technology in Schools and

Class <http://www.ed.gov/pubs/EdTechGuide/>

Final Report for the Secretary's Conference on Educational

Technology: Measuring the Impacts and Shaping the Future

<http://www.ed.gov/Technology/techconf/2000/report.html>

Evaluation Tools:

<http://www.ed.gov/technology/techconf/2000/tools.html>

National Center for Education Statistics

<http://nces.ed.gov/>

Internet Access in Schools

<http://nces.ed.gov/pubsearch/getpubList.asp?L1=108&L2=0>

Technology Use in Education

The Education Development Center, Inc

<http://www.edc.org/>

CCT - Center for Children & Technology

<http://www2.edc.org/CCT/cctweb/>

Discusses High Tech School

<http://www.edc.org/spotlight/schools/hitechhigh.htm>

Home Page of the Web-based Education Commission

http://www.hpcnet.org/cgi-bin/global/a_bus_card.cgi?store_SiteID=154797

The Power of the Internet for Learning: Moving from Promise to Practice

<http://interact.hpcnet.org/webcommission/index.htm#report>

Web-based Education Commission's e-testimony page

http://www.hpcnet.org/cgi-bin/global/a_bus_card.cgi?store_SiteID=155038

Signature  _____