

TECHNOLOGY PLAN

for

July 1, 2016 - June 30, 2019

BAMBERG SCHOOL DISTRICT TWO

Denmark-Olar Schools
Denmark, South Carolina



<http://www.denmarkolarschooldistrict2.org>

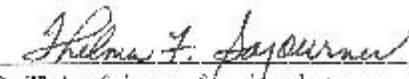
Prepared by: Rodney Anderson
Director of Technology

This technology Plan has been reviewed and submitted on behalf of Bamberg School District Two.



Rodney Anderson, Director of Technology

Date: October 31, 2016



Dr. Thelma Seymour, Superintendent

Date: October 31, 2016

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Executive Summary

The mission of Bamberg School District Two is to develop ethical and globally competitive students by providing rigorous, life and career educational experiences supported by innovative, qualified and dedicated professionals.

This three-year district technology plan is designed to guide the implementation of technology in the district. Technology Integration is the use of technology by teachers, administrators, and students to enhance teaching and learning, and to support existing curricular goals and objectives. Through integrated curriculum experiences, our students will learn to solve problems cooperatively through teamwork assisted by appropriate technologies. Our students will also be provided with a range of experiences designed to develop the technological skills necessary to function responsibly in life situations marked by rapid technological change. Bamberg School District Two recognizes that technology is an administrative tool that can bring productivity to the management and educational realm of education. The power of technology allows tracking of student work, enabling teachers to develop and sustain individual learning profiles for their students. The State and District require that teachers become technology literate in order to integrate technology with content area standards for instruction. Also, teachers will have technology standards that will be required for classroom instruction, enabling students to become technology literate by grade eight (ESSA-Every Student Succeeds Act & South Carolina College and Career Ready Standards). The district will review and implement recommendations identified in its Online Testing Technology Readiness Assessment.

The District is being proactive by providing professional development within the District for teachers to receive the necessary technology training. Another survey will be conducted to determine teachers' technology training needs. Based on the results teachers will be divided into two categories. Teachers who indicate that they are not familiar with the computer and/or technology applications will be provided technology training. Teachers with a high degree of knowledge will be used as peer tutors/coaches and presenters for technology staff development. Teachers, who indicate they need extensive help, will be required to participate in computer literacy trainings that will be provided by the district office staff on regularly scheduled days. The District is committed to ensuring that all of our teachers are technology literate in order to utilize technology as a tool to enhance the learning process.

Bamberg School District Two has experienced steady and significant growth in the area of technology. Through grants and other sources of technology funding, Denmark-Olar Schools are utilizing mobile laptop carts, computer labs, IPADS, IPODS, eBooks, Tablets, Promethean Boards, Elmo Digital Projectors, Chromebooks, and eBeams Interactive Technology System.

The district continues to utilize the laptop check-out program for teachers and students at the Denmark-Olar Middle School and Denmark-Olar High School. The program allows learning anywhere, anytime; not just in one particular classroom for forty minutes or ninety minutes a day. At DOES, a teacher checkout program is used to provide laptops for teachers. Chromebooks are currently utilized to expand student learning in fourth and fifth grades. The district's goal is to provide each K-12 teacher with a classroom set of devices (laptops, Ipads, Chromebooks, etc.) to enhance teaching and learning.

Through the development of this plan, Bamberg School District Two has begun a process for revising and developing an integrated technology plan as a framework for achievement through the effective use of technology. Five primary technology dimensions and goals are addressed in this plan. The five technology focus dimensions are:

Technology Dimension 1: Learners and Their Environment

Goal: The Bamberg School District 2 teachers will guide students in Grades K-12 to apply developmentally appropriate technology standards in all curriculum areas to communicate effectively, achieve high academic standards, and successfully participate in a changing information-based society while achieving technological literacy.

Technology Dimension 2: Professional Capacity

Goal: Bamberg School District 2 will provide on-going curriculum and professional development to increase the competency of all district teachers, administrators, and support staff. The district will use research proven strategies, rigorous instruction, and effective integration of instructional technology systems to support the implementation of college and career readiness standards to improve teaching and student achievement.

Technology Dimension 3: Instructional Capacity

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

Technology Dimension 4: Community Connections

Goal: Bamberg School District 2 will encourage parental and community involvement in creating learner-centered instructional environments by providing appropriate Internet safety awareness, technology, tools, resources, and training required to increase student achievement.

Technology Dimension 5: Support Capacity

Goal: Bamberg School District 2 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Goals, objectives, strategies, action and evaluation plans are provided for each core technology dimension. Our main goal in all areas of the curriculum is to develop ethical and globally competitive students by providing rigorous, life and career educational experiences supported by innovative, qualified and dedicated professionals.

DISTRICT PROFILE

Bamberg School District Two is an isolated rural school district located in the southwestern part of South Carolina in Bamberg County, population 6,989. The nearest cultural centers (Columbia, Charleston) are more than fifty miles away. More astounding, the community has no year round supervised recreational activities for youth such as community centers and parks. The school district serves the communities of Denmark, Govan, and Olar and has been designated as a high poverty area that has experienced a decline in population over the past decade. Economic opportunities are limited because of the remote location and lack of industry. Bamberg School District Two serves approximately 718 students in grades Pre-K through 12. The schools include: Denmark-Olar Elementary (Pre-K-5th grades), Denmark-Olar Middle School (6th-8th grades), and Denmark-Olar High School (9th-12th grades). The student population is 96% African-American, 2% Hispanic, 1% White, and 1% multi-racial.

District demographics include:

NUMBER OF STUDENTS ENROLLED IN DISTRICT SCHOOLS

Denmark-Olar Elementary	387
Denmark-Olar Middle	146
Denmark-Olar High	185
Total District Enrollment	718

% OF STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCHES

Denmark-Olar Elementary	100%
Denmark-Olar Middle	100%
Denmark-Olar High	100%

NUMBER OF ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS

Denmark-Olar Elementary	0
Denmark-Olar Middle	3
Denmark-Olar High	4

GRADUATION RATE (2015)

77.3%

DISTRICT E-RATE DISCOUNT

90%

The district has the 7th highest millage rate in the State and has a 97% poverty index.

The district offers free after-school programs on Monday, Wednesday, and Thursday throughout the school year. Each school provides a comfortable and supportive environment where children are provided individual attention and support for subject area content assignments, to develop positive study habits and problem-solving skills, and to explore their creativity. Students can attend if they simply need a welcoming place to do homework, to use school computers for Internet research, and/or to complete computer-based enrichment assignments, or work on individual or group projects.

The median household income is only \$21,097 and 48% of the county is unemployed according to the U.S. Census. Studies by the S. C. Budget and Control Board found that about 25% of the families do not have transportation (as compared to the S.C. average of 11%) and 25% do not have access to a telephone for communication which isolates many families. With this many students living in poverty, there is a strong need for this program in Bamberg County because parents cannot afford to pay for after-school programs and they also may not have the transportation. An alarming 75% of the district's school-age children are home alone between the hours of 3:00 p.m. and 6:00 p.m. Furthermore, the research shows that children who are left home alone and suffer from other poverty factors are susceptible to low academic achievement, school discipline problems, crime, drug/alcohol use and abuse, and social/emotional problems (After School Alliance, 2010).

District Technology Plan Round Table Committee Members

Rodney Anderson, Director of Technology and Finance
Edwina Richardson, Technology Systems Specialist
Dr. Ruby J. Johnson, Director of Instructional Services
Dr. Teresa Myers, Teacher, Denmark-Olar High School
Daryl Brockington, Principal, Denmark-Olar Middle School
Elaine Thomas, Paraprofessional, Denmark-Olar Elementary School
Deborah Whitmore, Assistant Principal, Denmark-Olar Elementary & Middle Schools
Belinda Nightingale, Media Specialist, Denmark-Olar Elementary, Middle & High Schools
Thankappan Pradeep, Teacher, Denmark-Olar Middle School
Lorraine Peeples, Principal, Denmark-Olar Elementary School
Claudia Lambert, Teacher, Denmark-Olar Elementary School
Deon Branch, Teacher, Denmark-Olar High School
Jennifer Sanders, Denmark-Olar High School
Maria Avesta, Denmark-Olar Middle School
Daeven Odom, Teacher, Denmark-Olar High School
Zelda Douglas, Career Specialist, Denmark-Olar Middle & High Schools
Wanda Summers, Instructional Facilitator
Dianna D. Bailey, Technology Assistant
Larry Bias, Board Member

How the Plan Was Developed?

The plan was developed by the District Technology Plan Round Table Committee Members which included past committee members as well as some new members.

MISSION STATEMENT

The mission of Bamberg School District Two is to develop ethical and globally competitive students by providing rigorous, life and career educational experiences supported by innovative, qualified and dedicated professionals.

PHILOSOPHY

Students live in a multifaceted complex society characterized by many changes that affect personal and social growth. Almost all students at some time during their development will experience difficulty in adjusting to these changes.

A comprehensive school guidance program guarantees that all students have access to school counselors and school counselors have access to all students. It helps to develop and protect students individually and provides them with skills to function effectively with others in school, home and community. It is developmental and preventative as well as remedial in design and implementation and is continuously refined and enhanced through systematic planning, designing, implementing and evaluating. The Guidance and Counseling Program of Bamberg School District Two is comprehensive and sequential and is based upon students' academic, social-emotional and career-vocational and developmental needs. It outlines competencies and counselor strategies, which will enhance the development of students at all levels. The program ensures that the counselors are available for students to acquire knowledge and skills which are essential for academic competency, responsible behavior and successful living in work and society.

BELIEF STATEMENTS

WE BELIEVE THAT

-all people deserve to be treated with dignity and respect;**
-all children can achieve and there is no limit to what they can learn;**
-excellence is achievable and always worth the investment;**
-change is necessary for growth;**
-the most important function of the community is to educate its citizens;**
-children are our most valuable resource;**
-high self-esteem is vital to the growth and development of the individual;**
-the uniqueness of each individual adds to the strength of the group;**
-each individual has infinite value;**
-there is a direct correlation between the degree of community involvement and educational excellence;**
-people are entitled to equal opportunities;**
-one has to love students to reach and teach them;**
-God is love;**
-each person is responsible for his or her behavior;**
-high expectations positively impact performance;**
-there is a direct relationship between effort and success;**
-the family is the foundation of our society;**
- hands on experiential learning models foster true learning;**
- a wide variety of STEAM skills and concept enables students to compete globally**

District Technology Planning Structure

- Instructional
 - Curriculum Structure
 - Professional Development Structure
 - Technology Integration Structure
- Administrative
 - Systems and Applications Structure and Professional Development Structure
 - Infrastructure and Technical Support

Instructional

- Technology Instructional structure is supported by technology with student-centered and meaningful learning.
- Students continuously work cooperatively and collaboratively to solve problems and improve communication.
- Students continuously use technology to improve their critical thinking skills.
- Students engage in active and interactive modes of learning utilizing technology.
- Student learning is more relevant as technology based resources are implemented to simulate real life and historical situations.
- Students continuously use technology to participate in global learning.
- Students continuously use technology in interdisciplinary units and programs that involve solving real-life problems.
- Teachers and students continuously teach others to use technology.
- Teachers provide more hands-on instructional opportunities with technology integration.
- Technology resources are continuously being selected, which support the curriculum and provide for the needs of all students.

Identified Student/Curricular Needs

Provisions for academic assistance

Special Education students

English as a second language students

Gifted and Talented students

Cultural diversity

District Technology Vision Statement

Bamberg School District Two's vision is to ensure that our students will continue to have access to the technology resources that will assist us in becoming more skillful in analytical problem solving. The school district has adopted the International Society for Technology in Education's (ISTE) standards for students, teachers and administrators. We will strive to ensure that all administrators, teachers and students will achieve the standards listed by the State and the International Society for Technology in Education (ISTE),* and every student graduating from high school will demonstrate competency in computer applications. We must educate new generations of digitally literate citizens to ensure they are able to compete successfully in today's global workforce and participate in our increasingly knowledge-based society.

All students will be equipped with skills that will enable them to be lifelong learners. These skills will enable our students to become

1. Capable information technology users
2. Information seekers, analyzers and evaluators
3. Problem solvers and decision makers
4. Creative and innovative users of productivity tools
5. Communicators, collaborators, publishers and producers
6. Informed, responsible, and contributing citizens.

All students will be provided with a responsive curriculum that focuses on new and emerging technologies. Technology resources will be integrated into the core curriculum through the following:

1. An active technology committee at the district and school levels
2. Coordination between the instructional and administrative divisions
3. Integration of appropriate instructional activities and strategies

All teachers must have the knowledge needed to teach, work and learn in an increasingly global and digital society. Technology must be used to:

1. Design, implement, and assess learning experiences to engage students and improve learning
2. Enrich professional practice
3. Provide positive models for students, colleagues, and the community.

All administrators must provide leadership for the implementation of the programs, services, and resources associated with the district's multiple technology initiatives. Technology must be used in creative and innovative ways to:

1. Access, share and manage information
2. Manage building and district resources
3. Provide access to quality resources that would otherwise not be available.

Technology education must be provided by the district personnel to ensure the effective use of technology resources.

**BAMBERG SCHOOL DISTRICT TWO
CURRENT STATE OF TECHNOLOGY**

Item	District Office	DOES	DOMS	DOHS	Total
CPU	14	84	73	114	285
Dell OptiPlex 380			21		21
Dell OptiPlex 780	9	13			22
HP Compaq 6200 Pro SFF PC		7		36	43
HP ProDesk 600 P SFF	0	8	0	31	39
HP Compaq dc7800p SFF		3			3
HP Compaq dc7900 SFF	2			4	6
HP Compaq Elite 8300 SFF				31	31
HP Compaq Pro 6300 SFF	2	49	52	8	111
HP Core i3-2120 3300		1			1
HP Pentium 4 2800 System		3		4	7
HP EliteDesk 800 G1 SFF	1				1
Laptops	26	87	129	164	406
Dell Precision 6400*	11				11
Dell Precision 6500*	10				10
Dell e5410	5	24	84	87	200
Dell e5400		30	30	48	108
Dell e5420				24	24
HP ProBook 640 G1		11	15		26
HP ProBook 650 G1		22		5	27
Projectors	2	5	4	7	18
Multi-Media Presentation Carts	1		2		3
SMART/White Boards		6		2	8
Promethean Boards & Projectors	2	15	15	25	57

Document Camera/Elmo	1		2	4	7
Item	District Office	DOES	DOMS	DOHS	Total
I Pod Touch 4 th Generation				3	3
IPAD	2	1	19	65	87
Tablets-ASUS Vivo Tab Mobile Dock	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		51			51
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf		6			6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	2	3
Chrome Books		48	40		88

- Internet access for 100% classrooms including wireless (excludes mobile classrooms)
- iBoss filtering and proxy package
- Computer labs at all schools
- Technology driven media centers
- PowerSchool – integrated software system to manage to school/student information (hosted by Pearson)
- In-house E-mail system for all staff and administration
- 500 Mb connection to the internet, enhanced by the use of a caching proxy server
- Application distribution to desktops
- Smarter Balance (Denmark-Olar High School)
- MealsPlus – (District-wide)
- Academy of Reading (Denmark-Olar Elementary School)
- Global Connect Calling & Notification System (District-wide)
- Enrich Test View Data Program
- MAPP (District-wide)

- NetTop Vision Programs (District-wide Media Centers & Computer Labs)
- Read 180 (Denmark-Olar Middle School)
- COMPASS (Denmark-Olar Middle School)
- ScribeSoft Automated Student Records Information System (Denmark-Olar High School)
- School Center District's Website
- BlackBoard Tip Text System (Denmark-Olar Middle & High Schools)
- APEX Learning (Denmark-Olar High School)
- Test for Higher Standards Benchmark in South Carolina (District-wide)
- Follett Destiny Library System
- Imagine Learning

DISTRICT NEEDS ASSESSMENT

Current Technology Needs:

- Increase WAN bandwidth
- Increase instructional software library
- Expand instructional support staff for Technology
- Increase up to date teacher/student desktops and laptops
- Replace switches (replace older 10/100 switches with GB switch technology)
- Training on instructional software and district devices (i.e. copier code print training, new software purchased training, etc.)
- Repair existing wiring where needed district wide
- Remove hubs in classrooms (causes bandwidth bottlenecks)
- Get mobile classrooms connected to district network
- Purchase security cameras for Denmark-Olar Elementary and Middle Schools
- Upgrade security cameras for Denmark-Olar High School
- Technology training for Instructional Coaches
- Annual training for Media Specialists

**GOALS & OBJECTIVES
FOR IMPROVING SERVICES
AND FOR PROFESSIONAL STAFF DEVELOPMENT**

Technology Dimension 1: Learners and their Environment A Snapshot of Current Technology Use

Item	District Office	DOES	DOMS	DOHS	Total
CPU	14	84	73	114	285
Laptops	26	87	129	164	406
Projectors	2	5	4	7	18
Multi-Media Presentation Carts	1		2		3
SMART/White Boards		6		2	8
Promethean Boards & Projectors	2	15	15	25	57
Document Camera/Elmo	1		2	4	7
I Pod Touch 4 th Generation				3	3
IPAD	2	1	19	65	87
Tablets	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		51			51
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	2	3
Camcorder		3			3
Chrome Books		48	40		88

GOAL: The Bamberg School District Two teachers will guide students in Grades K-12 to apply developmentally appropriate technology standards to all curriculum areas to communicate

effectively, achieve high academic standards and successfully participate in a changing information-based society while achieving technological literacy

OBJECTIVES:

1. Teachers will complete technology training as provided by the district.
2. Students will engage in authentic standards-based learning activities that integrate media and technology into the curriculum.
3. Students will select the appropriate tools to complete real-world multidisciplinary tasks and demonstrate technology competence upon graduation.
4. Students will utilize technology in a safe and supportive learning environment.

OBJECTIVES, STRATEGIES, AND ACTION STEPS TO REACH GOAL				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
1.a.The District will provide on-going workshops in technology to increase the technology level and rigor of teachers.	Annually	State Funds Local Funds	Technology Staff	Agendas Workshop Evaluation Data Teacher Technology Assessment Results
1.b.The District will provide teachers with web resources and best practices to help with classroom integration of technology	Annually	State Funds	Technology Staff	Number of visitors to website tutorials.
2.a. Develop technology enhanced learning activities aligned with state standards in all content areas	Annually	State Funds Local Funds	District wide	District-wide achievement test scores Documented Observations
2b. Ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs.	Annually	State Funds Local Funds	District wide	District wide achievement test scores Documented Observations

3a. Create and use lesson activities in which students use a variety of technology tools, including assistive technology to complete authentic multidisciplinary tasks.	Weekly	State Funds Local Funds Grants	Teachers	Interviews Observations Documented Lesson Plans
3b. 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.	Weekly	State Funds Local Funds Grants	District	Interviews Observations Documented
3c. Adopt grade-level appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society.	Annually	State Funds Local Funds Grants	District Wide	Documented Observations
4a. Teach cyber-safety to all students in all content areas.	Annually	General Funds	Teachers	Interviews Observations
4b. Teach and demonstrate technology and Internet ethics in all content areas.	Annually	General Funds	Teachers	Interviews Observations
4c. Continue monitoring to detect unauthorized information processing activities	Daily	General Funds	District	Log management systems and procedures
4d. Add security monitoring devices and/or software in schools as needed.	On-going	General Funds	District	Observation

Technology Dimension 2: Professional Development A Snapshot of Current Technology Use

Item	District Office	DOES	DOMS	DOHS	Total
CPU	14	84	73	114	285
Laptops	26	87	129	164	406
Projectors	2	5	4	7	18
Multi-Media Presentation Carts			2		2
SMART/White Boards		6		2	8
Promethean Boards & Projectors	2	15	15	25	57
Document Camera/Elmo	1		2	4	7
I Pod Touch 4 th Generation				3	3
IPAD	2	1	19	65	87
Tablets	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		51			51
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	2	3
Camcorder		3			3
Chrome Books		48	40		88

GOAL: BAMBERG SCHOOL DISTRICT TWO will provide curriculum development and professional development to increase the competency of all district teachers, administrators and support staff. Use of research proven strategies, rigorous instruction, and the effective integration of instructional technology systems which support the state’s assessment and will be used to improve teaching and learning and increase student achievement.

Objective:

- Determine teachers’ levels of proficiency and professional development needs by administering a needs assessment.
- Provide technology workshops, courses, and training sessions that promote acquisition of technology skills and integration.
- Promote use of teacher web pages to involve learners and parents in classroom lessons, homework assignments, and school activities.
- Develop a network of teacher technology leaders who have the skills and experience necessary to prepare teachers for effective technology use.

Implementation of Objectives:

- The percentage of technology proficient teachers in the district will increase from 80% to 95% by 2019.
- By 2019, 100% of teachers will have received technology training.
- By the end of 2019 all teachers will integrate technology as a tool to increase student achievement and engage students in real-world experiences.

Evaluation of Objectives:

- Documented classroom walkthroughs and evaluations
- Record of attendance and completion levels of teacher professional development courses/workshops as related to technology
- Online self-assessment instrument to be completed by teachers.
- Conduct peer observations to monitor and/or evaluate teachers

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSONS RESPONSIBLE	MEANS OF EVALUATION
1. At each organization level (elementary, middle, high), teachers/administr	Aug 2016 to May 2017	N/A	Director of instruction, principals, and coaches.	District plan in place, lesson plans indicating rigor.

ator committees will review best practices research and develop strategies for integrating rigor and higher order thinking skills				
2. Continue using an online survey to determine technology staff development needs	November 2016 to December 2016	N/A	Director of Technology	Analyze survey results to improve staff development program
3. Offer professional development activities and training in multiple approaches (i.e. on site, on line, one on one mentoring) to address the technology needs of staff	Annually	Local and state funds	Director of Technology	Develop training schedule Evaluation Forms
4. Offer a variety of professional development opportunities, including a variety of digital instruments.	Annually	Local and state funds	Director of technology and director of instruction.	Training schedule Evaluation Forms
5. Post technology course schedule & technology training sessions online	Update as training is offered	N/A	Director of technology.	Monitor website
6. Provide training for district supported software, i.e. email, power school, power teacher, compass learning, MAP, SMART BOARD technologies.	Annually	Local and state funds	Director of technology, Technology committee.	Roster indicating participation. Evaluation Forms

7. Provide access to technology training manuals and software/hardware “how-tos”, via the district’s website	Annually	Local and state funds	Director of technology, Technology committee.	Monitor intranet and maintain a record of use
8. Provide training opportunities for teachers to learn and use emerging technologies, including Google applications	Annually	Local and state funds	Director of instruction technology, technology instructors, district webmaster	Develop training schedule. Rosters Evaluation Forms
9. Identify teachers who are proficient with technology skills and integration	Annually	N/A	Principals and director of technology	Information from survey

Technology Dimension 3: Instructional Capacity A Snapshot of Current Technology Use

Item	District Office	DOES	DOMS	DOHS	Total
CPU	14	84	73	114	285
Laptops	26	87	129	164	406
Projectors	2	5	4	7	18
Multi-Media Presentation Carts			2		2
SMART/White Boards		6		2	8
Promethean Boards & Projectors	2	15	15	27	55
Document Camera/Elmo	1		2	2	5
I Pod Touch 4 th Generation				3	3
IPAD	2	1	19	65	87
Tablets	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		51			51
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	2	3
Camcorder		3			3
Chrome Books		48	40		88

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

Objectives: Bamberg School District Two will ensure that all classrooms are “21st Century Classrooms”, meaning that a standard complement of technology resources are available, maintained, and functional for each classroom.

1. Bamberg School District Two will ensure that students will have access to technology. Students will be able to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with the state’s assessments and will thereby increase their level of academic achievement.
2. Bamberg School District Two will utilize technology to improve the collaboration of the lesson planning process to include a greater inclusion of high-quality instructional plans. Students will engage in authentic learning activities that are aligned with the State Standards and that integrate technology, including assistive technology, into the core content.

OBJECTIVES, STRATEGIES, AND ACTION STEPS TO REACH GOAL				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	MEANS OF EVALUATION
1a. Set criteria for classroom equipment and purchase equipment to complete implementation throughout the district.	2016-2019	State Funds Local Funds Federal Funds (Grants)	Technology Staff	School equipment inventory
1b. Clearly state funding commitments for ongoing maintenance of classroom technology. (For example, repair existing wiring needed district-wide.)	Annually	N/A	Technology Staff	Budget Sheet
1c. Participate in ongoing, sustained professional development offerings for teachers to integrate technology in the classroom that will foster increased achievement by all students, including those with special needs.	\Quarterly	Local, State, and Federal Funds and	Director of Staff Development Director of Technology	Sign-in Sheets Workshop Evaluation Forms

2a. Ensure that the curriculum integrates appropriate technologies.	Semi-Annually	N/A	Technology Director Principals	Observations
2b. Facilitate the use of technologies to support and enhance instructional methods.	Annually Quarterly	Local, State, and Federal Funds and/or grants.	Director of Technology Teachers Administrators	Recognize exemplary and proficient student technology projects by implementing parent/teacher/student Technology Nights that showcase students' technology projects and introduces technology teachers to the community.
3a. Purchase an online lesson planning software program.	2017	Local, state and Federal Funds	Director of Technology Principals	Lesson Plans Feedback from Teachers Principal's Instructional Facilitator Director of Curriculum and Instruction Observation
3b. Provide initial and on-going training for online lesson planning software.	2017	Local, State, and Federal Funds and/or grants	Director of Technology Principals	Technology Plan

Technology Dimension 4: Community Connections A Snapshot of Current Technology Use

Item	District Office	DOES	DOMS	DOHS	Total
CPU	14	84	73	114	285
Laptops	52	62	114	159	387
Projectors	2	5	4	7	18
Multi-Media Presentation Carts	1		2		3
SMART/White Boards		6		2	8
Promethean Boards & Projectors	2	15	15	25	57
Document Camera/Elmo	1		2	4	7
I Pod Touch 4 th Generation				3	3
IPAD	2	1	19	65	87
Tablets	3	16			19
eReaders			85		85
eBeam Edge			2		2
LeapFrog Learning Systems		51			51
LeapFrog Scribble & Write		3			3
Leapster 2 – Learning Game Systems		4			4
Nintendo 3DS & Nintendo 3DS Nerf	6				6
Brainchild Handheld Learning Devices			21		21
Pioneer Tandberg Video Conferencing Technology System			1	2	3
Camcorders		3			3
Chrome Books		48	40		88

Goal: Bamberg School District 2 will encourage parental and community involvement in creating learner-centered instructional environments by providing appropriate Internet safety awareness, technology, tools, resources, and training required to increase student achievement.

Objective 1 : The district will provide after school hour training and community access to school and district technology.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSONS RESPONSIBLE	MEANS OF EVALUATION
1. The district will host a Technology an Open House to showcase the district's technology resources.	Annually	Local, State, Federal, and Private Funds	Director of Technology	Agenda, handouts & sign-in sheets
2. Each school will host a Family Technology Night	Annually	Local, State, Federal, and Private Funds	Principal Director of Technology	Agenda, sign-in sheets, evaluation
3. The district will designate a specific person, location and time for students and persons in the community to access technology at the district and/or school level.	July 2017	Local, State, Federal, and Private Funds	Director of Technology	Annual Surveys Logs of use

Objective 2: The district will establish community technology partnerships and collaborations with parents, businesses, state and local agencies, and institutions of higher learning.

ACTION STEPS	TIMELINE	COST	PERSONS RESPONSIBLE	MEANS OF EVALUATION
1. The district will continue collaborate with the career	January 2017	Local, State, Federal, and Private Funds	Director of Technology Principals Career Specialist	District-wide achievement test scores Observations &

specialist to offer technology-based, cooperative educational and job-related experiences				interviews Documentation of offerings
2. Establish partnerships with institutions to offer technology-based, competitions for students.	Annually	Local, State, Federal, and Private Funds	Principal Director of Technology	Logs of partnerships and their role in helping to evaluate technology projects.
3. Write and/or participate in community collaborative technology grants to develop and fund the use technology to improve teaching and learning.		Local, State, Federal, and Private Funds	Director of Technology School Improvement Council	Logs of professional development, community offerings, and internship opportunities in technology.

Objective 3: The district will improve communications with students, parents, and the community.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSONS RESPONSIBLE	MEANS OF EVALUATION
1. The district will oversee the maintenance of school and classroom webpages for access to classroom assignments and email collaboration.	Annually	Local funds State funds	Director of Technology Principals District Webmaster	Webpages online
2. The district will provide a ParentLink as a means of school/home communication.	Annually	State funds Local funds	Director of Technology	Reports of ParentLink use

<p>3. The district will continue to provide parents with access to students' academic progress via PowerSchool Parent Portal</p>	<p>Annually</p>	<p>Local, State, Federal, and Private funds</p>	<p>Director of Technology</p>	<p>Parent logins available</p>
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TECHNOLOGY DIMENSION 5: SUPPORT CAPACITY

Snapshot of Current Technology Use In District:

Desktop Workstations
 Laptop carts
 Student laptop checkout program at 90% of the schools
 Teacher laptop for 80% of instructional staff
 Internet access for 100% classrooms including wireless
 iBoss filtering and proxy package
 Computer labs at all schools
 LCD projectors in 100% of classrooms
 Technology driven media centers
 Interactive whiteboards in 100% in all core teachers' classrooms (excluding mobile classrooms)
 PowerSchool – integrated software system to manage to school/student information (hosted by Pearson)
 iPads (CATE program funded)
 In-house E-mail system for all staff and administration
 500 Mb connection to the internet, enhanced by the use of a caching proxy server
 Application distribution to desktops
 Chromebooks

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

Objectives

1. Maintain systems, implement upgrades, and provide user technical support.
2. Evaluate and update network infrastructure as needed to provide better network connectivity, improved functionality, and more efficient management of devices.
3. Implement a plan to replace and recycle equipment and software.
4. Implement increased bandwidth to our district to increase internet bandwidth for instructional use.
5. Provide efficient and effective, updated, telecommunications capability.
6. Protect the district data, resources and assets.

ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSONS RESPONSIBLE	MEANS OF EVALUATION
Continue to meet with schools to disseminate the District Technology Plan and Acceptable Use Policy (AUP).	Annually	N/A	Director of Technology	Sign-in sheets Copies of Signed AUP
Maintain current inventory of technology by site and user	Annually/ ongoing	N/A	Director of Technology	Inventory of equipment in database and ZEN console
Implement ID's district	Annually	Grants	Director of	Purchase Orders

wide: staff/teachers/students			Technology	
Increase district WAN bandwidth	Annually, when available	N/A	Director of Technology	Purchase Orders
Increase instructional software library	Annually	Grants, eRate	Director of Technology, Grant Writer	Collaboration between parties regarding any software purchase(s)
Expand instruction support staff for Technology	Annually	N/A	Director of Technology, Media Specialist, & Instructional Coaches	Increased knowledge of media spec. and instr. Coaches by vendors and/or technology staff
Increase up to date teacher/student desktops and laptops	2017-2018	Local, State, and Federal Funding	Director of Technology, District Grant Writer	Implementation/replace ment of legacy desktops with tablets and/or laptops, desktops as discussed
Replace/refresh switches and upgrade wireless	When available	Grants, eRate	Director of Technology	Updated 1GB throughput from closet to desktop
Training on instructional software and district devices/equipment	Annually	N/A	Director of Technology	Agenda & sign-in sheets
District-wide, repair existing wiring where needed	When available	N/A	Director of Technology	Working CAT5 jacks in all classrooms district wide
Connect mobile classrooms to district network	As needed	N/A	Director of Technology	Wired and wireless access from mobile classrooms
Security devices/upgrades	Reviewed annually	N/A	Director of Technology	Updated camera system where already installed and cameras installed in buildings without a camera system
Dispose/recycle old and/or damaged devices and equipment	Annually	N/A	Director of Technology	Equipment removed from district by vendor contracted to destroy equipment and issue certificates
Develop and implement Standardize instructional technology equipment and software for schools by creating guidelines for instructional software/hardware purchases	Annually	General, eRate, grants	Director of Technology, Media Specialist, & Instructional Coaches	Guideline in place for purchases and standardization in place for software/hardware purchases district wide.

TIMELINE

The Technology Department will implement this plan beginning 2016-2017 school year. The table below displays a timeframe for goals and objectives outlined in the plan.

2016-2017	2017-2018	2018-2019
Establish a committee comprised of teachers and administrators will continue to review best practices research and develop strategies for integrating rigor and high order thinking skills.	Designate a location and time for stakeholders to access technology at the district and/or school level.	Increase district WAN bandwidth
Update the on-line survey to determine technology staff development needs	Continue partnerships with institutions to offer technology-based competitions for students	Connect mobile classrooms to district network
Set criteria for classroom equipment	IDs for staff/teachers and students	Security devices/upgrade
Continue to collaborate with career specialist to offer technology-based, cooperative educational and job-related experiences.	Replace/refresh switches and upgrade wireless	
	District-wide, replace and/or repair existing wiring	

Ongoing/Annually

- Disseminate District Technology Plan and Acceptable Use Policy
- Provide Technology Staff Development
- Teach cyber-safety & internet ethics to all students
- Implement a technology coaching program
- Provide access to Technology Training Manuals
- District will host Technology Open House

- Schools will host Family Technology Night
- Maintain school and classroom webpages
- Provide a ParentLink for school/home communication
- By site, maintain a current inventory of technology
- Dispose/recycle old and/or damaged devices and equipment

Budget Summary

ITEMS (Equipment, Software, Services, Professional Development, ETC.)	DOLLAR AMOUNT	SOURCE OF FUNDING
Telecommunications (Phones, Datalines)	\$65,000.00	General Fund
Computers, Printers, Software	\$64,290.00	Local Millage
Computers, Printers, Software	\$150,000.00	Federal Fund
Software	\$42,041.00	Grants
Repairs, Maintenance, Support	\$95,000.00	General Fund
Professional Development Stipends, substitutes, Supplies	\$75,000.00	General Fund
Technology Upgrades	\$50,000.00	Improvement Grant

Evaluation:

- A. How frequently will you update the plan? *The plan will be updated every three years.*
- B. Who is responsible for updating the plan? *The District Technology Plan Round Table Members will revise this plan.*
- C. How will you determine if the technology plan was successful in meeting the goals of your institutional plans, i.e., your School District or Library service plan? e.g. Interview/survey staff, patrons, other stakeholders; measuring progress made towards the benchmarks you set out in your goals; observations. *To be addressed and determined during the three (3) year evaluation.*
- D. What goals and objectives of the Technology Plan were you able to meet? To what extent? *To be addressed and determined during the three (3) year evaluation.*
- E. Were there any unexpected outcomes or benefits to having the technology in place. *To be addressed and determined during the three (3) year evaluation.*
- F. What goals and objectives of the technology plan did you not meet? Why? Are there ways to overcome these barriers? *To be addressed and determined during the three (3) year evaluation.*
- G. What is the plan for meeting unmet goals and objectives? *To be addressed and determined during the three (3) year evaluation.*
- H. Are there other needs that have emerged since you last wrote/revised your plan? If so, what are they? *To be addressed and determined during the three (3) year evaluation.*
- I. Are there any goals and objectives that are no longer relevant to your situation and should be deleted from the plan? *To be addressed and determined during the three (3) year evaluation.*
- J. What developments in technology have emerged that you can take advantage of to improve School District or Library service for your community? How do you identify potentially useful new technologies (e.g. attending conferences, reading publications, networking with peers)? *To be addressed and determined during the three (3) year evaluation.*

STAFF DEVELOPMENT EVALUATION

- a. What are the specific resources and strategies that you plan to implement to ensure that your staff is ready to use and maintain the telecommunications and information technologies? *The Bamberg School District Two will provide educators with the necessary resources (equipment and training) and support for using these resources to develop skills and competencies needed to use technology to communicate effectively. Because Bamberg School District Two believes that simple motivational and short-workshops are vastly insufficient to enable veteran teachers and even new teachers to teach well with technologies, the district will continue to provide technology courses to teachers via SCETV and/or Outside Vendors.*
- b. Who will be in charge of coordinating the professional development activities? *The Technology Department and the District's Staff Development Coordinator will be in charge of coordinating professional technology activities for the entire school district.*
- c. Are there in-service slots set aside for technology-related professional development? *No, however, technology-related professional development are inclusive with other content area professional development.*
- d. Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills? *Because the state of South Carolina's Proviso 1A.20 requires all certified school\district staff demonstrate technology proficiency based on standards and guidelines established by the school district professional development policies. Compliance of these polices will be enforced and documented by the school district designated staff. The adopted technology proficiency standards should be aligned to the International Society for Technology in Education (ISTE), teacher standards., all district faculty and staff will be required to participate in technology professional development.*
- e. What models of professional development would work in your organization to train your staff? *District Staff/Peer Teaching, PowerSchool support, VBrick Support, Outside Vendors, Online Webinars, University/College Courses, Video Training,*
- f. What professional development opportunities and resources exist for your technical staff? *Ed-Tech Conferences, PowerSchool University, VBrick Onsite Training, Outside Vendors, Destiny/Follett, Copier Code Print Training and Troubleshooting*
- g. Do you have the resources in house to train these staff members or do they need to go to outside courses, or a combination of two. *A combination of the two.*

- h. What financial and time resources exist to keep the staff up-to-date in learning new technologies? *Title 1, Title 2, SIG, CDEPP, Enhancement Lottery PD, CTA/Priority, CATE, High Schools That Work; the district provides release time for staff to attend developmental activities.*
- i. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet? Courses sponsored by your state education or school district or library agency. *Refer to answers, A-H & L.*
- j. What professional development opportunities and resources exist for your professional development staff (i.e., librarians) to ensure that they cannot only use the new technologies, but use them to deliver improved School District or Library service? *Refer to answers, A-H & L.*
- k. What classes or seminars are available to your staff on an ongoing basis within your organization? *Refer to answers, A-H & L.*
- l. Can your staff meet with others who are already further along implementing technology in another school district or library? *Yes, the district will provide release time for staff.*
- m. What professional development is available from service providers? *Follett, PowerSchool, College and University courses, Online webinars, Outside Vendors according to needs assessments: SCETV, Promethean, Carolina Office Systems, etc.*
- n. What professional development opportunities are available from outside sources (such as providers, courses at institutions of higher education, conferences, courses, delivered via distance learning or over the Internet? Courses sponsored by your state education or school district or library agency. *Refer to answers, A-H, and L.*

Bamberg School District Two Technology Survey

General

1. Choose a site

- Denmark-Olar School District Office
- Denmark-Olar Elementary School
- Denmark-Olar Middle School
- Denmark-Olar High School
- Two or more sites in the district

2. What is your current job role?

- Classroom Teacher
- Paraprofessional
- Media Specialist
- Guidance Counselor
- District/School Administrator
- District Office Staff

3. What is your content area (if applicable)?

- Art
- Music
- English
- Science
- Social Studies
- Math
- Foreign Languages
- Physical Education & Health
- CATE
- JROTC
- Other

4. Number of each device in your classroom/office.

Teacher's Desktop	<input type="text"/>
Teacher's Laptop	<input type="text"/>
Student's Desktop(s)	<input type="text"/>
Student's Laptop(s)	<input type="text"/>
Administrator's Desktop	<input type="text"/>
Administrator's Laptop	<input type="text"/>
Tablets	<input type="text"/>
IPADS	<input type="text"/>
eBooks	<input type="text"/>
Chromebooks	<input type="text"/>

5. Does your classroom have interactive technology (Promethean Board, SMART Board, EBeam, etc)?

- Yes
- No

6. What other technology devices do you use in your classroom or office?

7. How do you personally train to use technology? (Check all that apply)

- District Staff Development/Training Only
- On-Line Courses
- Web-Based Training
- Traditional College Courses
- Peer Training
- Other:
- None

Technology Skills

Rate your technology skills; select one response for each question.

8. Basic Operating System (Windows 7)

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Word Processing (Microsoft Word)

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I might need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Internet/Web Browsing

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Gmail - Access my school email away from the district

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Presentation Software (Microsoft Power Point)

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Spreadsheets (Microsoft Excel)

Learner-I am not sure how to perform this task.	Basic-I have performed this task, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Database (Microsoft Access)

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Desktop Publishing (Microsoft Publisher)

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Take digital pictures and download them to the computer.

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Take digital videos and download them to the computer

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train other to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Create a website

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Create lessons or assessments using ActivInspire

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Use lessons and assessments found on Promethean Planet

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Use Learn 360 (E TV Streamline)

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Use DISCUS resources

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Create a Photo Story

Learner-I am not sure how to perform this task.	Basic-I have done this before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Use Movie Maker

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. PowerSchool/PowerTeacher

Learner-I am not sure how to perform this task.	Basic-I have performed this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train others to perform this task.	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Use Google Education Suite

Learner-I am not sure how to perform this task.	Basic-I have perform this task before, however, I may need some assistance.	Proficient-I can perform this task without any assistance.	Advance-I can train other to perform this task.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bamberg School District Two Technology Survey

Technology Integration

How often do you integrate technology into your instruction or materials. Please select one response for each question.

27. Create lessons that students can complete in the computer lab.

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Use a Promethean Board/Smart Board to instruct.

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Allow students to use the Promethean/Smart Board.

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Have the students use the Internet to complete assignments.

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Have students use a digital camera for their projects.

Regularly-At least once per week	Frequently-At least once per month	Frequently-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Have students use a video camera for their projects.

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Have students create PowerPoint Presentations

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Have students type assignments

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Have students use Excel

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Have students take online assessments (one you created or found on the internet)

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Have students use content specific software for teaching/reinforcing skills

Regularly-At least once per week	Frequently-At least once per month	Occasionally-At least once per quarter	Seldom-At least once per semester	Rarely-At least once per year	Never	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bamberg School District Two Technology Survey
Attitude Toward Technology

Please select one response for each question.

38. I can easily access the available technology when I need it.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. I feel confident in my ability to integrate multiple technologies into my instruction.

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Integrating technology is not pertinent to my curriculum.

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. I have a good variety of ideas and lessons for integrating technology.

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. The amount of time needed to prepare technology-based lessons deters me from creating them.

Strongly agree	Agree	Disagree	Strongly Disagree	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. I believe that integrating technology is important for student success.

Strongly agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. I do not have the technology skills to support students when they use technology for projects.

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A (Non-instructional staff only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. I am familiar with what technology is available to my students and me in our building.

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

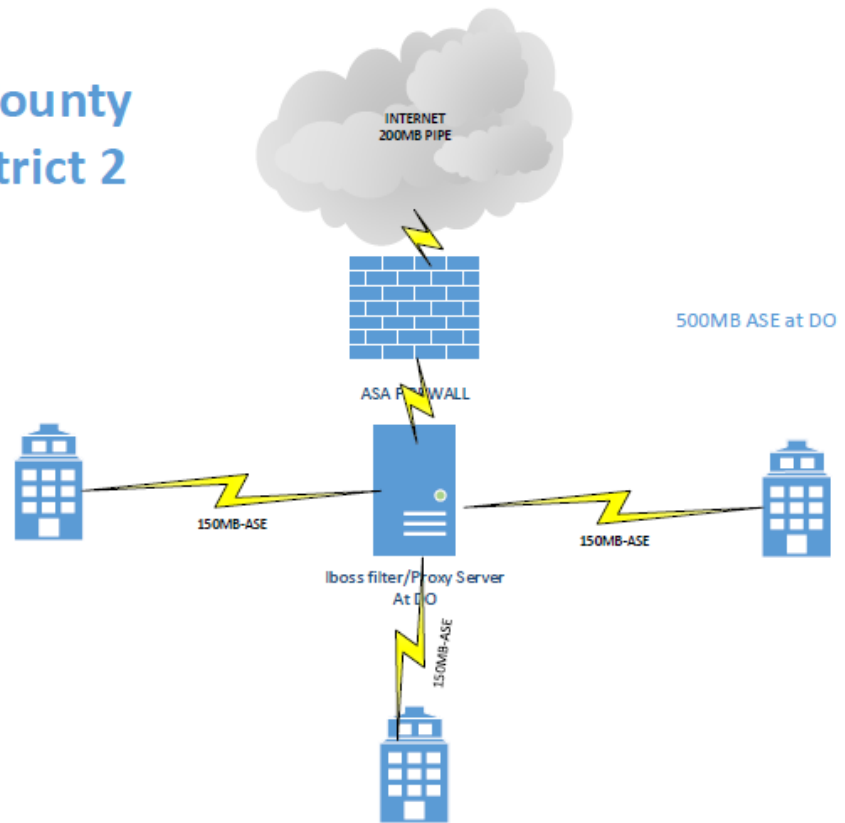
46. I am aware of resources available by the district that can help me learn how to integrate technology.

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bamberg School District Two Technology Survey

Attachment #2: Network Diagram

Bamberg County School District 2



USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB** Issued **3/10**

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

Internet access is available to students and teachers in Bamberg School District Two. The board of trustees believes the Internet offers vast, diverse and unique resources to both students and teachers. The district's goal in providing this service to teachers and students is to promote educational excellence in school by facilitation resource sharing, innovation and communication.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The district will establish guidelines which detail the responsibilities of staff and students using the Internet. In addition, the district will prepare an Internet use agreement for each student user of this resource. The parent/legal guardian must sign the agreement if the student user is under age 18.

Accessing inappropriate sites

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

Adopted 1997; Revised 1/14/02, 7/14/08, 3/8/10, 9/12/11

Legal references:

A. Federal law:

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

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

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

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Code **IJNDB-R** Issued **3/10**

Internet use

The Internet is an electronic highway connecting thousands of computers around the globe and millions of individual subscribers. Students and teachers will have access to the following.

- electronic mail communication with people all over the world
- information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions
- public domain software and shareware of all types
- discussion groups on many topics ranging from Chinese culture to the environment to music to politics
- access to many university library catalogs, the Library of Congress and ERIC (Education Resources Information Center)

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so the user is aware of the responsibilities he/she must assume. In general, this requires efficient, ethical and legal utilization of the network resources.

If a district user violates any of these provisions, his/her access will be terminated and future access could be denied. Signatures affixed to the Internet use agreement document are legally binding and indicate the signed parties have read the terms and conditions carefully and understand their significance.

The technology network system has not been established as a public access service or a public forum. Bamberg School District 2 has the right to place reasonable restrictions on the material students access or post through the system. Users are expected to follow the rules set forth in the Acceptable Use Policy (AUP), the district's disciplinary code and the law in their use of Bamberg School District Two's network system.

The Bamberg School District 2 network system may not be used for commercial purposes.

This means that users may not offer, provide or purchase products or services through the system.

Users may not use the Bamberg School District 2 network system for lobbying.

Terms and conditions

Acceptable use

The district's purpose for using the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. Use of accounts must be in support of education and research and consistent with the educational objectives of the district. Use of another organization's network or computing resources must comply with the rules appropriate for that network. All public domain software and shareware must be registered.

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

Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret. Use of commercial activities is generally not acceptable. Use for product advertisement or political lobbying is prohibited.

Inappropriate language

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

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

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

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

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

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

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

Respect for privacy

Users will not post private information about another person.

Users will not access other users' files.

Respecting resource limits

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

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

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

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

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

Users will not use programs that require a large amount of bandwidth such as, but not limited to, instant messenger, Napster, Aimster, download of mp3 files, streaming audio, streaming video, web-shots, chat rooms, Bonsai Buddy and Gator.

Plagiarism and copyright infringement

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

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

Users will not copy/install district owned software on personal computers at work or at home.

This is a violation of the Federal copyright law.

Users will not install single user software on more than one machine. ***This is a violation of the***

Federal copyright law

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

Inappropriate access to material

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

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

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

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

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

Security/privacy

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

System security

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

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

Users may not use the district network system to deliberately propagate any virus, worm, Trojan horse or trap-door program code. Any disk brought from outside the school must be checked for viruses prior to use in district computers.

Illegal activities

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

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

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

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

User usage

Limitations

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

Your rights

Free speech

Students' right to free speech, as set forth in the disciplinary code, applies also to their communication on the Internet. The Bamberg School District 2 network system is considered a forum, similar to the school newspaper; therefore, the district may restrict student speech for valid educational reasons. Bamberg School District 2 will not restrict student speech on the basis of a disagreement with the opinions.

Search and seizure

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

Routine maintenance and monitoring of Bamberg School District 2 network systems may lead to discovery that the users have violated this policy, the disciplinary code or the law.

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

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

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

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

Due process

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

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

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

Limitation of liability

The district makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage a user may suffer including, but not limited to, loss of data or interruptions of service.

The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Accessing inappropriate sites

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

INTERNET ACCEPTABLE USE AGREEMENT

Students

School Year _____

I understand and will abide by the Internet Acceptable Use Agreement. I further understand that any violation of the agreement is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or appropriate legal action may be taken. This agreement includes all stipulations and regulations, as outlined in Policy IJNDB.

Student's name (please print): _____

Student's signature: _____ Date: _____

If the user is under the age of 18, a parent/legal guardian must also read and sign this agreement.

Parent/Legal guardian

As the parent/legal guardian of this student, I have read the Internet Use Agreement. I understand this access is designed for educational purposes. Bamberg School District Two has taken precautions to limit access to controversial material. However, I also recognize it is impossible for the district to restrict access to all controversial materials and I will not hold the district responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use a school account for independent navigation and certify that the information contained on this form is correct.

Teachers or media specialists who are exploring World Wide Web sites with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student who is using the mouse to navigate the Net at the constant direction of the teacher is not "independently" navigating the Net. This circumstance does not require special parental permission.

Parent/Legal guardian's name (please print) _____

Parent/Legal guardian's signature _____

Return the signed and completed Internet Acceptable Use Agreement to the library media center as soon as possible.

Privileges

Each student who uses an account will take part in a discussion with a district faculty member pertaining to the proper use of the network. The use of the Internet is a privilege, not a right. Violations of these guidelines may result in the loss of Internet access privileges and appropriate discipline and/or legal procedures consistent with existing policies of the district. The school principal will deem what is inappropriate use and his/her decision is final.

Networking etiquette

The user is expected to abide by the generally accepted rules of network etiquette. When appropriate, violations may be subject to the district's student discipline policy. Etiquette rules include, but are not limited to, the following.

- The user must be polite. Do not use abusive language in messages to others.
- Appropriate language must be used. No swearing, use of vulgarities or any other inappropriate language is allowed. Illegal activities are strictly forbidden.
- The user must not reveal his/her personal address or phone number or those of others.
- Note that electronic mail (email) is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the proper authorities.
- The network must not be used in such a way that would cause disruption of the use of the network by others.
- All communications and information accessible via the network should be assumed to be private property.

Responsibility

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 the user incurs. This includes loss of data resulting from delays, non-deliveries, misdeliveries or service interruption caused by its own negligence or the user's 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, quality or cost of information, goods or services obtained through the Internet.

Security

Security on any computer system is a high priority, especially when the system involves many users. If the user feels he/she can identify a security problem on the Internet, he/she must notify a school staff member, a system administrator or the district Internet coordinator. The user must not demonstrate the problem to other users. The user must not use another individual's account without written permission from that individual. Attempts to log on to the Internet of a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses. All acts of vandalism will be dealt with according to the district's student discipline policy.

Issued 1997; Revised 1/14/02, 7/14/08, 3/8/10

INTERNET ACCEPTABLE USE AGREEMENT

Adult Users

School Year: _____

Name: _____ Position: _____

School, Department or District Level Location: _____

I have read the Bamberg School District Two Internet acceptable use policy. I agree to follow the rules contained in this policy. I understand that if I violate the rules, I may face disciplinary action and may lose the privilege of using the wide area network. I hereby release and hold harmless Bamberg School District Two, its personnel and any institutions with which it is affiliated from any and all claims and damages of any nature arising from my use of, or inability to use the Bamberg School District Two network system including, but not limited to, claims that may arise from the authorized or unauthorized use of the system to purchase products or services.

WAIVER OF PRIVACY EXPECTATIONS

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

Signature: _____

Date: _____

Witnessed by:

Signature of Immediate Supervisor/Administrator

Return the signed and completed Internet Acceptable Use Agreement to the library media center as soon as possible.

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

FILE: IJNDB-E3

Report of Inappropriate Website Discovery

Date: _____

Name: _____

School: _____

Room: _____

Equipment identification: *(Please place identifying tag on equipment if there are multiples in the location.)*

Incident description:

Address of site: _____

Name(s) of person(s) involved:

Please submit completed form to your principal or supervisor.

USE OF TECHNOLOGY RESOURCES

IN INSTRUCTION

IJNDB

BAMBERG SCHOOL DISTRICT TWO

LAPTOP AGREEMENT

This Agreement represents an outline of the Laptop policies and procedures. By signing this Agreement, students and parents/guardians agree to follow the policies and procedures. Students and parents/guardians are encouraged to read and understand these policies and procedures prior to signing this Agreement.

Student Responsibilities

- I agree to abide by the computer use policies and procedures in the District's Internet Use policy and to abide by all local, state, and federal laws. In addition, I may be subject to legal action if my actions violate the law.
- I agree that my use of District technology is for educational purposes only.
- I agree that use of District technology is a privilege, and that I am responsible for the proper care of the computer that is assigned to me, as well as any other District technology equipment I am allowed to use and that I may be held liable for loss, theft or damage of the equipment.
- I agree that I am responsible for the proper care of the laptop and all accessories assigned to me. I will not allow others to use this equipment.
- I agree to keep all accounts and passwords assigned to me secure and will not share these with any others. This includes passwords for email and/or network access.
- I agree that I will never share personal information over the Internet. In addition, if I am asked for personal information or harassed in any way, I agree to report it immediately to my parents, teacher, or staff member.
- I agree that I will not install, download, or otherwise utilize any software that is not authorized by the District Technology Department.
- I will not remove programs or files from the Laptop.
- I will treat the Laptop with care by not dropping it, leaving it outdoors, or using it with food or drink nearby.
- I will bring my fully charged Laptop to school every day when or if required.
- I agree that email (or any other computer communication) should be used only for appropriate, legitimate, and responsible communication. Use of this equipment for the purpose of harassment, intimidation or bullying is strictly prohibited in accordance with district policy JICFAA.
- I will return the Laptop when requested and upon my withdrawal from Bamberg School District Two.
- I will comply with all copyright laws.

- I will place the Laptop in its protective bag when not in use and when it is being moved or transported.

Parent/Legal Guardian Responsibilities

- I will supervise my student’s use of the Laptop at home, including use of the Internet and email.
- I will not attempt to repair the Laptop nor will I attempt to clean it with anything other than a soft cloth.
- I will report to the school any problems with the Laptop.
- I will not load or delete any software from the Laptop.
- I will make sure my student recharges the Laptop battery nightly.
- I agree to be certain that the Laptop and all accessories are returned to the school when requested and/or upon my student’s withdrawal from Bamberg School District Two.

Student’s Signature _____ Date _____

Parent/Guardian’s Signature _____ Date _____

Please check the following statement as it applies to your child:

____ I give permission for this student to bring his/her assigned laptop home. I agree to take full responsibility for supervision of this student’s use of the laptop while he/she has it at home.

____ I DO NOT give permission for my child to bring the assigned laptop home.

For District Use Only

Student’s Name (please print) _____

Laptop Inventory Tag Number _____

***ISTE Standards for Students...**

ISTE Standards are the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyze, learn and explore. Digital age skills are vital for preparing students to work, live and contribute to the social and civic fabric of their communities.

❖ Creativity and Innovation

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

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

❖ Communication and Collaboration

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

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

❖ Research and Information Fluency

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

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

❖ Critical Thinking, Problem Solving, and Decision Making

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

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

❖ **Digital Citizenship**

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

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

❖ **Technology Operations and Concepts**

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

- Understand and use technology systems
- Select and use applications effectively and productively
- Troubleshoot systems and applications
- Transfer current knowledge to learning of new technologies

Source: <http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

ISTE Standards for Teachers...

ISTE Standards (formerly the NETS) for Teachers (ISTE Standards•T) are the standards for evaluating the skills and knowledge educators need to teach, work and learn in an increasingly connected global and digital society.

As technology integration continues to increase in our society, it is paramount that teachers possess the skills and behaviors of digital age professionals. Moving forward, teachers must become comfortable being co-learners with their students and colleagues around the world.

❖ Facilitate and Inspire Student Learning and Creativity

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

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

❖ Design and Develop Digital Age Learning Experiences and Assessments

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

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

❖ Model Digital Age Work and Learning

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

- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
 - Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
 - Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
 - Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- ❖ **Promote and Model Digital Citizenship and Responsibility**
 Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
 - Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
 - Promote and model digital etiquette and responsible social interactions related to the use of technology and information
 - Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools
- ❖ **Engage in Professional Growth and Leadership**
 Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
- Participate in local and global learning communities to explore creative applications of technology to improve student learning
 - Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
 - Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
 - Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

ISTE Standards for Administrators...

ISTE Standards (formerly the NETS) for Administrators (ISTE Standards•A) are the standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology and transform the education landscape.

Transforming schools into digital age places of learning requires leadership from people who can accept new challenges and embrace new opportunities. Now more than ever, the success of technology integration depends on leaders who can implement systemic reform in our schools.

❖ Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

❖ Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- Ensure instructional innovation focused on continuous improvement of digital-age learning
- Model and promote the frequent and effective use of technology for learning
- Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- Ensure effective practice in the study of technology and its infusion across the curriculum
- Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

❖ Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

- Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
 - Promote and model effective communication and collaboration among stakeholders using digital age tools
 - Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning
- ❖ **Systemic Improvement**
Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
- Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
 - Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
 - Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
 - Establish and leverage strategic partnerships to support systemic improvement
 - Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning
iste.org/nets
- ❖ **Digital Citizenship**
Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
- Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
 - Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
 - Promote and model responsible social interactions related to the use of technology and information
 - Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

Source: <http://www.iste.org/docs/pdfs/nets-a-standards.pdf?sfvrsn=2>



Online Testing Technology Readiness Assessment

For

Bamberg School District 2

Overview of Bamberg School District 2



Bamberg 2 is located in the southwest part of the state with the District Office located in Denmark, SC. As of February 2016, the district is comprised of 3 schools, serving approximately 700 students. Test scores for students in grades 3-8 in the district were below the state average in all areas except Writing, but above their peer districts in all areas in 2015 and leadership is working aggressively to take the appropriate measures to enhance the learning experience and increase student achievement rates in 2016.

Key Data Points

- Dr. Thelma Sojourner has served as Superintendent for 4 years
- District Poverty Level is 94%
- Teacher Retention Rate is 81%
- Breakdown of schools:
 - Denmark-Olar Elementary, 70 years old, grades PK-5, 383 students
 - Denmark-Olar Middle, over 60 years old, grades 6-8, 141 students
 - Denmark-Olar High, 22 years old, grades 9-12, 183 students

Participating District Personnel

Name of District Staff Member	Roles/Responsibilities
Rodney Anderson	Director of Technology
Edwina Richardson	Contracted Tech Support

Purpose of This Analysis

The purpose of this analysis is to provide an independent evaluation of the ability of Bamberg School District 2 to organize and conduct online testing for their students in grades 3-8 starting in the spring of 2017. Federal online testing guidelines will take effect in 2018 but South Carolina's legislature has implemented plans for all districts to begin formal online testing in March of 2017 for Math and ELA classes inclusive of all students in grades 3-8. This proactive technology analysis will benchmark a district and their schools in several key areas and provide a technology readiness score that will ultimately lead to a roadmap of detailed tasks and deliverables that are necessary to improve any of the deficient areas.

The three specific objectives of this analysis are:

1. Analyze the strengths and weaknesses of the school district and quantify their ability to carry out the online testing activities in 2017 and beyond while documenting any major gaps in "readiness."
2. Work with the district to identify recommendations to bridge the gap between where the district is and where they need to be in terms of technology readiness to carry out these activities.
3. Collaborate with the district to put in place a blueprint for completing any tasks (or procurements) necessary to achieve "technology readiness."

Analysis Background

During the 2015 budget planning period, Superintendent Molly Spearman championed the General Assembly to consider the request of reserving a portion of the K-12 Technology Initiative funds for the purpose of providing technology technical assistance to rural and less affluent districts of need. After funds were allocated through the Proviso, the Superintendent's office called together a small Advisory Task Force to begin exploration of a plan of action to implement the initiative. The Task Force included South Carolina Department of Education (SCDE) staff, representation from rural school districts, legislative representation, and private sector.

The Proviso states:

“1.94. (SCDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is authorized to withhold up to \$350,000 in order to provide technology technical assistance to school districts.”

The purpose and spirit of the Proviso is for the SCDE to provide technology-consulting services (“technology technical assistance”) to school districts that would otherwise struggle in securing such services and resources. In particular, consulting services would initially focus on evaluating the state of technology, in participating districts, as it relates to readiness for standardized, online assessments beginning in 2017 and the capacities to offer quality computing based instruction, including Wi-Fi availability for support of instruction.

Proposed District Participants:

While there are a substantial number of rural-based districts in the South Carolina public school system, funds allocated for this year’s initiative may not be adequate to offer high quality and much needed external, independent consulting services to all districts of need. Therefore, it is recommended that initial focus be placed on the plaintiff districts involved in the lawsuit between districts and the state (Abbeville vs. South Carolina.) and any other rural districts identified by the State Superintendent’s office. As time and funding are available, other rural districts may be included. There were initially at least 30 districts involved in the state suit and about 9 remained by the end of the suit. All of the original Abbeville Law Suit districts have been given the opportunity to participate in the Online Testing Technology Readiness Analysis.

Proposed Consulting Resources/Partners:

The South Carolina Department of Education did not have adequate staffing to fully offer technology consulting services of this magnitude. Therefore, it was suggested that SCDE seek and secure external, independent contracted services to facilitate this initiative. The state interviewed several industry-consulting resources and opted to leverage a lead consultant who helped the state with the analysis and writing of the Educational Technology Plan for years 2014-2017. Robert Cardelli was contacted in late 2015 and the consultant team was finalized and officially began work the second week of November 2015.

Initial Outcomes:

As a result of the initiative, each participating district receives a personalized report detailing the consultants' findings and recommendations as to the district's technology readiness for state and other online assessments, 1:1 computing, and enhanced Internet connectivity (Wi-Fi) for the support of instruction in their schools. A blueprint outlining specific steps the district and their schools need to focus on is presented to the district's superintendent as part of the final report.

Evolution of Online Testing Requirements

No Child Left Behind legislation required states to measure students' progress in reading and mathematics annually in grades 3-8 and at least once in grades 10-12 by 2005-2006. The *Every Student Succeeds Act* (ESSA) maintains the requirement that each state implement "a set of high quality student academic assessments in mathematics, reading or language arts, and science" (114th Congress, 2015, p. S.1177-24) among its provisions. Further, mathematics and reading or language arts assessments will be administered in each of grades 3-8, and at least once in grades 9-12.

Beginning in the 2014-2015 school year, learners faced a new testing challenge in that their assessments of learning will be via online testing of the Common Core standards. Assessments are being developed by organizations such as PARCC, DRC, ACT and SBAC. Tests may take learners from 8-10 hours to complete and must be integrated into the school's daily and weekly calendar of events to complete the necessary activities. (Doorey, 2014; Gewertz, 2013). Online testing has posed concerns about required technology, sufficient bandwidth, computerized test security, learners' technology skills, and new forms of test anxiety.

States Must Become Familiar with Updated Legal Policies for Computerized Testing

Computerized testing raises new issues that require updating of test security laws and policies, as policies written for standardized testing administered via paper-and-pencil are no longer sufficient. ACT has a highly relevant report in this regard: [The End of Erasures: Updating Test Security Laws and Policies for Computerized Testing](#) by Michelle Croft (2014).

Croft (2014) outlined many concerns, noting that computerized testing does not eliminate cheating and test piracy. Such practices just take on different forms. Unique risks include such things as educators logging in to tests to view questions or change student responses, computer hacking, keystroke logging, printing, emailing, or storing test information in a computer outside the test delivery system. There is a greater risk of students accessing the Internet and other programs during testing. There is great concern about students using their own devices for testing and who has administrative privileges. Technology staff and teachers need to consider how testing workstations need to be positioned and secured so that students can't see what's on the monitors of others.

Croft (2014) recommended that states update their state statutes and regulations to reflect the shift to computer-administered assessments, concentrate efforts on controlling test access, and ensure that there is a single test security section within the updated manual that contains answers for any question that a test administrator has about test security. For example, policies should consider how student login information is secured. There should be rules on how tests are reactivated if disrupted. Additionally, these rules should emphasize having more than one proctor aid in the reactivation, and most importantly, proctors should maintain a log of all reactivations to provide documentation in the event of an investigation. Likewise, the technology should be secure and the testing window should be as short as possible to reduce the likelihood that items are compromised. Finally, states should implement steps to actively monitor test access issues through data reports to determine if there have been excessive logins or logins at times when testing should not occur (e.g., on the weekends), and have clear policies in place detailing how violations will be handled.

The test security section should also include an itemized list of what materials are secure (e.g., work folders, student authorization tickets with IDs and passwords, session rosters, scratch paper, reference sheets). "Information about who can access the test should be clearly articulated across the school and communicated to all proctors on the day of testing. In addition, there should be information on how to report test security concerns and possible violations, which can be applicable regardless of the testing format" (Croft, 2014, p. 4).

It is vital for states to adequately prepare districts and schools for the evolving testing requirements and to proactively ensure educators and students are familiar with any new policies regarding computerized test administration, including what they, test proctors, and students may and may not do. Having these policies and procedures in place is critical to the success of the testing process and the legal implications for violating any of these policies are potentially severe. Advance planning and communication is required to minimize the risks associated with testing. Any technological failures in the administration of the tests could spark an outcry to invalidate the results; especially considering that high-stakes test scores are factored into school grades, teacher salaries, and federal assistance to the state. The stakes are too high!



Changes in E-Rate Rules Will Affect Funding for Districts

The federal E-Rate Program started redirecting funding support FY 2015 (7/1/2015-6/30/2016) to focus on high speed broadband connectivity and Wi-Fi to tackle the digital divide concern. This included no longer providing funding or reducing funding support for outdated, legacy, and non-broadband related services such as...Page 12 ref: https://apps.fcc.gov/edocs_public/attachmatch/DA-14-1556A1.pdf ***FCC Order 2015, 2016:http://www.usac.org/res/documents/sl/pdf/ESL_archive/EligibleServicesList-2016.pdf

Page 2 summary reads as follows:

“The E-rate program: (1) restructured the former Priority One and Priority Two categories into Category One and Category Two; (2) eliminated Category One (former Priority One) support for outdated, legacy, and other non-broadband services including web hosting, email, and paging; (3) adopted a phase out of support for Category One voice services; and (4) limited Category Two support to the internal connections needed to enable high-speed broadband connectivity within schools and libraries, specifically LAN/WLAN (local area networks/wireless local area networks)-focused components (broadband internal connections components), basic maintenance of eligible broadband internal connections components, and managed internal broadband services.”

Services and Components No Longer Eligible for Support (Effective Funding Year 2015)

Category Two (Priority One)	Category Two (Priority Two)
<p>Services and telephone components that were listed as eligible in the former Priority One category:</p> <ul style="list-style-type: none"> • 900/976 call blocking • Custom calling services • Direct inward dialing 	<p>Components included in these former Priority Two entries:</p> <ul style="list-style-type: none"> • Circuit Cards/Components • Data Protection (all except for firewall and uninterruptible power supply/battery back-up) • Interfaces, Gateways, Antennas (other than as

<ul style="list-style-type: none"> • Directory assistance charges • Email • Inside wire maintenance plans • Paging • Text messaging • Voice mail • Web hosting 	<p>specified in this Order)</p> <ul style="list-style-type: none"> • Servers (other than servers necessary for caching) • Software (other than the software that supports eligible broadband internal connections) • Storage Devices • Telephone Components • Video Components • Voice/video IP components (that had been listed in the Data Distribution entry)
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Many districts have relied on this funding support since the start of the E-Rate program 18-years ago. Some districts rely on this funding reimbursement to purchase additional technology/services. Others used this to pay for operational (staff, etc) expenses.

Eligible voice services are subject to an annual 20 percentage point phase down of E-rate support beginning in funding year 2015, as described in the *E-rate Modernization Order*. The reduced discount rate for voice services will apply to all applicants and all costs for the provision of telephone services and circuit capacity dedicated to providing voice services.

South Carolina’s Testing Requirements

The South Carolina College- and Career- READY Assessments (SC READY) are statewide assessments in English language arts (ELA)* and mathematics that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.

All students in grades 3–8 are required to take the SC READY except those who qualify for the South Carolina National Center and State Collaborative (SC-NCSC).

SC READY Assessments are not timed, and both computer-based and paper-based testing will be available. Data Recognition Corporation (DRC) is the contractor.

*** The ELA test will be a two-day test: Session 1 (Writing) and Session 2 (Reading) for all grades.**

Estimated Times for the SC READY Assessment*

Grades	ELA Session 1	ELA Session 2	Mathematics
3-8	2.5 hours	2.5 hours	2 hours

*The SC READY assessments are not timed. The Office of Assessment is providing estimated times to assist with classroom scheduling. Since there are no previous testing times to serve as a guide for SC READY, these estimates represent the Office of Assessment’s best approximations. “Start” and “Stop” times will be collected this year so that more accurate estimated times may be provided in the future. Please note that SC READY

includes some new item types designed to measure a more demanding set of standards. As a result, it is anticipated that in the first year of SC READY, students may require longer testing times than in previous years.

Links:

<http://ed.sc.gov/tests/middle/sc-ready/sample-items/>

<http://ed.sc.gov/tests/middle/sc-ready/>

<http://ed.sc.gov/tests/middle/adoption-list-of-formative-assessments/>

[http://ed.sc.gov/scdoe/assets/File/tests/assessment-information/test-dates/SCREADYDates15-16\(1\).pdf](http://ed.sc.gov/scdoe/assets/File/tests/assessment-information/test-dates/SCREADYDates15-16(1).pdf)

<http://ed.sc.gov/tests/elementary/general-information/>

Overview of Technology Readiness Analysis Team

A team of independent consultants has been hired by the State of South Carolina to conduct all aspects of this assessment. The objectivity that outside resources bring to the table has helped reduce the perception that “big brother” is searching for negative data points on a district’s leadership team. The use of third party resources has helped foster open and honest dialogue and allowed the district staff and consultants to collaborate in all aspects of the process. The team is comprised of the following individuals:

❑ **Rob Cardelli**

- Project Manager overseeing all facets of the analysis
- More than 20 years of education and government consulting expertise
- Personally worked with over 100 education customers including helping the Department of Education in South Carolina gather requirements and write the State’s Educational Technology Plan for years 2014-2017

❑ **Brenda Bryant**

- Local school teacher in Richland 2 school district
- Focusing much of her attention on the readiness of students and teachers along with professional development concerns

❑ **Bob Jones**

- Local I/T and Management Consultant with over 30 years of experience
- Focusing much of his efforts on the infrastructure, hardware, security and funding concerns
- Expert in data analytics and reporting

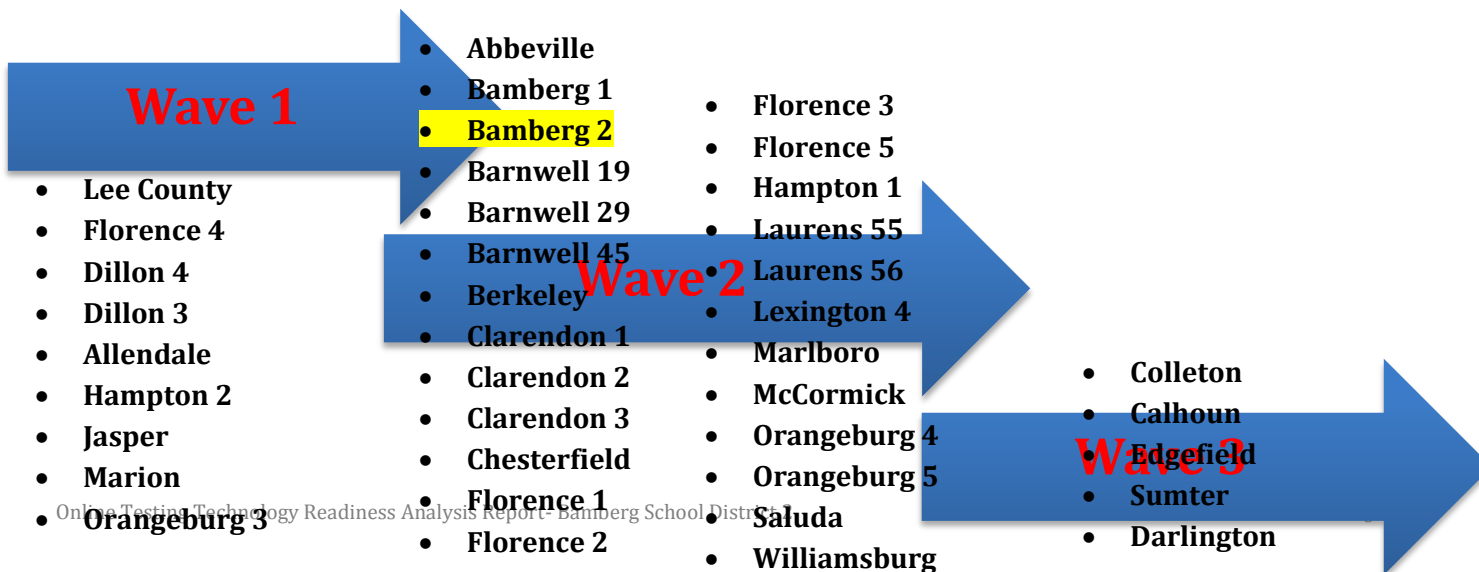
❑ **Heather Sutton**

- Local I/T consultant currently residing in the Orangeburg 4 district
- Focusing much of her effort on facilities, staffing levels, strategic planning and testing policy readiness levels
- Expert in data analytics and reporting

Participating Districts

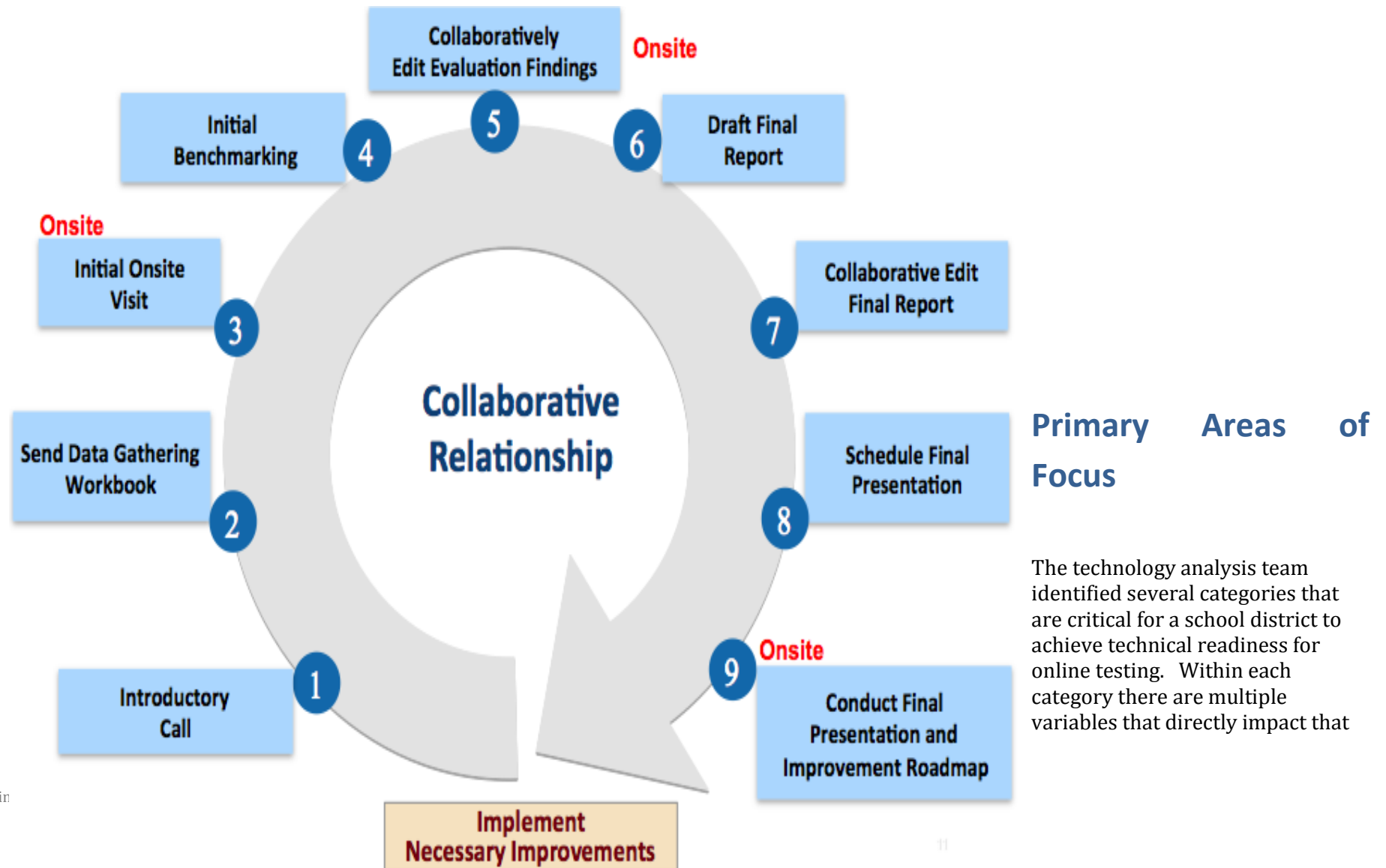
The school districts that the state has identified as potential candidates for these optional readiness analysis studies have been prioritized into the following three categories:

- ❑ **Wave 1-** Includes the nine school districts that were still involved with the Abbeville Lawsuit at the time of the verdict
- ❑ **Wave 2-** Complete list of all districts participating in the Abbeville Lawsuit at any point in time over the last 20 years
- ❑ **Wave 3-** Other districts categorized as impoverished

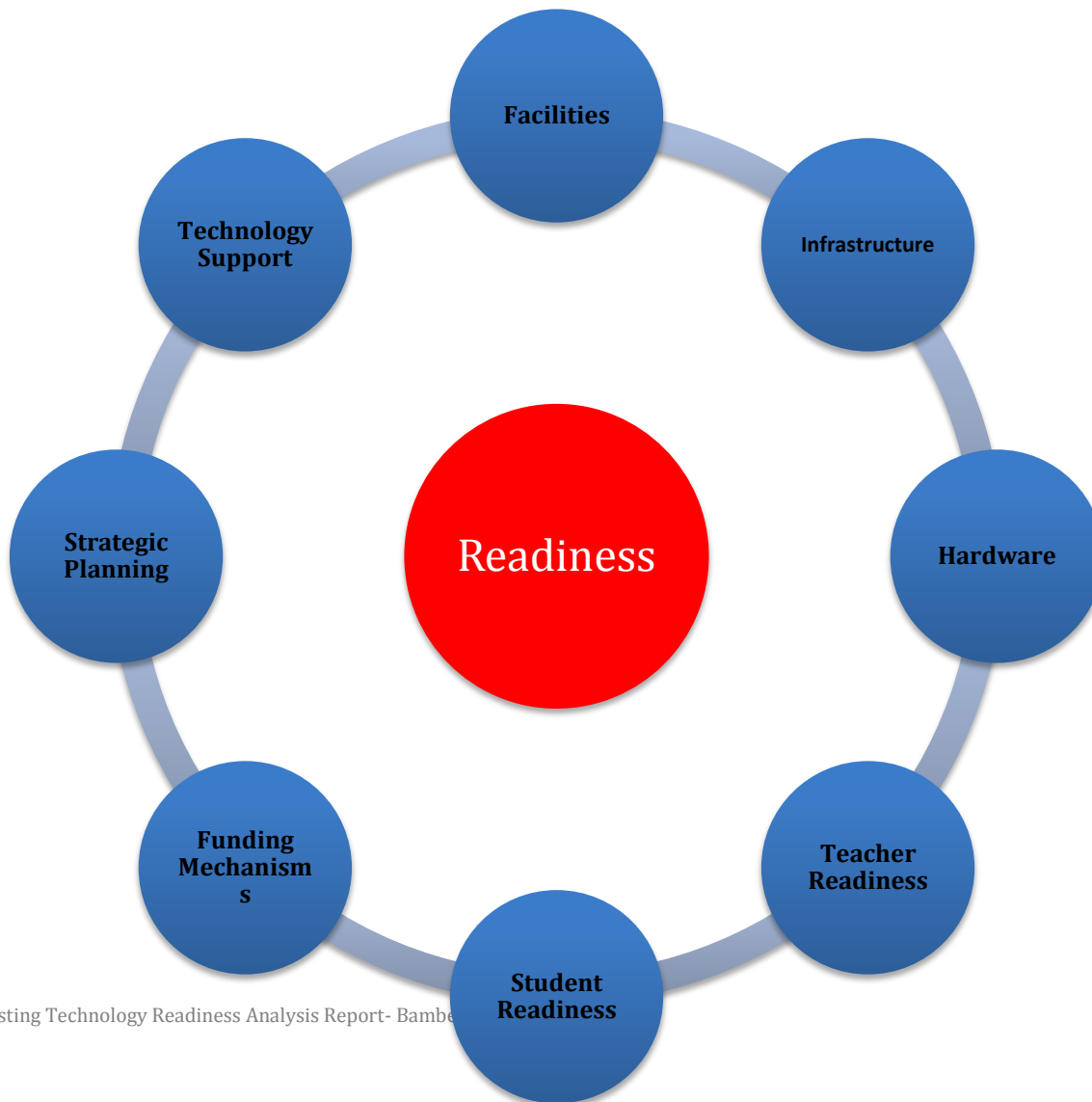


Analysis Methodology

The consultants worked with several of the Wave 1 districts to design and ultimately refine a methodology that allows for rapid data gathering with multiple collaboration opportunities for district staff to review the findings and edit the documentation to ensure the report accurately reflects the current state of the district. The consultants realize how busy the district staff are and created a methodology that is non-invasive in nature and flexible to allow the participants to work around their “day jobs” to reduce the impact on their daily operations.



category's degree of readiness. Accurately documenting these variables helps paint a picture of the overall level of readiness of the school district and also can be used to craft a blueprint for improving those deficient areas. The graphic shows the eight (8) categories currently being used to measure the degree of readiness. The following pages provide details surrounding the variables that are being analyzed during the analysis process.



Categories and Variables Being Measured

Note: These are generic categories and questions being asked are not specific to any one district. Each bullet point receives a score that is averaged for the overall section.

❑ **Impact of Facilities**

- How does the availability or lack of space impact the district's level of readiness?
- How does the age of the schools impact cabling, wireless, and ability to connect to the Internet?
- Does poor air conditioning or ventilation in server rooms, network closets, or computer rooms present a risk to the availability of the computers for testing?
- Are there situations where rodents chew through cables and bring down the district computer network? How long is the network down and what is the frequency of these events?
- Are there leaky ceilings, poor flooring, mold, or other environmental conditions that could impact the testing facility?

❑ **Readiness of Infrastructure**

- How does the amount of available network bandwidth impact the testing strategy?
- Are there any risks to testing due to the "up time" of the district (or school's) network?
- How many simultaneous testing machines can a district handle during any block of time?
- Does the district need additional wireless access points to conduct testing activities?
- Do the age and type of routers or switches impact the performance of the network and the ability of students to test in a given timeframe?
- Does the current wiring/cabling of the network impact the overall system performance? Is there anything that needs to be improved to enhance the testing experience?
- Is there any evidence that the security of the district's networks or computers could impact online testing?

❑ **Readiness of Existing Hardware**

- How does the number of available computers directly impact the district's ability to test?
- Is there a need to upgrade the available memory (RAM) in the testing computers? How much memory is currently in the testing machines and what (if any) performance issues have been witnessed?
- Are there any concerns over the size or quality of the testing monitors?
- Is there evidence that the different types of equipment being used for online testing directly impact the staff's ability to support the technology? Are there multiple products in use overcomplicating the support strategy and overall skills of the district staff?
- Do the current operating systems of the testing computers limit the ability to test? Are there any upgrades being planned and when will these take place?
- Are there adequate backup testing machines and/or accessories to ensure the necessary number of devices on the day of testing?
- Are there any procurements currently being contemplated and will they need to be amended to reflect changes to the testing strategy?

□ **Teacher Readiness**

- Are the teachers adequately prepared for 2017 online testing requirements?
- Do the teachers require professional development training to educate them on how to better leverage technology?
- Do the teachers require assistance creating and conducting computer literacy classes for their students?
- Does the district have funding to offer computer literacy?
- What is the turnover rate of the teachers? How does the turnover rate impact the district's testing strategy?
- How do the teachers interact with the district technology staff?
- Are teachers aware of testing policies and are they properly prepared to manage testing cycles?
- Do the teachers need assistance in preparing their students for computer literacy?
- Are there any other concerns related to a teacher's knowledge or ability to assist with online testing?

□ **Student Readiness**

- How does the level of computer proficiency of the student's impact online testing? Are there any concerns that students are not properly prepared to take a test on a computer?
- Does the district offer kindergarten through second grade computer classes?
- Is there any proactive analysis to identify disadvantaged students in a classroom with little to no computer literacy? What, if anything, is the district doing to help these potentially at risk students?
- Does the district allow students to check out computers to take home?

- How does a district manage situations where two different teachers leverage technology differently? Is there any analysis into the student's technology proficiency between these two scenarios?
- Does the district offer practice tests to allow the students to get familiar with the testing process and what is expected of them?
- Are students aware of testing policies and the implications?
- Is there any evidence from previous online testing cycles that students need assistance in specific areas? Examples might include: typing skills, knowledge of scrolling or potentially how to properly use a mouse.

□ **Technology Support**

- How many resources are available at the district level and what are their roles and responsibilities?
- What are the main skills of the staff? Are there any skills missing in the support model?
- What functions are outsourced?
- What kind of help desk system is in place and how many ticket items are open?
- How many job duties does the staff have to perform?
- Does the district staff have any assistance from within the school?
- What would the impact be on the school's ability to test if a key resource were to call in sick or resign during the testing window?
- Are there any concerns about the availability of technology staff to support the testing process?
- Are policies and testing procedures documented and disseminated to all staff?
- Are students and their families made aware of the testing policies and schedule?
- Does the technology support team regularly communicate their needs to the administration and/or school board? What is the relationship between these parties?

□ **Funding Mechanisms**

- Does the district leverage all available e-Rate funds?
- How has the district utilized e-Rate funds in the recent past?
- Does the district have experienced grant writers?
- How have technology related grants been utilized in the recent past?
- Are there any funds from e-Rate or grants that have NOT been utilized but could be leveraged to help improve the overall readiness of the district for online testing?
- Who writes the e-Rate documentation and grants? Internal or external resources?
- Are there other sources of funds the technology staff has access to and for what are they used?
- How does the district determine how the funds will be utilized?

- Are there any situations where money earmarked for technology is denied and utilized for non-technical district needs?
- What is the role of the technology staff in setting budgets and preparing for online testing needs?
- Is there a formal mechanism for cross training multiple district staff in the rules, regulations and nuances of applying for e-Rate, grants or other funding sources?
- How are the district's funds allocated for student computer literacy being spent?

□ **Strategic Planning**

- Does the district have an up to date district wide strategic plan?
- Does the district have an up to date district technology strategic plan?
- Are the district's strategic plan and the TECHNOLOGY strategic plan properly aligned?
- What is the level of involvement of the local school board?
- Who is involved in strategic planning?
 - *Superintendent?*
 - *Teachers/Faculty?*
 - *I/T staff?*
 - *Local Vendors?*
- How does the district proactively plan for new technology acquisitions?
- How do the schools leverage district I/T staff?
- How are students or teachers leveraged?
- How are local technology vendors utilized?
- What is the level of involvement with the local "consortium"?
- How does the technology staff procure hardware or services?
- Is there a risk of "single point of failure" with the district staff member?
- Does the district need specific training in proper strategic planning?
- What assistance is required from the state?

Overview of Readiness Rating Scale

To evaluate the readiness of a district in multiple areas the team created a rating scale to objectively measure how effectively (or ineffectively) a particular area rates compared to other districts. After each area has been given a score the analysis team compiles the statistics and averages them to derive a final readiness score for the district. To simplify the process the consultants used a scale of 1-5 that increases in increments of half a point. The following scale will be used to track future readiness decisions:

Rating	Description
1	The district is unable to prove they can successfully complete online testing in 2017.
2	The district could feasibly conduct testing in 2017 but there are multiple areas that need to be improved to make this happen and if they are not completed testing will more than likely be unsuccessful.
3	The district will be able to meet the 2017 Online Testing requirements. The district will not be able to handle additional subjects or grade levels without significant improvement in multiple areas.
4	The district will be able to meet the 2017 Online Testing requirements and they can meet a few extra subjects or grades but not all future needs.
5	The district is prepared for 2017 and beyond. They do not have any measurable risks associated with Online Testing for 2017 or beyond. They can handle online testing for all grades and subjects.

Summary of Findings for Bamberg School District 2

Overall Readiness Score	2.2
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Impact of Facilities

Readiness Score	2.4
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Area of Focus	Observations	Recommendations
Availability of Testing Labs	<ul style="list-style-type: none"> The district currently has 7 labs, 4 of which are at the high school, 1 at the elementary school, and 2 at the middle school. Based on the numbers provided, Bamberg 2 has a sufficient number of testing seats to complete online testing within the testing window for 2017; however, if additional subjects or grade levels are added beyond 2017, this may not be the case. The district lacks the space to add additional labs for testing. 	<ul style="list-style-type: none"> Since Bamberg 2 does not have additional space for labs, if additional testing seats are required beyond 2017, the district will need to procure additional laptop carts in order to test online.
Age of Buildings and Impact on Cabling and Wireless Connectivity	<ul style="list-style-type: none"> Of the 3 schools in the district, 2 are over 50 years old and have challenges with the power supply. There are limitations to the technical capabilities of the buildings due to the lack of adequate power. Due to the age of buildings, the wiring capabilities and building materials used in these older buildings 	<ul style="list-style-type: none"> More power supplies will be needed for laptop carts, as well as extra batteries for the school that lack the power supplies. Administration should explore expanded power supply options and ensure backup systems are firmly in place.

	can present a challenge in upgrading the network.	
Environmental Concerns (i.e. mold, air conditioning and ventilation concerns, excessive noise)	<ul style="list-style-type: none"> • All three schools have issues with leaks throughout the buildings. • Ventilation is a concern some data closets. • Network equipment is not secure in some areas. 	<ul style="list-style-type: none"> • Maintenance from the state department of education should have someone evaluate the schools to ensure there are no mold issues. • The leaks in the ceilings need to be rectified. • The data closets that need improved ventilation must be fixed. The risk of technology overheating and degrading or completely taking down the computer systems is very real and could impact testing. • Ideally, dedicated space needs to be identified to relocate equipment. If this is not feasible, the equipment needs to be contained in a locked cabinet to limit access.
Condition of desks and chairs where students will be testing	<ul style="list-style-type: none"> • Furniture in some labs is old and unmatched. While this might not seem like a major impact on testing there is evidence to suggest standard-testing environments must be in place to properly gauge the effectiveness of student testing. Students taking tests in rickety chairs or squeaky desks could be at a disadvantage. 	<ul style="list-style-type: none"> • A formal assessment of furniture in computer labs should be conducted to ensure all furniture is in good shape and appropriate for grades using the lab.

Infrastructure

Readiness Score 2.3

Area of Focus	Observations	Recommendations
<p>Available Bandwidth to the district</p>	<ul style="list-style-type: none"> The district currently has 200 mbps bandwidth, which is the maximum amount funded by the state based on student count. 	<ul style="list-style-type: none"> The consultants recommend the district perform a formal analysis to determine if the available bandwidth is able to meet the needs of the district during online testing activities. Contracting with 3rd party experts may be necessary to ensure the routers, switches, access points and cabling are properly integrated and successfully maximizing the available bandwidth. Corrective action should be taken to further “tune” the networks and support components. There are specialized tools available to help assess a network’s efficiency and it may be necessary to leverage a 3rd party to help justify purchasing additional incoming bandwidth to rectify the performance challenges.
<p>Stability of Networks Within The Schools</p>	<ul style="list-style-type: none"> Currently the district has 1 wireless access point for every 2 classrooms. The network appears to be in good shape. The Director of Technology is doing an excellent job with the limitations he faces. 	<ul style="list-style-type: none"> Additional analysis is required to determine whether or not the buried network cables are adequately protected. The disruption due to rain/thunderstorms is a concern and needs to be examined. The performance issues that take place during peak testing hours need to be monitored and network hardware potentially expanded to allow for more

		<p>efficient network usage. The consultants recommend engaging a local state approved contractor to assist with quantifying and further defining the issues.</p>
<p>Available Bandwidth to the Schools</p>	<ul style="list-style-type: none"> Each school has 150 mbps coming in from the district. There is not enough data to determine the potential performance challenges the schools may face. 	<ul style="list-style-type: none"> As more subjects and grades are added to online testing, performance testing will need to be conducted at each school location to determine how much bandwidth is needed. The district currently believes there could be a risk to testing the current population but they lack the tools to confirm any challenges. Additional network hardware might be needed to expand the capacities and efficiency of the district's network.
<p>Cabling Challenges</p>	<ul style="list-style-type: none"> All lines coming into the district are cat 6. Some areas have cable that has degraded. Due to the age of most buildings, cabling has been a challenge. The schools have done the best they can, given the structural challenges, but it's a very challenging situation and there are clear issues with the network connectivity and what can be accomplished due to these limitations. 	<ul style="list-style-type: none"> The consultants recommend the district engage a firm to formally evaluate the network cabling challenges and provide a cost comparison between going heavily wireless or continuing to invest in the hardware cabling. As the demands on the network increase, the district should consider upgrading to Cat 6 or fiber, if feasible.
<p>Wireless Networks</p> <ul style="list-style-type: none"> Routers Access Points Bandwidth Switches 	<ul style="list-style-type: none"> The district currently has 1 access point per every 2 classrooms. As more classes and subjects are added, access points may need to be added in every classroom. The age of the switching gear appears to be factoring into some of the performance issues. All switches in the district need to be on a replacement cycle. 	<ul style="list-style-type: none"> Load testing to see if more access points are needed. Replace all older switches in the district. Increased bandwidth should be explored once the other hardware issues have been addressed. The new hardware should be able to accommodate significantly more bandwidth. It's important to do the hardware first and THEN the expanded bandwidth.

Hardware

Readiness Score	2.3
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Area of Focus	Observations	Recommendations
Number of Computers Available for	<ul style="list-style-type: none">Bamberg 2 has approximately 75 computers in testing labs used in grades 3-8.The district also has 172 laptops that could potentially	<ul style="list-style-type: none">A hardware refresh plan needs to be created. The district currently does the best they can but a formal plan needs to be created to handle the future

Testing	<p>used for testing,</p> <ul style="list-style-type: none"> Based on the number of students in the district, Bamberg 2 currently has a sufficient number of computers to complete online testing within the testing window. 	<p>management and philosophy towards consistently replacing district technology.</p> <ul style="list-style-type: none"> Back up hardware and equipment, such as batteries needs to be available during testing. It is mandatory that backup systems exist or the risk to students not being able to test is very real.
Age and ability to upgrade computers	<ul style="list-style-type: none"> All computers are between 2 to 5 years of age. As computers reach the end of their useful life, a replacement strategy must be identified. 	<ul style="list-style-type: none"> A consistent and well thought out technology refresh strategy should be created and approved by the superintendent and communicated and approved by the school board.
Available RAM (Memory) in testing computers	<ul style="list-style-type: none"> All computers have 4 GB of RAM. 	<ul style="list-style-type: none"> The consultants recommend the district strive for a minimum of 8 GB of memory on all future computers. Wherever possible we suggest trying to upgrade the existing computers IF it's a cost effective solution. Many times adding memory to an existing computer is NOT necessarily cost effective if you can buy a brand new laptop with a faster processor for a price of half as much as simply adding memory to an older machine. Careful analysis is needed to ensure a proper strategy is implemented.
Disaster Recovery Solution	<ul style="list-style-type: none"> The district is currently working on a disaster recovery plan. A plan has been conceptualized but not implemented. There is currently a backup solution but it's not a "cloud or offsite" model, which is a very real risk. 	<ul style="list-style-type: none"> The consultants recommend Bamberg 2 collaborate with their peers in other districts who also need remote disaster recovery solutions to obtain a discounted vendor contract. A formal DR policy and plan is needed and the consultants believe the state government should have a role in providing assistance in this area. The majority of districts interviewed have an immediate need in this area. The state should recognize this risk and assist with identifying and implementing

		and supporting a DR solution
Adequate replacement hardware	<ul style="list-style-type: none"> The district does not currently have a replacement plan for hardware. We have mentioned this concern elsewhere. It's imperative that the district and schools have adequate machines for testing. 	<ul style="list-style-type: none"> Purchase and maintain a healthy supply of backup machines, batteries, keyboards and mice. Create a formal hardware replacement policy.
Support and Replacement Strategy	<ul style="list-style-type: none"> Currently the district does not have a technology refresh policy. Funding is not predictable and purchases are made when funds are available. 	<ul style="list-style-type: none"> A formal strategic planning initiative is needed to review the current state situation and identify needs for the district in a variety of areas outside the scope of this assessment. The district staff has the skills to complete this assessment internally however, they don't have the time. The consultants recommend a formal plan be created to ensure infrastructure and computers are modernized on a consistent basis.

Teacher Readiness

Readiness	2.3
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Score	
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Area of Focus	Observations	Recommendations
Technical Proficiency of Staff	<ul style="list-style-type: none"> • The district does not have a Technology Coach. Staff development is offered, but professional development classes are offered intermittently. • Teachers are comfortable with the technology they have available. • Additional technology training is welcome but not readily available due to resource (people, money, and time) constraints. 	<ul style="list-style-type: none"> • Once the formal testing requirements are finalized the district needs to ensure all teachers are notified of testing requirements and any professional development promptly scheduled. • Additional professional development is warranted but must be accompanied by a formal plan on how and when to leverage the training resources. The teachers should be held accountable by administration to take the training and utilize the lessons learned in their job functions.
Turnover of Teachers	<ul style="list-style-type: none"> • Due to the location and the lack of industry in the area, many teachers that are not from the area tend to leave the district after 2 years. • Teachers have not expressed that technology is a reason for leaving the district. • The turnover of staff directly impacts the technology staff. The tech staff uses their limited training time/budget to get teachers up to speed on how to use technology and they routinely leave the district. The new teachers coming in are unable to take training because in many cases the professional development resources (people and money and time) are exhausted. 	<ul style="list-style-type: none"> • The state should explore avenues for reducing the severe turnover rate in this district. It is putting the district and the schools and the students at a competitive disadvantage. • Additional professional development is needed to ensure new teachers coming in to REPLACE outgoing teachers are properly trained. • A study should be conducted to determine the impact on the students when teacher turnover rates are so severe.

Level of Technical Preparedness	<ul style="list-style-type: none"> • Many teachers have a positive outlook regarding technology in the classroom. Additional training would be beneficial and there is evidence this is needed. 	<ul style="list-style-type: none"> • Teachers should be surveyed to determine what type of training would be welcomed. • The addition of a Technology Coach is warranted.
Availability to prepare for testing	<ul style="list-style-type: none"> • Online testing requires significantly more preparation than paper testing. The Director of Technology is the sole member of the technology department with assistance from the part-time contractor. Preparation for online testing will result in a much greater demand for his time. 	<ul style="list-style-type: none"> • District leadership needs to mandate dedicated time is allocated to focus on preparing for state and federal testing activities. The IT staff needs to be involved to ensure all tasks and deliverables are completed in an efficient manner.
Other Concerns	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Student Readiness

Readiness Score	2.4
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Area of Focus		
Availability of Computer/Typing Classes for K-2	<ul style="list-style-type: none"> • K-2 students have the opportunity go to a computer lab once a week but do NOT have formal computer literacy/keyboarding classes. 	<ul style="list-style-type: none"> • Keyboarding instruction needs to start prior to the 3rd grade. Formal keyboarding activities are necessary to ensure 3rd graders are prepared for the testing requirements.
Level of Poverty/Home Exposure to Computers	<ul style="list-style-type: none"> • Bamberg 2 has a poverty level of approximately 94%. • Many families in the area do not have internet services. Students' exposure to the internet is largely through the school or a smart phone. • There is a very real concern that students in this district may be at a competitive disadvantage over their peers in neighboring districts due to their high poverty rates, lack of computer proficiency at earlier ages and the lack of exposure to technology in the classroom. 	<ul style="list-style-type: none"> • The fact that many of the district's students come from homes where heavy and consistent computer usage is unlikely only increases the need for formal computer literacy classes in the earlier grades. • The district should seriously explore giving the aging technology to the local families to allow students to become more familiar with keyboards and utilizing mouse.
English as a Second Language Concerns	<ul style="list-style-type: none"> • The district has 7% ESL students. • Practice tests are already being delivered to these students. 	<ul style="list-style-type: none"> • The consultants recommend the district staff continues to work closely with the schools to formally give the ESL students an opportunity to take a practice test to ensure they are adequately prepared for testing activities. Simulated testing will help identify any potential concerns in a proactive manner.
Availability of Sample Tests	<ul style="list-style-type: none"> • The district currently does online sample testing. 	<ul style="list-style-type: none"> • DRC offers free sample tests that could be used to further familiarize students with the online testing format.
Other Concerns		

Funding Mechanisms

Readiness Score	2.1
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Area of Focus	Observations	Recommendations
Maximizing e-Rate	<ul style="list-style-type: none"> Bamberg 2 does not apply for e-Rate. The Director of Technology has expressed to the consultants that he has discontinued applying for e-Rate due to the lag time between applying for funds and the approval and release of funds. He also expressed concerns over the government's strict regulations regarding the usage of funds. 	<ul style="list-style-type: none"> We recommend Bamberg 2 work with an e-Rate consulting firm, to ensure the district does not leave potential funds on the table.
Ability to successfully manage the grant writing process.	<ul style="list-style-type: none"> The district does not have a dedicated grant writer; however, Bamberg 2 has been awarded several grants. 	<ul style="list-style-type: none"> We recommend collaborating with neighboring districts to share a resource to assist in this area. This is a common solution in many states
Multiple resources knowledgeable in e-Rate and Grant Writing	<ul style="list-style-type: none"> Bamberg 2 does not have anyone on staff that can fill out e-Rate other than the Director of Technology. 	<ul style="list-style-type: none"> Multiple district staff needs to be familiar with the e-Rate process for checks and balances and backup scenarios. A 3rd party contractor should be identified as a potential source of knowledge.
Other Concerns		

Strategic Planning

Readiness Score	2.3
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Area of Focus	Observations	Recommendations
Technical Staff Collaborates with Administrative Staff to Determine Technology Needs	<ul style="list-style-type: none"> The Director of Technology informs the administrative staff of the district’s needs for upgraded technology. The administrative staff is extremely supportive of the recommendations that come from the Director of Technology. 	<ul style="list-style-type: none"> Best practices dictate that the technology staff regularly updates the school board on technology usage and needs.
Thoughtful analysis into how funds will be spent	<ul style="list-style-type: none"> The technology staff has certain plans in place to build the correct technological infrastructure that is needed in the district. 	<ul style="list-style-type: none"> Continued strategic planning efforts are required. Communicating to the school board and ensuring all parties are aware of the importance of consistent funding for technology and professional development is mandatory.
Teachers needs are considered top	<ul style="list-style-type: none"> The district does a consistent job focusing on the needs of the teachers and their needs. 	<ul style="list-style-type: none"> No recommendations are needed in this area.

priority		
The role of technology is agreed upon by all parties	<ul style="list-style-type: none"> All ideas and suggestions are brought to the attention of the Director of Technology. This position is well respected by all areas of the district and IT is actively engaged in all decision-making processes. Administrators and staff understand they must have everything approved through the Director of Technology. 	<ul style="list-style-type: none"> No recommendations are needed in this area.
Proper amount of professional development	<ul style="list-style-type: none"> The district does not offer classes for professional development. 	<ul style="list-style-type: none"> The district needs to engage with other peer districts to formulate a professional development plan. Survey teachers to see what would draw them to the professional development sessions.
Implementation, Distribution and Enforcement of Testing Policies.	<ul style="list-style-type: none"> State testing policies are provided to test proctors. State testing policies are followed in testing rooms. 	<ul style="list-style-type: none"> Everything dealing with online testing must be coordinated with the Director of Technology and the testing coordinator.

Readiness of Technical Staff to Support Online Testing

Readiness Score	1.6
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Area of Focus	Observations	Recommendations
Number of support technical support staff	<ul style="list-style-type: none"> The Director of Technology has 1 staff member in the department. He is heavily involved in the day-to-day support of the district technology. The district has hired a technology consultant to relieve some of the duties of the Director of Technology. 	<ul style="list-style-type: none"> As online testing grows, Bamberg 2 will need to increase the technology staff. Currently it takes the entire staff to man online testing district wide. Help desk tickets increase during current testing due to the lack of help. Formal details of roles and responsibilities are needed to help map out where additional skill sets might need to be inserted into the support model.
Technical skills and proficiency of support staff	<ul style="list-style-type: none"> The director of technology has many years of IT experience. He has worked in many school districts and understands the needs of IT in the school district. The consultant worked for Bamberg 2 for many years before stepping into her current role. She has many years of technology experience. 	<ul style="list-style-type: none"> Retention must be a focus for district leadership. Losing any of these key IT resources could cause significant damage to the existing support model. The district needs to find time and money to get the technology support personnel into formal technology training courses so they can stay modern in their technical skills.
Availability of staff to proactively engage with the teachers and administrative staff	<ul style="list-style-type: none"> The Director of Technology is also over technology support, PowerSchool tech support, Financial Services, and Transportation. He has very limited time to help plan or come up with new ways to incorporate technology in the classroom. 	<ul style="list-style-type: none"> Administration needs to pay attention to hours worked and burnout. The existing staff appears to be working significant overtime. This is a risk and needs to be monitored. Having resources inside the schools serve as the front line for help desk items might be needed. Training of school resources OR students could help

		reduce the help desk ticket volume and free up I/T staff to be more strategic.
Ability of staff to assist with professional development efforts	<ul style="list-style-type: none"> • The Director of Technology is overwhelmed with daily tasks and the amount of help desk tickets. • The Director of Technology wears so many hats, he has no choice but to work late, on weekends and even give up vacation time in order to get the job done. 	<ul style="list-style-type: none"> • Additional professional development resources (people, money, time) are easily quantifiable and should be made available to the technology department.
Risk of Single Point of Failure. If a key resource leaves will testing become at risk?	<ul style="list-style-type: none"> • The Director of Technology is also over technology support, Financial Services, Transportation, and Powerschool. He has very limited resources. He is from the area and has a vested interest in the success of the district. • If the Director of Technology were to be unavailable to work during the testing periods (sick or quit) there is a risk to the district of being able to successfully conduct testing. 	<ul style="list-style-type: none"> • The district must focus on cross training and documenting roles and responsibilities. • The need for an additional technology resource is easily quantifiable. • The Director of Technology must identify the skill sets needed to fill the needs of the district.

Additional Consultant Observations

Highlighted below are the most frequently cited strengths of the school district, which can be used as a foundation for creating a roadmap to address any areas of concern. The items in the table are rank-ordered according to the frequency with which they were mentioned in the interviews. Multiple points of engagement took place with a minimum of two analysis team members involved with every district.

Rank	Strengths	Common Themes
1	Willingness to improve	Everyone in the district strives to work together to see that improvements are made not only yearly, but on a daily basis.
2	Attitude / Enthusiasm	Bamberg 2 makes the best of all situations. The attitude of the district is whatever it takes to get it done, they will do it.
3	Work well together	The entire district is more than co-workers, they are a family unit. They thoughtfully plan and execute everything in the best interest of the children of Bamberg 2.
4	Dedication	The technology staff gives up many hours with family and friends to ensure every staff member and child has the up to date technology and teachers know how to utilize the tools in their classrooms.

Commonly Cited Concerns

Listed below are the most frequently cited concerns about testing that were documented over the course of the analysis process.

Rank	Concern	Sample Answers
1	Budget	The technology department has a very limited budget. Without careful planning the district may not be able to upgrade or refresh hardware as needed each year.
2	Schedule / timeline	Bamberg 2 technology staff is stretched thin. They have very limited time to plan far in advance due to daily operations.
3	Staffing Levels and Workload	This is a major area of concern. Currently the Director of Technology manages everything for technology. If something happens to him, the district will face many challenges with testing.

Rank	Concern	Sample Answers
4	Lack of Professional Development	New or upgraded technology will require significant training. There are limited funds available for professional development and the district needs at least one more support resource to help with technology training.
5	Disaster Recovery	Like most districts, a backup is done of the system, however nothing is offsite or in a cloud.

District's Inventory of Readiness Needs

Insert Tables from District

Strategic Roadmap

This section will provide an overview of the specific action items the district should focus on to improve the readiness of each area discussed in this report. The Roadmap is broken down into measurable tasks and deliverables to

1-Month Plan

- Xx
- Xx
- Xx

3-Month Plan

- Xx
- Xx
- Xx

6-Month Plan

- xx
- xx
- xx

12-Month Plan

- xx

- **XX**
- **XX**

18-Month Plan

- **XX**
- **XX**

APPENDIX

Pictures of District

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