



ALSDE District Technology Plan 2021-2022

ALSDE District Technology Plan 2021-2022

Blount County Board of Education
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Table of Contents

ALSDE District Technology Plan 2021-2022	3
A. Executive Summary	4
B. Stakeholder Involvement	13
C. Technology Diagnostics	16
D. Needs Assessment	19
E. Alabama Technology Plan Goals and Activities	46
F. Surveys	47
G. District Assurances	48
Attachment Summary	49

ALSDE District Technology Plan 2021-2022

A. Executive Summary

The Executive Summary provides Planners with an opportunity to describe in narrative form its purpose as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. Ensure that all Key District Program staff work collaboratively to provide input into the District Executive Summary, and all School Staff provide input into the School Executive Summary.

It is recommended that the responses are written offline and then transferred into the following sections:

Description of the School District/School

1. Describe the size, community/communities, location, and changes experienced in the last three years. Include demographic information about the students, faculty/staff, and community at large. What unique opportunities and challenges are associated with the community/communities?

*****Blount County Schools currently enrolls 7,600 students and employs just over 1000 professional and support personnel. With additional ESSER funds, 75 new employees were added in the district. These temporary positions include certified and support personnel. The student population consists of approximately 85% White, 13% Hispanic, 1% African-American, and 1% other ethnicities. Approximately 54% of our students receive free or reduced lunches. The system is composed of 14 schools made up of the following divisions: one each K-2, 3-4, 5-7, and 8-12; two K-12, four K-6 and four 7-12. Blount County also has a Bridge Academy (virtual high school program 9-12), JAG (jobs after graduation high school program), Career Technical Center (vocational training), a Learning Center (special education services), and an Alternative School (disciplinary setting). The system's graduation rate has improved by 25% over the past three years. Currently, the district four-year cohort graduation rate is 96%. In addition, all six high schools have shown significant improvement in graduation rate, with some improvement as much as 30%. The Dropout Cohort is at 2%, which has remained constant since 2015. In 2018 it increased to 3% and in 2019 it decreased to 1%. With minimal funding, appropriate resources are always a concern. Population growth, especially in the southwest portion of the county, has to be considered when looking at major trends and issues for the school system. The Hayden area is the only portion of the district served by four schools and makes up a third of the student population. The primary reason for this is the fact that Interstate 65 runs through this part of the county creating a "bedroom" community for the Birmingham/Jefferson County area. An enrollment shift continues to take place in the southern end of the county as a K-8

school transitioned to a K-12. Southeastern School graduated its first senior class in the spring of 2015. Student population has decreased at Locust Fork High School as students zoned for Southeastern remain there for their 9-12 career. Additional classrooms are being added to meet the increasing enrollment. During the 2021-22 school year, 8 additional classrooms will be added in Phase I and Phase II. Southeastern has also seen an increase in the number of English Learners (EL) enrolled. EL students make up 13% of the district's enrollment. Serving these students are ten EL staff members and a Migrant Coordinator who serves as a liaison between school and home, as well as a translator for schools and the district. The Blount County School district strives to meet the varied needs of our students, including health and nutritional needs. School nurses serve our students with medical needs and provide valuable support in preventing unnecessary absences. Health Services programs have received state recognition for providing health and dental screenings in collaboration with nursing students from Wallace State Community College and Karing-for-Kids, a Blount County organization devoted to minimizing attendance issues through identifying health needs. Six additional nurses have been added to address the ever-increasing challenges of COVID 19. Nutritional needs are a priority for the district as over half of the student population receive free and reduced meals. Serving breakfast and providing access to nutritional snacks is important to our Child Nutrition department, as Alabama is identified as a leading state in childhood obesity. All snacks sold in our cafeterias meet USDA's Smart Snack Guidelines. Breakfast and Lunch menus meet USDA federal regulation brought about by the Healthy Hunger-Free Kids Act of 2010, which promotes/mandates a variety of fresh fruits and vegetables as part of our menu. Beginning in the summer 2016, we began hosting a summer feeding program for children 18 years and under. This program provides a meal at no cost to ANY child 18 and under that visits one of our summer feeding sites. USDA has extended FREE meals to all students through the 2021-2022 school year. One of Blount County's greatest strengths is its quality staff. Blount County Schools employs 548 certified personnel consisting of 34% Bachelor's degrees, 55% with Master's degrees, 10% with Education Specialists degrees, and 1% with Doctoral degrees. Eighteen teachers have reached National Board Certified Teacher status. Community: Blount County's government was organized in 1818 making it a political entity that is actually older than the state. It lies in the Cumberland Plateau section of the Appalachian Plateau of Alabama. The current population exceeds 57,826, which is almost a 12% increase since 2000, making Blount County the sixth fastest growing population in the state. The median household income is approximately \$49,358 with 16.3% of all persons living below the poverty level. The ethnic make-up of the county is 95.8% White, 9.7% Hispanic, 1.7% African-American, and 1.3% other ethnicities. The population age breakdown for the county is 22.9% under 18, 18.7% over 65, and a median age of 40.8 years. The current

unemployment rate is 9.4% due to job loss during COVID 19. Last year's rate was 2.9%, which was lower than the state average. The 2019-2020 Alabama Kids Count Data ranks each of the 67 counties as to the quality of life for their children. Using 19 indicators of child and family well being, Blount County ranks as the second best place to raise a child. The Blount County Board of Education is the largest employer for the county with 1000 employees followed by Tyson Foods and Walmart with approximately 650 and 300 employees respectively.

Notable Achievements and Areas of Improvement

2. Describe your notable student achievements and areas of improvement in the last three years. Additionally, describe broad areas for improvement that you will be striving to achieve in the next three years.

*****The past three years have seen numerous changes in the Blount County School District. An improved graduation rate, a more focused effort to meet the needs of struggling students, improvements in technology and safety measures are all part of the Blount County Schools Strategic Plan developed in 2017. Strides have been made to provide a cohesive, focused plan for the district through the Strategic Plan. The plan centers on five goals that are vital to the improvement process of our school system. The district improvement team is beginning development of an updated strategic plan. Each year, the District Improvement Team partners with stakeholders to identify specific target strategies that are most important for the current school year. These targets drive planning and continuous improvement efforts at both the system of the school levels. "Create and provide educational opportunities that build critical life skills for success" has been identified as the first goal of the "Strategic Plan." The district focuses on developing K-12 expectations for explicitly teaching and practicing life skills, such as organization, communication, goal setting, responsibility, financial literacy, and teamwork. Our curriculum must ensure a guaranteed and viable K-12 core curriculum, which strengthens and builds critical thinking and problem-solving skills. We strive to provide engaging learning experiences with the use of technology, tools, resources, and other hands-on opportunities. "Foster an engaged community that is actively involved in promoting student success" is the second goal of our plan. District leadership recognized the need to create partnerships among stakeholders to build support for all students. We partnered with local businesses, colleges and universities to truly identify what is meant by "college and career readiness." Through a series of panel discussions, teacher-leaders were able to identify the strengths and weaknesses of our graduates as they relate the world of work or the college setting. These discussions have driven conversations about how to apply content to real-world situations through a problem-solving approach. "Recruit, hire, develop, and retain highly effective employees who are fully committed to student success" is the third goal of

our plan. We incorporate best practices in hiring, developing, and retaining employees and expand opportunities for mentoring and professional growth for all staff. Our recruitment strategies highlight the benefits of working in Blount County Schools. The fourth goal of the Strategic Plan is to "maintain effective stewardship of current financial resources while seeking additional revenue streams to maximize learning." With all the improvements mentioned above and considering the present nature of the economy, the system still manages to maintain a strong fund balance, which surpasses the state required guidelines. We continue to proactively seek additional resources. Our fifth and final goal is to "maintain and enhance a comprehensive support system to ensure opportunities for success." Another improvement made in the area of providing a constructive learning environment where everyone feels safe is the system's commitment to ensuring all campuses are safe and secure. Cameras and automatic locking mechanisms are placed at all main entrances. Cameras were upgraded to HD quality at all 12 sites beginning with the 2019-2020 school year. Safety drills and table-top drills are held in all schools on a regular basis and local emergency responders are invited to participate in routine drills. We have also collaborated with Blount EMA and Sheriff to design and implement a common wayfinding system, color coding hallways, labeling exterior doors, and identifying buildings, in an effort to speed up and aid emergency response efforts. The system also requires safety training for all staff members. RaptorWare scanners are utilized in every school to help screen out registered sex offenders, manage custody issues, coordinate volunteers, and respond to emergencies. Our School Resource Officers are located in each school community to preserve order, develop positive relationships, and promote safety on our campuses. Blount County is using ESSER funding along with other Federal District Fund to sustain and expand Mental Health. The purpose is to expand upon current support for students and families that are in need of mental health services through Gateway Family Solutions for their Go2U School-Based Counseling Program and JBS Mental Health Services. The Strategic Plan goals of "promoting a positive, collaborative and safe learning environment" and "developing character and leadership" were several areas of improvement in the past three years. First, the system's graduation rate has improved by 18% over the past three years. Part of this success is credited to the JAG program. The Jobs for America's Graduates Program is a school-to-career program for at-risk high school youth that allows students who are behind in credits to accelerate through courses, while also completing the JAG curriculum, so that they may still graduate with their peers. Credit recovery programs are implemented at each high school and ACCESS facilitators have been hired to provide students with more class offerings, including AP courses. The JAG (Jobs for Alabama Graduates) has also been implemented for Blount County students. The system has been the recipient of Alabama's PASS grant which is focused on dropout prevention and increasing the graduation rate in all of our

schools. Secondly, critical improvements were made in the area of technology. Bandwidth has been increased. Wireless capabilities have been expanded in all schools for the use of iPads and Chromebooks, etc. for students and teachers. Numerous interactive display boards have been installed throughout the county. Computer labs have been added and/or upgraded, as well as computers in the classrooms. The district implemented the 3rd Grade Chromebook initiative beginning with the 2018-2019 school year and continued in FY20 by expanding this initiative to 2nd Grade classrooms. Due to the restrictions resulting from COVID 19 all schools are working toward a one-to-one Chromebook deployment as funds become available. As we move forward during this time of changing expectations for Alabama learners, our district has identified three key areas of improvement that we will strive to achieve in the next three years. These areas of need are supported by the data gathered during our self- assessment process: An area of priority is to continue to focus on teachers engaging students through instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills and problem-solving strategies. Instructional strategies should require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. We believe that this is the only way that we can truly produce graduates that are prepared for whatever life path they choose. The Blount County Career Technical Center was awarded a grant from the Appalachian Regional Commission in the amount of \$169,841. Technical programs will be updated to meet current industry standards. This equipment includes: interactive displays Welding - C & C plasma cutter Drafting/Engineering - plot printer, Maker Bot ARC 3D printer Automotive - diagnostic scanners, programmable diesel engine Nursing - manikins with simpad Cabinetry - cabinet vision software & software upgrade for the CNC machine. Dreams were realized as our first "SMART LAB" was opened in January 2018 where students in grades 6-8 at Cleveland Elementary & High School can directly apply and solidify standards-based concepts learned across the curriculum while focusing on computer- programming, coding, and other STEAM skills. This project-based approach will push students to a higher depth of knowledge levels and help them see cross-curricular connections in STEAM fields. Students will use the concepts of science, technology, engineering, the arts, and mathematics to collaborate and complete tasks that serve to increase interest and prepare them for future learning in STEAM fields. An additional STEAM lab was launched in September 2018 at Susan Moore Elementary School. Prior to the start of the 2019-2020 school year, STEAM labs were installed at Hayden Middle School and Locust Fork High. The remaining labs for Appalachian School, Blountsville Elementary, and Southeastern School were installed prior to the 2020-2021 school year and the Susan Moore elementary lab was expanded during summer 2021. During COVID shelter-in-place restrictions, STEAM teachers created virtual segments

for students. These sessions allowed students to use common household items to complete assignments. Focusing on communicating effectively with stakeholder groups will be another priority of our system during the next three years. Providing stakeholders with opportunities to shape decisions and develop meaningful participation in the improvement process is an area of growth of our district and our schools. Finally, developing systematic processes and procedures for collecting, analyzing, and applying to learn from multiple data sources will be vital as we begin a new assessment program. We can only identify our curriculum strengths and weaknesses by analyzing our data. In this time of change, our priority will be using the data to design, implement, and evaluate continuous improvement efforts.

ATTACHMENTS

Attachment Name



BCS Strategic Plan Summary



Strategic Plan Targets 2021-2022

District/School of Education Purpose

3. Provide the purpose statement and ancillary content through the mission, vision, and values/beliefs. Describe how the District/School of Education embodies its purpose through its program offerings, technology, and expectations for students.

- **Values and beliefs** are brief, numbered statements about what your highest aspirations are for your students, staff, faculty, community, state, nation, and world based upon what skills and dispositions you think students will need to be successful in life, school, and careers.

- The **vision statement** describes the “perfect” world stakeholders would see if the mission is achieved. It evokes excitement, paints a picture, and has the effect of encouraging others.

- The **mission statement** should be brief, describe how the vision will be realized, and contain essential resources you will need (people, time, funding, technology, facilities, etc.).

*****Values and beliefs 1. Education is a partnership. 2. Our schools should be safe and positive. 3. Quality instruction that provides learning opportunities. 4. Students should be actively engaged in learning. 5. Education should lead students to set goals for their future. Vision Statement Our Vision is to Build partnerships, Create opportunities, and prepare students to Succeed Mission Build. Create.

Succeed."Build, Create, Succeed" is the mission statement of the Blount County School System. With this vision, the superintendent and the system's staff are Building partnerships, Creating opportunities, and preparing students to Succeed in life. The State Board of Education has adopted "Every Child a Graduate. Every Graduate Prepared." which pushes each system to focus on not only graduating students but having them prepared for career and/or college. Blount County Schools' students, faculty, and staff believe that: *Education is a partnership among schools, families, and communities *Our schools should be safe and positive learning environments. *Quality instruction provides students the opportunity to learn *Students should be actively engaged in the learning process. *Education should lead students to set goals, develop a vision for their future, and become productive citizens. *We must respond to identified needs for improvement. All of the principles mentioned above are shrouded in the ideas of -College and/or Career Readiness for Every Student- A Commitment to Continuous Improvement- A Positive, Collaborative, and Safe Learning CultureThe Blount County School System embodies its purpose through providing training for leaders and teachers so that all employees of the district share expectations for producing college and career-ready students.

Additional Information

4. Provide any additional information you would like to share that you were not prompted to complete in the previous sections.

*****The Blount County School District views the community as its greatest asset. Through strong partnerships with community agencies and the Blount County Education Foundation, the students served by our fourteen schools enjoy services that otherwise would not be possible in our rural Alabama setting. The Blount County Education Foundation was formed in 1998 with the mission to promote academic excellence in Blount County Schools. The main project was identified as the classroom grant program. Over time other projects have been added: at-risk tutoring and resources, summer intervention and enrichment programs, summer camps, spelling bee, scholars bowl, math tournament, visual arts exhibition, STEAM Initiative, high school Ambassadors, and more. The total amount provided to Blount County Schools since 1998 is over \$4.5 million. The classroom grant program continues as the main project of the Foundation and to date has provided over \$1.7 million. Teachers apply for the grants and all are judged by a panel and scored without the judges knowing the name of the applicant or their school. Over the years, teachers have used this unique opportunity to expand the resources available to them to engage students in quality learning experiences. The grants have become focused on technology resources, providing teachers the opportunity to use up-to-date technology teaching resources. Recent year grants have consisted

of a majority of grant applications focused on the placement of better technology in the classroom. Additionally, BCEF sought and received grants from Appalachian Regional Commission (\$95,000) and Community Foundation of Greater Birmingham (\$75,000) to support the addition of STEAM Labs in the district to enhance and extend science, technology, engineering, arts, and math experiences delivered through technology resources. Cooper Grant Ensuring Technology Fluency and Innovation for Blount County Teachers and Students Technology has the potential to redefine how STEAM is taught and internalized across all academic subjects. Therefore, this project, Ensuring Technology Fluency and Innovation for Blount County Teachers and Students recognizes and emphasizes the technology component of STEAM (Science, Technology, Engineering, Arts, and Math) as an important advancement in the education system. As a result, teachers will be better equipped to meet student learning needs in the best and most up-to-date ways possible. Teachers will be able to teach real-world skills and redefine how to approach education while increasing job opportunities available to students. Grant funds will allow teachers to have the resources needed to utilize high-tech tools to address learning gaps of students impacted by both poverty and Covid-19 challenges, utilizing innovative ways to meet Alabama curriculum standards and needs of Blount County students. Key focus areas for this project resulted from a review of the district's technology plan, state technology curriculum standards, and immediate needs related to technology with two key areas of need identified: 1) Classroom Sets of Chromebooks; 3) LCD Projectors for teachers and their classrooms. Blount County was awarded the Cooper grant in the amount of \$177,895. These funds will be used to purchase the following equipment:

Appalachian High: Chromebook cart w/ Chromebooks (30) 7 Epson PowerLite X49 3LCD Projectors
Blountsville Elementary: Chromebook cart w/ Chromebooks (30) 5 Epson PowerLite X49 3LCD Projectors
Cleveland Elementary: Chromebook cart w/ Chromebooks (30)
Cleveland High: Chromebook cart w/ Chromebooks (30) 5 Epson PowerLite X49 3LCD Projectors
Hayden Elementary School: Chromebook cart w/ Chromebooks (30) 5 Epson PowerLite X49 3LCD Projectors
Hayden High: Chromebook cart w/ Chromebooks (30) 7 Epson PowerLite X49 3LCD Projectors
Hayden Primary: Chromebook cart w/ Chromebooks (30) 7 Epson PowerLite X49 3LCD Projectors
Locust Fork Elementary: Chromebook cart w/ Chromebooks (30) 6 Epson PowerLite X49 3LCD Projectors
Locust Fork High: Chromebook cart w/ Chromebooks (30) 5 Epson PowerLite X49 3LCD Projectors
Pennington High: Chromebook cart w/ Chromebooks (30)
Southeastern School: Chromebook cart w/ Chromebooks (30) 5 Epson PowerLite X49 3LCD Projectors
Susan Moore Elementary: Chromebook cart w/ Chromebooks (30) 10 Epson PowerLite X49 3LCD Projectors
Susan Moore High: Chromebook cart w/ Chromebooks (30) 7 Epson PowerLite X49 3LCD Projectors
Blount County Learning Center: Chromebook cart w/ Chromebooks (30) 7 Epson PowerLite X49

3LCD Projectors Blount County Professional Learning Center: 2 Chromebook carts w/ Chromebooks (60) 2 Epson PowerLite X49 3LCD Projectors The BCBOE was awarded a grant of \$120,000 to provide Alabama First Class Pre-K units at Susan Moore Elementary Schools. It will serve 16 -18 four-year-olds beginning with the 2020-2021 school year and grants of \$82,800 each to provide continuing units at Appalachian, Cleveland Elementary, Hayden Primary, Locust Fork Elementary Schools. The summer feeding program used schools all over the district as prep sites to provide meals to children 18 and under during the 2020 summer program. The students attending the BCEF summer programs were fed breakfast and lunch. BCEF Summer 2020 was shortened due to the coronavirus but still included: 7 library programs, 13 virtual academic camps, and one three-week daily program. The summer program served over 400 in-person campers and had over 4,000 views of the virtual camps. The Summer Literacy Learning Camp was held in June 2020 at Susan Moore Elementary and additional camps were held for grades K-3 for one week at each school. These were funded by grants from Daniel Foundation of Alabama, Hometown Bank, Cawaco RCD Council, SAIL Summer Learning Coalition, United Way, Altec/Styslenger Foundation, Holle Family Foundation, and Goodrich Foundation. This was the tenth year of the summer learning project of BCEF with the various activities serving over 9,500 since its inception. Virtual Education Option The Bridge Academy relocated in 2021 and currently serves over 40 high school students in the Blount County School system. Two highly qualified teachers work full-time at the Bridge Academy, where several students come daily for tutoring and to complete assignments in the computer lab. The following technology is available to Bridge students: 10 chromebooks, available for check-out 12 laptop computers 29 desktop computers There are currently eight highly qualified teachers teaching virtual Bridge classes. Bridge Academy teachers fulfill the following requirements: Meet with students weekly via Zoom during an established time. Prepare daily interactive standards-based lessons with learning targets. Monitor student progress and course interaction. Offer tutoring as needed. Communicate with parents and students on a regular basis. Update grades in a timely manner. Provide students with learning resources as needed.

B. Stakeholder Involvement

Stakeholders are all the people that the plan will impact directly and indirectly. The Stakeholders have vested, real interests in ensuring the highest quality educational experience for every student. They may be partners, employees, teachers/faculty/staff, board members, community members, parents, and, of course, students themselves (former, current, future).

The Overall Planning Team should be comprised of representative stakeholders who should be involved according to levels of expertise and closeness of impact. Involvement spans a range from an input/advisory capacity to writing/expert levels. For example, it is helpful to have a Core Writing Team comprised of key program experts responsible for creating the basic content for input by the Overall Planning Team. Subgroups may be formed according to levels of involvement. All should clearly understand their roles and expectations in the process and final plan produced.

1. Describe the process used to engage and solicit input from a variety of stakeholders in the development of the plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate various levels of input into the plan (For example, levels may range from the Core Writing Team to Advisory capacities.).

*****Members were advised of committee roles and duties by email. The review/projection meetings were held in September. Additional meetings will be held with the District Improvement Team, Principals, Media Specialists, and School Technology Coaches. Ongoing technology needs and information is shared at the monthly principals and district improvement team meetings. Documentation is shared through the District Improvement Team, Principal, and STC Google shared drives. School Technology Coaches meet with their Continuous Improvement Teams at the local school to ensure the vision and direction is consistent throughout the curriculum. Additional technology committee meetings are held during the school day and substitutes are provided as needed.

2. List the Team Members' names and their respective Job Positions being sure to include experts in each key program area. (Examples of program areas include Technology, Special Education, Curriculum and Instruction, Content Specialists, Leadership, Federal Programs, Career Technical, Project-Based Learning Specialists, etc.).

*****The district technology committee was selected based on technology experience in each local school and district level to encompass a wide variety of team members including K-12 grade-level teachers, media specialists, guidance counselors, reading coaches, assistant principals, and district-level personnel such as the technology coordinator, technology integration specialist, network

administrator, technology technicians, superintendent, assistant superintendent, school improvement specialist, secondary and primary curriculum coordinators, federal programs coordinator, federal programs administrative assistant, human resources coordinator, and special education coordinator. Each member was responsible for reviewing local school data which included the Alabama Educator Technology Survey and Technology Inventory, Continuous Improvement Plan and the District Improvement Plan to determine strengths and weaknesses for the district. The committee also considered the current budgets and funding sources; curriculum alignment and pacing; instructional practices and strategies; availability of instructional materials and supplies; availability of current technologies and software; remediation and intervention strategies; gifted and enrichment opportunities; as well as, extended learning opportunities. All members made recommendations to the committee based on their data research. Stakeholders are as follows: Rodney Green - Superintendent, Chris Lakey- Asst. Superintendent, Brian Narrell-Technology Coordinator, Becky Canoles - Technology Integration Specialist, Cindy Bartlett - Secondary Curriculum Coordinator Bridgette Murphree - Elementary Curriculum Coordinator Phil Hazelrig - Human Resources Coordinator Bitsy Fendley - Special Ed Coordinator Dr. Beth Thompson- Federal Programs Coordinator Meagan Holt - Family Engagement Specialist, Federal Programs Administrative Assistant Steve Latta - Testing Coordinator Joe Kirkpatrick - Technology Technician Jessica Reed - Technology Technician Tammy Thigpen - Technology Technician Drew Hicks - Technology Technician Jonathan Johnson - Network Technician Sheila Turner - Appalachian School Technology Coach/STEAM Teacher Charity Cleveland - Appalachian Asst School Technology Coach/Media Specialist Courtney Whitehead - Blountsville Elementary School Technology Coach/PE Coach Annette Gunter - Blountsville Elementary Asst School Technology Coach/Computer Lab Manager Melanie Ganus - Blountsville Elementary School Media Specialist Brett Thrasher - Cleveland Elementary School Technology Coach/STEAM Teacher Kris Tanner - Cleveland Elementary School Assistant Technology Coach/5th Grade Teacher Rebecca Maniscalco - Cleveland High School School Technology Coach/Media Specialist Tammy McAlpine - Cleveland High School Asst School Technology Coach/ SPED Aide Jennifer Skinner - Hayden Primary School School Technology Coach/First Grade Teacher Deb Adams - Hayden Primary School Asst School Technology Coach/ First Grade Teacher Tracy Armstrong - Hayden Primary School Media Specialist Aja Ralph - Hayden Elementary School School Technology Coach/Media Specialist Michelle Frye - Hayden Elementary School Technology Coach/4th Grade Teacher Kim Carter - Hayden Middle School School Technology Coach/Computer Lab Mgr Brittany Etheredge - Hayden Middle School Asst School Technology Coach/Sixth Grade Teacher Theresa Black - Hayden Middle School Media Specialist Casandra Edwards - Hayden High School School Technology Coach/ Computer Ap Teacher Shane Howard - Hayden High School Asst School Technology Coach/Media Specialist

Wendi Smith - Locust Fork Elementary School School Technology Coach/Math Interventionist
Monica Moorer-Locust Fork Elementary School/Media Specialist
Vicki Wallis - Locust Fork High School School Technology Coach/INow Specialist
Grindl Weldon - Locust Fork High School School Technology Coach/Media Specialist
Jennifer Arrington - Pennington High School Technology Coach/STEAM Teacher
Amanda McHan - Pennington High School Media Specialist
Katrina Jennings - Susan Moore High School School Technology Coach/Computer App Teacher
Lori Jones - Susan Moore High School Asst School Technology Coach/STI Manager
Kelly Miller - Susan Moore High School Media Specialist
Leigh Roberts - Susan Moore Elementary School School Technology Coach/Computer Lab
Lacey Troiani - Susan Moore Elementary School Asst School Technology Coach/ Third Grade Teacher
Kim Prestridge - Susan Moore Elementary School Media Specialist
Rob Hudgins-Southeastern High School School Technology Coach/STEAM Lab Facilitator
Melissa Presley - Southeastern High School Asst School Technology Coach/Third Grade

3. Explain how the final plan was/will be communicated to all stakeholders and the method and frequency in which stakeholders will receive information on the status of activities and progress during the year.

*****The technology coordinator and technology integration specialist met with the superintendent, assistant superintendent, school improvement specialist, primary curriculum coordinator, and secondary curriculum coordinator, school technology coaches, assistant school technology coaches, federal programs coordinator and media specialists during the months of September and November to review teacher and administrator technology surveys, 2020 back to school survey, continuous improvement plans, and technology inventories. Stakeholders received technology plan updates through Google Shared Drive during the final stages of planning. All members had opportunities for input and making recommendations to the district technology committee before the final review. Ongoing and current information regarding district tech direction and progress is communicated with the School Technology Coaches in our bi-annual meetings. The District Improvement Team meets at least once a quarter to review current issues regarding technology integration. The media specialists and STEAM teachers meet quarterly to review technology trends and innovative ways to integrate technology. Additional information is shared through Google Shared Drive. The LEA coordinators meet once a month prior to the principals meeting to address pressing issues and review data. Immediate issues are addressed through email communication and/or Google Shared Drive. A finalized/approved technology plan is posted on the district website.

C. Technology Diagnostics

Data Sources & Funding Sources

1. **Data Sources.** Select all sources of data used for planning. (Check all that apply)
If Other selected, enter in comments.

- Board of Education Actions
- Compliance Monitoring Reports
- **Continuous Improvement Plan**
- Discipline and Attendance Reports
- Educate Alabama Data
- End-of-Course Assessments
- Federal Government Regulations
- Formative Assessments
- **Graduation Rates**
- **Inventory & Infrastructure Report - Fast and Easy Access to Network, and Availability of Technology**
- School of Education (SOE) Accreditation Reviews/Reports
- **Principal Walk - Through Checklist**
- **Professional Learning Evaluations, Lesson Plans**
- SpeakUp Data
- State Government Regulations
- Student Achievement Data
- Technology Program Audit, Etc.
- **Alabama Educator Technology Survey**
- **Other (enter in comments below)**

COMMENTS

[Back to School Survey 2020](#)

2. **Funding Sources.** Select the most probable Funding Sources for each activity.

(Check all that apply).

If Other selected, enter in comments.

- Annual Giving Fund
- Booster Fund
- Capital Improvement Fund
- **Career Technical Funds**
- **District Funds (Local Funds)**
- Endowment/Memorial Fund
- Financial Aid
- **General Fund**
- **Perkins**
- Scholarship Fund
- School Council Funds
- **State Funds**
- **Title I, Part A**
- Title I, Part C
- Title I, School Improvement
- **Title I, Schoolwide**
- Title I, School Improvement Grant (SIG)
- **Title II, Part A**
- Title III
- **Title IV, Part A**
- Title IV, Part B
- **USAC Technology**
- No Funding Required
- **Other (enter in comments below)**

COMMENTS

Blount County Education Foundation Grant Program Appalachian Regional Commission Grant Cooper Grant

D. Needs Assessment

Use the needs assessment to write your objective and activities in section E. Alabama Technology Plan Goals and Activities.

Technology Program Areas

1a. **Technology Infrastructure** - WAN, LAN, wireless access points, network switches, etc.

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

*****The top area of need in the Blount County school district is to enhance Internet speed. According to Nexgen (asset tagging), our tablet device totals have increased to 7855. This is a 58% increase from the previous survey so bandwidth can be an issue. Bandwidth usage data is collected from AREN (Alabama SuperComputer Authority) to determine needs, and based upon their reviews, we receive Bandwidth increases on a per school basis. Blount County Internet bandwidth has been increased from 750 Mb to 1500 Mg. In 2020-2021, we are updating the district's wireless network with 4x4 MIMO Enterprise Wireless AC WAVE 2 capable APs. This will meet the increasing need due to COVID restrictions and guidelines and the One-to-One Chromebook initiative. Access points were installed in every classroom to support 50 devices. Additional access points were installed to fill in weak and/or dead spots on each campus. Gyms and lunchrooms were upgraded to accommodate 400 devices. All of the switches and fiber have been upgraded to support up to 10 Gb connections. Due to COVID-19, our 2019-2020 schedule included one remote learning day each week. To meet the ever-increasing need for internet access outside of school hours, access points have been added to parking lots at all schools in the district. This Wi-Fi access is free, filtered and requires no password. Wi-Fi was installed in all school buses during the 2020-2021 school year. IBOSS content filtering is provided by the Alabama Supercomputer Authority. Securly, a cloud-based web filter that works across schools and homes was purchased with FY20 funds with a 3-year subscription. This includes bullying and self-harm detection. According to the Alabama Educator Technology Survey Spring 2020, 77% of our teachers indicated that they have sufficient access to online digital resources (videos/podcasts, lesson plans, games, learning activities, etc.) aligned to the online Alabama Course of Study Standards. We have enhanced and expanded facilities and procedures for maintaining computers and other technology equipment by upgrading infrastructure and power supplies to accommodate present and future technologies through Erate CARES Act

and/or the WIRED initiative funds. (Nexgen, Technology Inventory, & BCS Alabama Educator Technology Survey)

1b. Technology Inventory - fast and easy access to technology

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

*****According to the Spring 2020 BCS Alabama Technology Survey, 57% of the District faculty feels that they need additional digital devices to address the instructional needs of the students. This is a 7% increase from the previous year but this does not meet the current need for one-to-one devices in all of the schools. Approximately 20% of our students do not have access to a device or internet access according to the BCS CARES ACT Needs Assessment Survey 6-10-20 & 2020 Back-to-School Parent/Student Survey. With CARES Act funds, 74 Chromebooks with modems have been purchased for at-risk students. During the 2019-2020 school year, one computer lab at each high school was updated. The Blount County Career Tech and Blount County Learning Center teacher computers were replaced as well. The existing computers were re-imaged and placed in classrooms to replace obsolete equipment. This rotation helps maintain computers in classrooms where technology funds are not readily available. During the 2020-2021 school year, all available funds were diverted to Chromebook purchases to meet the one-to-one need due to COVID-19 remote learning guidelines. According to local schools CIP (Continuous Improvement Plan) and Title I budgets, schools plan on purchasing additional Chromebooks for each school as funds become available to increase device-per-student ratio. There are currently 230 Chromebook carts district-wide. This is a 65% increase from last year. (eProve Strategies Planning & Implementing Phase 2 & 3: Annual Implementation Plan for local schools) In 2018, Blount County schools implemented a 3rd grade Chromebook initiative to allow students easy access to technology without leaving the classroom. Chromebooks were purchased with FY19 funds for 2nd graders across the district. Lenovo N21 obsolete chromebooks were replaced at each school during the 2021 summer. Lenovo N22, N23, N42, HP 11G5, & 11G5EE Chromebooks will be replaced during the 21-22 school year as funds become available. To meet the challenges of COVID-19, the following technology items have been ordered as listed below: Appalachian: 22 Laptops, 1 Nurses Laptop w/ Docking Station, 24 Chromebooks w/ Modem, 57 Chromebooks, 1 iPad & Apple Pencil, Smart Music Band Software Blountsville Elementary: 34 Laptops, 1 Nurses Laptop w/ Docking Station, 29 Chromebooks w/ Modem, 69 Chromebooks Cleveland Elementary: 6 Laptops, 1 Nurses Laptop w/ Docking Station, 20 Chromebooks w/ Modem, 49 Student Chromebooks Cleveland High: 9 Laptops, 1 Nurses Laptop w/ Docking Station, 16 Chromebooks w/ Modem, 38 Chromebooks, Smart Music Band Software Hayden Elementary: 13 Laptops, 1

Nurses Laptop w/ Docking Station, 34 Chromebooks w/ Modem, 82 Chromebooks, 3 iPads, 3 Apple Pencils Hayden High School: 5 Laptops, 1 Nurses Laptop w/ Docking Station, 34 Chromebooks w/ Modem, 82 Chromebooks, 3 iPads, 3 Apple Pencils, Smart Music Band Software Hayden Middle: 1 Nurses Laptop w/ Docking Station, 23 Chromebooks w/ Modem, 56 Chromebooks, 9 iPads, 9 Apple Pencils Hayden Primary: 9 Laptops, 1 Nurses Laptop w/ Docking Station, 22 Chromebooks w/ Modem, 53 Chromebooks Locust Fork Elementary: 5 Laptops, 1 Nurses Laptop w/ Docking Station, 21 Chromebooks w/ Modem, 50 Chromebooks Locust Fork High: 15 Laptops, 18 Chromebooks w/ Modem, 44 Chromebooks, Smart Music Band Software Pennington High: 10 Laptops, 1 Nurses Laptop w/ Docking Station, 22 Chromebooks w/ Modem, 52 Chromebooks, Smart Music Band Software Southeastern: 24 Laptops, 1 Nurses Laptop w/ Docking Station, 35 Chromebooks w/ Modem, 83 Chromebooks, 4 iPads, 4 Apple Pencils, Smart Music Band Software Susan Moore Elementary: 30 Laptops, 1 Nurses Laptop w/ Docking Station, 25 Chromebooks w/ Modem, 60 Chromebooks, 5 iPads, 5 Apple Pencils Susan Moore High: 10 Laptops, 1 Nurses Laptop w/ Docking Station, 23 Chromebooks w/ Modem, 55 Chromebooks, Smart Music Band Software CARES ESSER II Budget Summer Learning FY21, 22, 23 (to address unfinished learning) Additional Bridge Teacher 22, 23 Supplemental Bridge Teachers 9 Reading Intervention Teachers 14 Math Intervention Teachers Reading Coaches Voice Enhancement K-6 Replace N21 Chromebooks Kami ARP ESSER III Budget Summer Learning 22, 23, 24 Bridge/Virtual Teachers FY24 Supplemental Bridge Teachers EL Curriculum Principal Coach Admin PD Kami As notated in eGap, plans are in place to purchase and/or lease supplemental materials, supplies, software, equipment, and technology to support the implementation of SRB programs such as 21st Century Classrooms, Waterford, AMSTI, Language Live, Passport, Dreambox and Google Classroom to address the needs of at-risk students during Tier 1, 2, & 3 instruction. Schoology and Edmentum are being used for remote learning. Although this percentage has increased by 15%, this remains an area of need. During the 2015-2016 school year, the Blount County Board of Education implemented a Bring Your Own Device Policy (BYOD). Students may have electronic communication devices and other digital devices in their possession such as iOS devices, MacBooks, Phones/Smartphones, iPads, iWatches/smartwatches, iPods, Kindles, Nooks, tablets, Androids, Chromebooks, MP3 players, and laptops to be used for instructional purposes. Students will have basic technology available at school necessary to complete lessons and assignments as directed by the teacher. The purpose of the BYOD initiative is to enhance instruction and assist students in developing communication, problem-solving, and critical thinking skills necessary to meet the College and Career Readiness Standards. Our greatest strength is indicated in the Blount County Technology Inventory 2020-2021. Results show local schools have at least 2-3 computer labs and most have additional mobile labs consisting of laptops,

tablet devices, iPads or Chromebooks. Through grants awarded by the Blount County Education Foundation, many classrooms have 5+ tablet mini-labs to relieve scheduling issues in the computer labs. Most schools have achieved 1:1 status. The district Chromebook inventory total has increased by 65% since last year. We are currently at one device per 1.5 students. With the onset of COVID-19, all schools focused on achieving one-to-one status for their students.

1c. **Student Learning** - subject area processes and content; 21st Century skills and dispositions to ensure school, career, and life success

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

*****The Blount County school district will continue to improve and maintain SRB software programs to increase student learning, intervention, and enrichment with technology. ACCESS, ABE- Alternative Behavior Education, Waterford Early Learning-EL and Special Education, Waterford Early Start Preschool, Dreambox-Math Instructional Online Adaptive K-8th, Learn BOP Math Instruction K-12-SMHS Pilot, MobyMax Adaptive Learning K-8, Predictive Assessment of Reading K-2, Reading Plus Personalized and Adaptive Reading Intervention, SPIRE Reading Intervention, Language Live, Passport, Edmodo, Edmentum, Google Drive and Classroom will be utilized in the labs, classrooms, and media center. Diagnosis support will be provided through the Predictive Assessment of Reading-K, Scantron Express Reading Foundations 1-2, and Scantron Express for Reading and Math 3-8. Personnel supporting these programs are as follows: Tutors, Reading Coaches, Math and Reading Interventionist (2-yr contract), School Technology Coaches, and Technology Integration Specialist. According to the Spring 2020 Technology Survey, 77% of teachers indicated that they had sufficient access to online digital resources aligned to the online Alabama course of study standards. (D1) Bridge Academy Virtual Option The Bridge Academy currently serves over 40 high school students in the Blount County School system. Two highly qualified teachers work full-time at the Bridge Academy, where several students come daily for tutoring and to complete assignments on the computers. The following technology is available to Bridge students: 10 chrome books, available for check-out 12 laptop computers 29 desktop computers There are currently eight highly qualified teachers teaching virtual Bridge classes. Bridge Academy teachers fulfill the following requirements: Meet with students weekly via Zoom during an established time. Prepare daily interactive standards-based lessons with learning targets. Monitor student progress and course interaction. Offer tutoring as needed. Communicate with parents and students on a regular basis. Update grades in a timely manner. Provide students with learning resources as needed. Blount County Schools has committed to increasing the number of courses available to students through the hiring of an

ACCESS facilitator at each school. Approximately 8% of the student body is taking advantage of classes offered through ACCESS. The Blount County Education Foundation has implemented a summer feeding program at Susan Moore Elementary School and will include a Migrant Tutoring Program to address the ever-increasing number of Hispanic students. Dreamcatchers Camp served students from Susan Moore as well as migrant students from Appalachian, Blountsville, Cleveland, J.B. Pennington and Southeastern. Susan Moore Dreamcatchers completed it's 6th year and has experienced great success! Dreamcatchers averaged 3 months gain in reading and 7 months gain in math on the STAR Assessments. The system's graduation rate has improved by 25 percentage points over the past three years. Currently, the district graduation rate is 96%. In addition, all six high schools have shown improvement in graduation rate, with some improvement as high as 30%. Student assessment data shows our system's gains in reading and math. The Alabama Reading and Mathematics Test results show a 9% increase in the number of students who are proficient in math over the past three years. Reading also increased by five percent over the past three years. In addition to the increase in graduation rate and the number of students who are proficient in reading and math, Only a small percentage (53%) of teachers plan activities that promote individual and collaborative student reflection using digital communication tools. (Tech survey C3) To increase student achievement in the area of computer programming and STEAM-related areas, we installed a Creative Learning Systems SmartLab targeting middle school students at Cleveland Elementary & High School. It is our hope that these experiences will increase student motivation to explore computer programming and STEAM-related careers. We can also be hopeful that these experiences may improve student outcomes on standardized science assessments, but we will use additional dis-aggregated data to explore the impact that the STEAM Lab experience has on college and career choices. A second STEAM lab was added in September 2018 at Susan Moore Elementary School. STEAM labs were installed at Hayden Middle School & Locust Fork High School during the summer of 2019. Three additional labs were added at the beginning of the 2019-2020 school year at Appalachian, Blountsville Elementary/Pennington High, and Southeastern schools. The Blount County STEAM labs use the Alabama Digital Literacy and Computer Science Course of Study Along with the Alabama Courses of Study for Math, Science, and ELA for grades 5-8. These Course of Study Standards are used to plan instruction, direct student learning, and assess understanding of concepts presented within the lab environment. Concepts presented include Computational Thinker, Citizen of a Digital Culture, Global Collaborator, Computing Analyst, and Innovative Designer. Students are taught internet safety, privacy and security as well as legal and ethical online behavior. They are instructed on the impact of computing and how to maintain the systems contained within a network. Finally, students learn to work collaboratively to research and use digital tools to

produce authentic works. The Blount County Education Foundation provided STEM, STEAM, STREAM summer camps for students grades K-12. Attendance for 2019 was 1,221. Additional Library Camps were held at Appalachian High, Blountsville Elementary, Hayden Primary, Locust Fork High, and Southeastern Elementary. With a challenge of “dream big and set your goals high” from Blount County Schools Superintendent Rodney Green, 100 students completed the six-week summer camp called Dreamcatchers. Dreamcatchers is a summer learning program to help students stay connected during the summer. The program offers students the opportunity to advance in areas such as math, reading, healthy living, art, music, theater, and Spanish. The students attending the BCEF summer programs were provided breakfast and lunch through the district's Summer Feeding Program. BCEF Summer 2021 impacted many students and included: six library/literacy programs of twelve days, 17 academic camps, one three-week daily program, and one four-week daily program. The summer program served over 1,000 students from across the district. These were funded by grants from Daniel Foundation of Alabama, Hometown Bank, Cawaco RCD Council, SAIL Summer Learning Coalition, United Way, Holle Family Foundation, and Goodrich Foundation. This was the eleventh year of the summer learning project of BCEF with the various activities serving over 11,400 since its inception. ESSER funds will be used for summer camp 2022 to address unfinished learning. The funds for this camp have been extended for the next 3 years.

ATTACHMENTS

Attachment Name

 BCEF Summer 2021 Camps and Literacy Camps

1d. Professional Learning Program - Teachers, Staff, Leaders, Community

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

*****According to our BCS Alabama Educator Technology Survey data, 64% of teachers are able to attend a sufficient number of professional learning sessions. This is a 1% decrease since last year. Only 63% of teachers indicated that the district provided useful professional development in the area of effectively using digital tools in the classroom. (D3,8) Casie Barksdale, Untethered Professional Learning The school technology coach and technology integration specialist will conduct individual professional learning opportunities within the classroom as needed with classroom teachers and students. There will be additional resources on the District website, Google Drive/Shared Drive and shared network drives for teachers to have access to additional training for collaboration. One-on-one collaborative training in

the classroom with school tech coaches and classroom teachers is provided on a daily basis as needed. The technology integration specialist provides professional learning opportunities on current topics and the school technology coaches use the train-the-trainer method for additional training with classroom teachers. Due to Covid restrictions during the 20-21 school year, professional learning was achieved through Screencastify training videos. Additional instruction is provided on a one-to-one and/or grade level basis for individualized professional development for teachers and administrators. Learning sessions are scheduled during prep time to reduce interference with instruction. The school technology coaches continue to provide training on school-specific technology items. Many of the schools in the district utilize the professional development opportunities offered through Untethered Professional Learning, LLC. Casie Barksdale, Untethered Professional Learning worked with several schools on the following: Google productivity Formative and informative assessments Tech tools for student engagement Tech tools for accessibility 4 C's Using the coaching model for classroom collaboration Chromebooks: How not to be a digital pencil Growth mindset Developing technology leaders Creating student led technology assignments Locust Fork High School contracted with Casie Barksdale 2 years prior to the pandemic and credited her with their success in transitioning to online learning. Their teachers struggled less during this tumultuous time due to her continued instruction over a period of time prior to the "shelter in place" order. STEAM teachers, school technology coaches, media specialists, and the technology integration specialist attended the FETC (Future of Education Technology) conference in 2019. The STEAM teachers, primary curriculum coordinator, and technology integration specialist will attend FETC in January, 2022. A team from the technology department will attend ISTE in June 2022 if funds are available. The library media specialists plan on attending the American Association of School Librarians during the 2022-2023 school year. Other workshop options include AMSTI Science & NASA STEM, Schoology Implementation, AimswebPlus: Administration and Report Use, & Benchmark grading: K-6Administrators. The technology integration specialist will focus on integrating tools in a remote/virtual environment to promote collaborative learning. Google Classroom introduced basic navigation skills for a learning management system before transitioning to Schoology. Blount County will continue to provide teachers with the skills needed to utilize 21st Century equipment for enrichment. We will conduct individual and small group learning activities for teachers and administrators at the local schools to meet an increasing need of onsite PD requests. Calendly (scheduling app) has been purchased for the technology integration specialist to facilitate ease of scheduling for requests. (calendly.com/canoles) Our Educator Effectiveness Rubrics Self-Evaluations were set up in Google Classroom and assignments began September 2017 and continued for nine weeks at the beginning of the school year. This format immersed teachers and

administrators in this learning platform and sparked an interest in utilizing this resource in their own classrooms. We will continue to use this platform in the coming years. After the successful roll out of Google Classroom, many administrators are transitioning from hard copy lesson plan documentation to digital copies through the use of Google Drive, Shared Drive, & Classroom. With the implementation of Google Apps for Education, teachers and staff requested in-depth training during prep-times and after school. Casey Barksdale provided a professional learning session for administrators and principals introducing Google Tools for Productivity. Teachers are eager to use Google Drive & Classroom with their students and provide an easy collaborative experience. Teachers and school leaders also take advantage of national, state, and regional workshops such as AETA, AETC, FETC and ISTE. STI PD/Powerschool is being utilized to register and document professional development activities in the district. With the implementation of Schoology, Google Classroom is being phased out for classroom assignments during the 2021-2022 school year. Due to COVID-19 restrictions, many PD opportunities were offered virtually. ISTE 20 Live (International Society for Technology) provided additional learning opportunities for STEAM teachers, technology integration specialist and School Technology Coaches. FETC was offered as a free interactive online event in January, 2021. The district planned on hosting this event at the new PD Center for the technology integration specialist, school technology coaches, & administrators. Approximately 50 additional teachers, administrators, media specialists, and support staff registered for the event as well. Our system transitioned to virtual learning during this time period due to an increase in positive Covid cases so teachers logged in from remote locations to participate in this event. In the spring of 2021, the Blount County Professional Development Center was completed. This centrally located learning center will accommodate 100 participants in the main area and is equipped with a 98" Interactive Touchscreen Display , (2) 85" Interactive Touchscreen Displays , Enterprise WiFi, and a wireless Presenter Audio System. There is an additional breakout room that will accommodate 20. Chromebook carts and 60 Chromebooks were purchased for this facility. The Tennessee Valley EdCamp is scheduled for June 4, 2022 at Hartselle High School. This "un-conference" is free and includes breakfast, lunch, professional learning, swag bag, and a chance to win door prizes.

1e. **Teacher Use - Teaching** - how teachers use technology to teach as well as require students to use technology to learn

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

*****According to our recent BCS Alabama Educator Technology Survey Spring 2020(C6), 67% of teachers provide students with multiple ways to demonstrate

learning and mastery, utilizing various forms of technology and 66% model creative and innovative thinking and inventiveness using digital tools and resources. (C1) This is a 6% increase from the previous year. With the added Chromebook purchases, teachers have increased the use of student devices. Effective at the beginning of the 2015-2016 school year, the Blount County Board of Education implemented a Bring Your Own Device Policy (BYOD). Students may have electronic communication devices and other digital devices in their possession such as iOS devices (MacBooks, iPhones/smartphones, iPads, iWatches/smartwatches, iPods), Kindles, Nooks, tablets, Androids, Chromebooks, MP3 players, and laptops to be used for instructional purposes. Students will have basic technology available at school necessary to complete lessons and assignments as directed by the teacher. The purpose of the BYOD initiative is to enhance instruction and assist students in developing communication, problem-solving, and critical thinking skills necessary to meet the College and Career Readiness Standards. This initiative should provide more opportunities for real-world technology use within the classroom. Most schools have purchased at least two carts (30) of tablet devices which should increase student engagement. Beginning in the 2018-2019 school year, the district implemented a 3rd-grade one-to-one Chromebook initiative to increase the student-to-device ratio. This was expanded for the 2nd grade with FY20 funds. The focus shifted to 2nd grade to meet the increasing challenges of online testing. During the AdvancED Performance Accreditation review, the findings were as follows: When technology was being used by students, it was usually for a formative assessment such as MobyMax, which was the primary means of differentiation in most classrooms, there was little use of technology for conducting research, solving problems, creating original works, or working collaboratively for learning. Interviews revealed some familiarity with Google Classrooms, but implementation in most classrooms was not observed. According to eProve eleot observations, all students are using Schoology LMS on a daily basis. We are moving away from using the device as a digital pencil and striving toward modification and redefinition with technology integration in the classroom. Many schools have contracted with Untethered Professional Learning, LLC to provide school-wide and individualized training to support teachers as they strategically implement technology to increase student engagement and provide authentic assessment.

ATTACHMENTS

Attachment Name



BCS Digital Textbooks 2021-2022

1f. **Teacher Use - Productivity** - how teachers use technology for increased productivity

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

*****According to our recent BCS Educator Technology Survey data, only 28% of teachers use videoconferencing for remote learning. This survey was given in the spring 2020 prior to the pandemic. We feel confident that these percentages in the next survey to be given in the spring of 2022 will increase exponentially. With the beginning of the 2020-2021 school year, Blount County Schools offered 2 options for student learning. Students could choose a remote or blended option. This schedule quickly forced teachers into the forefront of video conferencing with Microsoft Teams, Google Meet, and/or Zoom. The Spring 2020 technology survey does not reflect this due to the survey being administered in February before the Pandemic. There has been a 65% increase in the number of tablet devices from the previous year according to the 2019 Technology Inventory. We also found that 99% of our teachers use Gmail often throughout the day (F7). This is a 20% increase from the previous year. Since the district initiative to create an educational Gmail account for all staff members, the use of Google G Suite has been widely adopted. Teachers have increased productivity through the use of these digital tools. They work collaboratively on projects in their classroom or from home as indicated by the number of documents on the blountboe.net account and Google Shared Drive. With the student Gmail, teachers are using Google Drive for collaborative projects. Google Shared Drive is being used for collaboration in the CIP (Continuous Improvement Plan), DIT (District Improvement Team), Technology Plan and Inventory, Professional Development Planning, Principals meeting and RTI (Response to Instruction) to name a few. The special education teachers indicated an increase in productivity since they are now able to access SETS (Special Education Tracking System) from home. Lesson plans indicated that teachers are utilizing the assessment for instructional planning, to measure growth and mastery of skills, progress monitoring for RTI or other purposes, identifying at-risk students, and much more. The majority of our schools have implemented Google Classroom for lesson plan submission thus streamlining the process for easier access in the documentation. This format provides valuable information when using the eleot observation tool for the CIP (Continuous Improvement Team) during walk-throughs. As of the beginning of the 2020-2021 school year, teachers transitioned from Google Classroom to Schoology. Since Schoology was purchased by the state and free professional development was included in the first year, the District Improvement Team voted to fully implement Schoology. A 3-day training was provided prior to the reopening of school for 2 teacher leaders from each school. This team utilized the train-the-trainer model supporting teachers in their local schools. The start date of school was moved back a week to allow teachers an additional 3 days of Schoology professional learning opportunities. Their goal is to

maintain 3 weeks of lesson plans in case of COVID-19 outbreaks and school closures.

1g. **School Leaders Use - Productivity** - how administrators use technology for increased productivity

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

*****Only 63% of our principals are able to attend a sufficient number of professional learning sessions to help successfully lead the integration of technology and digital resources in their school. This is a 6% decrease from the previous survey. With training from our school technology coach and technology integration specialist, we will focus on improving our administrator's technology expertise by continuing to facilitate and participate in learning communities that support both teachers and other administrators in the study and use of technology. Through interviews during walk-throughs, we discovered that the low percentage was due to the fact that most training opportunities were held off-site so principals did not participate. Additional training opportunities were offered locally by the technology integration specialist and school technology coach to increase administrator participation. The technology integration specialist provides one-on-one professional learning sessions with administrators as they move to a digital format for lesson plans and/or faculty meetings. Beginning with the 2015-2016 school year, BCS implemented quarterly instructional principal's meetings that include site visits to area schools to observe technology integration and project-based learning as well as other best practices. As a result of these experiences, we plan to continue improving our administrator's understanding of technology integration in order to better support it at the classroom level. We have expanded this program in the 2021-2022 school year. Technology Professional Development was embedded in the monthly principal meetings in the 2018-2019 school year to prepare administration for full implementation into Google G Suite. All documentation and forms have been digitized and shared with principals through Google Shared Drive. Additional training is provided throughout the year to expand the use of Google Drive, Docs, Sheets, Classroom, etc. 95% of administrators are using Google Classroom for lesson plan submission, tracking of PLU's through Educator Effectiveness and the CIP (Continuous Improvement Plan). According to the BCS Alabama Educator Technology Survey results, 90% of our instructional leaders currently utilize resources such as Google docs, network resources, email, and PowerSchool to increase productivity. There was a 28% increase in the usage of these tools due to online collaboration and meetings driven by Covid restrictions. The Alabama Educator Technology Survey: Administrator survey was not administered Spring 2020 due to COVID-19.

1h. **Other** (Optional)

- a) Identify the top 1-3 areas of need
- b) Identify the top 1-3 areas of strengths
- c) Identify the data sources

Professional Learning

2. Based upon the strengths and areas of need in **Technology Program Area** above, what are your Professional Learning topics for the upcoming year?

(Note: You do not have to address all needs or build upon strengths in one year! You will need to prioritize them **over three years.**)

For each topic, include the delivery method, time, who will attend and who will present.

A. **Delivery method(s):** Face-to-Face (onsite or offsite), hybrid/blended (combination), webinar, videoconferencing, online (real-time or asynchronous), etc.

B. **Time:** Projected number of hours/days.

C. **Who will attend:** Teacher, school administrator, district administrator, specialists, other

D. **Who will present:** Indicate type or name, e.g., Technology in Motion Instructional Specialist, ALEX A.C.E. Trainer, ACCESS trainer, LEA staff, AETC attendance, external trainer, corporate, consultant, etc.).

If uploading attachment with the information, please type *See Attachment* in text field.

Example: Google Training A. Face to Face B. 3 Hours C. Teachers, D. Presented by Tech Coordinator.

*****See Attachment STEAM Face-to-Face 6 Hours Students Teachers, Admin, Community Leaders STEAM Face-to-Face 6 Hours Students Teachers, Admin, Community Leaders STEAM Face-to-Face 6 Hours Students Teachers, Admin, Community Leaders STEAM Face-to-Face 6 Hours See Attachment

ATTACHMENTS

Attachment Name



BCS Professional Learning 2021-2022

Inventory

3. **Inventory** - The Technology LEA Inventory will be completed in a spreadsheet. A link will be provided by your regional contact.

● **I certify that I have completed the Technology LEA Inventory.**

○ I have not completed the Technology LEA Inventory.

Infrastructure

4. **Infrastructure** - Describe how your infrastructure and inventory supports student achievement at all locations. Use the following terms as headings in your description:

- **WAN Infrastructure**
- **LAN Infrastructure**
- **Connectivity**
- **Bandwidth**
- **Internet Access**
- **Information Security & Safety**
- **Digital Content, and Digital Tools**

If uploading attachment with the information, please type *See Attachment* in text field.

*****WAN connectivity WAN connectivity is handled through the Alabama Supercomputer Authority (AREN) utilizing a pair of Juniper routers with a 500 Mbps connection from each high school to the Network Operations Center (NOC). Elementary schools have a 250 Mbs connection. The Career Technical Center is connected to the NOC via 500 Mbps connections, while the Network operations center is hosted by a 10 Gbps fiber connection. A 1.5 Gbps connection to the Internet terminates at the NOC and is shared by all facilities. LAN Infrastructure Current infrastructure status of Blount County Schools: Buildings, classrooms, and other instructional areas are wired with Cat 5e or better copper wiring. Schools have a central MDF closet and have IDF closets as needed. Most wiring between closets utilizes a 10 Gbps fiber backbone. Each school has a gigabit Ethernet network running centrally with gigabit to individual computers. All schools have gigabit managed switches in the wiring closets. Each school has a minimum of 4 servers (two for file serving, one for support, plus an on-line network storage appliance) connected with a 10 Gbps fiber connection. The Board of Education maintains its own Local Area Network with 25 computers and 1 data server. All central office services are located at the NOC. WiFi Infrastructure Extreme 410C Enterprise provides cloud-managed wireless infrastructure for Blount County schools. Every classroom has an Extreme 410C XR620 Wi-Fi Access Point which provides coverage for 50 devices. High volume locations which include libraries,

cafeteria's, and gyms utilize a Extreme 410C SD4 to provide coverage up to 400 users per location. Connectivity & Internet Access WAN connectivity is handled through the Alabama Supercomputer Authority (AREN) utilizing a pair of Juniper routers, Palo Alto firewall & switch with a 500 Mbps connection from each high school to the network operations center and a 250 Mbps connection from each elementary school to the network operations center. The Career Technical Center is connected to the network operations center via 500 Mbps WAN connection, while the Network operations center has a 10 Gbps local connection. The Alternative center is connected to the NOC by a 250 Mbps connection. 1.5 Gbps connection to the Internet terminates at the network operations center and is shared by all facilities. Bandwidth WAN connectivity is handled through the Alabama Supercomputer Authority (AREN) utilizing a pair of Juniper routers with a 500 Mbps connection from each high school to the Network Operations Center (NOC) and a 250 Mbps connection from each elementary school to the NOC. The Career Technical Center is connected to the network operations center via 500 Mbps connections, while the Network operations center is hosted by a 10 Gbps connection. A 1.5 Gbps connection to the Internet terminates at the NOC and is shared by all facilities. Information Security & Safety Desktop Security: Desktop Security: All computers on the network are required to login to the network with username and password to gain access to resources. The user must agree to the Responsible Use Terms and Conditions at the login screen before gaining access. User and group level security is used to allow access to individual resources. Software updates are managed through Microsoft WSUS services, PDQ Deploy, and through scripted updates at login. Individual workstations are protected by Sophos Intercept X Antivirus, by Internet filtering, Securely, and selective use of Malware-Bytes, and CCleaner spyware protection. Network Security: Servers use Sophos Intercept X Antivirus for continual protection. Student information, financial information, and Special Education information reside on servers protected by an ASA adaptive security appliance and DMZ that is maintained by the Alabama Supercomputer Authority. All network traffic is monitored and filtered by ASC. Additional traffic is monitored by school location at the NOC. ASC provides iBoss Internet Security and the district uses Securely web filtering to meet CIPA compliance. Securely provides cloud-based filtering that works across schools and homes and includes bullying and self-harm detection with integration into Google email and Google Drive. Digital Content All schools have access to the following: Lore.com, Moodle LMS, EverFi Digital Content for Financial Literacy, Voicethread, Dave Ramsey Financial Digital Content, Federal Reserve Financial Digital Content, A+ Digital Content, Google Suite, Ebooks, Chrome/iPad/Nook Apps, ACCESS Franchise, Digital Tools We utilize the following tools to support the infrastructure: Spiceworks PC Reporting, Windows Deployment Services. PDQ Deploy, Sophos Intercept X

Antivirus, iBOSS Internet Security Device, SolarWinds Dameware, Remote Desktop Support Securely, HP IMC Dell, OpenManage, PRTG Network Monitor

Data Compliance

5. Has the local school board adopted a data governance and use policy?

Must attach a copy of the policy.

***Student Handbook - Section V – Students 5. Technology Responsible Use Policy (RUP) – Data Governance Blount County Schools The Superintendent is authorized to establish procedures governing the storage, use, and sharing of data maintained electronically by the school system. Such procedures shall comply with applicable state and federal law and shall include provisions for data security (including physical security measures), access controls, quality control, and data exchange and reporting (including external data requests, and third party data use). Nothing in this policy or in any procedures authorized here under creates or expands any entitlement to confidentiality of records beyond that which is established by law or specific Board policy. Any unauthorized access, use, transfer, or distribution of Board data by any employee, student, or any other individual may result in disciplinary action (up to and including termination for employees) and other legal action. (Approved October 3, 2016) Introduction Blount County Schools relies on its computer network to enhance education outcomes. To ensure that BCS' computer resources are used properly by its employees, students, independent contractors, agents, vendors, and other computer users, the Blount County Board of Education has drafted and approved the following Responsible Use Policy. The rules and obligations described in this policy apply to all users of BCS' computer network or computer resources, wherever they may be located in BCS' policies. Specific policies against discrimination and harassment (sexual or otherwise) apply fully to BCS' computer resources, and any violation of these policies serves as grounds for discipline up to and including termination. Students who violate these policies are subject to disciplinary action consistent with Board policy and the Student Handbook. Vendors, consultants, and all other third party guest users must adhere to these policies and are subject to losing their right to access BCS' computer resources for violations of these policies. By complying with the provisions in this Responsible Use Policy, users consent to monitoring as a condition of access under the Electronic Communications Privacy Act (1986). All users should be aware that BCS' computer resource uses including all its components are subject to monitoring in order to comply with the Alabama Supercomputer Authority and Family Educational Rights and Privacy Act (FERPA), as well as the Children's Internet Protection Act (CIPA). Employees, students, and other users should not have any expectation of privacy in anything they create, store, send or receive using the BCS'

computer resources. The main goal of this aspect of the Responsible Use Policy is to ensure our children's safety and protection while using technology for educational purposes. This Responsible Use Policy is crafted in the spirit of the Purpose and Direction for Blount County Schools, which includes our Mission "to create life-long learners by providing quality education and meeting the needs of all students" and our Vision to collaborate with all "stakeholders to prepare responsible citizens ready to succeed in an ever-changing global society." This policy also fully represents our Beliefs as a school system and is undergirded by the three tenets framing the Purpose and Direction: College and Career Readiness for Every Student; Commitment to Continuous Improvement; and a Positive, Collaborative, and Safe Learning Environment. All technology resource use will be governed by the requirement that it must add to the standards-based educational experience and growth of the user and not disrupt the educational process in any way. The term "computer resources" as used herein refers to BCS' entire computer, electronic and communications network. Specifically, the term "computer resources" includes, but is not limited to computers, hostcomputers, file servers, application servers, communication servers, mail servers, fax servers, Web servers, workstations, stand-alone computers, laptops, tablets such as IPADs, telephones, facsimile machines, scanners, software, data files, peripherals such as printers, and all internal and external computer and communications networks (for example, Internet, commercial online services, value-added networks, e-mail systems) that may be accessed directly or indirectly via remote access (including access by students, vendors, consultants and all other third party guests using personally owned computer hardware as authorized by BCS) from our computer network or that are owned or have been purchased by BCS. Bring your own device (BYOD) refers to technology models where students bring a personally owned device to school for the purpose of learning. A personally owned device is any technology device brought into the school and owned by a student (or the student's family), staff, or guests. Laptop computers are portable computers that can be used with or without the Internet. Netbook computers are portable computers that gain most of their functionality through the Internet. Smartphones/handhelds, some of which blur the lines between the Internet and cellular networks (e.g., Blackberry, Android, iPhone, personal digital assistants, iPod Touch). Tablet computers fall along a continuum from laptop-like to large size smartphones (e.g., iPad, Android tablet, etc.). E-book readers (e.g., Kindle, Nook, Kobo) Audio MP3 Players (iPod, etc.) Smart Watches "Users" include employees, substitutes, students, and guests, using technology, including, but not limited to computers, networks, Internet, email, chat rooms, and other forms of technology services and products. Network is wired and wireless technology networks, including school and district networks, cellular networks, commercial, community or home-based wireless networks accessible to students. Equipment includes cellular phones, smart phones, PDAs, MP3 players, iPod type

devices, and portable computers such as laptops, iPads, Nooks, Chromebooks, desktops, tablets and netbooks, as well as portable storage devices. Policy Statements Protection of Users The Children's Internet Protection Act (CIPA) is a federal law that addresses concerns about access in schools and libraries to the Internet and other information. Under CIPA, schools and libraries are required to certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors. Schools subject to CIPA are required to adopt a policy to monitor online activities of minors i.e. (a) access by minors to inappropriate matter on the Internet and the Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, including but not limited to social networking sites; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them. Schools will annually provide for the educating of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and response. Bring Your Own Device Effective at the beginning of 2015-2016 school year, the Blount County Board of Education will implement a Bring Your Own Device Policy (BYOD). Students may have electronic communication devices and other digital devices in their possession such as iOS devices (MacBooks, iPhones/smartphones, iPads, iWatches/smart watches, iPods), Kindles, Nooks, tablets, Androids, Blackberrys, MP3 players, and laptops to be used for instructional purposes. They must be turned off, charged, and only in use with permission. Students will not be allowed to bring chargers to charge devices. The principal, teacher, or supervising employee may approve the use of personal electronic devices for instructional purposes, after regular school hours, during medical emergencies, natural disasters, or under circumstances in which the use of the devices serves safety and convenience without disrupting academic or school operations. The principal, teacher, or supervising employee will also have the authority to further restrict the use of personal electronic devices by any student to prevent the misuse, abuse, or violation of school rules regarding the use of such devices. Electronic communication devices and other digital devices will not be allowed to be present in standardized testing situations based on State Department of Education Policy. Students and parents must sign a technology contract that outlines the terms of the policy prior to bringing any device. Neither the Blount County Board of Education nor local schools are responsible for lost, stolen, or damaged items as this is a voluntary program. If students and parents do not agree to the terms, those students will not be allowed to participate in BYOD. Students will have basic technology available at school necessary to complete lessons and

assignments as directed by the teacher. The purpose of the BYOD initiative is to enhance instruction and assist students in developing communication, problem-solving, and critical thinking skills necessary to meet the College and Career Readiness Standards. All devices must use the Blount County Schools' guest network through Wi-Fi enabled airplane mode rather than a cellular data plan in order to meet Child Internet Protection Act (CIPA) compliance. Appropriate authorized use may include the following: research, organization of information into tables and graphs, organization of tasks using calendars, sharing information documents, and making calculations. Examples of unauthorized use or misuse, for the purpose of this policy, may include (but are not limited to) any of the following: having the device out in class, hallways, restrooms, or lunchrooms, texting, playing games, using apps, visiting websites, taking, posting, and/or sharing photographs and/or video on school campus or on the bus, without the supervising adult's permission. The consequences for unauthorized use or misuse are outlined below:

Board Approved: April 6, 2015

First Offense Take the phone or other electronic device, hold until the parent/guardian comes to the school and meets with an administrator to discuss the policy and the consequences of further violations of the policy. The parent/guardian will be asked to sign a verification/documentation form of the meeting.

Second Offense Take the phone or other electronic device, hold for seven (7) school days. A parent/guardian must pick up the cell phone or other electronic device from an administrator and again sign the verification/documentation form. The administration may assign detention, in-school suspension or Saturday school to the student.

Third Offense Take the phone or other electronic device, hold for nine (9) weeks of school. The student will also be placed in the alternative school for three days. * A disciplinary hearing will be held for any student that continues to violate this policy after the third offense. **A disciplinary hearing will be held for any student who violates the policy and refuses to give the phone or electronic device to school personnel.

Social Media Blount County Schools recognizes the value of social media, both for personal and professional use. However, there are some guidelines that should be addressed when educators use social media. The guidelines and reminders below have been developed to better protect (and inform) BCS employees from charges of inappropriate use. Teachers should not "friend" students on personal social media. Teachers should also be judicious about "friending" students' parents on social media. Many teachers utilize learning management platforms such as Edmodo to engage and assess 21st Century learners.

Unacceptable Social Media Use Includes:

- Updating social media or posting non-instructional content during school hours. Stakeholders expect BCS' employees to be working during the school day; posting on social media during this time gives the impression that teachers are not fulfilling their responsibilities to students.
- Posting pictures with students in them without permission of parents or guardians.
- Using social media as the sole means of

classroom communication. Posting disruptive content which harms the goodwill and reputation of the students, teachers, school, and system. Communication between teachers, parents, and students should be of an educational/ extracurricular nature and support the vision, mission, and beliefs of BCS. Other types of personal communication between teachers and students must be avoided. Technology Acceptable Use Adult-supervised, technology-enhanced activities which are standards-based and educationally driven and which follow all Blount County Board of Education policies should be deemed as acceptable use by students and adults. Some examples of acceptable and/or responsible use may include, but are not limited to the following: visiting approved educational websites; research; online practice quizzes; educational games; reading/writing website programs; student-learning platforms such as Edmodo, Blackboard, or Moodle; using video-enhanced learning, such as Khan Academy, Ted, or YouTube for educational purposes; educational surveys or student response websites; achievement or performance tracking websites; as well as other educational uses. Technology Unacceptable Use Prohibited Activities --The following activities, items, or materials are prohibited: fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful or inappropriate material may not be viewed, sent, posted, or shared through any form of electronic communication (such as bulletin board systems, newsgroups, chat groups), downloaded from the Internet or displayed or stored on BCS' resources. This includes "Spam" and other noneducational/ business related matters. Any user encountering or receiving materials that violate the Blount County Schools' Responsible Use Policy should immediately report the incident to their teacher or supervisor. Computer resources may not be used for dissemination or storage of commercial or personal advertisements, solicitations, political material, promotions, religious material, or any other unauthorized significant personal use. Additionally, users should not attempt to circumvent network security or internet access restrictions, torrent/P2P, or use destructive programs, such as viruses/self replicating codes. Users should not intentionally damage computers, peripherals, or the network in any way. Violation of a license agreement or copyright, any state, federal or international law, or waste of computer resources--Users may not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to sending mass mailings or chain letters, non-educational use of computer resources, playing games, engaging in online chat groups, or otherwise creating unnecessary network traffic. Violation Consequences Any user who violates this policy may have computer/Internet privileges revoked at any time and without prior notice. Employee violations of this policy may also result in administrative leave, suspension, and possible termination. Student users are also subject to discipline according to the Blount County Student

Code of Conduct. Any illegal use will also result in civil and/or criminal liability. See Attachments.

ATTACHMENTS

Attachment Name



Blount County Board Policy Data Governance Section V,5

6. Has the local school district developed a Data Governance Procedure document to address physical security, access controls, possible sanctions, data quality, data exchange and reporting as defined by the data governance and use policy?

Must attach a copy of the procedures.

***Section V – Students 5. Technology Responsible Use Policy (RUP) – Data Governance Blount County Schools The Superintendent is authorized to establish procedures governing the storage, use, and sharing of data maintained electronically by the school system. Such procedures shall comply with applicable state and federal law and shall include provisions for data security (including physical security measures), access controls, quality control, and data exchange and reporting (including external data requests, and third party data use). Nothing in this policy or in any procedures authorized here-under creates or expands any entitlement to confidentiality of records beyond that which is established by law or specific Board policy. Any unauthorized access, use, transfer, or distribution of Board data by any employee, student, or any other individual may result in disciplinary action (up to and including termination for employees) and other legal action. (Approved October 3, 2016) Introduction Blount County Schools relies on its computer network to enhance education outcomes. To ensure that BCS' computer resources are used properly by its employees, students, independent contractors, agents, vendors, and other computer users, the Blount County Board of Education has drafted and approved the following Responsible Use Policy. The rules and obligations described in this policy apply to all users of BCS' computer network or computer resources, wherever they may be located in BCS' policies. Specific policies against discrimination and harassment (sexual or otherwise) apply fully to BCS' computer resources, and any violation of these policies serves as grounds for discipline up to and including termination. Students who violate these policies are subject to disciplinary action consistent with Board policy and the Student Handbook. Vendors, consultants, and all other third party guest users must adhere to these policies and are subject to losing their right to access BCS' computer resources for violations of these policies. By complying with the provisions in this Responsible Use Policy, users consent to monitoring as a condition of access under the Electronic Communications Privacy Act (1986). All users should be aware that

BCS' computer resource uses including all its components are subject to monitoring in order to comply with the Alabama Supercomputer Authority and Family Educational Rights and Privacy Act (FERPA), as well as the Children's Internet Protection Act (CIPA). Employees, students, and other users should not have any expectation of privacy in anything they create, store, send or receive using the BCS' computer resources. The main goal of this aspect of the Responsible Use Policy is to ensure our children's safety and protection while using technology for educational purposes. This Responsible Use Policy is crafted in the spirit of the Purpose and Direction for Blount County Schools, which includes our Mission "to create life-long learners by providing quality education and meeting the needs of all students" and our Vision to collaborate with all "stakeholders to prepare responsible citizens ready to succeed in an ever-changing global society." This policy also fully represents our Beliefs as a school system and is undergirded by the three tenets framing the Purpose and Direction: College and Career Readiness for Every Student; Commitment to Continuous Improvement; and a Positive, Collaborative, and Safe Learning Environment. All technology resource use will be governed by the requirement that it must add to the standards based educational experience and growth of the user and not disrupt the educational process in any way. 40

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42 Unacceptable Social Media Use

Includes: Updating social media or posting non-instructional content during school hours. Stakeholders expect BCS' employees to be working during the school day; posting on social media during this time gives the impression that teachers are not fulfilling their responsibilities to students. Posting pictures with students in them without permission of parents or guardians. Using social media as the sole means of classroom communication. Posting disruptive content which harms the goodwill and reputation of the students, teachers, school, and system. Communication between teachers, parents, and students should be of an educational/ extracurricular nature and support the vision, mission, and beliefs of BCS. Other types of personal communication between teachers and students must be avoided. Technology Acceptable Use Adult-supervised, technology-enhanced activities which are standards-based and educationally driven and which follow all Blount County Board of Education policies should be deemed as acceptable use by students and adults. Some examples of acceptable and/or responsible use may include, but are not limited to the following: visiting approved educational websites; research; online practice quizzes; educational games; reading/writing website programs; student-learning platforms such as Edmodo, Blackboard, or Moodle; using video-enhanced learning, such as Khan Academy, Ted, or YouTube for educational purposes; educational surveys or student response websites; achievement or performance tracking websites; as well as other educational uses. Technology Unacceptable Use Prohibited Activities --The following activities, items, or materials are prohibited: fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful or inappropriate material may not be viewed, sent, posted, or shared through any form of electronic communication (such as bulletin board systems, newsgroups, chat groups), downloaded from the Internet or displayed or stored on BCS' resources. This includes "Spam" and other noneducational/ business related matters. Any user encountering or receiving materials that violate the Blount County Schools' Responsible Use Policy should immediately report the incident to their teacher or supervisor. Computer resources may not be used for dissemination or storage of commercial or personal advertisements, solicitations, political material, promotions, religious material, or any other unauthorized significant personal use. Additionally, users should not attempt to circumvent network security or internet access restrictions, torrent/P2P, or use destructive programs, such as viruses/self-replicating codes. Users should not intentionally damage computers, peripherals, or the network in any way. Violation of a license agreement or copyright, any state, federal or international law, or waste of computer resources--Users may not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to sending mass mailings or chain letters, non-educational use of computer resources, playing games, engaging in online chat groups, or otherwise creating unnecessary network traffic. Violation

Consequences Any user who violates this policy may have computer/Internet privileges revoked at any time and without prior notice. Employee violations of this policy may also result in administrative leave, suspension, and possible termination. Student users are also subject to discipline according to the Blount County Student Code of Conduct. Any illegal use will also result in civil and/or criminal liability. See attachments above.

ATTACHMENTS

Attachment Name



Blount County Board Policy Data Governance and RUP Section V,5

Virtual School Plan

7a. Attach the Virtual School Plan option for eligible students in Grades 9-12 pursuant to ACT # 2015-89, Section 1(a).

Must attach a copy of the policy.

5.5.1 The Bridge Academy Virtual/Blended Program In order to comply with Alabama Act No. 2015-89 requiring at a minimum (that) beginning with the 2016-2017 school year, the Blount County Board of Education will offer a complete on-line graduation pathway for students in grades nine through twelve. Additional courses will be available for blended learning to students who wish to remain at their local school for the majority of the school day. Courses will consist of a rigorous, high-quality online curriculum aligned to the ALSDE-CCRS, as well as other state standards. SCOPE AND DELIVERY: Instruction at The Bridge Academy is delivered through traditional face toface instruction, non-traditional virtual facilitation, or a blended combination of the two. The system's learning management system (LMS) and other innovative instructional technologies house our course curriculum that allows teachers to facilitate teaching and learning. Each student and his/her parent(s) develop a customized personal education plan with an administrator and/or counselor that allows teachers to utilize the system's instructional policies and procedures, Alabama's College and Career Standards, best practice frameworks, state assessments and PLAN 2020 when developing and building lessons and facilitating classes. All courses are under the Blount County Board of Education accreditation umbrella and approved by the Blount County Board of Education through this policy. ELIGIBILITY CRITERIA: The Bridge Academy courses and programs are free for enrolled full-time students meeting residency requirements, as well as for returning students who meet Blount County residency requirements. Virtual student eligibility will be determined based on an application process facilitated by the administrators of The Bridge Academy and the local

school. Students must be in good academic standing and demonstrate the potential for success in an online environment as judged by previous academic performance and attendance. Continued participation will be determined by student progress toward course completion. At any point when a student falls behind in the online coursework, a determination may be made that the student should return to the face-to-face setting in order to be successful and graduate on time. Special course considerations must be planned in advance for Alabama High School Athletic Association (AHSAA) and National Collegiate Athletic Association (NCAA) eligibility; therefore, it is recommended that student athletes and other students wishing to participate in extracurricular activities remain on a traditional course pathway to ensure eligibility.

PERFORMANCE MONITORING AND TESTING PROTOCOL: The Bridge Academy is governed by the policies and procedures of Blount County Schools. All policies adopted by the Blount County Board of Education and all applicable administrative code and laws adopted by the State Board of Education and Alabama Legislature are applicable (to the extent that they are not otherwise waived pursuant to the Alabama Accountability Act of 2013). All policies and procedures adopted by the Blount County Board of Education apply to The Bridge Academy programs unless expressly stated within this policy. All Bridge Academy students will be closely monitored to ensure that they are successfully completing coursework and remaining on their defined graduation pathway. Students who fall behind will be required to attend face-to-face sessions until they are deemed "on-pace" for course completion. Blount County Virtual Career Academy students must participate in state testing for accountability purposes, as well as any local testing deemed necessary by the virtual program administrators.

ATTENDANCE REQUIREMENTS: Attendance to the Bridge Academy campus will be based on GPA and weekly academic progress. Students who fail to meet weekly academic progress may be assigned additional campus visits. Any student who fails to attend can be referred for truancy and dismissed from the Bridge Academy.

Level 1 Overall GPA 3.0 or higher Weekly visit on Bridge Academy campus (for testing) On-line lessons

Level 2 Overall GPA between 2.5 and 2.99 On-line lessons One scheduled weekly visit to Bridge Academy campus (for testing) Weekly assignment goal

Level 3 Overall GPA lower than 2.5 Two scheduled visits per weeks to Bridge Academy campus required On-line lessons Weekly/daily assignment goal

Level adjustments will only be made after transcripts are evaluated at the end of each semester. The Blount County Board of Education will not discriminate on the basis of race, color, religion, sex, national origin, age, or disability, including limited English proficiency, in its implementation of the Blount County Virtual Career Academy, nor will it enforce this policy in such a manner that would otherwise violate state or federal law or court order. Board Approved May 1, 2016 Revised May 22, 2019

ATTACHMENTS

Attachment Name



Blount County Board Policy Virtual School Plan Section 5.5.1

7b. Please select your Virtual School Provider. Select all that apply.

ACCESS

Vendor (enter vendor name in comments below)

Other (enter in comments below)

COMMENTS

Teachers provide instruction through Schoology and Edmentum.

E. Alabama Technology Plan Goals and Activities

Accountability Questions: Identify at least three (3) programmatic, district-wide digital learning integration activities geared toward impacting student achievement in all schools (District Plan).

(Note: May be different activities for different schools, but all schools must be implementing at least one major related strategy.)

Step 1: Download and complete the [Alabama Technology Plan Goals and Activities](#) spreadsheet.

Step 2: Upload Alabama Technology Plan Goals and Activities spreadsheet.


I have completed and uploaded the Alabama Technology Plan Goals and Activities spreadsheet.

I have not completed or uploaded the Alabama Technology Plan Goals and Activities spreadsheet.

COMMENTS

ATTACHMENTS

Attachment Name

 2021-2022 Alabama Technology Plan Goals and Activities

F. Surveys

Surveys should be completed each year from April to May. Use the results from the survey to write or update your Technology Plan each year.

I certify to the best of my knowledge and belief that the Alabama Educator and Administrator Technology Surveys have been completed for this district.

- I certify
- I do not certify

COMMENTS

G. District Assurances

The last step before locking your plan to the ALSDE is to review the Assurances Statements document. If the statements are true, then both the Technology Coordinator and Superintendent should sign it. It is then uploaded as an attachment into eProve™ diagnostics.

Assurances Document

Step 1: Download and complete the [Alabama Technology Plan District Assurance](#) document.

Step 2: Upload the completed Alabama Technology Plan District Assurance.

- **I have completed and uploaded the Alabama Technology Plan District Assurance.**
- I have not completed or uploaded the Alabama Technology Plan District Assurance.











ATTACHMENTS

Attachment Name



Alabama Technology Plan District Assurance

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 Alabama Technology Plan Goals and Activities	2021-2022 Alabama Technology Plan Goals and Activities	<ul style="list-style-type: none"> • E
 Alabama Technology Plan District Assurance		<ul style="list-style-type: none"> • G
 BCEF Summer 2021 Camps and Literacy Camps	Summer camps were used to address "unfinished learning" in grades K-12. Visual Arts and STEAM camps were added this year.	<ul style="list-style-type: none"> • D.1c
 BCS Digital Textbooks 2021-2022	Detailed list of digital textbooks available for BSC students.	<ul style="list-style-type: none"> • D.1e
 BCS Professional Learning 2021-2022	BCS Professional Learning 2021-2022	<ul style="list-style-type: none"> • D.2
 BCS Strategic Plan Summary	This strategic plan was developed using results from surveying over 2,500 people. This is a sample of strengths, challenges, opportunities, and threats identified for Blount County Schools.	<ul style="list-style-type: none"> • A.2
 Blount County Board Policy Data Governance and RUP Section V,5	Data Governance and Responsible Use Policy Section V.5	<ul style="list-style-type: none"> • D.6
 Blount County Board Policy Data Governance Section V,5	BCS Board Policy for Data Governance	<ul style="list-style-type: none"> • D.5
 Blount County Board Policy Virtual School Plan Section 5.5.1	Blount County Board Policy Virtual School Plan	<ul style="list-style-type: none"> • D.7a
 Strategic Plan Targets 2021-2022	This year's specific targets from our Five-Year Blount County Schools Strategic Plan. This plan was developed by a representative team from across the district and with the input of over 2500 stakeholders--including students,	<ul style="list-style-type: none"> • A.2

	staff, parents, and community members. In order to accomplish the goals set forth in the plan, everyone must be aware of his or her continued role in implementing specific action steps and commit to this work.	
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