



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

November 1, 2019

MEMORANDUM

TO: Selected City and County Superintendents

FROM: Eric G. Mackey *E.G.M.*
State Superintendent of Education

RE: Technology Plan 2019-2020 Approval

Congratulations! This memorandum serves as official notification that your system's Technology Plan for the 2019-2020 school year has been approved and filed with the Alabama State Department of Education (ALSDE), Educational Technology Section. We strongly advise that you retain this document as part of your system technology digital files. We also suggest that you have ready access to individual school plans and have your own process for approving these plans. This will be helpful for you in many ways in addition to streamlining ALSDE visits.

Your Technology Plan meets the requirements and criteria for submitting a Technology Plan to the ALSDE per *Alabama Administrative Code*, Chapter 29-1-4-.01. Additionally, HB 248, Act No. 2005-173, and the companion State Board of Education Resolution, Action Item #G.2.i., adopted October 13, 2005, specify that planning is the responsibility of the technology coordinator who receives funding yearly from the ALSDE for responsibilities that include submitting a technology plan.

If you have additional questions concerning your system's Technology Plan 2019-2020, please contact your regional technology specialist at the ALSDE at 334-694-4641.

Thank you for submitting your Technology Plan. We look forward to supporting your work to ensure that every student is engaged in learning and prepared for school, careers, and life using the dynamic tools of technology.

EGM:LWR:LE

cc: Curriculum Coordinators
LEA Technology Coordinators

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Secretary and
Executive Officer

Lawrence County Schools: Your 2019-2020 Technology Plan has been approved!

Inbox



Edwards LaToya <ledwards@alsde.edu>

2:19 PM (17 minutes ago)

to me, Smith, Murphy, Raines

TO: Selected City and County Superintendents and TC

The attached memorandum will serve as official notification that your system's Technology Plan has been approved ([01/24/2020](#)) and filed with the ALSDE.

If you have any questions, please contact your regional technology specialist at (334) 694-4641.

Thanks,

LaToya Edwards

Alabama State Department of Education

Educational Technology Section

50 North Ripley Street

Gordon Persons Building, Room 5351

P. O. Box 302101

Montgomery, AL 36104

ledwards@alsde.edu

334-694-4641

**Alabama Technology Plan
District Assurance**

By signing and dating this assurances form, the Superintendent and Technology Coordinator verify that the statements below are accurate.*

1. Our district has an Internet Safety Policy that meets the requirements as outlined in the state Technology Planning and Child Internet Protection Act (CIPA).
2. Our district has the necessary maintenance and support contracts and services in place to maintain our technology equipment/infrastructure.
3. Our district's technology infrastructure (digital resources, hardware, the network, instructional and technical support staff) is linked directly to the improvement/enhancement of student learning.
4. Every principal in our district has a documented process (e.g., a school technology plan, EducateAlabama reviews, etc.) in place to assure technology integration is occurring in every classroom.
5. Our district documents how students will be digitally literate and understand the ethics of technology use by the end of the 12th grade.
6. Our Technology Plan describes how the technology program supports the development of students' technology skills that include critical thinking/problem solving, collaboration/teamwork, and communication.
7. Our Technology Plan documents ways that digital tools, online teaching/learning resources, and fast and reliable Internet access are readily available for all K-12 students to use to help them meet Alabama's College- and Career-Ready Standards.
8. Our district ensures that beginning in 9th grade, every student will participate in at least one online/technology-enhanced experience prior to graduation, OR complete an online course (unless an exception is documented through the student's IEP).

Lawrence County
District Name

Jon Bret Smith
Superintendent (Print)

LARRY W. SMITH
Technology Coordinator (Print)

11-12-19
Date (signed by Superintendent)

[Signature]
Superintendent Signature

[Signature]
Technology Coordinator Signature

ALSDE District Technology Plan 2019-2020_06112019_17:09

ALSDE District Technology Plan 2019-2020

Lawrence County Board of Education

Jon Bret Smith
14131 Market Street
Moulton, Alabama, 35650
United States of America

Last Modified: 11/14/2019

Status: Locked

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ALSDE District Technology Plan 2019-2020

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?

The Lawrence County School district maintains an average enrollment of 4,900 students. There are 12 schools representing seven communities. Four high schools include 5A Lawrence County High, 4A East Lawrence High, 2A Hatton High, and 1A RA Hubbard High. The Lawrence County Career Technical Center serves as a training center for current career paths for all of our high schools. Our feeder schools for Lawrence County High include Moulton Elementary, serving grades K - 5, Moulton Middle, serving grades 5 - 8 and Speake Elementary, serving grades K - 8. Lawrence County High serves grades 9 - 12. The feeder Schools for East Lawrence High, on the east side of the county, include East Lawrence Elementary, grades K - 3 and East Lawrence Middle, grades 4 - 8. East Lawrence High serves grades 9-12. Feeder schools for Hatton High School include Hatton Elementary, serving grades K - 6 and Mount Hope Elementary, serving grades K - 8. Hatton High serves grades 7 - 12. Hazlewood school serves K - 8 and these students transfer into RA Hubbard. RA Hubbard school servers grades K-12. According to the most recent census count the population of Lawrence County is around 34,803.

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 district continues to increase the types and frequency of gathering perceptual data in the decision-making process. At the district level, supervisors meet often to foster collaboration with each department and gather information to best coordinate and support initiatives in the schools. The district uses a number of survey tools to communicate and gain insight from other stakeholders. The district also hosts round-table discussions with representatives from all specialty areas of each school to gain insight and information in order to make the best discussion for all. The discussions cover topics such as school identities, purchase of software or programs, changes in procedures or structures, and other topics relevant in the decision-making process. The district is also a member of Best Practices organizations.

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.).

Vision Statement: We will partner with community to empower all students to become self-learners by providing excellent instruction forevery child in every class every day, developing responsible citizens who are college and career ready.Mission Statement: We eagerly join hands in partnership with all stakeholders to provide a quality education in a safe and positive learning environment.Motto: Excellent Instruction For Every Child in Every Class Every Day.

Additional Information

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

na

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.).

The stakeholders are the members of the district's technology integration committee and others who have an involvement or interest. Committee members at the individual schools were chosen based on their roles, skills and/or participation and involvement in school technology. Central Office committee members were chosen because they are directors in their departments and in charge of implementation and funding in their departments. Other members were chosen by the principals, Superintendent and Technology Coordinator and agreed to serve as members. Team members are involved in their specific areas of knowledge at the schools and on various committees. The members communicate input from these activities to the technology planning effort. The technology planning team schedules meetings as needed and communicates via email. The Coordinator is involved with technology planning at all of the schools and different programs. They regularly contact and discuss the ongoing technology process with school principals and technology leaders. On a central office level, the technology coordinator meets regularly with the Superintendent and Department Heads to discuss technology issues and do collaborative planning.

2. List the Team Members and their respective Job Positions and Team Function 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 following stakeholder groups are represented on the district technology team: technology office, superintendent, central office administrators, custodian of funds, teachers, students, special education, child nutrition, career tech and federal programs. The stakeholders are responsible for communicating their technology needs to the superintendent and technology office. The team members of the district's Technology Planning Team are:

| Name | Title/Position | Specialization |
|--------------------|--|--|
| Larry Smith | District Technology Coordinator | technology - core writing team - data governance |
| Dr. Jon Bret Smith | Superintendent | core writing team - data governance |
| Gina Bagget | Federal Programs Director | federal - core writing team - data governance |
| Laura Gaines | Assistant Technology Coordinator | technology |
| Harriet Inman | Assistant Principal, Mount Hope | Curriculum and instruction - data governance |
| Bonnie Fredricks | Media Specialist, Speake | Technology Integration - data governance |
| Baine Garner | Principal, East Lawrence Middle School | Technology Integration |
| Julie Carter | Media Specialist, Hazlewood Elementary | Technology Integration - data governance |
| Dawn Berryman | Media Specialist, East Lawrence Elementary | Technology Integration - data governance |
| Kendra Parker | Assistant Principal, Moulton Elementary School | Technology Integration - data governance |
| Jacki Hall | District Elementary and Secondary Supervisor | Curriculum and Instruction - data governance |
| Tara Helms | District School | |

Improvement Specialist - Curriculum and Instruction - data governanceJohn Little - Teacher, RA Hubbard - data governanceRyan Bowerman - Teacher, Lawrence County High - Technology Integration - data governanceLorie Walker - Lab Facilitator, Hatton Elementary -data governanceJudy McCaghren - Lab Facilitator, East Lawrence Middle - Technology Integration - data governanceSonia Burden - Business Education Teacher, Lawrence County Center of Technology - Career TechnicalMike Dyer - Cisco Engineer, Iron Mountain Consulting - networking consultantReta Waldrep - Board Member, Lawrence County Board of EducationSuzy Berryman - Custodian of Funds

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 final plan is distributed to the technology planning team via email and posted on the district's website. Progress reports are emailed regularly and a follow up meeting will be scheduled during the school year to assess progress and discuss plan effectiveness.

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)

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)

D. Needs Assessment

Use the needs assessment to write your objective and activities in section **E.Goals, Objective and Activities**

Technology Program Areas

1a. Technology Infrastructure - fast and easy access to network, digital content

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

a. needs - more user friendly wireless security, more internet bandwidth, faster infrastructure
 b. strengths - easy access to network, variety of digital content, managed wireless covers entire district
 c. reports from users who have trouble navigating to wireless networks; calls to technology office reporting that wireless access user interface is hard to understand. network bandwidth charts at peak time show that the Internet bandwidth for the district approaches or exceeds 1 GB available

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

a. needs:1. radius server for wireless2. Better Chrome management3. need replacement primary domain server
 b. Strengths1. now have over 3000 mobile devices including Ipads and Chromebooks2. fast and easy access to technology resources3. managed wireless access
 c. data sources1. inventory reports2. teacher survey3. technology office records

1c. Student Learning - subject area processes and content; 21st C. 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

a. areas of need1. More teacher training in use of digital content2. standardized use of technology resources and content across district3. more access to distance learning in lower grades
 b. strengths1. expanded wireless coverage allowing use of personal digital devices as a student learning tool2. a wide variety of research-based digital resources3. increasing inventory of modern digital hardware for student use
 c. data sources 1. needs assessments2. inventories3. committee meetings4, supervisor and principals' meetings

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

a. areas of need1. PL in technology integration2. PL in use of mobile devices3. PL in creating digital lessons
 b. strengths1. strong use of TIM2. train the trainer approach3. learning program managed at district level
 c. data sources1. Professional Learning Evaluations, Lesson Plans2. Transform 2020 Surveys

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

a. areas of need1. teachers need to accomplish true technology integration2. teachers need to be more creative and innovative in use of digital resources3. teachers should collaborate more with each other and with studentsb. strengths1. teachers are progressing at incorporating technology regularly into lesson plans2. teachers are becoming more interactive with students in classroom technology use3. teachers are more proficient in device usec. data sources1. Continuous Improvement Plan2. Transform 2020 Surveys3. Observation during supervisor walk throughs

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

a.areas of need1. more standardization with teacher technology tools2. school level technology technical support for teachers3. Teacher training in wireless and network resource useb. strengths1. all teachers have basic technology resources2. teachers are increasing in technology use3. more teachers are collaborating with students using technologyc. data sources1. Transform 2020 Surveys2. Technology Program Audit3. Continuous Improvement Plan

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

a.areas of need1. more standardization with leaders' technology tools2. better communications between leaders and teachers3. more training in use of wireless and other network resourcesb. strengths1. all leaders have excellent basic skills in technology areas2. all leaders are also good teachers3. all leaders are readily accessible to teachersc. data sources1. Transform 2020 Surveys2. Technology Program Audit3. Teacher interviews

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

a. areas of need1. need more special consideration for special education technology needs2. need to do a better job incorporating instructional technology into the new wireless infrastructure3. need to do a better job of defining and incorporating technology integration based on the resources available.b. strengths1. there is a strong base of innovative technology strategies being promoted by the instructional coaches2. through federal funds equipment is being acquired that supports 21st century learning concepts3. there is a good infrastructure base to build upon c. Inventory & Infrastructure Report

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:** Number of hours
- 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.

The school district needs more professional development in several areas. The following areas were identified where a professional learning focus is needed: 1. teacher training in the concepts of technology integration 2. teacher training in the use of digital content in the classroom 3. teacher and supervisor training in the use of mobile devices. The following outline summarizes a three year plan for implementing a professional learning program: Year 1: delivery method: Face to Face and online time: 6 hrs. who will attend: instructional coaches, principals, central office administrators, selected teachers and technology staff who will present: Technology in Motion, Discovery Ed, InCare, Blackboard; Lawrence County Schools Instructional Coaches, Technology Office staff Year 2: delivery method: Face to Face and online time: 9 hrs. who will attend: instructional coaches, principals, central office administrators, selected teachers and technology staff who will present: Technology in Motion, Discovery Ed, Blackboard; InCare, Lawrence County Schools Instructional Coaches, Technology Office staff Year 3: delivery method: Face to Face and online time: 6 hrs. who will attend: instructional coaches, principals, central office administrators, selected teachers and technology staff who will present: Technology in Motion Discovery Ed, Blackboard; InCare, Lawrence County Schools Instructional Coaches, Technology Office staff

Inventory

3. **Inventory** - Upload a copy of your 2019-2020 District Technology Inventory.

The Technology LEA Inventory will be completed in a spreadsheet provided by your regional contact.

Inventory attached

ATTACHMENTS

Attachment Name

 [Lawrence County 2019-20 Tech 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.

The technology infrastructure and inventory of Lawrence County Schools has grown throughout the years in an attempt to support student achievement at all locations. The following is a summarized description of the current state of the inventory and infrastructure:

- 1. WAN Infrastructure:** Lawrence County Schools has a robust WAN Infrastructure through AT&T Switched Ethernet service. This service is fiber-based. The Technology Office is the host site and has 10 GB of bandwidth. Each school or location has 1 GB of bandwidth except for Lawrence County High School, Lawrence County Center of Technology and the Central Office which share a 10 GB connection. Wireless, on a district level, is managed by Ruckus wireless controllers.
- 2. LAN infrastructure:** The local area network infrastructure is a combination of fiber and copper connections. Each location has a fiber backbone with cat 5 connections going out to classrooms. Extreme switches are used. In all locations there are multiple managed wireless networks for students, teachers and visitors. Complete managed wireless coverage is available at all sites.
- 3. Connectivity, Bandwidth, Internet Access:** The schools and other locations are connected by AT&T Switched Ethernet with 1 GB and 10GB connections. Internet access is through the Alabama Super Computer Authority, and there is 1 GB of bandwidth to the Internet. The district and schools websites are hosted Blackboard. Email is hosted by Google.
- 4. Information Security and Safety:** The district uses firewall services from the Alabama Super Computer Authority, and all critical data servers are placed in DMZs for additional protection. Web content filtering is provided by IBOSS appliances and by the Alabama Super Computer Authority. Additional security for wireless connections is made possible by Ruckus Zone Director, Ruckus Cloudpath and Sophos Web Gateway. Personal device and tablet management is hosted Ruckus Cloudpath. The district has several acceptable use and security policies that govern faculty, staff and student use of technology.
- 5. Digital Content and tools** include a number of resources. Included are Ren. Learning, Edmentum, ThinkCentral, Discovery Ed, GlobalScholar and others. Several schools use social media services including Facebook to communicate with students and parents and promote campus activities. Most teachers use Google Classroom to offer content to students and manage activities. Many teachers use streaming video resources such as YouTube. Students are allowed to bring their personal digital devices to school and use them in school related activities. The district is in the process of moving application access to Clever for single sign-on capability.

Data Compliance

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

Must attach a copy of the policy.

Yes. Data Governance Policy and use policy attached

ATTACHMENTS

Attachment Name



[Lawrence County 2019-20 Computer-Network-Internet Acceptable Use Policy](#)



[Lawrence County 2019-20 Data Governance Policy](#)

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.

Yes. Policy with procedures attached

ATTACHMENTS

Attachment Name



[Lawrence County 2019-20 Data Governance-Procedures](#)

Virtual School Plan

7. Has the local school board adopted a policy providing at a minimum a virtual education option for eligible students in grades 9-12 pursuant to ACT # 2015-89, Section 1(a)?

Must attach a copy of the policy.

Yes. Documentation attached

ATTACHMENTS

Attachment Name



[Lawrence County Virtual School](#)

E. Goals, Objective 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 [Goals, Objective and Activities](#) spreadsheet.

Step 2: Upload the Goals, Objective and Activities spreadsheet.

- **I have completed and uploaded the Goals, Objective and Activities spreadsheet.**
- I have not completed or uploaded the Goals, Objective and Activities spreadsheet.

ATTACHMENTS

Attachment Name

 [Lawrence County 2019 Goals, Objectives and Activities](#)

F. Surveys

This survey should be completed each year from March 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 Technology Survey has been completed for this district.

- I certify
- I do not certify

G. District Assurances

The last step before submitting 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



Lawrence County 2019 Assurance

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|---|--------------------|
|  Lawrence County 2019 Assurance | Lawrence County 2019 Assurance | • G |
|  Lawrence County 2019 Goals, Objectives and Activities | Lawrence County 2019 Goals, Objectives and Activities | • E |
|  Lawrence County 2019 Signed Assurance | Lawrence County 2019 Signed Assurance | • |
|  Lawrence County 2019-20 Computer-Network-Internet Acceptable Use Policy | Lawrence County 2019-20 Computer-Network-Internet Acceptable Use Policy | • D.5 |
|  Lawrence County 2019-20 Data Governance Policy | Lawrence County 2019-20 Data Governance Policy | • D.5 |
|  Lawrence County 2019-20 Data Governance-Procedures | Lawrence County 2019-20 Data Governance-Procedures in governance policy | • D.6 |
|  Lawrence County 2019-20 Tech Inventory | Lawrence County 2019-20 Tech Inventory | • D.3 |
|  Lawrence County Virtual School | Lawrence County Virtual School Documentation | • D.7 |