Falconer Central School District

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Technology Plan URL:
http://www.falconerschools.org/Page/2478

Technology Plan
July 2013-June 2016

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Stakeholders

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2012-2013

Todd Beckerink – President
Cathleen Kimball – Vice President
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Administration

Stephen Penhollow - Superintendent of Schools
Jeff Jordan - High School Principal
Terry English - Middle School Principal
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Judith Roach – Temple Elementary Principal/Director of Instruction and Staff Development
Julie Possai – Director of Special Education
Brent Agett – Business Executive and Purchasing Agent

Technology Committee

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April Binkley – MS/HS Library Specialist/Technology Leader
Randy Boardman – Computer Technician
Sherry Bower - Elementary Computer Lab Aide/Technology Leader
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Teresa Evans - Technology Dept. Secretary
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Cindy Nutt - Elementary Reading Teacher/Technology Leader
Andy Ohl – Occupational Therapist/Assistive Technology Coordinator
Julie Possai - Director of Special Education and Pupil Services
Judy Roach - Elementary Principal/Director of Instruction and Staff Development
LeeAnn Russell - Business/Computer Teacher/Technology Leader
Larry Spangenburg – Elementary Principal
Daniel Steele – Computer Technician
Michele Turecek - Elementary Library Media Specialist/Technology Leader

District Demographics

Falconer Central School District is located in the southeast area of Chautauqua County in the State of New York in close proximity to the border of the State of Pennsylvania. The district is comprised of rural towns and villages within its borders.

The student population of the district as of September, 2012 is 1,281 students. Based on 2010-2011 enrollment data, 36% of students are eligible for free or reduced lunch. Our student population is served within three district buildings employing 109 teachers. There are two elementary buildings with Paul B.D. Temple Elementary School serving Pre-K through grade 2, and Harvey C. Fenner Elementary School serving grades 3 through 5. Students in grades 6 through 12 attend Falconer Middle/High School. These three buildings maintain and utilize a number of comprehensive technology-based items and facilities serving the broad spectrum of student needs at each growth level as well as in preparing for their future.

Mission Statement

The board of education, collective staff, and community of the Falconer School District are committed to preparing our children to be productive members of society. Through continuous evaluation and improvement, this partnership will provide a quality educational environment for students to meet the graduation standards.

Technology Vision Statement

The Falconer Central School District will promote technology to foster 21st century skills. Technology will be incorporated across the New York State Common Core Curriculum to support and enhance learning. Students will learn to effectively and responsibly use technology as a tool for problem solving, creativity, communication, and productivity in order to become successful, contributing members of society who are able to meet the changing demands of life and the workplace. Teachers will use technology to facilitate experiences that advance student learning, creativity, and innovation with the goal of preparing students to become responsible digital citizens.

Technology Goals

1. <u>Technology will be used to enhance student achievement.</u>
   a. District will provide opportunities for active student learning through access to a wide variety of technology.
   b. District will provide learning opportunities for students to develop skills needed to access, evaluate, and utilize technologies for a variety of purposes.
   c. District will utilize assistive technology to differentiate instruction for students.

2. <u>Technology will be integrated throughout instruction to facilitate effective student learning.</u>
   a. District will incorporate technology throughout the curriculum to assist in meeting state and district standards.
   b. District will provide ongoing, valuable staff development for technology.

3. <u>Technology will be used to promote communication and collaboration.</u>
   a. A variety of technology will be used to enhance communication among students, teachers, administration, parents, and community members.
   b. Various technological tools will provide opportunities to work collaboratively.

4. <u>District users will advocate and practice safe, legal, and responsible use of information and technology.</u>

5. <u>District will provide and maintain an infrastructure to support current and future technology needs.</u>
   a. District will provide adequate and up-to-date hardware and software to meet district needs.
   b. District will provide adequate computer technical support to meet district needs.
   c. Enhancements to current wireless technology will provide improved connectivity to district buildings.

Goal 1: Technology will be used to enhance student achievement.				
Goal 1a: District will provide opportunities for active student learning through access to a wide variety of technology.				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
District will provide access to variety of technology including, but not limited to, computers, Smartboards, iPods, online databases, Web 2.0, etc…	Based on staff input and provided by district staff.	Teachers, district administrators, and technology committee.	2013-2016	Usage data and observation.
Technology supported activities are developed by faculty to enhance student achievement and learning.	Based on staff input and provided by district staff.	District faculty	2013-2016	Technology supported activities are observed during classroom walk throughs and observations.

Goal 1: Technology will be used to enhance student achievement.				
Goal 1b: **District will provide learning opportunities for students to develop skills needed to access, evaluate, and utilize technologies for a variety of purposes.**				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
District will provide student instruction in using and selecting appropriate applications effectively and productively.	Based on staff input and provided by district staff.	District staff.	2013-2016	Participation in computer applications classes and successful completion of content area projects that utilize technology.
Information literacy skills will be integrated throughout the curriculum.	n/a	District staff, Library Media Specialists.	2013-2016	Classroom observation of student use of search strategies and evaluation skills.
Students will use technology to create, collaborate, and present original work.	Training in available tools and software.	District staff.	2013-2016	Successful completion of needed projects.

Goal 1: Technology will be used to enhance student achievement.				
Goal 1c: **District will utilize assistive technology to differentiate instruction for students.**				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
District will employ an efficient referral and evaluation process to identify how assistive technology can benefit diverse learners.	n/a	Assistive Technology Coordinator	2013-2014	Implementation of referral process.
District will provide and maintain services to ensure that quality assistive technology is available and functioning for students.	Workshops in assistive technology devices such as iPod, iPad, SOLO, soundfields.	Technology committee, district administration, staff, and Assistive Technology Coordinator.	2013-2014	Appropriate and successful use of assistive technology.

Goal 2: Technology will be integrated throughout instruction to facilitate effective student learning.				
Goal 2a: **District will incorporate technology throughout the curriculum to assist in meeting state and district standards.**				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
Review curriculum maps in order to integrate Common Core Learning Standards.	Curriculum mapping.	Teachers, district administrators, and curriculum cabinet.	2013-2014	Revised curriculum maps posted to school website.

Goal 2: Technology will be integrated throughout instruction to facilitate effective student learning.				
Goal 2b: District will provide ongoing, valuable staff development for technology.				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
Staff will complete a staff development survey to determine needs and competencies.	N/A	Technology Committee	At the end of each school year.	Survey results.
Evaluate current technology tools and software used to determine if better alternatives are available.	N/A	Technology Committee	Ongoing as needed	Usage data and student/teacher satisfaction.
Provide district-wide technology based in-service workshops.	Applicable technology trainings as indicated by annual staff development survey.	Technology committee, district administrators, and curriculum cabinet.	Annually	Attendance at workshops.

Goal 3: Technology will be used to promote communication and collaboration.				
Goal 3a: **A variety of technology will be used to enhance communication among students, teachers, administration, parents, and community members.**				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
District website, teacher webpages, and student information system (PowerSchool/Parent Portal) are current, easy to navigate, and meaningful.	Inservice time available for webpage updates.	District staff.	Ongoing	Feedback from students, staff, parents, and community members.
Staff will maintain a log documenting communication with parents/guardians via district phone and/or email system.	n/a	District staff	Ongoing	Completed communication logs.
District will explore possibility of district-wide emergency notification system.	n/a	District administration, district safety team and technology committee.	2013-2014	Committee decision and recommendation

Goal 3: Technology will be used to promote communication and collaboration.				
Goal 3b: Various technological tools will provide opportunities to work collaboratively.				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
District will implement an online learning environment and Web 2.0 tools for student and staff collaboration.	CSLO training.	Technology Committee, district administrators.	2015-2016	Completion of training and usage by students and staff.

Goal 4: District users will advocate and practice safe, legal, and responsible use of information and technology.				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
Students, parents, and staff will review and complete the district Acceptable Use Policy (AUP).	n/a	District administration.	Annually	Record of completed AUP's.
Review and update existing internet safety instruction.	n/a	District staff and technology committee.	Annually	Internet safety curriculum.
Develop guidelines for implementation of a district-wide research model to promote responsible use of information gathered from diverse sources.	Department meetings, grade level and team meetings.	Technology committee, library media specialists.	2016	District guidelines established.

Goal 5: District will provide and maintain an infrastructure to support current and future technology needs				
Actions Needed	Staff Development	Person(s) Responsible	Date to be Completed	Indication of Success
SEE Infrastructure, Hardware, Technical Support, and Software section of plan				

Technology Curriculum

Falconer Central School District will use the New York State Common Core Learning Standards and the ISTE Standards to guide the integration of technology into our curriculum ensuring college and career readiness.

The New York State Common Core Learning Standards identify the following areas in which technology plays a significant role in student learning.

New York State College and Career Readiness Anchor **Standards for English Language Arts and Literacy**:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (**Reading 1**).
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words (**Reading 7**).
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others (**Writing 6**).
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (**Writing 8**).
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally (**Speaking and Listening 2**).
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations (**Speaking and Listening 5**).

New York State **Standards for Mathematical Practice**:

While utilizing educational technology, students have the opportunity to:
- Model with mathematics (**Standard 4**).
  - Students are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas.
- Use appropriate tools strategically (**Standard 5**).
  - When making mathematical models, students know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.
  - Students are able to identify relevant mathematical resources such as digital contents located on a website and use them to pose or solve problems.
  - Students are able to use technological tools to explore and deepen their understanding of concepts.

The International Society of Technology for Education (ISTE) has developed the following six major categories of **National Educational Technology Standards (NETS) for students**:

1. Creativity and Innovation
   a. Apply existing knowledge to generate new ideas, products, or processes.
   b. Create original works as a means of personal or group extension.
   c. Use models and simulations to explore complex systems and issues.
   d. Identify trends and forecast possibilities.

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

3. Research and Information Fluency
   a. Plan strategies to guide inquiries.
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. Process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making
   a. Identify and define authentic problems and significant questions for investigation.
   b. Plan and manage activities to develop a solution or complete a project.
   c. Collect and analyze data to identify solutions and/or make informed decisions.
   d. Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
   a. Advocate and practice safe, legal, and responsible use of information and technology.
   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. Demonstrate personal responsibility for lifelong learning.
   d. Exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
   a. Understand and use technology systems.
   b. Select and use applications effectively and productively.
   c. Troubleshoot systems and applications.
   d. Transfer current knowledge to learning of new technologies.

The International Society of Technology for Education (ISTE) has developed the following five major categories of **National Educational Technology Standards (NETS) for teachers**:

The program standards for the teachers have been implemented to provide teachers with the effective tools so they are able to engage their students, improve learning environments, and their own professional practice as well as provide a positive model for their school community. Teachers should be able to effectively and productively follow and achieve the following five Performance Indicators. The Five Performance Indicators are as follows:

1. Facilitate and Inspire Student Learning and Creativity:
   o Teachers model, support, promote and use their knowledge to provide and facilitate productive technological experiences that advance student learning, creativity, and innovation both face-to-face and virtually. They also promote student reflection and collaborative construction environments.

2. Design and Develop Digital-Age Learning Experiences and Assessment:
   o Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context. They do this by adapting relevant learning experiences to incorporate digital tools, they customize and personalize learning activities to address different learning styles and they provide students with varied and multiple formative and summative assessments.

3. Model Digital-Age Work and Learning:
   o Teachers model, communicate and collaborate with their students, colleagues and school community using current technologies and digital-age media to share and transfer knowledge. They do this by exhibiting their own knowledge, skills, and work processes representative of an innovative professional to a global and digital society.

4. Promote and Model Digital Citizenship and Responsibility:
   o Teachers model and advocate safe teaching and understand the societal global issues of media literacy in an evolving digital world. They address diverse needs of the students, promote digital etiquette, and they exhibit legal and ethical responsibility and respect.

5. Engage in Professional Growth and Leadership:
   o Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. They do this by reflective practices, participation in local and global learning opportunities, and exhibiting leadership within the technology infusion and incorporation process.

The International Society of Technology for Education (ISTE) has developed the following five major categories of **National Educational Technology Standards (NETS) for administrators**:

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

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

2. Digital Age Learning Culture:
   - o Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. Excellence in Professional Practice:
   - o Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. Systemic Improvement:
   - o Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. Digital Citizenship:
   - o Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

Curriculum Integration

In order to identify and expand best practices for technology integration and to determine needs and competencies, district staff will complete a staff development survey. Current technology tools and software used in the district will also be evaluated in order to determine if better alternatives are available. Based upon the results of the survey and availability of technology in the district, district-wide technology based in-service workshops will scheduled to address these needs.

Student Achievement

Technology is integrated into each grade level through a variety of means in order to accomplish CCLS goals. Smartboards, soundfields, and mobile computer labs are utilized district-wide. Age-appropriate online databases and video-streaming services are available through the media centers in each building.

Specific software programs are used at each district building. Temple Elementary School (grades preK-2) uses the Waterford Early Learning Program to integrate technology into English Language Arts. Fenner Elementary School (grades 3-5) uses FasttMath to integrate technology into mathematics. The Middle School/ High School (grades 6-12) use web-based programs such as Castle Learning and Turnitin to complement classroom instruction and promote responsible use of digital information.

Parental Communications and Community Relations

The Falconer Central School Technology Plan is available on the district's website. It can be accessed though the following URL: http://www.falconerschools.org/Page/2478

Falconer Central School District effectively communicates with parents through the use of technology in a number of ways. Effective communication with parents is done by, but not limited to, the Falconer Central School website, PowerSchool Parent Portal, e-mails, telephone calls, District Open houses, the Falconer Middle School homework hotline, and a printed district newsletter. Important messages and events are also communicated through a marquee sign in front of the Middle School/High School. A parent contact log is kept by all district staff in order to monitor and track the amount of parent contacts that take place.

The Falconer Central School District website is updated with daily announcements and other pertinent information. Parents can access teachers' web pages for valuable information through the District website. The PowerSchool Parent Portal gives parents and students access to real-time information including attendance, grades and detailed assignment descriptions, school bulletins, lunch menus and personal messages from the teacher. Teachers also communicate using e-mail to keep parents up to date on class assignments and grades. During District open houses, technology may be used to communicate information to parents and students. Middle school parents have the ability to retrieve their child's homework information through the phone system after school hours.

Professional Development

Professional Development is an integral part of the teaching and learning process in the Falconer Central School District. Learning opportunities will be offered based on staff, building, and district needs. Specific technology training will be offered as determined by the results of teacher request, district needs assessment, or to accommodate the introduction of emerging technology. Helping students to achieve the New York P-12 Common Core Learning Standards is the goal for all professional development.

Professional Development will:

- Promote strategic on-going professional development that aligns with the New York State P-12 Common Core Learning Standards, student needs, and teacher capacities.
- Ensure equitable access to professional development opportunities that are relevant to the New York State P-12 Common Core Learning Standards.
- Provide a means of accessing, analyzing, interpreting, synthesizing, and applying community information to enhance teaching and learning with the use of technology.
- Enhance the use of technology for teachers to demonstrate knowledge and skills to promote technology as a teaching and learning tool.
- Assist teachers in how to implement technology to manage information to make decisions about learners and learning.
- Support the facilitation by teachers to students in the use of technology to further the learning process.
- Assist teachers to integrate technology to manage the teaching and learning environment.

The Falconer Central School District will meet the above guidelines by using:

1. CSLO/Model Schools
   - Common Set of Learning Objectives
2. Participation in the Technology Consortium with Erie 2-Chautauqua/Cattaragus BOCES.
3. Workshops/Conferences/Superintendent's Conference Days

The Falconer Central School District strongly believes that professional development should be closely tied to student achievement. Technology training has consistently ranked number one on all staff needs assessments.

- Teachers' technology training will be continual to ensure the integration of technology into the classroom curriculum.
- Local staff members and staff members from other districts will present/facilitate in-service sessions during Superintendent's and in-service days and after school.
- Training will be provided by outside trainers and by local faculty facilitators. Sessions may be held during an academic day, after school, or during the summer. Those attending will be turnkey trainers for other teachers in the district following their return.
- Teachers and administrators will participate in local, state, and national conferences.
- In the teacher's Annual Performance Professional Review teachers will be required to demonstrate the use of technology in the classroom to enhance active student involvement in the curriculum.
- Future directions include a greater use of technology integration in the classrooms.

Falconer Central School District provides a variety of resources to support the entire technology program. The Board of Education approves district policies that are placed in effect to ensure the safety of students on the internet and to encourage proper use of district technology through the acceptable use policies.

Trainings are held throughout the year as well as during Staff Development and Superintendent's Conference days to provide instruction and support to district staff in order to implement current technologies. The district website provides links to tutorials and PDF files that answer frequently asked questions on how to carry out certain tasks using district technologies. Recent trainings have included Basic Notebook, Microsoft Office, Advanced Notebook, and podcasting.

Falconer Central School District uses Lotus Notes as its electronic mail program and provides a User Support Center to report problems with various technologies. The User Support Center also houses a Knowledge Base section where district staff can receive tech support for their technology issues.

Infrastructure, Hardware, Technical Support, and Software

Infrastructure Needs/Technical Specification and Design.

Falconer Central School District provides a teacher computer in every classroom, allowing the teacher to access the grading and attendance software during class. Computer labs are provided in each building to provide students individualized access. Teacher computers and classroom computers are fully Internet accessible. Each classroom has a telephone for inter-school communication and every staff member has a district email account. Lotus Notes is the current district email software program.

Every Ethernet switch (router) in the district that is dedicated to a wiring closet is POE (Power Over Ethernet). The POE switches are providing communication at speeds up to 1 GHz. POE switches are used to provide DC power to 76 WAPs (Wireless Access Points) and 132 cameras. Fifty of the WAPs are strategically installed to provide solid coverage of all three floors of the Falconer Central High School building. Thirteen WAPs are populated in strategic locations of the Fenner Elementary School building. Thirteen WAPs are populated in strategic locations of the Temple Elementary School building.

The Falconer Central High School building receives a fiber optic broadband feed from WNYRIC BOCES that is distributed to each wiring closet of each building in the district via fiber optic cabling. The E-rate Funding for the broadband is received by WNYRIC and passed down to the district.

Falconer Central School District has two Distance Learning Labs. The Distance Learning Labs allows for students to participate in distance learning, interactive video-conferencing, and satellite technology to provide rigorous academic courses not offered on the district campus. Distance learning classes include Accounting, Financial Accounting, Managerial Accounting, Veterinary Science, Conservation Forestry and Wildlife Management, Business Law, History of the Yankees, the Holocaust, and the Civil War.

Recent advancements: The district-wide library service server was updated in 2009 from the operating system of NetWare 6.4 to Windows 2008 Server.

Goals to improve Falconer CSD's Infrastructure Design.

1. Upgrade all workstations to 1 GHz Ethernet speed, starting with all teacher computers. This may require replacing many of the older computers. This will allow teachers to spend less time waiting for their computers to catch up with them during use.

2. Provide wireless Ethernet access to the track and field between Harvey C. Fenner Elementary School and Falconer Central High School. This will allow Physical Education teachers to take attendance out on the field and it will allow the cameras to be checked from outside the two buildings in the case of an emergency evacuation or drill.

3. Add security cameras to Paul B.D. Temple Elementary School. This would provide additional security to the primary elementary building.

4. Add security cameras to Fenner Elementary School. This would provide additional security to the primary elementary building.

5. Upgrade/maintain the district's Norstart Key System and provide additional keyless entryways where needed.

Replacement & Maintenance Cycle and Technical Support

One full-time Personal Computer Specialist is employed by the district to provide technical support for technology. One additional technician is employed through Erie 2 BOCES and provides support in the district on a part-time basis. A senior technician is on call through the Erie 1 BOCES RIC (Regional Information Center). In addition, Technology Leaders in each building provide support for minor technical problems.

Most repairs are completed on site. Computers will be replaced, maintained and upgraded on a rotational schedule. The Personal Computer Specialist in the district performs maintenance on the network infrastructure, servers, computers, printers, and all technical equipment. More extensive repairs will be sent to BOCES or to the manufacturer if they are still under warranty.

Technology Inventory

	Computer Labs	Classrooms	Media Centers	Admin. Offices	Other Locations	Planned Future Acquisitions
Computers (list by type)						
Apple iMac	79	59	18	9	1	Replace as Needed
Apple A1224	99	63		13		Replace as Needed
Apple eMac	19	132	18	9	1	Replace as Needed
Apple iBook	2	1				Replace as Needed
Apple MacBook	88	8	1	10		Replace as Needed
Apple MacIntosh LC575		3				Replace as Needed
Apple Power MacIntosh7.2				1		Replace as Needed
Apple PowerBook	1	1				Replace as Needed
Apple Power PC G5	1					Replace as Needed
Dell "D" Series		8		6		Replace as Needed
Dell Dimension		3		2		Replace as Needed
Dell GX	41	20	6	16	6	Replace as Needed
Dell Inspiron				1		Replace as Needed
Dell Precision	2	1		1		Replace as Needed
Dell PowerEdge					4	Replace as Needed
Dell Optiplex	124		8	18	20	Replace as Needed
Dell Latitude	36	17	2	11		Replace as Needed
Dell Studio				3	2	Replace as Needed
Dell Vostro				1		Replace as Needed
Dell PP10X				1		Replace as Needed
Graymark		1				Replace as Needed
HP	2					Replace as Needed
Number of computers listed above that are internet ready	All	All	All	All	All	
Number of computers listed above equipped for multimedia	All	All	All	All	All	

	Computer Labs	Classrooms	Media Centers	Admin. Offices	Other Locations	Planned Future Acquisitions
Peripheral Devices						
Printers	26	28	5	23	8	Replace as Needed
Scanners	3			1		
Assistive/Adaptive Devices		40				Replace as Needed
Digital Cameras	32		1			Replace as Needed
TV Monitors		40				
VCRs/Laser Disk Players		70				
Projection Devices			3		2	Replace as Needed
Video Cameras	1		2		1	
Smart Boards	5	82	3	1		Replace as Needed
Document Cameras	3	66	3			Replace as Needed
Wireless Slates			15			
DVD/Video Recorders					2	
External Drives				1	2	
iPods	24	21	1	12		Replace as Needed
Student Response Remotes	96					Replace as Needed
Network Equipment						
A. Hubs	0					Replace as Needed
B. Routers	0					Replace as Needed
C. Servers					24	Replace as Needed
D. Wireless Airports	all	all	all	all	all	Replace as Needed
Number of rooms wired for internal connections	all	all	all	all	all	
Telecommunication Links						
Full or fractional T1	Full T1	Full T1	Full T1	Full T1	Full T1	
ISDN	0	0	0	0	0	
Dedicated Cable/microwave	each bldg.	each bldg.	each bldg.	each bldg.	each bldg.	

Software	
Name	Version
Activstats 2007 Win/Mac	All
Accelerated Math	2.1
Accelerated Reader	2.1
Accelerated Reader	6.12
Adobe Acrobat	5.0
Adobe Acrobat	7.0
Adobe Creative Suite	2.0
Adobe Creative Suite	2.3
Adobe Creative Suite	3.0
Adobe Illustrator	10.0
Adobe Indesign CS	
Adobe PageMaker	6.5
Adobe PageMill '98	3.0
Adobe PhotoShop	5.0
Adobe PhotoShop Elements	10.1
Adobe Visual Communicator 3	
Anime` Studio Pro 5	

Software	
Name	Version
Apple Care Protection Plan	
Apple iLife '04	
Apple iLife '05	
Apple iLife '08	
Apple iLife '09	9.0
Apple iLife '09	10.5.6
Apple iMac Tony Hawk Pro Skater '04	
Apple iMovie 2	2.0.1
Apple iMovie 3	
Apple iTunes	4.0.1
Apple iWork '08	
Apple Mac '05	7.6.1
Apple Mac Imation	
Apple Mac-CD rom Titles Sampler	
Apple Mac 1993 Install Me First	
Apple Remote Desktop	1.2
Apple Remote Desktop	3.0

Software	
Name	Version
Apple Works 5	
Apple Works 5 Nanosaur	8.6
ArcSoft Photo Impression/Photo Fantasy 2000	
Astra Scanner	3.53S
BSS SoundWeb	
Blaster Removal	
Boardmaker Plus	6.0
Brodurbund '98 KidPix	
Choices 2003 Bridges.com Win/Mac	
College Goal Sunday	
Compaq Utilities NIC, etc.	
Corel Word Perfect 8	
Crucial Technologies (memory)	
DameWare Mini Remote Control	
Deep Freeze Win/Mac	
Dell 2002 XP Pro SP-1	
Dell Cyberlink 2004 Power DVD	
Dell Win XP Professional	
Derive 6	
Disk Warrior	3.0.3
Disk Warrior	4.1.1
Disk Warrior Mac '97	OSX
Disk Warrior Mac '98	OSX
Don Johnson Solo	
Dragon Naturally Speaking 8 Preferred	
Dreamweaver 8	
Earobics Step 1	
EtherLink 3com	5.3
Expresate Spanish 1 Interactive Tutor	
Fast Math	1.9
Filemaker Pro Unlimited	5.0
Filemaker Pro	5.5
Filemaker Pro	6.04
Finale` 2007	
Finale` 2009	
Finale` 2010	
Finance Manager	
Follett	5.05
Follett	6.1
Follett	6.2
Follett	6.30
Fonts 4 Teachers Grades K-5 (Temple)	
Garage Band Jam Pack #1	
Garage Band Jam Pack #2	
Garage Band Jam Pack #3	
Ghost Walker	

Software	
Name	Version
Go Solve Word Problems (Fenner)	
Grade Pro Site License	3.5
ID Maker Pro ID Cards (HS Health Office)	
Infomatic Info-Pay Update	2.0.12.0
Inspiration	6.0
Inspiration	7.6
Inspiration	8.0
Inspiration - Game It	
JCC Placement Test (notes only - no CD)	
Key Math 3 Win/Mac	
Kidspiration	2.0
Kidspiration	3.0
Kill Disk	
Knowledge Adventure Math Win '98	
LEAP	6.02
Little Monster at School	
Logitech Mouse/Trackball Setup	
Lotus Notes Client Win/Mac	5.01
Lotus Notes Client Admin/Designer	5.08
Lotus Notes	6.0
Lotus Notes PC	7.0.3
Lotus Notes PC	8.0.2
MacIntosh Robot M94 '98	1.2
MacSchool & eClass	4.0
MacSchool (eMails)	
Master Guru Win/Mac	
Math Facts in a Flash	
Mathmatica Mac	OSX
Mathmatica Win	6.0.3
Mathmatica Win	7.0.1
Mavis Beacon Teaches Typing Deluxe 16 Mac/Win	1.0
Mavis Beacon Teaches Typing Platinum 20 Mac/Win	2.0
Microsoft Licensing BINDER (Various)	
Microsoft Intellipoint	4.1
Microsoft Money 2000 Win	
Microsoft Office '97	
Microsoft Office '98	
Microsoft Office 2000	
Microsoft Office 2001	
Microsoft Office 2003	
Microsoft Office 2004	
Microsoft Office 2006	
Microsoft Office 2007	
Microsoft Office 2008 Mac	

Software	
Name	Version
Microsoft Office 2010	
Microsoft Office XP Pro	
Microsoft Power Point '98	
Microsoft Virtual Machine	
Microsoft Visual	6.0
Multi-Educator American History Mac	3.0
Net Objects Fusion Win 2000	4.01
Net Objects Fusion Mac	3.0
Norton Win 2000	
Norton Win 2001	
Norton Win 2002	4.0
Norton Utilities Mac	7.0
Outnumbered Win	1.1
Outnumbered Mac	1.0
PDP TimeKeeper	
PowerMedia Plus	
Pro Desk 8	
Pro Engineer	
Progress Part 200	9.0
Progress Part 200	9.1
Quicken '98 Mac	
Quicken 2000 Mac	
Quicktime / Real Player PC (XP)	7.6.2 / 10.5
Qwizdom Mactionpoint 2007	
Roxio Creator DE	9.0
SmartTech Notebook	10/11

Software	
Name	Version
SNAP Health Center	4.2.1
SNAP Health Center Update	4.2.3
Soundzabound Vols 1,2,3, & 4	
STAR Math Win/Mac	1.2
STAR Reading Win/Mac	2.2.2
Symantec Endpoint Protection	11.0.6
Symantec Ghost	
Symantec PC Anywhere	9.2
Timbukto Pro Remote Control Mac	
Turn It In	
User Support Center - Erie 1 BOCES	
Utilities	OSX
VADIR	
Venus 1500 Sign Software	
Vernier Logger Pro 3	
VM ware Fusion	
Waterford folder (various)	
Wave Reader	
Win DSX FOB Program	3.7.25
Win DVD Dell InterVideo	1.4
Win SNAP	
Woodcock/Johnson CompuScore Win/Mac	3.0
Wrestling Software	
YearTech 2003	6.5

Coordination of Resources

Multiple funding resources have been identified to continue to provide investment in Falconer Central School's growth in technology. Funding sources include the district's yearly local budget, capital improvement projects, E2CC BOCES services including purchasing equipment, tech services, Common Set of Learning Objectives, federal E-rate funding, and grants. Local resources are another source of funding, including the District's Parent-Teacher Organization.

Monitoring and Evaluation

The success of the technology plan and the District's progress towards its goals will be evaluated through the achievement of our students. The demands of technological innovations will continue to be an ongoing process. The strategies that the District will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability to teach, and enabling students to reach challenging state and national academic standards will be closely monitored and reviewed.

Administrators will monitor the implementation of the district objectives via communication with the District faculty, staff and building level technology committees.

The building and district technology committee plans to meet regularly to discuss technology within the District and discuss new initiatives as they arise. Also, the administrative team meets twice a month, providing an opportunity to review and evaluate the progress and direction of technology on a regular basis.

The following things will be completed to indicate the degree of implementation, which will consist in the following action plan:
-   Teachers Annual Professional Performance Review.
-   Every three years, staff will be surveyed to establish needs, level of integration, challenges, and support. This information will help to determine completed goals and establish new ones.
-   Annual review of the technology plan and related updates.
-   Research comparable districts to look at various models of technology.
-   Continue with district support with two full-time and one part-time K-12 Instructional Support technicians.
-   Continue utilizing the technology support across the district to assure standard practice in dealing with problems.
-   Evaluate the level of technological proficiency gained by students, teachers, and administrators.
-   The technology plan is a working document that will be evaluated on a continual basis.

The frequency of evaluation will be done twice annually in January and June. The persons responsible for evaluations will be the district administrators, building technology committees and the district technology team. The goals will then be reviewed, revised or prioritized as needed.

Appendix

SUBJECT: **STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)**

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification/Authorization

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

*Option A: "Affirmative Consent" (Opt-in) Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

*Option B: "Passive Consent" (Opt-out) Student access to the DCS will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of the DCS in accordance with law, Commissioner's Regulations and/or District policies and procedures.

Regulations will be established as necessary to implement the terms of this policy.

NOTE: Refer also to Policy #8271 -- <u>Children's Internet Protection Act: Internet Content Filtering/Safety Policy</u>
District Code of Conduct on School Property

Adoption Date: 12/5/06
Revised: 9/4/12

POLICY: Acceptable Use Policy for Networked Computer Services

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The District's computer system (DCS hereafter) is provided for staff to enhance the educational programs of the District, to further District goals and objectives; and to conduct research and communicate with others.

Generally, the same standards of acceptable staff conduct, which apply to any aspect of job performance, shall apply to use of the DCS. The standards of acceptable use as well as prohibited conduct by staff accessing the DCS, as outlined in District policy and Regulation, are not intended to be all-inclusive. The staff member who commits an act of misconduct which is not specifically addressed in District policy and/or regulation may also be subject to disciplinary action, including loss of access to the DCS as well as the imposition of discipline under the law and/or the applicable collective bargaining agreement. Legal action may also be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

Staff are encouraged to utilize electronic communications in their roles as employees of the District. Staff are also encouraged to utilize electronic means to exchange communications with parents/guardians or homebound students, subject to appropriate consideration for student privacy. Such usage shall be limited to school related issues or activities. Communications over the DCS are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

The District's policies and accompanying regulations on staff and student use of computerized information resources establish guidelines for staff to follow in instruction and in working with students on acceptable student use of the DCS, including access to external computer networks.

Privacy Rights

Staff data files, e-mail and electronic storage areas shall remain District property, subject to District control and inspection. The computer coordinator may access all such files and communications to ensure system integrity and that users are complying with requirements of District policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

Prohibitions

It is not the intention of this regulation to define all inappropriate usage. However, in addition to the general requirements of acceptable staff behavior, activities which shall be prohibited by staff members using the DCS include, but are not limited to, the following:

   a) Using the DCS which in any way results in unauthorized charges or expense to the District.

   b) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.

   c) Using unauthorized software on the DCS. Software should be installed by the District Technicians.

   d) Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the staff member without express permission from the Director of Technology and/or Superintendent.

e) Violating copyright law. Software copyrights and software licenses must be strictly respected.

f) Employing the DCS for commercial purposes, product advertisement or political lobbying.

g) Disclosing an individual password to others or using others' passwords without their permission.

h) Sharing confidential information on students and employees via electronic mail.

i) Sending or displaying offensive messages or pictures.

j) Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.

k) Harassing, insulting or attacking others.

l) Engaging in practices that threaten the DCS (e.g., loading files that may introduce a virus).

m) Violating regulations prescribed by the network provider.

n) Assisting a student to violate District policy and/or regulation, or failing to report knowledge of any student violations of the District's policy and regulation on student use of computerized information resources.

o) Use which violates any other aspect of School District policy and/or regulations, as well as local, state or federal laws or regulations.

Any user of the DCS that accesses another network or other computer resources shall be subject to that network's acceptable use policy.

Web Site Pages

All staff must adhere to Falconer Web Site Guidelines as established by the District.

Sanctions

The Director of Technology will report inappropriate behavior and/or violations to the staff member's administrator who will take appropriate disciplinary action. Violations may result in a loss of access to the DCS and/or disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All staff will be given a copy of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies. Each staff member will sign an Acceptable Use Agreement before establishing an account or continuing their use of the DCS.

BOE approved: 12/5/06
Revised: 9/4/07

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

a)   Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail, chat rooms, as well as social networking Web sites, may be blocked as deemed necessary to ensure the safety of such students;

b)   Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;

c)   In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

d)   Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyberbullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Consent for Student Use

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

*Option A: "Affirmative Consent" (Opt-in) Student use of the District's computer system (DCS) is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District Office.

*Option B: "Passive Consent" (Opt-out) Student access to the District's computer system will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of District computers.

Notification/Authorization

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 United States Code (USC) Sections 254(h) and 254(l)
47 Code of Federal Regulations (CFR) Part 54
Education Law Section 814
NOTE: Refer also to Policy #7315 -- Student Use of Computerized Information Resources
                    (Acceptable Use Policy)
                    District Code of Conduct on School Property
Adoption Date: 12/5/06   Revised: 9/4/12

FALCONER CENTRAL SCHOOL DISTRICT

AGREEMENT FOR STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

In consideration for the use of the Falconer School District's Computer System (DCS), I agree that I have been provided with a copy of the District's policy on staff use of computerized information resources and the regulations established in connection with that policy. I agree to adhere to the policy and the regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the Staff Handbook. I shall report all student violations of the District's policy on student use of computerized information resources to District officials.

I understand that failure to comply with these policies and accompanying regulations may result in the loss of my access to the DCS and may, in addition, result in the imposition of discipline under the law and/or the applicable collective bargaining agreement. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District.

_____

Staff Member Signature

_____

Date

_____

School Building

FALCONER SCHOOL DISTRICT

**STUDENT AGREEMENT FOR USE OF DISTRICT
COMPUTERIZED INFORMATION RESOURCES**

In consideration for the use of the Falconer School District's Computer System (DCS), I agree that I have been provided with a copy of the District's policy on student use of computerized information resources and the regulations established in connection with that policy. I agree to adhere to the policy and the regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the Student Handbook.

I understand that failure to comply with these policies and regulations may result in the loss of my access to the DCS. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Such violation of District policy and regulations may also result in the imposition of discipline under the District's school conduct and discipline policy and the Code of Conduct. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District. Further, the District may bring suit in civil court pursuant to General Obligations Law Section 3-112 against my parents or guardians if I willfully, maliciously or unlawfully damage or destroy District property.

Student Name (Print)   _____

Student Signature   _____

Parent Name (Print)   _____

Parent Signature   _____

School Building   _____

Date   _____

*This survey is slightly adjusted to each building in the district to be based on technology available and appropriate for the students in that building. The following is the sample for the Middle/High School.

<u>Middle/High School Technology Survey</u>

Name:_____

Please indicate if you like training/staff development on the following technology items?

- ☐ Microsoft Word (word processing, posters, clipart, etc.)
- ☐ PowerPoint (slideshows, presentations, etc.)
- ☐ Excel (spreadsheets, data analysis, etc.)
- ☐ Notebook (Notes, slideshows, presentations, interactive activities)
- ☐ Notebook (Senteo clickers and Teacher Hub)
- ☐ Lotus Notes (email, address book, etc.)
- ☐ iTunes (playlists, podcasts, etc.)
- ☐ iPhoto (pictures, albums, slideshow)
- ☐ iMovie (creates movies)
- ☐ Garageband (create podcasts, music, and videos)
- ☐ Solo (reading and writing assistance)
- ☐ Inspiration (creates webs and outlines)
- ☐ iPod (apps and music)
- ☐ Document camera (attached to Smartboard)
- ☐ Flip Video Camera
- ☐ Castle Learning (creating assessments, importing and creating questions)
- ☐ Destiny (locate and reserve Library resources)
- ☐ AIMSweb (testing and progress monitoring)

The following online resources are available. Check any you would like to know more about.

- ☐ Grolier Online Encyclopedias
- ☐ World Book Encyclopedias
- ☐ Discovery Education Video Streaming
- ☐ CCC Video On Demand
- ☐ Learn 360 Video Streaming
- ☐ Brain Pop videos and activities (Middle School)
- ☐ PBS Learning Media
- ☐ Gale Databases
- ☐ Facts on File Science & Human Body
- ☐ ABC CLIO - History
- ☐ Teen Health and Wellness
- ☐ Culturegrams
- ☐ Career Cruising

The following are some current technology trends. Check any you would like to know more about.

- ☐ Google Apps (Docs, Earth, Forms, Calendar, etc.)
- ☐ Prezi (Zooming presentation tool)
- ☐ Moodle or Edmoto (Online classroom)
- ☐ Glogster (interactive posters)
- ☐ Blog (Online journal)
- ☐ eReaders (Nook, Kindle, etc.)
- ☐ iPad (Apps, etc.)
- ☐ Other: