

# The Ichabod Crane School District

## Instructional Technology Plan

2015 - 2018



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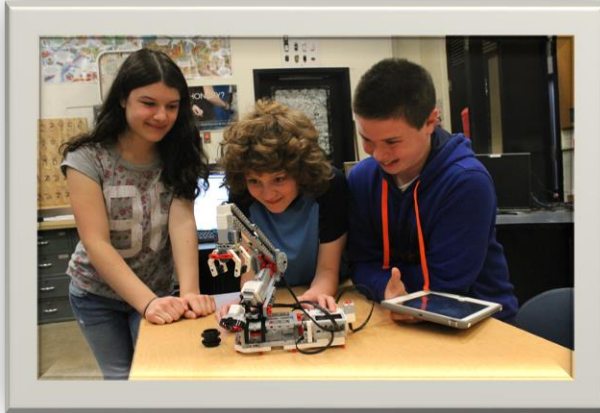
  

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## **Ichabod Crane Central School District Mission Statement**

The Ichabod Crane Central School District is dedicated to preparing students to become contributing members of society in an ever-changing world by valuing diversity; providing a safe environment; and promoting unique talents, a desire for life-long learning, a strong spirit of community, and Rider pride.



## **District Technology Vision**

The Ichabod Crane Central School District K-12 educational program will prepare technology-literate students to be lifelong learners who make informed decisions about the role of technology in their lives. Students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life.

Areas of importance:

- Promote the effective use of technology to improve student performance;
- Develop partnerships with community, business and industry;
- Integrate technology in all areas of the district operations.
- Provide the greatest possible access to information resources;
- Create an environment/climate of continuous use of technology;
- Apply technology solutions to school and program mission, goals, and strategies;
- Encourage/support new initiatives and innovation as a dynamic, continuous process
- Ensure that materials are available in multiple formats including but not limited to large print, Braille, and audio.
- Provide resources to support and facilitate student output such as voice to text software, augmentative communication devices, and environmental control devices.

## **Staffing**

The Technology Department provides district support both technical and instructional. The department is staffed by two full-time employees along with IT service provider Northland Computers (See job descriptions in Appendix I for Network Systems Engineer and Computer Operator). They are responsible for maintaining all network hardware including switches, routers, firewall, battery backups, servers, wireless access points, and any other systems necessary to keep the network operational. The department is also responsible for all end user devices including desktop computers, laptops, tablets, printers, iPads, etc. The department oversees all purchasing of network hardware and software, maintains software and hardware contracts, and manages software licensing. This team is responsible for network and email accounts, as well as user accounts in other software packages. Support of all devices is handled through the district technology department. The staff is involved with investigating new technologies and initiatives for instructional technology.

There are three Library Media Specialists (LMS) tasked with developing the technology skill in our K-12 students. Three LMS share responsibility across our district. They work with students and faculty to implement the technology skills defined in the Common Core Literacy Standards and the International Standards for Technology Education.

There are five members of our Special Education Instructional Staff who are tasked with providing Assistive Technology instruction, training and support to individual students and their educational team, including their parents. Problem solving and design of adaptive solutions range from low technology to highly specific technology depending on the needs of the student and the desired outcomes. We also utilize an outside service provider to provide evaluations, training and support to students, staff, and parents as well.

## **Internet Safety**

Internet Safety is an essential component of the district K-12 curriculum. Ichabod Crane Central School District provides safety guidelines and training to all students and staff.

Guidelines covered:

- Not to give out personal information such as your address, telephone number, parents' work address/telephone number, or the name and location of your school without your parents' permission.
- Tell your parents, teacher or adult right away if you come across any information that makes you feel uncomfortable.
- Never agree to get together with someone you "meet" online.
- Never send a person your picture or anything else without first checking with your parents.
- Do not give out your Internet password to anyone (even your best friends) other than your parents.
- Check with your parents before downloading or installing software or doing anything that could possibly hurt your computer or jeopardize your family's privacy.
- Be a good online citizen and do not do anything that hurts other people or is against the law.
- Help your parents understand how to have fun and learn things online and teach them things about the Internet, computers and other technology.

## **Acceptable Computer Use**

The Ichabod Crane Central School district has established a Code of Conduct that outlines expectations for ethical cyber behavior, (both in and out of school) and defines possible penalties for infractions. The Code of Conduct is reviewed annually and approved by the Board of Education every July. It is posted on the district website and distributed to all students and families. <http://ichabodcrane.org/district/district-information.php>

## **Procedures**

All users of Ichabod Crane Central school district must comply with the district's Acceptable Use Policy and agree to the terms and conditions of their use

Failure to comply with any of the policies or guidelines related to computer resources will result in appropriate disciplinary action including, but not limited to:

- Loss of computer resource privileges
- Monetary restitution for any damages caused
- Possible civil or criminal proceedings
- Detention / Suspension

## **Acceptable Uses**

The use of district computer resources must be in support of education and research consistent with the educational objectives of the Ihabod Crane Central School District.

The purpose of district computer resources is to support research and education in and among academic institutions by providing access to these unique resources and by allowing for the opportunity to engage in collaborative work. All material obtained by means of these resources should be considered copyrighted and included on a works cited page.

## **Prohibited Activities**

Following is a partial list of generally prohibited activities. This list is not all inclusive and is intended as a general guide for the user of district computer resources and may be updated at any time without notice.

Users are not allowed to:

- Post personal contact information about yourself or others
- Engage in activities that will disrupt the system in any way
- Alter the operation system or application software on the district computers
- Engage in any illegal activity
- Arrange to meet with strangers online
- Use profane, disrespectful, or threatening language in any correspondence
- Post or access obscene or profane material
- Establish unauthorized web sites or web pages
- Copy Software
- Download unauthorized applications
- Alter, tamper, or destroy computer equipment
- Establishing private wireless using personal technology on school premises

## **Cyber Bullying**

Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which have the effect of:

- Physically, emotionally or mentally harming a student or staff member
- Placing a student in reasonable fear of physical, emotional or mental harm
- Placing a student in reasonable fear of damage to or loss of personal property
- Creating an intimidating or hostile environment that substantially interferes with a students' educational opportunities or a staff member's ability to perform his or her duties

## **Sexting**

“Sexting” means sending, forwarding, displaying, retaining, storing or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by or on a cell phone, computer or other electronic means during school hours or activities on or off campus, while on school district property, during any recess, lunch or leave periods on or off school district property, by use of school district property, or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school or the educational process or experience.

Cyber-bullying, “sexting”, and all such behavior by students, staff, or third parties is strictly prohibited and the commission of such acts shall subject the offending student(s) to appropriate disciplinary action, consistent with the Code of Conduct, which may include, but is not limited to, suspension or notification to the appropriate authorities.

## **Acknowledgment of Acceptable Use Policy**

Prior to accessing the school district’s network, all users (students, faculty, and staff) are required to accept provisions of the district’s acceptable use policy when logging on. At each login they will see:

The use of Ihabod Crane Central School Districts computer resources and networks are for authorized use only. These resources are to be used in an appropriate, lawful, and ethical manner. All activity may be monitored and reported at any time. By using these resources, I agree to comply with the acceptable use policy as stated in the guidelines. I understand that violators are subject to administrative disciplinary action and/or criminal prosecution. I have read, understand, and agree to comply with the Acceptable Use Policy.

It is the intention of the Ihabod Crane Central School District to provide a high level of reliability and security when using the wireless network. Wireless Access Points provide shared bandwidth and so as the number of users increase the available bandwidth per user decreases. As such, please show consideration for other users and refrain from running high bandwidth applications and operations such as downloading large music files and video from the Internet. Network reliability is determined by the level of user traffic and accessibility.

All installed wireless access points and antennas are the property of Ihabod Crane Central School District. Do not tamper with, adjust, abuse, repair, or otherwise touch these access points and their antennas.

We reserve the right to monitor and log communications on a per connection basis to ensure proper usage of network resources.

## **Personally Owned Internet Devices**

Personal devices with the internet capability are not currently allowed in the Ihabod Crane Central School Districts network unless required in a student’s Individual Education Plan.

## **Instructional Technology K-12 Curriculum**

The International Society for Technology in Education has established six Standards for K-12 education.

- **Creativity and Innovation**  
Students can brainstorm, develop new ideas, and act on creative ideas to make them tangible.
- **Communication and Collaboration**  
Students are able to listen effectively and formulate their own thoughts and ideas. They are able to effectively work with others to accomplish a common goal.
- **Research and Information Fluency**  
Students can find and evaluate information from online sources. They can communicate using the most effective forms of media.
- **Critical Thinking and Problem Solving**  
Students are able to interpret, analyze, and evaluate new information. They can solve non-familiar problems in conventional and innovative ways.
- **Digital Citizenship**  
Students practice safe, legal, and ethical online behavior. They understand cultural and societal issues related to technology and the Internet.
- **Technology Operations and Concepts**  
Students understand how to use technology systems, safely, effectively, and productively. They understand computer fundamentals and have skills in keyboarding, word processing, and making charts and graphs.



## KINDERGARTEN

Goal: Use input devices (Mouse, keyboard, monitor, headphones, and tape recorders) and output devices (printers, monitors, etc.) to successfully operate computers, VCRs, audiotapes, and other devices.

Objectives	Action Steps	Outcomes
Demonstrate ability to use and basic knowledge of technology equipment (mouse, keyboard, monitor, headphones, and tape recorders) ELA CCSS: WK.6	Teacher demonstration & explanation  Student use & explanation of items	Each student will name, use and identify each item CCSS: Skills and Concepts Be familiar with a computer keyboard Use a mouse

**GOAL: Introduction to keyboard use, keyboarding and word processing**

Objectives	Action Steps	Outcomes
To understand relationship of keyboard to printed paper	Teacher demonstration of keyboard input---then print and share page	Student present for demonstration
To understand & use key functions.	Teacher demonstration a) return key b) space bar	Student will use correctly
Students will begin a formal keyboarding program--such as KidKeys.	Teacher demonstration of keyboard input	Student will use correctly

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

Objectives	Action Steps	Outcomes
Use developmentally appropriate multimedia resources, including internet, with guidance and support.  With guidance and support, students will produce and publish writing, including collaboration with peers.  ELA CCSS: WK.6,WK .8; SLK.2, SLK.5	Interactive books Educational software Elementary multimedia encyclopedias Teacher chosen websites Video, Television, Pictures Presentation Software	Student use of software. CCSS: Skills and Concepts Know how to use (with help) a software to show work – such as PowerPoint or MS Word Know how to send a document to the printer Know how to navigate a computer toolbar Work with peers Know how to use the save function on the computer

**GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

Objectives	Action Steps	Outcomes
Introduce Acceptable Use Policy (AUP)	Teacher explanation of responsible use of technology	Observe students using technology appropriately

## FIRST GRADE

Objectives	Action Steps	Outcomes
Demonstrate ability to use and basic knowledge of technology equipment (volume, on/off)	<p>Teacher demonstration &amp; explanation</p> <p>Student use &amp; explanation of items</p>	<p>Each student will name &amp; identify each item</p> <p>Each student will successfully use items</p> <p>CCSS:            Skills and Concepts            Understand how to use a computer            Understand how to print            Know how to use the computer toolbar            Know how to use a mouse            Understand how to save</p>

**GOAL: Introduction to keyboard use, keyboarding and word processing**

Objectives	Action Steps	Outcomes
To understand & use key functions	<p>Teacher demonstration:</p> <p>a) shift key for caps</p>	Student will use correctly

**GOAL: Use developmentally appropriate multimedia resources to support learning.**

Objectives	Action Steps	Outcomes
<p>Use developmentally appropriate multimedia resources, including internet, with guidance and support. With guidance and support, students will produce and publish writing, including collaboration with peers</p> <p>CCSS: W1.6, 1.8; SL 1.1, 1.2, 1.5</p>	<p>Interactive books            Educational software            Elementary multimedia encyclopedias            Teacher chosen websites            Video, Television,            Pictures</p>	<p>Student use of software            CCSS: Skills and Concept With guidance, know how to use PowerPoint            Work collaborative with a partner            Know that information comes from different sources, including digital, video, and multimedia formats.</p>

**GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

Objectives	Action Steps	Outcomes
Review Acceptable Use Policy (AUP)	Teacher review responsible use of technology	Observe students using technology appropriately

## SECOND GRADE

Objectives	Action Steps	Outcomes
<p>Demonstrate ability to use and basic knowledge of technology equipment (scrolling on the screen, printing a document)</p> <p>CCSS: SL2.5</p> <p>Demonstrate ability to use audio equipment.</p>	<p>Teacher demonstration &amp; explanation</p> <p>Student use &amp; explanation of items</p>	<p>Each student will name &amp; identify each item.</p> <p>Each student will successfully use items.</p> <p>Each student will successfully print a document.</p> <p>CCSS: Skills and Concepts</p> <p>Understand how to use audio equipment</p>

### GOAL: Introduction to keyboard use, keyboarding and word processing

Objectives	Action Steps	Outcomes
<p>To understand &amp; use key functions.</p> <p>Introduce concept of proper keyboarding</p> <p>Students will learn formal keyboarding skills using a formal program such as Type2Learn</p> <p>Introduce word processing using a program such as Word.</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>CCSS: RI.2.5, W.2.6</p>	<p>Teacher demonstration</p> <p>a) shift key for other functions - ? and !</p> <p>Teacher discussion of proper fingering position</p> <p>Teacher demonstration and discussion</p>	<p>Student uses correctly</p> <p>Informal teacher observations</p> <p>Example: Create a document containing their name and one sentence</p> <p>Student to save a document to their network folder to develop a network/digital portfolio</p> <p>CCSS: Skills and Concepts</p> <p>Demonstrate understanding of text features: captions, bold print, subheading, glossaries, electronic menus, icons and indices</p> <p>Have basic keyboarding skills</p> <p>Know how to use the following toolbar functions:</p> <ul style="list-style-type: none"> <li>• Bold</li> <li>• Underline</li> <li>• Font style</li> <li>• Font size</li> <li>• Set margins</li> <li>• Page orientation</li> </ul> <p>Have a system for saving and storing work until it is ready for publishing</p> <p>Know and use internet tools (Google, Bing) online</p>

## SECOND GRADE (continued)

GOAL: Use developmentally appropriate multimedia resources to support learning.

Objectives	Action Steps	Outcomes
<p>Use developmentally appropriate multimedia resources.</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Anchor Standard</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL 2.5</p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS: RL2.7, W2.6, W2.8, SL2.2, SL2.5, L2.2, L2.4</p>	<p>Introduce internet/www</p> <p>a) use of "back" icon</p>	<p>Student use of software</p> <p>Locate Library webpage</p> <p>Locate teacher chosen websites</p> <p>CCSS: Skills and Concepts:</p> <p>Use opportunities to explore books, or stories, as digital text</p> <p>Know how to use search engines such as Goggle, Bing, etc.</p> <p>Know how to use the library to locate print resources such as encyclopedias, magazine, and books</p> <p>Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources</p> <p>Understand how to use audio equipment</p> <p>Create visual displays such as legends, charts, graphs, and display boards</p> <p>Use dictionaries, or digital media, to look for the correct spelling of a word</p>

GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software

Objectives	Action Steps	Outcomes
<p>Review Acceptable Use Policy (AUP)</p>	<p>Teacher review responsible use of technology</p>	<p>Observe students using technology appropriately</p>

## THIRD GRADE

**GOAL:** Reinforce the use of keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

Objectives	Action Steps	Outcomes
Demonstrate ability to independently use technology equipment CCSS: W3.6	Teacher demonstration & explanation Students will explain & use items	Each student will successfully use items independently.

**GOAL:** Introduce the use of the Local Area Network

Objectives	Action Steps	Outcomes
Introduce: access the LAN using personal user name and password open/close programs save files to personal network folder print troubleshoot common problems in above areas CCSS: W3.6	Teacher demonstration and explanation	Observe successful implementation of the objectives CCSS Skills and Concepts Have a system for saving and storing work until it is ready for publishing

**GOAL:** Use keyboard, keyboarding and word processing as an integral part of classroom communication

Objectives	Action Steps	Outcomes
To understand and use key functions. Students will highlight text in a document to delete, change font, change size Students will reposition the cursor to insert text Students will begin to learn formal keyboarding skills Students will incorporate an image into pieces of work Students will create a word document Students will continue to learn formal keyboarding skills using a formal programs such as Type 2 Learn Students will begin to learn formal keyboarding skills Students will incorporate an image into pieces of work Students will create a word document CCSS: W3.6	Teacher demonstration a) Tab b) Shift key for all functions Direct instruction Direct instruction Use appropriate software regularly Use images from available sources ie: clipart, digital camera, captured image Incorporate name, paragraph, image	Student uses correctly. Finished product Informal observation Informal observation Finished product Student will save document to their network folder to contribute to their network/digital portfolio CCSS Skills and Concepts Have basic keyboarding skills Know and use print commands Know how to use the following toolbar functions: <ul style="list-style-type: none"> <li>• bold</li> <li>• underline</li> <li>• font style</li> <li>• font size</li> <li>• set margins</li> <li>• page orientation</li> <li>• spell and grammar check</li> </ul> Students will save a Benchmark Writing Assessment to their network folder.

### THIRD GRADE (Continued)

GOAL: Use a variety of media and technology resources for directed and independent research and / or learning activities.

Objectives	Action Steps	Outcomes
Students will understand how to use online or electronic encyclopedias	Research Direct instruction	Ability to find relevant information on a topic
Students will understand how to use search engines and databases		
Students will know how to cite from print and electronic sources.	Research and direct instruction	Ability to find relevant information on a topic
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Research and direct instruction	Ability to find relevant materials
Students will be introduced to automated library services.		CCSS: Skills and Concepts
Students will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Direct instruction	Know and use Internet tools such as: search engines (ex: KidRex, FactMonster, Google), online dictionaries and thesaurus, spell and grammar check
CCSS: RI.3.7, RL 3.7, W3.7, W3.6, W3.8, SL3.2		

GOAL: Use developmentally appropriate multimedia resources to support learning.

Objectives	Action Steps	Outcomes
Use developmentally appropriate multimedia resources, including internet, with guidance and support.	Interactive books Educational software Video, television, online pictures	Student use of software Student will use to remediate skill deficits CCSS Skills and Concepts
With guidance and support, students will produce and publish writing (using keyboarding and other technology skills), including collaboration with peers	Presentation software Elementary multimedia encyclopedias Online dictionaries and glossaries Teacher chosen websites	Use programs such as: Word, PowerPoint, and Publisher Understand how to use audio equipment Use a print or digital dictionary to locate definitions of key words or phrases Identify alternate word choices using print or digital thesauruses or dictionaries
CCSS: W3.6, 3.8; SL3.2, SL3.5, L3.2, L3.4		

GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software

Objectives	Action Steps	Outcomes
Review Acceptable Use Policy (AUP)	Teacher review responsible use of technology	Observe students using technology appropriately

## FOURTH GRADE

GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication

Objectives	Action Steps	Outcomes
<p>To understand &amp; use key functions. Students will demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Teacher demonstration</p> <ul style="list-style-type: none"> <li>a) Num lock</li> <li>b) Use of number pad</li> <li>c) Delete key</li> <li>d) Backspace</li> <li>e) Margin settings</li> <li>f) Spacing</li> <li>g) Page orientation</li> <li>h) Headings/Subheadings</li> </ul>	<p>Student uses correctly</p> <p>Finished product</p>
<p>Students will highlight text in a document to: Change justification Cut and paste Copy and paste Change style</p>	<p>Direct instruction</p>	<p>Teacher observation</p> <p>Finished product</p>
<p>Students will continue to learn formal keyboarding skills, applying discretion as to which font, size and style should be used for a particular piece of work.</p>	<p>Direct instruction</p>	<p>Teacher observation</p> <p>Finished product</p>
<p>Students will independently locate and incorporate an image into pieces of work</p>	<p>Use images from available sources ie: clipart, digital camera, captured images</p>	<p>Teacher observation</p> <p>Finished product</p>
<p>CCSS: W4.6</p>	<p>Use appropriate software regularly</p>	

GOAL: Reinforce the use of the Local Area Network

Objectives	Action Steps	Outcomes
<p>Reinforce: access the LAN using personal user name and password open/close programs save files to personal network folder print troubleshoot common problems in above areas</p>	<p>Teacher demonstration and explanation</p>	<p>Observe successful implementation of the objectives</p>

## FOURTH GRADE (Continued)

**GOAL:** Use a variety of media and technology resources for directed and independent research and / or learning activities

Objectives	Action Steps	Outcomes
<p>Students will be able to decide on appropriate sources for information when researching.</p> <p>Students will continue to use online or electronic encyclopedias</p> <p>Students will independently use search engines to conduct an online search</p> <p>Students will continue to use available online databases and appropriate digital sources, including a digital dictionary and thesaurus.</p> <p>Students will continue to use automated library services and will be able to locate library resources – both print and digital.</p> <p>Students will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Students will take notes, paraphrase, and categorize information taken from digital resources.</p> <p>Students will avoid plagiarism when using information from diverse media and cite sources appropriately.</p> <p>CCSS: RI4.4, RI4.7, RI4.10, W4.2, W4.6, W4.7, W4.8, SL 4.2, SL 4.3, L4.2, L4.4,</p>	Research	Ability to find relevant information on a topic
	Research and direct instruction	Ability to find relevant information on a topic
	Research and direct instruction	Ability to find relevant information on a topic
	Research and direct instruction	Ability to find relevant information on a topic
	Teacher demonstration, direct instruction, daily use	Ability to find relevant information on a topic
	Research and direct instruction	Ability to find relevant materials
	Research and direct instruction	Ability to integrate appropriate information into a piece of work.
	Direct instruction	Ability to transfer digital information to personal knowledge.
		Ability to transfer digital information to personal knowledge
		CCSS Skills & Concepts are incorporated in objectives



## FOURTH GRADE (Continued)

GOAL: Use technology tools (example multimedia presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside the classroom

Objectives	Action Steps	Outcomes
<p>Students will use technology, and presentation software, to produce and publish work – as well as interact and collaborate with others</p> <p>Students will use digital media appropriately as a source to make text easier to understand.</p> <p>With guidance and assistance from adults, students will use digital camera equipment to support curriculum topics</p> <p>Students will add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CCSS: W 4.2, W 4.6, SL 4.2, SL 4.3, SL 4.5, SL 4.6</p>	<p>Teacher demonstration, direct instruction, student use of software, informal observation</p>	<p>Student will save presentation to their network folder to contribute to their network digital portfolio</p> <p>Know how to use digital programs, like PowerPoint, Clip Art, Publisher and Photoshop, to add visuals to presentations</p> <p>Create visual displays such as legends, charts, graphs, and display boards to convey information</p> <p>Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype</p> <p>Students will save 2 forms of Benchmark Writing Assessments to their network folder.</p>

GOAL: Use developmentally appropriate multimedia resources to support learning.

Objectives	Action Steps	Outcomes
<p>Use developmentally appropriate multimedia and digital resources.</p> <p>CCSS: RL 4.4, RL 4.10, RI 4.4</p>	<p>Interactive books Educational software Elementary multimedia encyclopedias Teacher chosen websites</p>	<p>Student use of software Students will use software to remediate skill deficits</p>

GOAL: Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software

Objectives	Action Steps	Outcomes
<p>Review Acceptable Use Policy (AUP)</p>	<p>Teacher review responsible use of technology</p>	<p>Observe students using technology appropriately</p>

## FIFTH GRADE (Continued)

GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication

Objectives	Action Steps	Outcomes
Students will be introduced to basic document editing	Teacher demonstration of spell check and line spacing adjustment	Finished product
Students will highlight text in a document to: Change justification Cut and paste Copy and paste Change style	Direct instruction	
Students continue to improve formal keyboarding skills	Use appropriate software regularly	Teacher observation
Students will independently locate and incorporate an image into pieces of work	Use images from available sources ie: clipart, digital camera, captured images Introduce citing source	Finished product

GOAL: Reinforce the use of the Local Area Network

Objectives	Action Steps	Outcomes
Reinforce: access the LAN using personal user name and password open/close programs save files to personal network folder print troubleshoot common problems in above areas	Teacher demonstration and explanation	Observe successful implementation of the objectives

GOAL: Use a variety of media and technology resources for directed an independent research and /or learning activities

Objectives	Action Steps	Outcomes
Students will continue to use online or electronic encyclopedias	Research Direct instruction	Ability to find relevant information on a topic
Students will independently use a search engine to conduct an online search	Research and direct instruction	find relevant information on a topic
Students will use available online databases	Teacher demonstration	Ability to find relevant information on a topic
Students will continue to use automated library services	Direct instruction	Ability to find relevant materials

## FIFTH GRADE (Continued)

**GOAL:** Use technology tools (example multimedia presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside the classroom

Objectives	Action Steps	Outcomes
<p>Students will use PowerPoint</p> <p>Introduce the use digital camera equipment to support curriculum topics</p> <p>Anchor Standard Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Anchor Standard Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W 5.6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>CCSS: RL5.7, W 5.6</p>	<p>Teacher demonstration, direct instruction, student use of software, informal observation</p>	<p>Student will save presentation to their network folder to contribute to their network/digital portfolio</p> <p>CCSS Skills and Concepts:</p> <p>Know that when creating a multimedia presentation some of the elements to consider are: text, animation, photos, video, sound</p> <p>Identify how visual and multimedia elements help increase the understanding of text</p> <p>Explain how images, sounds and movements contribute to the tone of the text</p> <p>Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text</p> <p>Use a standard keyboard and know some of the basic functions</p> <p>Access the Internet as part of a group task</p> <p>Demonstrate knowledge of publishing programs and structure</p> <p>Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up</p> <p>Know how to save documents on the computer</p> <p>Understand how to use search engines on the Internet such as Google, Bing, Yahoo</p> <p>Be familiar with various computer programs (e.g.: Word, Publisher, Power Point, Spell-check, email, etc.) and be able to use them efficiently</p> <p>Work collaboratively to complete a written project/document</p>

## FIFTH GRADE (Continued)

GOAL: Use developmentally appropriate multimedia resources to support learning.

Objectives	Action Steps	Outcomes
<p>Use developmentally appropriate multimedia resources.</p> <p>Anchor Standard Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL 5.3 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence</p> <p>CCLS: RL.5.4, SL 5.2, SL 5.3, L 5.6</p>	<p>Interactive books</p> <p>Educational software</p> <p>Elementary multimedia encyclopedias</p> <p>Teacher chosen websites</p>	<p>Student use of software</p> <p>Students will use software to remediate skill deficits</p> <p>CCSS Skills and Concepts:</p> <p>Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase</p> <p>Interpret information from various formats</p> <p>Summarize information presented orally or by media sources</p> <p>Understand that evidence can be examples, facts, or personal interview</p> <p>Identify the claims made by the speaker or media source</p> <p>Read a wide variety of text, both print and digital media</p>

GOAL: Use telecommunications and online resources (example: email, online discussions, web environments, video conferencing) to participate in collaborative problem solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom

Objectives	Action Steps	Outcomes
<p>To introduce a variety of telecommunications and online resources</p> <p>Anchor Standard Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL 5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CCSS: SL 5.5</p>	<p>Teacher demonstration</p>	<p>CCSS Skills and Concepts:</p> <p>Understand how to create visual displays</p> <p>Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation</p> <p>Know how to use digital media including video cameras, projectors, Power Point presentations, document cameras</p>

## FIFTH GRADE (Continued)

**GOAL:** Determine when technology is useful and select appropriate tools and technology resources to address a variety of tasks and problems

Objective	Action Steps	Outcome
Use Appropriate Resources	Research and direct instruction	Observation and finished projects

**GOAL:** Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

Objective	Action Steps	Outcome
Find reliable website(s) for research purposes	Teacher demonstration	Finished projects with proper citations
Introduce bias	Teacher demonstration	Finished projects with proper citations
Anchor Standard Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		CCSS Skills and Concepts: Know how to access digital information sources such as: Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com
RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		Know how to use key terms to focus a search Know how to enter a question Know how to skim and scan print media to locate answers Determine if a source is credible
W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		Know how to access many different types of informational text such as magazine, online website, textbooks, that vary in a range of text complexity Know how to use reference materials such as encyclopedias, search engines or databases Use of key words for Internet searches Know how to cite a variety of sources Research topics using multiple sources both print and digital Decide whether information discovered is relevant or important to the work Cite sources both digital and print sources

**GOAL:** Demonstrate positive ethical and social behaviors when using technology and practice responsible use of technology systems and software

Objective	Action Steps	Outcome
Review Acceptable Use Policy (AUP)	Teacher review responsible use of technology	Observe students using technology appropriately

## SIXTH GRADE

**GOAL:** Students will effectively use computer hardware and the Local Area Network

Objectives	Action Steps	Outcomes
access the LAN open/close programs save files to personal network folder print troubleshoot common problems in above areas	Teacher demonstration and explanation	Observe successful implementation of the objectives.

**GOAL:** Use keyboard, keyboarding and word processing as an integral part of classroom communication

Objectives	Action Steps	Outcomes
Introduction to Keyboarding tutorial Correct Posture while Typing	Teacher demonstration and explanation Teacher observation	Improved accuracy and speed while typing
Students continue to improve formal keyboarding skills Advanced document editing	Use appropriate software regularly  Teacher demonstration and explanation	Teacher observation  Finished Projects

**GOAL:** Create Drawings

Objectives	Action Steps	Outcomes
Introduce MS Word drawing toolbar Introduction to Autodesk Inventor	Teacher demonstration and explanation Teacher demonstration and explanation	Finished Projects  Finished Projects

**GOAL:** Use telecommunications to participate in collaborative activities.

Objectives	Action Steps	Outcomes
To introduce a variety of telecommunications and online resources	Teacher demonstration	Successful telecommunication conference.

## SEVENTH GRADE

GOAL: Students will effectively use computer hardware and the Local Area Network

Objectives	Action Steps	Outcomes
Reinforce: access the LAN open/close programs save files to personal network folder print troubleshoot common problems in above areas	Teacher demonstration and explanation	Observe successful implementation of the objectives.

GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication

Objectives	Action Steps	Outcomes
Improve formal Keyboarding skills using tutorial  Correct Posture while Typing  Advanced document editing (ie: indents, tabs, text wrapping, copy, paste, formatting pictures, tables, etc.)	Teacher demonstration and explanation  Teacher observation  Teacher demonstration and explanation Use images from available sources ie: clipart, digital camera, captured images, scanning	Improved accuracy and speed while typing  Finished Projects  Teacher observation Finished Projects

GOAL: Use developmentally appropriate multimedia resources to support learning.

Objectives	Action Steps	Outcomes
Students will create multimedia presentations	Teacher demonstration (power point, movie maker, podcasts, etc.) Direct instruction Student use of software	Student will save presentation to their network folder to contribute to their network digital portfolio Student presentations

## SEVENTH GRADE (Continued)

**GOAL:** Use a variety of media and technology resources for directed and independent research and/or learning activities

Objectives	Action Steps	Outcomes
Demonstrate ability to use and basic knowledge of technology equipment (digital cameras, scanners, jump drives, media retrieval system) Students will continue to use automated library services Students will independently use a search engine to conduct an online search	Teacher demonstration & explanation Student use & explanation of items  Direct instruction  Research and direct instruction	Each student will name & identify each item. Each student will successfully use items.  Ability to find relevant materials  find relevant information on a topic

**GOAL:** Use developmentally appropriate multimedia resources to support learning.

Objectives	Action Steps	Outcomes
Use developmentally appropriate multimedia resources.	Introduce internet / WWW a) Use of "back" icon	Student use of software Locate Library webpage Locate teacher chosen websites

**GOAL:** Demonstrates positive ethical and social behaviors when using technology and practice responsible use of technology systems and software

Objectives	Action Steps	Outcomes
Reinforce Acceptable Use Policy (AUP) Internet Use Citing Sources Reduce Plagiarism	Teacher explanation Online Encyclopedias Teacher Directed Websites Media Specialist demonstration and explanation	Students will use correctly Finished Projects Finished projects with proper citations

**GOAL:** Use telecommunications to participate in collaborative activities.

Objectives	Action Steps	Outcomes
To introduce a variety of telecommunications and online resources	Teacher demonstration	Successful telecommunication conference.



## EIGHTH GRADE

GOAL: Students will effectively use computer hardware and the Local Area Network

Objectives	Action Steps	Outcomes
Reinforce: access the LAN open/close programs save files to personal network folder (organize digital portfolio) print troubleshoot common problems in above areas	Teacher demonstration and explanation	Observe successful implementation of the objectives.

GOAL: Use keyboard, keyboarding and word processing as an integral part of classroom communication

Objectives	Action Steps	Outcomes
Improve formal Keyboarding skills  Correct Posture while Typing  Advanced document editing (ie: indents, tabs, text wrapping, copy, paste, formatting pictures, tables, etc.)	Teacher demonstration and explanation  Teacher observation  Independent application  Use images from available sources (ie: clipart, digital camera, captured images, scanning)	Improved accuracy and speed while typing  Finished Projects  Teacher observation  Finished Projects

GOAL: Use developmentally appropriate multimedia resources to support learning.

Objectives	Action Steps	Outcomes
Students will create multimedia presentations	Teacher demonstration (power point, movie maker, podcasts, etc.)  Direct instruction Student use of software	Student will save presentation to their network folder to contribute to their network digital portfolio  Student presentations

## EIGHTH GRADE (Continued)

**GOAL: Use a variety of media and technology resources for directed and independent research and/or learning activities**

Objectives	Action Steps	Outcomes
Demonstrate ability to use and basic knowledge of technology equipment (digital cameras, scanners, jump drives, media retrieval system)	Teacher demonstration & explanation  Student use & explanation of items	Each student will name & identify each item.  Each student will successfully use items.
How to find a reliable website for research purposes.	To identify bias Authors purpose Fact vs. Opinion Credibility Accuracy Hidden agenda or conflict of interest Can it be supported by other sources	Website Evaluation Group presentations to class
Students will continue to use automated library services	Direct instruction	Ability to find relevant materials
Students will independently use a search engine to conduct an online search	Research and direct instruction	Find relevant information on a topic

**GOAL: Demonstrates positive ethical and social behaviors when using technology and practice responsible use of technology systems and software**

Objectives	Action Steps	Outcomes
Reinforce Acceptable Use Policy (AUP) Internet Use Citing Sources Reduce Plagiarism	Teacher explanation Online Encyclopedias Teacher Directed Websites Media Specialist demonstration and explanation	Students will use correctly Finished Projects Finished projects with proper citations

**GOAL: Use telecommunications to participate in collaborative activities.**

Objectives	Action Steps	Outcomes
To introduce a variety of telecommunications and online resources	Teacher demonstration	Successful telecommunication conference.

## HIGH SCHOOL

GOAL: Students will utilize and expand their technology skills across the curriculum

Objectives	Action Steps	Evaluation
Students will utilize technology skills to demonstrate course content, and communicate what has already been learned.	List expected skills in the guide to program planning and student handbook. Provide intervention services for transfer students or students who lack skills.	Students self-assess their needs
Students will be able to teach themselves software that is applicable to them.	Students will use software as required for various course work, with minimal teacher support	Students self-assess their needs
Routinely and efficiently use on-line information resources to meet the needs for collaboration, research, publication, communications, and productivity.	Develop opportunities for instructional setting that use distance learning, e-mail pen pals, internet searching.	Quality of product
Select and apply technology tools for research, information analysis, problem solving, and decision-making in content areas.	Use technology and software to gather data and display results; exp: science probes and software gather data and chart results on a large screen allowing the class to participate in the exercise.	Quality of product
Collaborate with peers, experts, and others to contribute to a content- related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and their creative works.	Provide computer and audio visual rooms for students to develop collaborative projects	Survey beginning teachers to establish baseline technology knowledge.
Create cross-curricular opportunities.	Utilize curriculum teams to integrate technology skills within multi-disciplinary projects.	Survey beginning teachers to determine what their expectations are for technical equipment for their classroom.  Cross-curricular opportunities will be provided through coursework.

## HIGH SCHOOL (Continued)

GOAL: Study the need for computer courses at the High School Level

Objectives	Action Steps	Evaluation
Investigate courses of study for students with an interest in computers, audiovisual, or other technology.	Assess student interest	Student interest
Create a computer programming course.	Investigate what area schools are offering	Course offerings
	Implement additional computer labs to allow for course development.	
	Research and implement educationally appropriate courses. Examples: Advanced Placement Computer Science, A++ certification, Cisco Academy, Microsoft Certification.	

GOAL: Students will understand and exhibit ethical and legal behaviors when using technology.

Objectives	Action Steps	Evaluation
Respect for school property (keyboard, mouse, monitor, Operating System)	All teachers will enforce the Acceptable Use Policy	Observe student behavior
Students will use only appropriate sites on internet (only web sites related to instruction may be used.)	All teachers will enforce the Acceptable Use Policy	

GOAL: Students will participate in Blended Learning opportunities to increase access to course work not offered within the district.

Objectives	Action Steps	Evaluation
Students will enroll and complete Distance Learning courses and earn credits toward graduation	Participate in NERIC Distance Learning network to host and receive courses using video-conferencing resources	Course enrollments Credits earned
Students will enroll in HVCC College in the high school courses offered via Distance Learning and earn college credits	Participate in HVCC initiatives to extend Distance Learning instruction across regional high schools	Course enrollments Credits earned
Students will participate in online courseware for purposes of credit recovery or credit accrual	Train faculty in the use of online courseware. Establish procedures for referral and monitoring of online instruction	Credits earned

## **Staff Development**

1. Technology is an administrative tool, which can increase productivity and bring efficiency to the data management, communication and assessment functions of education.
2. A comprehensive staff development program is essential for continual growth in knowledge and skill in order to stay abreast of current and emerging technologies.
3. Assistive Technology is an instructional resource that can ensure equitable access to the general education curriculum for all students regardless of their individual needs.

**GOAL:** Technology Department staff will facilitate the utilization of technology to improve instruction and student performance.

### **Objectives**

- Technology staff will collaborate with teachers and staff to initiate joint planning for instructional technology skill development.
- Teachers will actively engage in training to enhance their instructional practice.
- Staff will utilize technology to improve student learning, access to curriculum and to meet IEP recommendations.
- Staff will explore new instructional technologies and create innovative practices utilizing new resources.

**GOAL:** Staff will utilize and expand their technology skills to prepare students for 21st Century learning.

### **Objectives**

- Staff will routinely and efficiently use on-line information resources to meet the needs for collaboration, research, publication, communications, and productivity.
- Staff will select and apply technology tools for research, information analysis, problem solving, and decision-making in content areas.
- Staff will collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and their creative works.
- Teachers will create cross-curricular opportunities.

## Budget Allocations

Category	2012 - 13	2013 - 14	2014 - 15
Technology Equipment (replacement)	\$4,992	\$4,000	\$4,000
Tech Hardware	\$37,176	\$34,000	\$34,000
Technology Personnel	\$126,327	\$169,366	\$171,105
Technology Software	\$29,960	\$29,000	\$29,000
BOCES	\$299,807	\$281,000	\$240,057
Supplies	\$21,000	\$22,000	\$37,000

# Appendix I

## Job Descriptions

### Computer Operator

#### Computer Operator

##### DISTINGUISHING FEATURES OF THE CLASS:

This position exists in the County Managed Information Systems Department and involves responsibility for the operation of County technology including, but not limited to, computers, printers, and peripherals. This position will also provide helpdesk related services, including end-user support in the use of technology and associated applications as needed. This position will be responsible for data entry and backup on County computer systems and perform a variety of clerical activities. Work is performed under the general supervision of the department head on routine assignments in accordance with clearly defined procedures. The department head is available for consultation on unusual problems and to provide instruction on new or difficult assignments. Supervision over others is not a responsibility of this class. The position does related work as required.

##### TYPICAL WORK ACTIVITIES:

- Operates computer systems, printers, and related software and peripherals;
- Studies technical operating instructions to ascertain proper operational procedure, sequence and requirements
- Makes routine repairs and adjustments to computer, printer and peripheral equipment, and performs clerical and technical documentation procedures as needed;
- Performs computer application based functions such as document design, production, website design and maintenance.
- Performs clerical functions related to department procedures and related activities in the office (IE. Purchase requests, billing, payroll submission, etc) ;
- Performs predefined backup procedures and archiving of files to ensure integrity/ security of database and program files;
- Provides end user training sessions as needed on the usage of computer hardware and software products or associated technologies; Provides cross training sessions with existing support team members in support of current & future job related responsibilities;
- Manages inbound support calls associated with end user hardware and software related problems. Works to resolve them quickly and escalates as needed to other team members or contacts technology vendor(s) directly for support;
- Uses employer provided Call Tracking solution(s) to document all inbound support calls to track support activity, time spent, and details associated with resolution.
- Maintains documentation, policies & procedures and manuals on associated IT/MIS system operations in support of associated job responsibilities;

## **Network Systems Engineer**

### **DISTINGUISHING FEATURES OF THE CLASS:**

This is a technical support position with primary responsibility for the monitoring, operation, configuration and debugging of computer network systems. The incumbent will be required to analyze and diagnose network hardware and software problems, research and install new computer network hardware and software systems and products, and train users on new software and equipment. The work is performed under the general supervision of the Department Head with leeway allowed for the exercise of independent judgment in carrying out the details of the work. Through the direct authorization of the Department head and or Employer, supervision of employees may be required of employees in this class. This position does related work as required.

### **TYPICAL WORK ACTIVITIES (ILLUSTRATIVE ONLY):**

- Analyzes and takes corrective action to resolve computer and data communication hardware and software problems and local area (LAN), as well as, wide area network (WAN) connectivity & performance related problems; Coordinates with associated team on repairs to equipment as needed;
- Maintains & uses system tools leveraged to centralize management of existing network infrastructure, server technology, desktop and laptop stations;
- Assists with researching and evaluates new technologies as defined by employer direction and or future need; maintains up-to-date-knowledge of new trends and technology for computer hardware, software and networking; and provides recommendations on technology investment or design change which improves overall security of the systems and equipment associated with our LAN, WAN, and production application data;
- Demonstrates and trains end users in the cooperation and maintenance of computer hardware and software; Documents policies & procedures associated with job responsibilities to ensure uniformity in knowledge transference & delivery of support services. Provides cross training other team members on latest technology and tools used by the employer;
- Installs and maintains networking software and server hardware operating systems; develops upgrade and migration plans and executes as scheduled;
- Cross trains support associates with image management and policies & procedures followed in the configuration & deployment of new laptops & desktop workstations;
- Cross trains support associates on managing data retention and backup solution related technologies and policies & procedures followed;
- Cross trains support associates on performing routine and regular maintenance on laptop & desktop related equipment and peripherals devices (i.e. printers, copiers, scanners, etc...);
- Actively uses available call tracking & change control system(s) to document support requests and or change control activities;



- Provides documentation management services associated with network diagrams, configuration setting, system dependencies, escalation, disaster/recovery, work flow, policies & procedures, and any other related documentation needed in support of the job responsibilities;

**FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES and PERSONAL CHARACTERISTICS:**

Working knowledge of computer and related product technology; good knowledge of logical operations of networking and data communication devices associated with local or wide area network based environments; working knowledge of IT/MIS related methodology and techniques including documentation of data security; ability to define and recommend computer hardware and software; possess analytical trouble shooting skills to quickly isolate, identify and remediate problems quickly; ability to deduce problem severity & impact to the business; ability to configure work stations and networks; ability to provide end user training to novice computer users; ability to establish and maintain effective working relationships; initiative; patience; dependability; good judgment; physical condition sufficient to perform the essential functions of the position.

## **Appendix II**

### References

- Technology Planning Committee
- Action Planning Committee
- Professional Development Committee
- Plan Development Meetings
- Inventory of Equipment

**Technology Planning Committee**

Kara Abatto, Michael Brennan, Tim Farley Suzanne Guntlow,  
Susan Jermain, Patrick Mistler, Julianne Rulison, Patrick Sanger,  
Craig Shull, Dave Vona, George Zini

**Technology Action Planning Committee**  
**(Strategic Operating Plan)**

Kara Abatto, Susan Jermain, Maureen Kuhn, Ann Mueller,  
Julianne Rulison, Bill Schneider, Craig Shull, David Vona,  
Kathryn Walter, Dan Westover, Jeremiah Butler

**Professional Development Committee**

Melissa Murray, Principal for APPR, Curriculum, and Instruction  
Cadie Ahlgren, HS Teacher  
Kathryn Bernarde, PS Teacher  
Jessica Borrell, ES/MS Teacher  
Darcy Burns, PS Teacher  
Victoria Clothier, PS Teacher  
Gail Colton, Teaching Assistant  
Julie Eckholm, PS Teacher  
Lauren Infantino, ES/MS Teacher  
Suzanne Guntlow, PS Principal  
Christina Latter, PS Teacher  
Megan Loefke, PS Teacher  
Emily Lock, HS Teacher  
Julianne Rulison, ES/MS Teacher  
Craig Shull, HS Principal  
Karen Vecellio, ICTA President and Parent  
Melissa Vooris, HS Teacher and Parent  
Steven Werthner, HS Teacher

## Technology Plan Development Meetings

Date
May 6, 2014
May 29, 2014
June 10, 2014
June 16, 2014
September 23, 2014
October 14, 2014
October 28, 2014
November 13, 2014
December 8, 2014
January 6, 2015
January 20, 2015
February 9, 2015
June 1, 2015
July 27, 2015

## Professional Development Committee Meetings

Date
12/10/2013
02/04/2013
07/08/2013
03/11/2014
05/27/2014
01/13/2015
02/10/2015
05/05/2015

## Inventory of Equipment

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	40MB	40MB
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	10GB	20GB
Bandwidth: Connections WITHIN school buildings (LAN)	1GB	1GB
Computing Devices	Number of Devices less than five years old	How many of these devices are connected to the LAN
Desktop computers/Virtual Machine (VM)	145	145
Laptops/Virtual Machine (VM)	160	160
Tablets nine (9) inches or greater with access to an external keyboard	100	100
Interactive Projectors	55	0
Interactive Whiteboards	25	0
Copiers	25	25