

REESE TECHNOLOGY PLAN JUNE 30, 2012 - JUNE 30, 2015



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Tech Plan located at: <http://www.reese.k12.mi.us/LinkClick.aspx?fileticket=MXpweJYP5QI%3d&tabid=36&mid=350>

Table of Contents

<i><u>DISTRICT PROFILE—INTRODUCTORY MATERIAL</u></i>	<i><u>3</u></i>
<i><u>TECHNOLOGY PLAN: VISION AND GOALS</u></i>	<i><u>4</u></i>
BACKGROUND	4
TECHNOLOGY VISION	4
MAJOR GOALS OF THE PLAN	4
<i><u>CURRICULUM</u></i>	<i><u>5</u></i>
CURRICULUM INTEGRATION	5
STUDENT ACHIEVEMENT	5
TECHNOLOGY DELIVERY	5
PARENTAL COMMUNICATION & COMMUNITY RELATIONS	6
COLLABORATION	6
<i><u>PROFESSIONAL DEVELOPMENT</u></i>	<i><u>7</u></i>
SUPPORTING RESOURCES	8
<i><u>INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE</u></i>	<i><u>8</u></i>
INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATIONS AND DESIGN	8
<i><u>FUNDING AND BUDGET</u></i>	<i><u>11</u></i>
BUDGET AND TIMETABLE	11
COORDINATION OF RESOURCES	12
<i><u>MONITORING AND EVALUATION</u></i>	<i><u>12</u></i>
EVALUATION	12
ACCEPTABLE USE POLICY	12
<i><u>STAFF INTERNET ACCEPTABLE USE POLICY—SEPT. 2011 THROUGH AUG. 2014</u></i>	<i><u>16</u></i>
<i><u>APPENDIX A: METS CURRICULUM INTEGRATION K-12</u></i>	<i><u>19</u></i>
<i><u>APPENDIX B: COMPUTER INVENTORY</u></i>	<i><u>43</u></i>
<i><u>APPENDIX C: NETWORK DIAGRAM</u></i>	<i><u>46</u></i>

District Profile—Introductory Material

Reese Public Schools are located approximately forty miles north of Flint and ten miles east of Saginaw. The district covers about 110 square miles. Although Reese is a small town, I-75 provides quick access to Flint, Saginaw, Midland, and Detroit. The area is primarily agricultural, but residents work in nearby cities.

There are three buildings in the district. The high school houses grades nine through twelve. Fifth through eighth grades attend the middle school. The students in kindergarten through fourth grade attend at the elementary building. The B4K program is located in the elementary building.

At Reese Elementary School there are 312 students enrolled, 51% are males, 49% are females. At Reese Middle School there are 253 students in the 2011-2012 school year, 45% are males and 55% are females. In addition to the 253 at the Middle School, there are 8 students enrolled in a fully-online virtual school with full time seat waivers. At Reese High School, there are 381 students enrolled in the 2011-2012 school year, 49% are males and 51% are females with 8 additional students in the fully-online virtual school with full time seat waivers. We also provide the “specials” for the local parochial schools including art, computers, gym, Title I Interventions, etc. At the elementary parochial level, there are 138 students, 48% boys and 52% girls. At the middle school parochial level, there are 120 students, 51% boys and 49% girls.

School Buildings

Reese Elementary School
Kristine Krieger, Principal
9535 Center Road
Reese, MI 48757

Reese Middle School
David Hurst, Principal
9590 Saginaw Road
Reese, MI 48757

Reese High School
Gary Grysko, Interim Principal
1696 South Van Buren
Reese, MI 48757

Mission Statement

The Reese Public Schools system is committed to providing a quality curriculum in a safe educational environment where the students, parents, educational staff, and community unite to assist students in developing academic skills, employability skills and career awareness.

Consortiums

Consortium Member
TISD/ETP

Contact Person
Bob Frost

Technology Plan: Vision and Goals

Background

The Reese Public Schools has a long history of working on the inclusion of technology into the classroom. Since the mid – 1980's the district has made a concerted effort to develop computer labs for students. Most of the current technology in the system was purchased out of general fund dollars through sound fiscal planning. Most of the initial planning was done from a building perspective, with the district in mind, but not the center. In the 1990s, the district developed the LAN capabilities and built the backbone of the current network and moved to a more inclusive model.

The technology initiative for the new century has been guided by the district's mission statement and commitment to the use of technology as a tool for learning. The individual building concept has been incorporated with a global, district picture for students and staff members. The technology curriculum, equipment purchased, and direction are now guided by the curriculum council, administrative team, technology director, and K-12 teachers.

Technology Team

Jenifer Almassy, Chairperson
Amy Krug, Elementary Teacher

Kerry Messing, Network Administration
Mr. R.A. Middlin, Superintendent

Technology Vision

The Reese Public Schools is continuously working to add technology as an integral part of every classroom and learning environment. Our vision is to prepare students for the world that they will encounter when they leave our system. Every child should be proficient with the technology that exists in the environment they choose to enter, whatever that may be.

Major Goals Of The Plan

1. Prepare students to meet the challenges and changes in the world of technology.
2. Use district technology to assist each student, teacher, administrator to be more effective and efficient in accomplishing the tasks related to their educational needs or position.
3. Improve communication between the school environment and the home, the school environment and the community, and the communication between student and teacher.
4. Implement new ways that technology can be used to improve the learning environment and improve the engagement of students in the learning process.
5. Add new technology to the district K-12, as quickly as financially possible.

Goals For District Teachers And Students

- 1) Assist students to prepare to be life-long technological learners and use technology to develop higher order thinking skills and real-life problem solving techniques;
- 2) Provide students with assessment, remediation, and innovative technological tools to improve learning;
- 3) Support teachers to use technologically-based methods of teaching and learning in the classroom; and
- 4) The school district staff will develop applicable skills in technology and design positive learning environments that will increase the use of technology in meeting high academic standards set by the district. The skills will include skills in effective use of internet, email, and basic computer functions.

Curriculum

Curriculum Integration

One of the main goals of Reese is to provide a quality curriculum for our students. The upcoming changes in converting to the Common Core Standards will be addressed and will include incorporating technology throughout the curriculum. The curriculum is attached at the end of this document as Appendix B. In Appendix C are the results from the teacher survey stating what the teachers are doing in other curriculum areas outside of the current computer classes.

Student Achievement

Technology will be integrated in a variety of areas as discussed in other areas of this technology plan. In addition, some strategies based on research will be used. These include NWEA testing which is on the computer to determine the pre and post levels of student achievement each year from 2nd-12th grades which the results go directly into Compass Learning for teachers to use in their classrooms. In addition, we are using the STAR Reading assessments for grades 1st-8th and Accelerated Reading for grades 1st-8th. We also currently use the Sight Words for grades 1st through 4th grades. Grades 1-8 are also testing math competencies using EZCBM. In the 8th grade, students also use Career Cruising on-line for career and aptitude testing. Students K-4 use the DIBELS testing, Accelerated Math for grades 4-8, Star Reading for grades 2-4, & 6th, and Star Math for grades 1-4 and 6th.

We previously focused on adding additional projects into the curriculum and we have met the goal of at least 4 projects per year in many grade levels. Next we would like to move to a greater development of

Technology Delivery

Teachers in all buildings work with the internet in a variety of areas. Students are expected to be able to use the internet, search effectively, watch for valid and reliable sources of information, and document their sources correctly. This includes, but not limited to, the computer classes they take and many of their English classes.

Students at the high school juniors and seniors are currently able to sign up for on-line course through Genesee Intermediate School District called Gen-Net Courses. They have a teacher in the room, however, the teacher is only for monitoring, not as the class teacher. The school pays for the classes and all materials. Also as part of credit recovery, the TISD has partnered with Compass Learning and E2020 for students to earn credits online in curriculum that meets the state guidelines.

Teachers use technology to deliver materials in a variety of methods. Our REMC has once again given access to all of our teachers to use *United Streaming* videos to enhance the curriculum in their classrooms. The district allows for teachers to use Moodle for some classrooms to allow classroom information to be posted and to allow collaboration in an online format.

In 2011, Reese Public Schools coordinated with K12.com and JST to offer a fully online virtual school. Students are full-time seat-waivers with a full class schedule. This was a pilot program and we are looking to "house" this program internally instead of having a third-party involved.

Parental Communication & Community Relations

To get information about this technology plan to the community, it will be posted on the Reese Website as well as presented at a regular school board meeting. We plan to have the website have current district information as well as ways for parents to get more involved in the schools. Although we had to cut mailing out a district newsletter, we do want to re-instate it and post it on the web instead of mailing it to all homes in the district. We have reinstated the district newsletter, but it is now posted online. In addition, we added the Parent Access Portal which allows parents to have real-time access to students' grades and attendance. Our school website has been updated to allow teachers to update class schedules, syllabi, assignments, and general classroom information. There are parent meeting groups at both the elementary and middle schools monthly where technology information will also disseminated.

In the Elementary School, there are parent/staff/student surveys conducted for gathering perception data for the school-wide improvement plan.

As part of the Tuscola Advertiser, we also had parents sign up to receive instant email/text message alerts that pertain to school closures/scheduling changes. A LED sign was added to the high school to promote community events which is regularly updated.

Parents and community members were contacted on issues relating to the technology curriculum as well as the technology plan. They were asked what they wanted to have included in the plans and the integration of technology. Parents will be asked to be involved in re-assessing the needs of the district each year when we evaluate the plan.

Collaboration

We currently have no strategies for developing curriculum with adult literacy providers. At this time, it is not financially possible to offer an adult education program or a GED program without additional state and federal funding. A district our size does not have the same needs as in a larger urban area. Reese does partner with Tuscola ISD to offer a GED program and that Reese residents have access to Tuscola ISD adult enrichment programs for a small fee.

Professional Development

As we move from just using technology to incorporating technology in each classroom, the professional development involved is very different. With every new classroom piece of technology, staff members are trained to use the technology as an integral part of the presentation of new learning. We have added interactive white boards, iPod and iPads, new projection systems in the elementary as well as new programs and resources for student use. In all areas, staff members are trained to use the technology as a significant part of engaging students in the learning experience. As new tools are added, staff members must be trained in the possible uses in the classroom and the ways in which the technology can enhance the learning experience. All teachers are trained on basic technology and encouraged to request new technology and training as they encounter it in workshops, classes, or through their professional organizations. Pilot programs are used to ensure that the investment in a new technology really enhances the learning environment.

In December of 2011, we assessed 50 teachers and of those 40 answered they were skilled in technology. In December 2009, teachers were asked to complete 3 surveys. One was to see where they are currently at with the National Educational Technology Standards (NETS). One was for their inclusion of technology within their comfort zone—what they can and can't do with ease. The last one was to see where they currently include technology within their curriculum areas to meet the Michigan Educational Technology Standards (METS) at each grade level. The results of these surveys are in found in Appendix C. In April of 2009, they were once again asked to complete the surveys that were given in 2006. The results of these are also found in Appendix C as well as the comparison between the two years.

The NETS survey will be used to see where teachers and administrators still need technology training to meet the standards. Teachers can also take classes through on-line learning portal—“Learnport” which is offered to everyone in our district. In addition, as new technology is purchased or obtained, their will be sessions to “train-the-trainer” in each building.

In addition to Learnport, our staff is required to use Safe Schools. Safe Schools is a website that provides training and testing for among other things: HIV/AIDS Awareness, Bloodborne Pathogen Exposure Prevention, Bullying, FERPA/Confidentiality of Records, and Cyberbullying.

We still continually offer trainings on programs used regularly by teachers such as Compass Learning, our teacher website (DotNet Nuke) that teachers use to post assignments, Bay Arenac Grade Book and Attendance, Sceptor 7 (for viewing items posted at Bay Arenac), finally United Streaming. We hope in the future to offer trainings on Moodle.

Teachers will be using the METS surveys to work on increasing the use of technology within their own classrooms. Suggestions will be made to how they can include this information in their own personal goals for each year as well as how we can meet all the technology standards within the curriculum areas.

Lastly, the survey concerning what they can do in their comfort zone. This survey includes topics like using digital camera, instant messaging, posting syllabus on web, using technology to solve relevant real-life problems. In order for our teachers to use technology more in the classroom, we have to increase their comfort zone-areas. We need to increase teachers across the board in this area to want them to use more technology in the classroom. One way we plan to do this is to have a technology mini-lab just for teachers because many of the teacher

computers can not handle many of the new pieces of technology and we cannot currently afford to upgrade everyone's machines in their classrooms.

One of the main areas we would like to work in is within the buildings having teachers that teacher the same content areas working together to have the same technology integrated so that one student in 2nd grade does not get more than the others in another classroom.

We plan to re-assess teachers yearly with all three of these surveys so we can update the professional development part of the technology plan with the new information.

We plan to continue to train teachers on using our data warehouse DataDirector, taking Virtual Fieldtrips, retrieving the NWEA testing results for their classrooms, as well as for learning to use Moodle.

Unfortunately, at this time, our calendar is not set beyond 2013 and is being approved on a year by year basis. Therefore, at this time, to come up with an exact timeline for the professional development sessions would be very difficult.

Supporting Resources

The Reese Public School district will work with a variety of resources to update and improve technology use. Administrators are working to update the district teacher evaluation process to include technology integration and keeping up on the use of AUPs with staff and students. We want to continue our programs with REMC including the use of their license for *United Streaming*. The district has someone in charge of keeping the Reese website up-to-date for use by teachers, students, and community members. We still plan to keep the use of Learnport a regular part of professional development as well as using the ISD for additional trainings. We will continue to look for additional sources of resources for our teachers to use.

Infrastructure, Hardware, Technical Support and Software

Infrastructure Needs/Technical Specifications and Design

A 768k line which is burstable up to a T1 speed along with 2 DSL circuits currently connects the Reese Public Schools to the Internet. In 2010, we added a 35 mb Charter Pipeline. At the front end of the school District sits a Watchguard Firewall with load balancing capability which funnels all incoming traffic from all four circuits to a central location and helps to prevent hackers and other intruders from attacking the network. The firewall also contains web filtering capabilities which filters our incoming WWW traffic for inappropriate content and logging of internet traffic. All incoming email is re-routed to a Barracuda Spam Firewall provided by Abadata Computer Corporation. This is done to help eliminate needless spam as well as viruses from entering our network. There is a 100 MB fiber between buildings for voice and data communication. Wireless access is available district-wide being filtered through Watchguard Firewall. See Appendix E for the Network Map.

Once inside of the network, Novell Netware 5.1 and 6.5 machines serves as the network backbone software. The majority of computers use Windows XP as their operating system. A

minimal number of computers are still Windows 98 or 2000 as they are still functional for certain applications. The remaining computers have been updated to Windows 7.

Reese Public Schools consists of one elementary, one middle school and one high school. Our district is a homogenous rural district. Our concerns are more with our buildings each getting equal access to new technology as it becomes available. Technology needed for our impaired students is first on the list in order to provide them with an equitable learning environment. We provide a new technology for a grade level in each building as the money becomes available. One of the items that affected all of our learning environments was the addition of wireless connections in all three buildings. Our community educational foundation provides some funding for an additional piece of technology, one per building, through an application process.

There is a list of all the computers that are currently in all buildings and the software they have in Appendix D.

All classrooms are equipped with a minimum of 4 network jacks and at least one computer for the teacher. Classroom computers have access to the internet allowing for the use of Groupwise email, attendance, grading, World Wide Web access as well as MS Office applications for general classroom activities. Classrooms are also equipped with TVs, VCRs and phones. Selected departments have video projection units mounted in the ceiling to aid in presentations to students. Video projection units are available to instructors that do not have ceiling mounted units via the library.

The following is a brief listing of completed updates within the current system:

Bandwidth Increase: Reese Public Schools added the Charter 35 mb Pipeline.

Wireless: In 2012, wireless access points were added district-wide.

New Firewall: Updated Watchguard Firewall in November 2011 to Watchguard XTM 510.

Administrative iPads: Our administrative team received iPads and the GoObserve program to assist with the new requirements related to staff evaluation. Three days of professional development were used to train them on the iPad and the program. Additional on-line training is available if they feel they would like to know or be able to do more with their iPads.

iPod Touch Lab: At the high school, 30 iPod Touch devices were added in 2010.

Classroom iPads: There are now 12 iPads in the district-most at the elementary level.

Future Considerations

Reese Public Schools has made every effort to maintain its position as a leader in the technology field and provide staff and students with reliable equipment and training to enhance the education process. In order to maintain this position, it is necessary to pursue upgraded technologies to keep up with the times.

Teacher Workroom: The importance of equipment being available to staff is often underestimated. Due to the cost of equipment it is not feasible to purchase equipment for each individual teacher. Reese Public Schools is proposing a computer workroom in each building that would provide teachers with equipment to enhance their ability to put together interactive presentations. Computers would be connected to equipment including but not limited to digital cameras, vcr's, dvd players, scanners, slide readers as well as necessary software to create projects. In today's classroom visual learning is at an all-time high and the ability to provide an interactive lesson plan can only enhance the learning experience.

Bandwidth Increase: Reese Public Schools are exploring options to increase the current internet speed between buildings. Currently the buildings are connected with a 100 MB fiber. We are exploring the possibility of upgrading the fiber speed to 1 GB. The increase in bandwidth is necessary to accommodate an increase in the amount of internet traffic as well as an increase in the amount of streaming video that has become more popular in recent years. We are also considering purchasing a second 35 mb Charter Pipeline or adding additional bandwidth via the REMC10 Fiber Project.

Technology in the classrooms: Some Elementary classrooms are being outfitted with additional technology including drop-down projectors, document cameras, interactive whiteboards, etc.

One to One Learning: Reese Public Schools is considering a One-to-One Initiative at the High School and the Middle School to transition to a One-to-One or a two to one program.

Interoperability

To ensure that all new purchases are compatible with the current system, request forms for equipment will be provided to teachers. The form will require information about the equipment to be recorded as well as the requirements required to run the equipment. At this point the form will be forwarded to the District Technology Coordinator and will be reviewed by appropriate members of the Administration as well as by the Technology Plan Committee.

Technical Support

Reese Public Schools currently employs a Technology Coordinator to maintain the network as well as all pc's in the district. Due to financial difficulties, the position of Technology Assistant was eliminated. Currently, all issues are to be submitted to the Technology Coordinator preferably by email. At this point, the severity of the issue is diagnosed and the Technology Coordinator addresses the issue at hand in an appropriate and timely manner.

The costs to maintain our current and up-coming technology has been built into the budget for each year. We have a Technology Coordinator on our full-time staff to offer assistance. That person is also involved with our local ISD for support.

We currently are fully insured for all of our technology through SetSeg. We have replacement rights with a \$250 deductible. We currently have a security system that is installed in all of the buildings and in computer labs. The high school has some surveillance cameras, and in the future, Reese plans to add additional cameras at the other buildings for video surveillance.

Increase Access

We are still considering other ways to increase student access to technology, including plans for a “drop-in” lab for before and after school use as well as during our current seminar class time at the high school. This can only be achieved if paraprofessional hours can be adjusted and get the adequate training for trouble-shooting.

With the addition of the wireless access points, students can now bring their own device to access the internet. This allows students that bring personal computing devices to the classroom to work on class projects when the computer labs are unavailable.

Technology is also being used for meeting the needs of special education students. This includes, but not limited to, Edmark Reading computer programs, headphones/headsets for books on CD, Homework Whiz, audio versions of literature books on CD and MP3 players, Social Studies Tutoring computer program, microphones/speaker audio systems for teachers to use in the classroom, and ceiling mounted projection systems to allow more students to see visually what teachers are discussing, interactive whiteboards, iPads, and iPod Touches.

Funding and Budget Budget and Timetable

2012-2013

Internet Lines (Merit & AT&T & Charter)	7000
Licenses/Software	10000
ISD Fiber Consortium	10000
Filters/Novell	2200
RHS 205 Lab	12000
RMS 7/8 Lab	12000
All 3 Libraries	11200
MS Science Rms.	5300
Equipment Repair	5000
Cellphones/iPhone's	4300
Misc. Supplies	8000
Skyward-Student	25150
Financial	4100

2013-2014

Internet Lines (Merit & AT&T & Charter)	7000
Licenses/Software	10000
ISD Fiber Consortium	5000
Filters/Novell	2200
HS Teacher	12000
MS Lab	12000
HS Science Rms.	15000
Equipment Repair	5000
Cellphones/iPhone's	4300
Misc. Supplies	8000
Skyward-Student	9300
Financial	4100

2014-2015

Internet Lines (Merit & AT&T & Charter)	7000
Licenses/Software	10000
ISD Fiber Consortium	5000
Filters/Novell	2200
HS Drafting Lab	12000
ES Teachers	12000
Admin. Offices	9000
Equipment Repair	5000
Cellphones/iPhone's	4300
Misc. Supplies	8000
Skyward-Student	9300
Financial	20000

Coordination of Resources

At Reese Public Schools, we have individuals who make contributions to our technology program. The Reese Education and Family Association raises funds to support additional technology and programs for our elementary school. Elementary students held a technology fund-raiser to add new items in the classrooms. Teachers write grants for special equipment for use by special education students. We have a summer migrant program that provides money for technology and software for the students involved and finally the district sets money aside in the budget to fund the increasing demands for technology in the classroom. We are working together with other Tuscola County school districts to provide distance leaning opportunities for our students. The Tuscola ISD has assisted us in technology grants as well.

We regularly budget for the technology and support that exists in the district. We have been using monies that we have saved out of our supply budgets to purchase new technology for the district. We have the Reese Educational Foundation that provides new technology on a small scale to each of our buildings and has made plans to continue to do so. Hopefully, the improvement in the economy and the State of Michigan Budget will allow us additional funding that we could direct towards improving the technology offerings for students. In general, Reese does not qualify for most grant opportunities.

Monitoring and Evaluation

Evaluation

Every year, teachers are required to write three goals. In 2009 school year, teachers were requested to have one of those goals be on technology integration. In 2010, teachers will be required to have technology integration as one of their goals. Administrators evaluate teachers and their goals. The evaluation occurs towards the end of each year. If a teacher is not meeting their goals, they can be reprimanded and develop an IDP to further correct the issues.

Acceptable Use Policy

The school technology committee will do an annual review of this technology plan. The committee will then determine which parts of the plan have been implemented and which have not. The items that have not been implemented will be reviewed to determine whether they are still needed. Additional items would also be added at this time.

In 2011, a new Staff Acceptable Use Policy was presented to the Board of Education for the 2011/2012 school year. It is assumed that both the student AUP and the staff AUP will be reviewed annually for any changes that need to be made to keep up with current laws and school codes.

Teachers are required to do a self-evaluation towards the end of the year that assesses their progress toward their goals. Technology integration, technology use for the purpose of instruction and need for additional training are all parts included on the self-evaluation tool. Engaging students in the learning process through the use of technology is a requirement in the goal setting process. Teachers are evaluated yearly on their goals and progress towards achieving those goals. This evaluation process is vital to determining additional technology needs and training.

Reese Public Schools – Student Acceptable Use Policy September 1, 2012 – August 31, 2015

Internet is a vast, global network, linking computers at universities, high schools, science labs, and other sites. Through Internet, one can communicate with people all over the world through a number of discussion forums, as well as through electronic mail. In addition, many files are available for downloading on the Internet, many of which are of educational value. Because of its enormous size, the Internet's potential is boundless. It is possible to speak with everyone from prominent scientists to world leaders to a friend at college. However, with such great potential for education also comes some potential for abuse. It is the purpose of this list of guidelines, as well as the contract for Internet use, to make sure that all who use Internet, both students and faculty, use this valuable resource in an appropriate manner.

All users will be issued a network user account and password which must be used each time a computer is used. Anyone unsure of his/her account information can request that information from the office. Users are not allowed temporary access via another user's account.

The most important prerequisite for someone to receive a network account is that he or she **take full responsibility for his or her own actions**. The Reese Public School system, along with the other organizations which make up the Reese network, will not be liable for the actions of anyone connecting to Internet through this hook-up. All users shall assume full liability legal, financial, or otherwise for their actions. In addition, the Reese Public School system takes no responsibility for any information or materials that are transferred through the Reese Network.

Because of the size of the Internet, many kinds of materials eventually find their way onto the system even with the best filters. Currently, Reese uses Watchguard's Web Blocker in coordination with Elron's Web Inspector at the network connection to restrict access to materials harmful to minors. There is no way to block everything because of new items that are created each day on the Internet and the World Wide Web. Should a user happen to find materials unintentionally which may be deemed unacceptable while using his or her Reese Public Schools Network account, he or she shall refrain from using/viewing/downloading this material, and shall not identify or share the location of this material with other students. Any materials found to be unacceptable must be reported to the teacher in charge immediately. If a user finds materials that are deemed unacceptable while using his or her network account and it is done intentionally, the user will be dealt with according to the Discipline Policy in the Reese Public Schools District Handbook. Be aware that the transfer of certain kinds of materials is illegal and punishable by fine or jail sentence.

The primary purpose of the Network connection is educational. It is essential that everyone who uses this connection understand that purpose. This includes using electronic mail, chat rooms and other forms of direct electronic communications like instant messaging. Users may use external email accounts such as Yahoo and Hotmail for educational purposes and under direct teacher supervision. Anyone using this connection for non-educational purposes or not under direct teacher supervision may be asked by Reese Public Schools to log off at any given time. Failure to abide by these regulations shall result in suspension of the Network account, pending administrative review according to the Reese Public Schools District Handbook.

The Reese Public Schools system makes no guarantees, implied or otherwise, regarding the reliability of the data connection. Neither Reese Public Schools, nor the sponsor organizations, shall be liable for any loss or corruption of data resulting while using the Network connection. The district is not responsible for the accuracy or quality of the information obtained through or stored on Reese Network. The District will not be responsible for financial obligations arising through the unauthorized use of Reese Network. Users will identify and hold the district harmless from any losses sustained as a result of intentional misuse of the Reese Public Schools Network Connection.

Computers as well as user accounts are the property of Reese Public Schools. Reese Public Schools reserves the right to examine all data stored on the machines and on the network to make sure that all users are in compliance with these regulations.

No user shall use this Internet link to perform any act that may be construed as illegal, unethical, or unacceptable including the use of the link to gain unauthorized access to Reese Network files, gain unauthorized access to other systems on the Internet, including so-called "hacking", or any other unlawful activity by a minor online. Users that fail to abide by these regulations shall result in suspension of the Internet account, pending administration review.

The Reese Public Schools administration reserves the right to change these rules at any time with notice.

The Reese Public School system strongly condemns the illegal distribution of software, otherwise known as pirating. Any users caught transferring such files through the Network, and any whose accounts are found to contain such illegal files, shall immediately have

their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment.

Computers are configured by Reese Public Schools and are not to be changed without proper authorization. Unacceptable uses of computers include but are not limited to the following: unauthorized chat rooms, unauthorized use of electronic mail, any and all pornographic material, inappropriate use of instant messaging including Novell, any material deemed threatening or violent, or plagiarism of copyrighted materials.

Finally, all users should keep in mind that when they use the Internet, they are entering a global community, and any actions taken by them will reflect upon the school system as a whole. As such, all users must behave in an ethical and legal manner.

Contract Regarding the Use of Reese Public Schools Computers

I, _____, accept and agree to abide by the following rules.

- I agree to abide by all rules which are listed in the Reese Public Schools Student Acceptable Use Policy.
- I realize that the primary purpose of the Reese Public Schools Network Connection is educational, and that as such, educational purposes shall take precedence over all others.
- I agree not to participate in the transfer of inappropriate or illegal materials through the Reese Public Schools Network connection. I realize that in some cases, the transfer of such material may result in legal action against me.
- I agree not to allow other individuals to use my account for **any** computer related activities, nor will I give anyone my password.
- I will not attempt to gain unauthorized access to the District network, or to any other computer system through the District network, or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files
- I will not post personal contact information about myself. Personal contact information includes address, telephone, home address, work address, etc. School address and e-mail address may be used when it is necessary to receive information.
- I will not post personal contact information about other people, including address, telephone, home address, work address, etc.
- I will promptly disclose to my teacher any message they receive that is inappropriate or makes me feel uncomfortable.
- I release the Reese Public School System and all other organizations related to the Reese Network Connection from any liability or damages that may result from the use of the Network Connection. In addition, I will accept full responsibility and liability for the results of my actions with regards to the use of the Network. I release the school and related organizations from any liability relating to consequences resulting from my use of the Network.
- I realize that the use of the Network is a privilege, not a right. I understand that unacceptable behavior may lead to penalties including suspension or revoking of account, disciplinary action, and/or legal action. I understand that in the event of an allegation of a violation of the Acceptable Use Policy, I will be provided with a written notice of the alleged violation and an opportunity to present an explanation before a District Administrator. I understand that disciplinary actions will be pursuant to the procedures described by local, state and federal law and/or the Reese Public Schools District Handbook. If the alleged violation also involves a violation of other provisions of the Reese Public Schools District Handbook, the violation will be handled in accord with the applicable provision of the Handbook.

Printed Name _____

Signed _____ Date _____

The following section need only be signed if the applicant is under eighteen years of age.

As the parent/guardian of the above student, I have discussed with my son/daughter and agree to accept all financial and legal liabilities which may result from my son/daughters use of the Reese Public Schools Network Connection.

Printed name _____

Signed _____ Date _____

Staff Internet Acceptable Use Policy—Sept. 2011 through Aug. 2014

Internet is a vast, global network, linking computers at universities, high schools, science labs, and other sites. Through Internet, one can communicate with people all over the world through a number of discussion forums, as well as through electronic mail. In addition, many files are available for downloading on the Internet, many of which are of educational value. Because of its enormous size, the Internet's potential is boundless. It is possible to speak with everyone from prominent scientists to world leaders to a friend at college. However, with such great potential for education also comes some potential for abuse. It is the purpose of this list of guidelines, as well as the contract for Internet use, to make sure that all who use Internet, both students and faculty, use this valuable resource in an appropriate manner.

E-mail is a critical mechanism for business communications at Reese Public Schools. However, use of Reese Public School's electronic mail systems and services are a privilege, not a right, and therefore must be used with respect and in accordance with the goals of Reese Public Schools. The objectives of this policy are to outline appropriate and inappropriate use of Reese Public School's e-mail systems and services in order to minimize disruptions to services and activities, as well as comply with applicable policies and laws.

Reese Public Schools will in its best faith provide web filtering in accordance with CIPA regulations.

Scope

This policy applies to all network services owned by Reese Public Schools. This is including but not limited to all network logins, e-mail accounts through Reese Public Schools, and all school e-mail records.

Account Activation/Termination

Internet access at Reese Public School is controlled through individual accounts and passwords. Each user of Reese Public School's network is required to read and sign a copy of this "Acceptable Use Policy" prior to receiving network access account and password. It is the responsibility of the employee to protect the confidentiality of his or her account and password information. All employees of Reese Public School will receive an e-mail account. E-mail accounts will be granted to third party non-employees on a case-by-case basis. Possible non-employees that may be eligible for access include:

- Long term substitutes
- Student Teachers
- School organizations (such as booster clubs)

Applications for these temporary accounts must be submitted to the Superintendent's office. All terms, conditions, and restrictions governing e-mail use must be in a written and signed agreement. E-mail access will be terminated when the employee or third party terminates their association with Reese Public Schools, unless other arrangements are made. Reese Public School is under no obligation to store or forward the contents of an individual's e-mail inbox/outbox after the term of employment has ceased.

General Expectations of End Users

The school often delivers official communications via e-mail. As a result, employees of Reese Public Schools with e-mail accounts are expected to check their e-mail in a consistent and timely manner so that they are aware of important school announcements and updates. E-mail users are responsible for mailbox management, including organization and cleaning. E-mail users are expected to remember that e-mail sent from the school's e-mail accounts reflects on the school. Please comply with normal standards of professional and personal courtesy and conduct.

Inappropriate Use

Reese Public School's network systems and services are not to be used for purposes that could be reasonably expected to strain storage or bandwidth (e.g. e-mailing large attachments instead of

pointing to a location on a shared drive). E-mail use at Reese Public Schools will comply with all applicable laws and school codes, and all Reese Public School policies.

The following activities are deemed inappropriate uses of Reese Public School systems and services and are prohibited:

- Use of network/e-mail for illegal or unlawful purposes, including but not limited to copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, harassment, intimidation, forgery, impersonation, soliciting for illegal pyramid schemes, and computer tampering (e.g. spreading of computer viruses).
- Use of network/e-mail in any way that violates Reese Public School's policies, or rules. This includes: viewing, copying, altering, or deletion of network/e-mail accounts or files belonging to Reese Public Schools or another individual without authorized permission.
- Sharing network/e-mail account passwords with another person, or attempting to obtain another person's network/e-mail account passwords. Network/E-mail accounts are only to be used by the registered user.
- Excessive personal use of Reese Public School's network/e-mail resources. Reese Public School allows limited personal use for communication with family and friends, independent learning, and public service so long as it does not interfere with staff productivity, pre-empt any school activity, or consume more than a trivial amount of resources. Reese Public Schools prohibits personal use of its e-mail systems and services for unsolicited mass mailings, non-Reese Public School commercial activity, political campaigning, or dissemination of chain letters.

Monitoring and Confidentiality

The network/e-mail systems and services used at Reese Public Schools are owned by the school, and are therefore its property. This gives Reese Public Schools the right to monitor any and all network/e-mail traffic passing through its system. This monitoring may include, but is not limited to, inadvertent reading by IT staff during the normal course of managing the e-mail system, review by the legal team during the e-mail discovery phase of litigation, observation by management in cases of suspected abuse or to monitor employee efficiency.

In addition, archival and backup copies of e-mail messages exist, despite end-user deletion, in compliance with Reese Public School's records retention policy and the applicable codes and laws. The goals of these backup and archiving procedures are to ensure system reliability, prevent school data loss, and to meet regulatory and litigation needs.

Backup copies exist primarily to restore service in case of failure. Archival copies are designed for quick and accurate access by school delegates for a variety of management and legal needs. Both backups and archives are governed by the school's document retention policies. These policies indicate that e-mail must be kept for up to 3 years. If Reese Public Schools discovers or has good reason to suspect activities that do not comply with applicable laws or this policy, records may be retrieved and used to document the activity in accordance with due process.

Use extreme caution when communicating confidential or sensitive information via e-mail. Keep in mind that all e-mail messages sent outside of Reese Public School become the property of the receiver. A good rule is to not communicate anything that you wouldn't feel comfortable being made public. Demonstrate particular care when using the "Reply" command during e-mail correspondence to ensure the resulting message is not delivered to unintended recipients.

Reporting Misuse

Any allegations of misuse should be promptly reported to the superintendent or the technology director. While email is filtered and spam is removed at a high percentage, occasionally items slip through filters. In the event you receive an offensive e-mail that you believe to be spam, you may simply delete it. Please do not reply or forward it. You may instead report it directly to either of the individuals named above.

Disclaimer

Reese Public School assumes no liability for direct and/or indirect damages arising from the user's use of Reese Public School's network/e-mail system and services. Users are solely responsible for the content they disseminate. Reese Public School is not responsible for any third-party claim, demand, or damage arising out of the use of Reese Public School's network/e-mail systems or services.

Failure to Comply

Violations of this policy will be treated like other allegations of wrongdoing at Reese Public School. Allegations of misconduct will be adjudicated according to established procedures.

Staff Internet Acceptable Use Policy Agreement

I have read and understand the "Acceptable Use Policy." I understand if I violate the rules explained herein, I may face legal or disciplinary action according to applicable laws or school policy.

Name: _____

Signature: _____ Date:

Appendix A: METS Curriculum Integration K-12

Reese Elementary School Grades B4K -2

Project List

Survey Per Non-Computer Classrooms

According to the Technology Plan Requirements, each standard must be integrated into the curricula and instruction. Please provide specific information on how each standard is being met in your classroom. Please also provide a copy of the assignment details to be included in the appendix of the Technology Plan. All standards do not fit into each content area—please only mark the ones you currently do in your class.

Creativity and Innovation - By the end of Grade 2 each student will:	Content Area	Software / Electronic Learning Materials	Mkg. Period	Grade	Activity—Brief Description
1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts	ELA	Computer	1-4	1	We do not have digital tools in our classroom Spelling words, A.R. tests, compass learning Multiple comp. games, A.R. compass learning, Spelling City Review concepts
	All	Computer	1-4	1	
	All - Review	PowerPoint	3-4	2	
Communication and Collaboration - By the end of Grade 2 each student will:	Content Area	Software / Electronic Learning Materials	Mkg. Period	Grade	Activity—Brief Description
1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project	Science Reading	Computer Computer	1-4	1	We only have 3 computers – it's difficult to teach 20 students around 3 computers Researched butterflies, united streaming in lab Multiple comp. games/activities.
				1	
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others	Reading, Spelling, Math	Compass Learning Computer Computer Computer	1-4	B4K	Our students are paired up with a 3 rd grader in the Media Center. They help with letters and number recognition, teach them how to use paint tools and how to print them. They also use computer in classroom to work on these skills. I use e-mail to communicate with parents Parent e-mails Multiple comp. reading/spelling/math games
			1-4	1	
			1-4	1	
Research and Information Fluency - By the end of Grade 2 each student will:	Content Area	Software / Electronic Learning Materials	Mkg. Period	Grade	Activity—Brief Description

1. interact with internet based resources	Math/ELA Math/Reading Spelling Spelling Spelling	Computer Use YouTube videos or video clips that relate to our curriculum. Computer Compass Learning PC-Internet Spellingcity.com Spelling city	2 1-4 1-4 1-4 1-4	1 K 1 2 2 2	We looked up a spider we found. We looked up types of vegetables and fruits. Have to show clips on teacher monitor. Makes it difficult for all students to see. Math sites, compass learning Compass Learning, math and reading games/quizzes www.spellingcity.com and practice words During Daily S, students use site to practice spelling words. Students log onto website and use it to practice spelling words.
2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners	Science/ELA Science Math/ELA Reading Vocab words – Reading Reading-voc. words	Computer Computers, United Streaming YouTube, ELA/Math games PC-Internet Internet Internet- Computer	4 1-4 1-4 1-4 1-4	1 K 2 2 2	Research project – butterflies, research books, internet, etc. Research project I locate appropriate counting, number identification, rhyming, etc. video clips and show them on my computer monitor as the Kindergarteners gather around the screen. Students play educational games on 3 classroom computers. Looking up meanings of key Used to define among words in reading series. Looking up definitions to words.
Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 2 each student will:	Content Area	Software / Electronic Learning Materials	Mkg. Period	Grade	Activity—Brief Description
1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)	Social Studies	Computers	1-4	1	

2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners	Math Math	Computers – School zone software Computers	1-4 1-4	1 1	Students us math software to solve math problems Easy CBM testing Easy CBM
<i>Digital Citizenship - By the end of Grade 2 each student will:</i>	Content Area	Software / Electronic Learning Materials	Mkg. Period	Grade	Activity—Brief Description
1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses					
2. know the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling)					
3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)					
4. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don’t know is trying to communicate with them or asking for personal information		Computers	1-4	1	While on computers at free time, math games, etc.
<i>Technology Operations and Concepts - By the end of Grade 2 each student will:</i>	Content Area	Software / Electronic Learning Materials	Mkg. Period	Grade	Activity—Brief Description

1. discuss advantages and disadvantages of using technology				1	
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)	All	Computer Computer	1-4 1-4	1 1	Taking A.R. tests and using Compass Learning A.R. tests, spelling words on Word A.R. tests, spelling words, word work
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)	All	Computer	4 1-4	1 1	We read a story in our basal about Computer parts. Yes A.R. tests, D5, etc.
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)			1	1	We discussed how to care for the computers in the classroom. Yes
5. use developmentally appropriate and accurate terminology when talking about technology	All	Computer	1-4 1-4	1 1	We use the technology when taking A.R. tests and doing Compass Learning.
6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment	All	Computer	1-4 1-4	1 1	Taking A.R. tests and working on Compass Learning Research project, united streaming Research project, united streaming videos
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)	All	Computer	1-4 1-4 2-4	1 1 K	Rotating, students play educational games daily. Yes Sp. City, A.R. tests, Compass Learning, etc. Navigate through Compass Learning, log-in, etc.

Reese Middle School Grades 3-5
Project List
Survey Per Non-Computer Classrooms

According to the Technology Plan Requirements, each standard must be integrated into the curricula and instruction. Please provide specific information on how each standard is being met in your classroom. Please also provide a copy of the assignment details to be included in the appendix of the Technology Plan. All standards do not fit into each content area—please only mark the ones you currently do in your courses.

FOR GRADES 3-5:				
Creativity and Innovation - - By the end of Grade 5 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)	5/Social Studies W.GN.05.01	Microsoft Word Computer, Microsoft Word, Printer, Projector	3rd 4	Historical Perspective – 5 Paragraph Essay Students write their own tall tales(covers more than the GLCE listed) then type them. They use formatting skills to create columns to “stretch out” the tale and to insert pictures in text boxes. They also use formatting to make sure the pictures do not cover any of their tales.
2. use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations	5/Social Studies 5/Reading	Internet	3rd-4th	“You’re the Teacher” Social Studies Presentation of a novel (Internet Book Report)
3. participate in discussions about technologies (past, present, and future) to understand these developments are the result of human creativity	5th	Own Devices	4th	Bring Your Own Device Club (B.Y.O.D. Club) Independent/Group Exploration of web tools, apps, etc.
Communication and Collaboration - By the end of Grade 5 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects	5th	Gmail	3rd-4th	3 special ed students are using gmail to communicate with each other and a few of their teachers – reading/writing
2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)				
3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences	5th	Student owned devices Classroom computers	All year	B.Y.O.D. Club Class Presentations – throughout the year Microsoft Word writing assignments and PowerPoint memory books Microsoft poetry, biography report memory book
Research and Information Fluency - - By the end of Grade 5 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description

1. identify search strategies for locating information with support, from teachers and school library media specialists	5th W.GN.05.04	Internet Computer, Microsoft Word, Printer, SOLO 6	All 2	Internet Search Engines The students research a disability and produce a paper based on their research. The students share their findings with their classmates.
2. use digital tools to find, organize, analyze, synthesize, and evaluate information	W.PR.05.05 3 ss/writing	Computer, SOLO 6 Web/handheld devices	1 2&4	Students use the tools in SOLO to proofread documents on the shared template drive. Did research for papers and presentations.
3. understand and discuss that web sites and digital resources may contain inaccurate or biased information	5th W.GN.05.04	Internet/Class Research – Disability Paper	All 2	Internet research for their disability papers – very interesting where / what some of the students come up with for “facts”. This is discussed prior to beginning the research for the research paper.
4. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	5th W.GN.05.04		1-4 2	Same – examples come up throughout the school year, constantly showing students how to check their resources! Also discussed with the research paper. Students had to list their sources and use more than two.
Critical Thinking, Problem Solving, and Decision Making - - By the end of Grade 5 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. use digital resources to access information that can assist them in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)	5th		All	Most 5th graders come with this knowledge – websites, apps, etc.
2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems	5th – Math 3 – Various	Calculators iPod, Droid phone	1-4 1-4	Use calculators daily to supplement lack of basic skills Reading/Mat looking for alternative ways to solve problem.
3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)	5th	Internet	All	We investigate “things” that come up in our novels, world events that are currently taking place, and today we just researched (as a class) water shortage around the world!
Digital Citizenship - By the end of Grade 5 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)	5th	All	All	We do not have a class devoted to this – just discuss as needed. Discuss at the beginning of the year and at the beginning of B.Y.O.D. Club.
2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)	5th W.GN.05.04	PowerPoint/Internet	All	EVERYTHING you use that is NOT your own creation has to be cited! This takes A LOT of work! Half way through the year they get pretty good at it☺

			2	Covered in all marking periods. Points stressed when completing research project.
3. describe precautions surrounding personal safety that should be taken when online	5th	All – Primarily Internet	All	By the time students are in 5th grade they have heard this 1000 times and still they put the information out there!
4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	5th	Internet	All	At the beginning of the year and as situations arise!
Technology Operations and Concepts - By the end of Grade 5 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)	5th W.GN.05.01 W.GN.05.02 W.GN.05.03 W.GN.05.04 3 - General	All devices available Computer and Printer Digital camera, iPod, Droid Phone	All 1-4 1-4	Start from day one and continue to develop their skills as they develop mine Students print all their writings. Various multimedia in projects.
2. describe ways technology has changed life at school and at home	5th	All	All	Most students do not recognize technology as a change – just an always has been there “thing”.
3. understand and discuss how assistive technologies can benefit all individuals	5th W.PR.05.05	All Computer, Projector, SOLO 6	All 1	All items that are used by students as assistive technology can be used by all students. At this point in time I have not had one AT item that ALL students have not been allowed to use. Discussed when showing all the tools SOLO 6 provides.
4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media	5th 3 - All	All All available devices.	All 1-4	Day one. MOST students are VERY good with this. Students exercise proper safety and storage of devices.
5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	5th W.PR.05.05	M drive Computer, Projector, SOLO 6	All 1-4	5th graders stink at saving files on their M drives☹ Keyboarding is also a MAJOR MAJOR problem for 5th graders! Students are required to save all their work on the M: drive. They also save to flash drives. Students had to remove files from the shared O: drive for their

				proofreading assignments in SOLO.
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Reese Middle School Grades 6-8

Project List

Survey Per Non-Computer Classrooms

According to the Technology Plan Requirements, each standard must be integrated into the curricula and instruction. Please provide specific information on how each standard is being met in your classroom. Please also provide a copy of the assignment details to be included in the appendix of the Technology Plan. All standards do not fit into each content area—please only mark the ones you currently do in your courses.

Creativity and Innovation – By the end of Grade 8 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity	6 – ELA	Word & PowerPoint	1-4	Novel Projects. After complete 11 novels, students were complete, research projects, powerpoints, display, and vocab.
	7-8	Microsoft Word/ PowerPoint	All	Utilize to enhance all electronic assignments
	6 – Reading and ELA	Word	1-4	Journal Writing/ Publishing activities(narrative and poetry units) and reading projects.
	7th and 8th	Spell check	1-4	Writing papers, presenting Power Points etc.
2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience	6 – ELA	Word	1-4	School brochure using Satire
	7	PowerPoint	1	PowerPoint presentation – demonstration of knowledge of literary devices.
	7	Information brochure	3	Persuasive Brochure to convince classmates to join their utopian society.
	6 – Reading and ELA 7th & 8th 7th and 8th	PowerPoint PowerPoint	1-4 1&4 1-4	Reading Projects Presentations on topics. Projects and assignments.
3. illustrate a content-related concept using a model, simulation, or concept-mapping software	7-8 8th	SOLO program	1-3 4 1-4	Character Webs Use read aloud to create notes for research paper.
Communication and Collaboration – By the end of Grade 8 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences				

2. use collaborative digital tools to explore common curriculum content with learners from other cultures				
3. identify effective uses of technology to support communication with peers, family, or school personnel	6 7-8 7-8 7-8 5	ELA Email Websites Parent portal	1-4 1-4 1-4 1-4 3-4	Email project to gmail Gather email addresses for communication Update webpage with pertinent info Regularly update grades/comments for parental viewing 5th grades – special education students use gmail.
Research and Information Fluency – By the end of Grade 8 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. use a variety of digital resources to locate information	6 7-8 7th – ELA All Standards Science 6-8	ELA Online research engines Computers – Internet Internet	1-4 4 4 1-4 1-4	Flash drive and M-Drive Demonstrate how to find reputable resources Writing a research paper Basic Research Projects and assignments.
2. evaluate information from online resources for accuracy and bias	6 7-8 All Standards Science	ELA Internet	1-4 4 1-4	Compare and contrast activity Verbally discussed – also given to them in our research packet with guidelines. Basic Research
3. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	6 7-8 7th – ELA 7th and 8th All Standards Science 8	ELA Internet Computer Lab Internet	1-3 4 4 1-4 1-4 1-4	Novel research projects Verbally discussed – also given to them in our research packet with guidelines. Writing a research paper We use the lab to cross check news articles on the presidential primaries and other political events. We compare how reporting may differ! Basic Research Using researched based sites.
4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)	7-8 7th – ELA All Standards Science 8	Internet Internet	4 4 1-4 1-4	Verbally discussed – also given to them in our research packet with guidelines. Research paper – edu, org, gov, and net only Basic Research Using documented/researched based sites.
5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem				

Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 8 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem				Review CBM testing scores. Students compared results. Draw conclusion about their results.
2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e. g., word processor, table, outline, spreadsheet, presentation program)				
3. gather data, examine patterns, and apply information for decision making using available digital resources				
4. describe strategies for solving routine hardware and software problems				
Digital Citizenship – By the end of Grade 8 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. provide accurate citations when referencing information sources	8 7th – ELA 8	Bibme.org Bibme.org	4 4 4	Create works cited for research paper. Use in-text citations properly Research paper Research papers: app. and relate sites
2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)	7-8 7th - ELA	 Internet	4 4	Verbally discuss plagiarism/info research packets. Discuss ramifications. Research paper
3. discuss the consequences related to unethical use of information and communication technologies	7th - ELA	Internet	4	Research paper
4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past	8th - History	Telegraph/Texting	4	During our study of the Civil War, I compare the use of the telegraphy than to the use of present day technology. Example: Press was from during raid to kill bin Laden and technology used.

5. create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources	7th - ELA	PowerPoint videos	3	End of unit projects
6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)				
7. describe the potential risks and dangers associated with online communications	7-8	Spell check, online dictionary, thesarus	1-4	Use for accuracy and improvement on all assignments.
Technology Operations and Concepts - By the end of Grade 8 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)	7-8 8	Accelerated Reader	1-4 4	Search for Research papers, mp3's 6-8
2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials	6 – Reading 7th and 8th 6th – 8th	www.dictionary.com Online Dictionary and thesaurus Word	1-4 1-4 1-4	Reading novel activities: Vocab and research paper Reading novels – use in vocab of student generated PowerPoints. Research papers Uses computer for projects and assignments.
Technology Operations and Concepts - By the end of Grade 8 each student will:	Grade Level/ Content area	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
3. perform queries on existing databases				
4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)				
5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose				

6.	use accurate technology terminology			
7.	use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics			
8.	discuss possible uses of technology to support personal pursuits and lifelong learning			
9.	understand and discuss how assistive technologies can benefit all individuals		www.naturalreader.com	Audio reader (novels)
10.	discuss security issues related to e-commerce			

Reese High School Grades 9-12
Project List
Survey Per Non-Computer Classrooms

Creativity and Innovation –	Course	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations	General Biology	Use of templates	4	Genetic pamphlet diseases
	Yearbook	Hjedesign.com	1-4	Online program used for book construction.
	English I, II, III, IV	MS		Writing Papers
	English I	Word	1-4	Weekly vocab
	Cold War	PowerPoint, iPod thesaurus & dictionary	1-4	PowerPoint presentations

	Wars of America		1-4	PowerPoint presentations and story book
	World History, Early American	PowerPoint		I use PowerPoint to give notes to students
	Accounting	Excel	2	Prepare financial students merging data.
	Econ./Current Events	PowerPoint, Prezi, Excel	1-4	Giving students PowerPoint and Prezi's which allow them to take notes and see info.
	Span. 1 & 2	CPU	1-4	Family members, daily routine, menu, country projects.
2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer)	Web Design	FrontPage	4	Vacation Location and on their future and goals
	Econ.	Econ Database	3-4	Show students a number of Econ. Databases.
3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, web sites, presentations, photo galleries)	Pre-Calc	Video recording and editing	3	Students had to do a project about pi. Many students created videos
	Conservation/Advanced/ General Bio		1-4	multiple prezi, presentations, and word projects
	Art II	Corel Draw 10	3	We create business project, greeting cards, placemats, etc.
	English II	Internet Explorer and Power Point	2	Presentation during Huck Finn unit
	English I, II, III, IV	Students make presentations		Presentations
	English I, Cold War, Wars of America	PowerPoint and Excel	1-4	Presentations, wars stat sheets, and newsletter
	U.S. History	Word, PowerPoint	3	Black History month – report.
	Econ./Current Events.	PowerPoint, Prezi, Movie Maker	1-4	Students created budgets. Students created videos. Students did a variety of papers.
	Span. 2	Video camera & computer	3	Videos on verbs and vocab words.
Communication and Collaboration - will:	Course	Software / Electronic Learning Materials	Mkg. Perio	Activity—Brief Description
1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, listserv, blog, wiki)	Geometry, Algebra	Edmodo	1	Created accounts for all students. Created an online assignment that was completed, turned in, and graded online.

2. use available technologies (e.g., desktop conferencing, e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project	Geometry	email/ texting	1-4	I encourage students to seek help from each other whenever necessary student communication with e-mail in projects and assignments I use the software to maintain my webpages for class Communication about page strengths and weaknesses Communication with parents on grades and assignments, working with students on assignments. Com. with SVSU on building solar cells. Created accounts for all students. Created an online assignment that was completed, turned in, and graded online. Contacting parents web – class updated for parents. Communicate with students via email Email Have emailed students with assignments, students have turned in assignments by email
	Advanced Bio	e-mail/g-mail	1-4	
	Art I-IV	Yahoo Publishing software	1-4	
	Yearbook	Misc. email programs	1-4	
	English I, Cold War, Wars of America	E-mail, Websites	1-4	
	Physics, & Chemistry		4	
	Geometry, Algebra	Edmodo	1	
	All Classes	School email	1-4	
	Econ./Curr. Events	Email	1-4	
	English		1-4	
Phy. Science				
3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models)	General Bio	Video	2	student communication with each other in creation of videos-YouTube We create a number of projects that are video based. Depression Era song analysis PowerPoint incorporated into concert Presentations Wars – major presentation with video content English – video presentation on short stories interpretations Group presentation on drugs. Created accounts for all students. Created an online assignment that was completed, turned in, and graded online.
	Communications	Windows Moviemaker/digital Camera	2-3	
	English II	IEyoutube.com	4	
	Choir		4	
	English I, II, III, IV	Movie Maker, VCR		
	Wars of America, English I	PowerPoint, YouTube, Movie Maker	1-4	
	Health	PowerPoint	2	
	Geometry, Algebra	Edmodo	1	

	U.S. History Econ/Curr. Events. Span. 2	PowerPoint Video	2 1-4 3	States project. Watched a number of videos and had class debates. Videos on reflexive verbs. Video on restaurant.
4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, groupware, interactive web sites, videoconferencing)	Physics & Chemistry Span. 2	CPU	4 3	Com. with SVSU on building solar cells. YouTube – put Spanish videos on there.
5. describe the potential risks and dangers associated with online communications	Geometry English I Gen. Business All Classes	Internet, Facebook, email Web - NEFFE	1 1 2	Remind students that if they are seeking help online that not all websites are credible and accurate Show students dangers of chatting online, sites, viruses, etc. Financial Planning Activities. Conv. with special ed.
6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)	Conservation/ Advanced/ General Bio English I, Wars of America, Cold War All Gen. Business Econ. All Classes Econ.	web based lesson schedule Email Checkbook budgeting Excel	1-4 1-4 1-4 2 & 3 2 & 3 1-4 4	students can view class schedule online Parents Financial Planning Activities. Had students create a budget. Email Develop a budget.
Research and Information Fluency will:	Course	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys)	Conservation Yearbook English IV English	word/ web Excel Interview	2 1-4 4	students have to write a historical paper of a member of their community age 70 or older School based research for page construction. Resume Research – Interviews/Ask for References Interviews

	Science		4	Research for presentations
2. identify, evaluate, and select appropriate online sources to answer content related questions	Geometry		1	Demonstrate and show websites that are not accurate.
	General Bio	Online	4	Help students to know when info is useful. Research on diseases
	English II	IE	3	Julius Caesar Unit – Research on Julius Caesar
	English and Chemistry	Summary/ Research and Ask		Finding Answers on Google to answer questions
	Wars of America	Internet	1	Rev. War Scavenger Hunt through college sites on war
	Physics, Chem. Phy. Science		1-4	
	Health	Web site	1	Nutrition unit(myramid.gov)
	U.S. History	Web	2 & 3	Black History Month, and States project.
	Econ.	Econ Database(SVSU)	4	Use a number of databases to evaluate their knowledge.
	Span. 1	CPU	1 & 3	Day of the Dead. Holy Week – Semana Santa research websites to answer guest.
	English		3-4	Persuasive research
3. demonstrate the ability to use library and online databases for accessing information (e. g. MEL, Proquest, Infosome, United Streaming)	English I	Library Usage		Research Papers
	Wars of America, English I, Cold War	United States	1-4	Use U.S. to get clips to use in all classes
	World History, Early American	United Streaming	1-4	I integrate United Stream in my PowerPoint presentations
	Physics, Chem. Phy. Science	United Streaming	1-4	
	U.S. History	United Streaming		Pull videos into PowerPoint for information.

	Econ. English	Econ Database (SVSU)	4 3-4	Have students find info and answer questions on it. Research
4. distinguish between fact, opinion, point of view, and inference	Communication English II and III English I Health English	Computer Citation Machine and About Us Wikipedia Internet	1-4 1 1 3-4	Every speech we do require fact-checking and research. Checking the validity of sources Short lesson at beginning of year to freshmen on this subject Discussed what is considered a reliable online source. Research
5. evaluate information found in selected online sources on the basis of accuracy and validity	Geometry General Bio Communication English II and III English I Early American Physics, Chem. Phy. Science Span. 1 & 2 English Science Phy. Science	Computer Citation Machine and About Us Wikipedia Internet Internet Research CPU	1 4 1-4 1 1-4 1-4 1-4 3-4	show examples of websites that are not accurate and therefore should be avoided Research genetically inherited diseases. Every speech we do require fact-checking and research. Checking the validity of sources Short lesson at beginning of year to freshmen on this subject Native American Village Colonial pamphlet Are projects that involve research. Research Don't use Wikipedia. Students must find credible websites for a research paper.

6. evaluate resources for stereotyping, prejudice, and misrepresentation	English I-IV English I U.S. History English	Wikipedia Internet	1 4 3-4	Finding sources with your point of view to prove a point Touch on a little with above presentation Civil Rights chapter. Research
7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched	Conservation/ General/ Advanced Bio Communication English I-IV English I Early American Health U.S. History Span. 1 & 2 English	Computer Wikipedia Internet Internet Web sites CPU	1-4 1-4 1 1-4 1 2 1-4 3-4	before all web based research this is explained Every speech we do requires fact-checking and research Research Papers Short lesson at beginning of year to freshmen on this subject Native American Village Colonial pamphlet Discussed sources that are and are not reliable. States Project. Must use multiple sites for all research projects country and culture. Research
8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)	Conservation Communication English III Curr. Event, Econ/Gov.	mock trial/ community meeting Computer Use web to find info.	1 1-4 1-4	students discuss research found online concerning deer heard size We do every one of these examples Technology papers Had a number of databases. Had mock trials in gov.
Critical Thinking, Problem Solving, and Decision Making -	Course	Software / Electronic Learning Materials	Mkg. Perio	Activity—Brief Description

			d	
1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning	Algebra 2/Pre-Calc	graphing calculators	1-4	Students use graphing calculators every day to aid in problem solving DNA structure and function web based activity McDougall – Littell online accompanied to Alg. I book Movies, Summaries, and Electronic books Explored the Khan Academy website to show students a resource when they are at home and struggling with homework. Small Business information sources.
	General Bio	web quest/ models	3	
	Algebra I	www.classzone.com	1-4	
	English I	YouTube		
	Physics		1-4	
	Geometry	Khan Academy website	3	
	Gen. Business	Web	1	
2. analyze the capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs	General Bio	career explanation	1	students researched a career after taking interest and skills survey Careers in Business. Budget projects. Look at salaries with jobs and edu. Resume and cover letter and letter of app.
	Gen. Business	Web	2	
	Econ.	Department of Labor Stats	3-4	
	English		4	
3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results	English		3-4	Research
<i>Digital Citizenship –</i>	Course	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting, acquiring, and citing resources)	Communication	Computer	1-4	All written speeches containing facts must be cited. Properly citing sources Research paper Research PowerPoint
	English II	IE	2	
	English II and IV	Citation Machine		
	English		3-4	
2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society	Gen. Business	Web	1	

3. discuss and demonstrate proper netiquette in online communications	English I Gen. Business	Internet, email Web	1 1	Briefly touched on with freshmen during presentation dealing with #5 on page 1 Over in class.
4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users	Gen. Business	Web – supp. With text	1	Over in class – discussion.
5. create appropriate citations for resources when presenting research findings	General Bio Advanced Bio Communication English II English II and III English I, Wars of America U.S. History Curr. Events and Gov./Econ. Span. 1 & 2 English Phy. Science	Computer IE Citation Machine Internet, SVSU website/lib. PowerPoint Web	4 2 1-4 2 1 2 & 3 1-4 4 3-4	Genetic Brochure was cited properly Tissue presentation including citations All written speeches containing facts must be cited. Research presentation on Huck Finn Research papers To discuss research and citing U.S. History, State, and Black History Month projects. Showed students how to properly identify where info came from. Each class will research history of their country and topic and must list sources used. Research Students must cite sources using MLA format for their research paper.
6. discuss and adhere to fair use policies and copyright guidelines	English II and III English I, Wars of America English Phy. Science	Citation Machine Internet, SVSU website/lib.	1 3-4	Research papers To discuss research and citing Research Research paper.
<i>Technology Operations and Concepts -</i>	Course	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description

1. complete at least one online credit, or non-credit, course or online learning experience	English II	IE Moodle	3	Julius Caesar Unit
	Required ones at beginning of school year		1	First aid, Hipa, etc training
	Development Psyc. Stats.	Classes at UM Flint	1-4	Took 10 credits online during the school year.
	Prof. Dev.		1	
2. use an online tutorial and discuss the benefits and disadvantages of this method of learning	General	web quest	3	human protein synthesis and population growth tutorial
	Algebra I	classzone.com	1-4	McDougal Litell text accompaniment
	English I	YouTube and UStream		Romeo and Juliet, study of Poet
3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements	Geometry		all	As we learn new things i will often talk about where the skills are used career wise.
	General Advanced	career exploration paper	2	student research various career and created a paper
	Chem. & Physics	Excel, Peachtree	4	2 speakers come in to talk about this.
	Accounting		2	Over different software for accounting.
	Auto/Woods	Internet	1-3	Students researched material & information related to auto repair and design.
	Course	Software / Electronic Learning Materials	Mkg. Period	Activity—Brief Description
4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software)	conservation	GPS	1	use of GPS and geocaching- explanation of its other over
	Biology			iTouch lab
5. identify an example of an assistive technology and describe its purpose and use	General	iPod	1	show how they can enhance learning- showing visually chemicals
6. participate in a virtual environment as a strategy to build 21st century learning skills	Curr. Events/Gov/Econ.	Use computers	1-4	Use a number of different web based activities.

7. assess and solve hardware and software problems by using online help or other user documentation	Auto	Internet	2	Students researched engine codes to help solve engine performance problems.
8. explain the differences between freeware, shareware, open source, and commercial software	Communication	Computer	1-4	We discuss using freeware/shareware to convert video files.
9. participate in experiences associated with technology-related careers	Advanced Bio	Presentation Guest Speaker	3	A hospital employee you're a presentation on trend in Nursing- show CT scans
10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, flv, avi, pdf)	Communication	Computer	1-4	We discuss using freeware/shareware to convert video files.
	Yearbook	Google, Picasso, Paint	1-4	Yearbook, Photo manipulation
	English I, Wars of America		1	Briefly at beginning of year to explain how to put together PP presentation and create movie
11. understand and discuss how assistive technologies can benefit all individuals	Conservation/ Advanced/ General Bio	iPod	1-4	show how the iPod can help visualize chemicals
	Gen. Business	SBA web	1	Small business ownership
12. demonstrate how to import/export text, graphics, or audio files	Conservation/ Advanced/ General Bio	PowerPoint and Word	1-4	students are shown and encouraged to try
	Communication	Computer	1-4	We discuss using freeware/shareware to convert video files.
	Art II	Computer and Corel Draw/Office	1-4	We use tis in Art when importing/exporting to Corel or Word.
	Yearbook			
	All Classes		1-4	
	U.S. History	Web – United Streaming	2 & 3	States – Black History Month
13. proofread and edit a document using an application's spelling and grammar checking functions	Conservation/ Advanced/ General Bio	PowerPoint/ word/ excel	1-4	<i>Frankenstein</i> video Basic function
	Communication	Computer	1-4	Used when proofing videos and written speeches.

	English II	Word	1-4	Proofreading and editing
	Yearbook	Word	1-4	Proofreading and editing
	English I-III	Windows		All written assignments
	English I, Wars of America, Cold War	Word	1-4	Have students sometimes turn in rough drafts by email and/or flash drive so I can edit/leave comments
	All Classes		1-4	
	U.S. History	Word	2 & 3	States and Black History Month
	Curr. Events & Gov/Econ.	Used Word	1-4	Have students use spelling and grammar checks on assignments.
	Span. 1 & 2	CPU	1-4	Show them how to use Spanish accents and using online dictionaries.
	English		1-4	

Appendix B: Computer Inventory

Elementary Building

Computers/Monitors	
78 Windows XP	
32 Windows 7	
4 Windows 98	
Accel Math	2
Accel Reader	10
Addition/Subtraction	1
Amazing Animals	2
Arthurs Math	4
Blues Reading Time	1
Bob the Builder	3
Brain Builder	2
Brain Quest	1
Bugs in Boxes	2
Chicka Chicka Boom Boom	5
Clifford Reads	7
Community Construction Kit	27
Deep Freeze	54
Dino Set	6
Dioramma Designer	58
Discover Time	26
Dora Back Pack	2
Dr. Suess Kindergarden	6
Dragon Tales	4
Earobics	1
Fast Rabbit Math	58
Fprot	10
Franklin the Turtle Club	6
Groupwise	7
I Spy Jr	2
I Spy Treasure Hunt	1
Itunes	1
James Discovers Math	26
Jump Start	4
Kid Pix	77
Lego Mystyle	2
Maisy	5
Mammoth Meltdown	26
Master the Facts	2
Math Arena	26
Math Blaster 6-9	60
Math Workshop	26
Mickey Mouse Preschool	2
Millie and Bailey	60
Miss Spider	5
Money Challenge	28

Cont. from left....

Natural Reader	2
Office 2010	33
Office XP	75
Perfect Copy	26
Phonics 2-3	26
Phonics Activities	4
Picassa	1
Power DVD	17
Primo PDF	1
Print Shop Deluxe	3
Ranger Trail	2
Read Naturally	60
Safari	1
Sammy Science	56
Sight Words	58
Smart Steps	6
Spectrum	3
Spell it Deluxe	3
Sponge Bobs Operation Krabby Patty	5
Star Math/Reading	82
Startwrite	7
Test Taker	60
The Graph Club	26
Thomas and Friends	6
Trudy's Time and Place	26
Type to Learn	58
VLC Media Viewer	1
Works	1

21 Staff/Faculty	
Computers/Monitors	
19 Windows XP	
1 Windows 7	
1 Windows 98	
Accel Math	1
Accel Reader	21
Beyond Question	2
Carmen San Diego	1
CD Burner XP	18
Clifford Read	3
Dioramma Designer	1
Dragon Naturally Speaking	2
Dragon Tales	1
Firefox	2
Fprot	21
Franklin the Turtle Club	1
Google Chrome	7
Groupwise	21
I Spy Treasure Hunt	1
Interactul DVD	18
Itune	2
Jump Start 1st grade	1
Kid Pix	1
Lexia	1
Maisy	1
Math Blaster 4-6	1
Math Blaster 6-9	1
Mavis Bacon	1
Millie & Bailey	1
NTE Admin 2	1
Office 2010	20
Perfect Copy	1
Primo PDF	18
Read Naturally	20
Reader Rabbit	1
Real Player	5
Safari	2
Sammy Science	1
Spectrum	1
Star Reading/Math	20
Startwrite	5
Test Taker	1
VLC Media Player	19

6 Admin	
Computer/Monitors	
5 Windows XP	
1 Windows Vista	
BAISD Client	2
CD Burner XP	2
Chrome	1
Firefox	2
Fprot	5
Groupwise	4
Intervideo DVD player	3
Itunes	1
Kantech Security	1
Meal Magic	1
Office 2010	4
Print Shop Deluxe	3
Safari	1
VLC Media Player	3
Works	3

Middle School

190 Student	
Computer/Monitors	
187 Windows XP	
2 Windows 2000	
1 Windows 1	
Accel Math	1
Accel Reader	185
Alg Test Gen	1
Audacity	111
Beyond Question	1
Brain Builder	24
Carmen San Diego	24
CD Burner XP	42
Deep Freeze	180
Earobics	24
Fprot	10
Gimp	85
Inspiration	24
Lexia	85
Logical Journey of Zoombinis	53
Math Blaster 9-12	77
Mimio Studio	1
Natural Reader	53
Office 2010	138
Office XP	52
Picassa	68
Pre Algebra Test Gen	1
Primo PDF	30
Read Naturally	97
Roxio	31
SOLO	115
Spectrum	12
Star Math/Reading	99
Test Taker	10
Type to Learn	32
VLC Media Player	32

25 Staff/Faculty	
Computers/Monitors	
8 Windows XP	
17 Windows 7	
Accel Math	2
Accel Reader	24
AVS Video Converter	2
Beyond Question	3
CD Burner XP	1
Chrome	3
Exam View Pro	1
Firefox	1
Fprot	25
Gimp	1
Groupwise	25
Interactual DVD	2
Itunes	2
Jing	2
Lexia	1
Making The Grade	2
Math 2 Test Gen	1
Mimio Studio	3
Natural Reader	1
NCH Software Suite	1
Office 2010	24
Office XP	1
Picassa	1
Pinnacle Instant DVD	1
Pre Algebra Test Gen	1
Primo PDF	20
Read Naturally	17
Real Player	1
Roxio	2
Skype	1
Snag It	2
Solo	9
Spectrum	2
Star Math/Reading	3
Type to Learn	3
VLC Media Player	18

10 Admin	
Computers/Monitors	
5 Windows 7	
4 Windows XP	
1 Windows Vista	
Accelerated Reader	6
BAISD Client	3
Groupwise	8
Kantech Security	1
Meal Magic	1
Office 2010	8
Primo PDF	6
VLC Media Player	5

High School

93 Student	
Computers/Monitor	
All XP	
Adobe Photo Elements	43
Audacity	72
Corel Draw	58
Deep Freeze	91
Fprot	2
Front Page	29
Gimp	58
MicroType Multimedia	29
Movie Maker	58
NVU	29
Office 2010	58
Office XP	35
Photo Story	43
Picassa	58
Primo PDF	58
Spectrum	43
Star Math/Reading	29
Test Taker	60
WS FTP Pro	29

24 Staff/Faculty	
Computers/Monitors	
All XP	
Adobe Media Player	1
American Greeting Card	1
Audacity	6
Audible Manager	3
AVS Video Converter	1
Beyond Question	4
Catworks	1
Chrome	10
Communications Matters	1
Corel Draw	3
Dragon Naturally Speaking	1
Exam View Test Gen	8
Firefox	2
Fprot AV	24
Frontpage	1
Geometry Test Gen	3
Gimp	1
Glencoe Puzzle Maker	2
Groupwise	24
Homerun	1
I Tunes	12
Inspiration	1
IntPhys Cardiovascular	1
Kodak EZ Share	2
Lifes Great Mysteries	1
Making the Grade	9

Cont. from left

McDougall Littel Test Gen	2
ML Algebra 2 Test Gen	2
ML Algebra Test Gen	1
Movie Maker	2
MVP Softball	1
Nine Month Miracle	1
NTE Admin 2	1
Office 2010	24
Paint Shop Pro	1
Photostory	1
Picassa	4
Power DVD	12
Precision Scan Pro	1
Primo PDF	14
Print Master Gold	1
Print Shop	1
Roxio Creator Home	22
Safari	6
Snag It	1
Solo	2
Spectrum	1
Star Math/Reading	2
Test Taker	2
Thayer Birding	1
VLC Media Player	22

18 Admin	
Computers/Monitors	
15 XP	
2 Vista	
1 Win 2000	
BAISD Client	7
Chrome	1
Console 1	1
Depreciation Works	1
Firefox	2
Fprot	14
GoTo Meeting	2
Groupwise	14
Honeywell EBI	1
Itunes	2
Kantech Security	1
Meal Magic	3
NTE Admin 2	1
NW Admin	1
Office 2010	13
Office XP	2
Power DVD	9
Roxio Home	10
VM Ware Client	1

Appendix C: Network Diagram

