



GOUVERNEUR CENTRAL SCHOOL DISTRICT TECHNOLOGY PLAN

January 2015

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I. Gouverneur Central School District Vision and Mission

Vision

- *Vision Statement: Delivering the promise of a brighter future for our students and community.*

Mission

- *Mission Statement: Gouverneur Central School District, in collaboration with the community, is dedicated to educating all individuals, in a safe environment, to be passionate learners and responsible citizens in a global society.*

II. Acknowledgements

We wish to acknowledge our members of the Technology Committee, which includes not only representation from Administration and Instructional Staff, but members of the community at large as well. Their assistance and commitment in the development of the District's Technology Plan will leave a lasting mark on our school community for years to come.

Donna Bushey – Assistant Superintendent
Shannon Mattice – Chief Information Officer
Jeremy Bartholomew - Parent, BOE and Plant Manager, Clearwater Paper
Shelley Burnham - Elementary Teacher
Victoria Day - Principal, East Side Elementary
Heather Delity - Secondary Teacher
Mary Dixon – Media Specialist
David Fenlong - Parent, BOE and Manager of the Customer Experience at Kinney Drugs
Lauren French - Superintendent
Pam Mahay - Elementary teacher
Stephanie Plaisted - Elementary Teacher
Joshua Stamp – Assistant Principal
Cory Wood – Building Principal
Cory Young - Secondary Teacher

III. Technology Vision & Mission Statements

TECHNOLOGY PLAN VISION STATEMENT

Delivering the Promise of a Brighter Future for Our Students and Our Community.

TECHNOLOGY PLAN MISSION STATEMENT

Provide technology resources to ensure the current and future needs of all users are met with efficient, sustainable systems for teaching, learning and support.

IV. Technology Goals

1. Build an infrastructure that will support and enhance current and future technology needs.
2. Provide students with equitable opportunities to have learning experiences with integrated technologies.
3. Equip students and instructional staff with technologies that enhance student engagement.
4. Set the expectation that all students, teachers and administrators will strive to exceed ISTE standards.
5. Provide systematic training opportunities for effective use of technologies to enhance teaching and learning.
6. Require all Gouverneur Central School District technology users to demonstrate Digital Citizenship.

V. Professional Development

Training for Instructional Staff

Instructional staff is defined as any individual who is in the classroom directly providing lessons to students. The Gouverneur Central School District has a Professional Development Committee that, among its many duties, conducts a survey of instructional staff annually on professional development needs. Some interesting outputs from the most recent survey as it relates to technology are as follows (the full survey is available in the Administration Office):

- o More than 60% of instructional staff have less than 16 years experience.
- o Over 78% prefer training to occur during the work week, followed by summer (55%) and after school (31%).
- o 70% of instructional staff state they prefer traditional face-to-face training, followed by study groups (48%) and blended (37%). On-line delivery came in at 19%.
- o Conversely, 55% have participated in web-based support training.
- o Very few instructional staff identified technology as a high need training topic.
- o Under the topic of technology training, the highest need requested was Mobile Devices (72%), Free Internet Tools (63%), and Interactive Whiteboards (61%).
- o For software training, Assessment Tools were most requested (60%).
- o Under ISTE topics, 77% chose “Technology as a Tool” for most needed training.

Helping students to achieve the New York Learning Standards is the goal for all staff development. The Technology Committee will coordinate with and through the Professional Development Committee when recommending any specific technology training. The Technology Committee is also a resource for the Professional Development Committee by recommending specific technology training and their priorities to improve the delivery and effectiveness of training lessons.

The Technology Committee has adopted the ISTE National Educational Standards for Teachers and Administrators as their link to enhanced technology-based learning experiences for students. Teachers will be provided with professional development in these areas to assist with lesson development and planning and implementation of new technologies in order to increase student achievement.

ISTE National Educational Standards for Teachers

1. Teachers demonstrate a sound understanding of technology operations and concepts.
2. Teachers plan and design effective learning environments and experiences supported by technology.
3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Teachers use technology to enhance their productivity and professional practice.
6. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Training for Administrators/ Support Staff

Support staff is defined as any employee in the district other than instructional staff. This support staff will be provided training on technology topics that address their specific job roles and responsibilities.

Instructional Technology Coordinator

This is a position that some school districts utilize to assist instructional staff to evaluate, select, and implement technology to improve instructional effectiveness for students. This is a more hands-on approach to provide technology training to instructional staff in a variety of settings (group sessions, one-on-one, etc.). The Technology Committee recommends creating this position for the district.

The goal of this position would be to have this person provide a substantial portion of the technology-related professional development coursework and lessons.

VI. Curriculum (Technology Integration)

Integration of technology will promote access, collaboration and development of student skills. Technology will be used to integrate the classroom and home connectivity. Curriculum will be developed to enhance fine motor skill with touch based technology while moving to early keyboard fluency. Curriculum will be developed utilizing available software and hardware that support instruction, remediation and enrichment activities.

ISTE's National Educational Technology Competencies for Students by Grade Level

Prior to completion of Grade 2, students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Prior to completion of Grade 5, students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5,6)
9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Prior to completion of Grade 8, students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)

2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Prior to completion of Grade 12, students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)

4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

The numbers in parentheses after each item identify the standards (1-6) most closely linked to the activity described. The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

The overall standards that we will follow:

1. NYSED
2. ISTE
3. Common Core

Digital Citizenship

Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what technology users should know in order to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare technology users for a society full of technology. **Digital citizenship encompasses digital literacy, ethics, etiquette, online safety and the norms of appropriate and responsible technology use.**

The Technology Committee recognizes that the topics under digital citizenship are covered in the ISTE standards; however, we feel it is important enough to address the specific requirements of digital citizenship so that it maintains the priority it requires.

VII. Communication & Collaboration

a. Community Communication

Teachers, administrators, and district office personnel routinely create publications for the community showcasing student/employee work or accomplishments, showcasing upcoming events, district initiatives, and announcements. Information may be found through the following resources:

- o District Website
- o District Bulletins
- o Classroom Newsletters
- o Technology Plan
- o Building Announcements
- o Events Calendar
- o Video Streaming of Events
- o Future Social Media

The Technology Committee will develop a plan for promoting the acquisition of new technology for the district.

b. Collaboration within district

1. The Technology Committee supports the concept of student email accounts although it must be researched to determine cost, safety, security, and appropriate grade levels.
2. The Technology Committee recommends a clear communication plan between instructional staff and IT Support to clarify how we coordinate trouble tickets in the different categories (infrastructure, hardware, software, other). The Technology Committee must determine who will perform this and recommend researching an in-house IT Manager for this role, which would also include tracking trouble ticket trends and performance.

c. Collaboration outside of district

The Technology Committee promotes networking with outside entities to research and explore new ways of using technology to improve education. This can include entities such as BOCES, NERIC, other districts, colleges and universities, and other sources (consultants, trainers, etc.). Any ideas and potential recommendations that would impact the district or its budget that are technology-related should be submitted to the Technology Committee for review and discussion before any decision is made.

d. Policies

1. Purchasing guidelines/process
2. R&D Pilot Plan
3. Acceptable Use

The purchasing guidelines need to strike a balance between adherence and flexibility. The R&D pilot plan should define the limits of the pilot process and what the goals/needs are for a successful pilot. Not everything can or should be a pilot. The purpose of the plan needs to be communicated clearly to the

employees of the district as well as the community. For example, standardization efforts, budget constraints, target audience, data collection, future implementation if successful, etc.

e. Infrastructure Design

The Technology Committee recommends a design that is capable of handling the throughput (both wired and wireless) of all terminal devices accessing the network simultaneously without any appreciable slowdown. Since the Smart Schools Bond Act passed in the November 2014 election, this has a major impact on the design requirements for technology for the upcoming building renovation plans.

f. Infrastructure Management & Support

The Technology Committee will identify the performance requirements for the entity providing network management and technology support for the district. This would include coordination and communication among the proper contacts within the district.

g. Security

1. Cyber Security – the Technology Committee will define a plan for auditing (NYS) and ensuring adequate security of the district network, devices, and data. Process should follow the 5-D framework:
 - i. Deter
 - ii. Detect
 - iii. Delay
 - iv. Deny
 - v. Defend
2. Building Security – the Technology Committee directs the architects for the upcoming building renovation to recommend and design the technology necessary for reliable building security, including door locks, cameras, etc.
3. Information Security - focus on appropriate access and dissemination of digital data as well as password security. Also, refer to the Appendix for the district’s current Acceptable Use policies.

h. Building Design Requirements

The upcoming proposed building renovation project should incorporate the technology recommendations as proposed by the Technology Committee.

i. Disaster Recovery Plan

This plan will address email archiving, preparedness (E911 applications, interoperable communications), response (Emergency alert broadcasting, instant conference calling), and recovery (revisiting plans/procedures after an event).

VIII. Hardware

A listing of all current hardware inventory is shown in the appendix.

A study and recommendation for a new phone system for the district is a high priority.

Evaluation of hardware should adhere to the following points:

1. Purchasing timeline
2. Purchasing guidelines
3. R&D/Pilot plan
4. Current inventory
5. Standard hardware purchased vs. specific need hardware
6. Minimum hardware requirements per classroom
7. Employee training plan

The following trends should continue to be monitored and studied, including legal and equity issues:

Bring Your Own Device (BYOD)

Mobile devices

Remote access (at home students)

The IT Department will prepare and maintain an obsolescence plan for all hardware for the district.

VIII. Software

A listing of all current software inventory is shown in the appendix.

Software falls under two types of usage categories:

1. Administrative usage
2. Instructional usage

Evaluation of software should follow these points:

1. Purchasing timeline
2. Purchasing guidelines
3. R&D/Pilot plan
4. Current inventory
5. Standard software purchased vs. specific need software
6. Minimum software requirements per classroom
7. Employee training plan

IX. Work Plans

Technology Goal #1: Build an infrastructure that will support and enhance current and future technology needs.

Actions	Responsibility	Complete By
Development plan for coordination and management of IT trouble tickets and process	Superintendent/ CIO/Business Manager	
Determine a single point of contact (IT Manager)	Superintendent/ Business Manager	
Determine who will monitor and report the trouble ticket trends	Superintendent	
Coordination between infrastructure, end-user devices, and training tickets	Superintendent	
Create a Disaster Recovery Plan for the district	Superintendent/ CIO	
Hire network engineering firm to develop updated infrastructure design for all district buildings	Superintendent	
Define process and requirements for management and support of infrastructure	Superintendent	
Create a cyber-security management process (audits, policies, etc.)	Superintendent	
Define requirements for building security technologies (cameras, locks, etc.)	Business Manager	
Research “green” strategies for technology	Business Manager	
Research a new phone system for the district	Business Manager	

Technology Goal #2: Provide students with equitable opportunities to have learning experiences with integrated technologies.

Actions	Responsibility	Complete By
Develop a listing of acceptable and standard technology for each grade level	Assistant Superintendent	
Review current technology training courses for instructional staff and make recommendations	Assistant Superintendent	
Review NYSED and ISTE standards and ensure curriculum plans follow standards	Assistant Superintendent	
Define building design requirements for technology, including researching room designs for effective technology learning	Superintendent	
Develop a Community Communications strategy for technology issues/topics	Superintendent	
Research social media platforms for the district	Superintendent	

Technology Goal #3: Equip students and instructional staff with technologies that enhance student engagement.

Actions	Responsibility	Complete By
Research the feasibility of allowing student email accounts	Technology Committee	
Recommend a procedure for purchasing technology	Business Manager	
Recommend a plan for a R&D Pilot Process	Technology Committee	
Create and maintain an obsolescence plan for hardware (schedule and management and budgeting)	IT Department	
Develop process for annual research into new technology trends for district	Technology Committee	
Develop evaluation process for new hardware	Technology Committee	
Develop evaluation process for new software	Technology Committee	
Evaluate the expansion and effective use of mobile devices in the classroom	Technology Committee	
Research technology solutions for reaching at-home students	Technology Committee	
Create a chart to track software	Business Manager	

Technology Goal #4: All students, teachers and administration will strive to meet ISTE standards.

Actions	Responsibility	Complete By
Define a process for training and awareness of ISTE standards	Assistant Superintendent or Instructional Technology Coordinator (ITC)	
Instructional staff	Asst. Super. or ITC	
Administration	Asst. Super. or ITC	
Students	Asst. Super. or ITC	
Promote the Information Fluency Continuum (NYC DOE)	Asst. Super. and Media Specialist	
Develop technology integration plan for the following grade categories:	Asst. Super. or ITC	
Pre-K – Grade 2	Asst. Super. or ITC	
Grade 3 – Grade 5	Asst. Super. or ITC	
Grade 6 – Grade 8	Asst. Super. or ITC	
Grade 9 – Grade 12	Asst. Super. or ITC	

Technology Goal #5: Provide systematic training opportunities for effective use of technologies to enhance teaching and learning.

Actions	Responsibility	Complete By
Review ISTE standards and reconcile with technology training course selections for teachers	Assistant Superintendent or Instructional Technology Coordinator (ITC)	
Review ISTE standards and reconcile with technology training course selections for Administration/support staff	Assistant Superintendent or Instructional Technology Coordinator (ITC)	
Research feasibility of hiring an Instructional Technology Coordinator	Superintendent	
Coordinate above actions with Professional Development Committee and review survey results	Assistant Superintendent	
Create Budget for Professional Development	Assistant Superintendent	
Research a “Train the Trainer” procedure	Assistant Superintendent or Instructional Technology Coordinator (ITC)	

Technology Goal #6: Require all Gouverneur Central School District technology users to demonstrate Digital Citizenship.

Actions	Responsibility	Complete By
Update all Acceptable Use policies (students, employees, community)	Superintendent	
Define and communicate Digital Citizenship to all students, teachers, staff and community.	Superintendent	
Develop a plan for training and ensuring Digital Citizenship by all technology users, including researching the Digital Driver's License model	Assistant Superintendent	
Define sustainability of this program plan (annual requirements, the consequences for poor citizenship, etc.)	Superintendent	

XII. Appendix

- Hardware Inventory

Switches – As of September, 2014

Location	Switch	Ports	Switch Name	MAC Address	IP Address	SN	BOCES SN	IOS version	Notes
MS Downstairs (Main)	Nortel Baystack 470-24T	24							
MS Downstairs (Main)	Cisco 3750	12	Gouverneur_HS_3750	00:21:A0:88:2F:00	10.1.1.1	CAT1041R JYM		12.2(25)SE E4	Second unit of stack
MS Downstairs (Main)	Cisco 3750	12	Gouverneur_HS_3750	00:19:E7:4F:3F:00	10.1.1.1	FDO12440 6SN		12.2(25)SE E4	Master unit of stack
MS Downstairs (Main)	Cisco 2950	24	MSMAIN-CC1	00:0B:5F:95:E3:80	10.1.1.17	FHK0646 W1RY		12.1(11)EA 1	
MS Downstairs (Main)	Cisco 2950	24	DMZ	00:0B:5F:9A:10:00	10.200.200.175	FHK0646 W1RT		12.1(11)EA 1	
MS Downstairs (Main)	Cisco 2950	48	MS_DOWNSTAIRS_SW1	00:12:00:EC:69:80	10.1.1.10	FOC0836 W0EP	8855	12.1(20)EA 1a	
MS Downstairs (Main)	Cisco 2950	48	MS_DOWNSTAIRS_SW2	00:12:00:DB:64:00	10.1.1.11	FOC0835Y 4Y7	8856	12.1(20)EA 1a	
MS Downstairs (Main)	Cisco 2950	48	MS_DOWNSTAIRS_SW3	00:12:00:DB:6A:00	10.1.1.12	FOC0835Y 4YD	8857	12.1(20)EA 1a	
MS Downstairs (Main)	Cisco 2950	48	MS_DOWNSTAIRS_SW4	00:12:00:DB:68:40	10.1.1.13	FOC0835Y 4YE	8858	12.1(20)EA 1a	
MS Downstairs (Main)	Cisco 2960s	24	MS_DOWNSTAIRS_SW5	E8:40:40:F6:44:80	10.1.1.14	FOC1512X2 0Z		12.2(58)SE 1	APs
MS Downstairs (Main)	Cisco 3560-48PS	48	MS_Downstairs_3560	00:1B:D5:4E:9D:00	10.1.1.32	FDO1120X 0PR		12.2(25)SE E3	Phones
Distance Learning Center	Cisco 2950	48	Dist_Learn	00:11:BB:FF:B5:C0	10.1.1.15	FOC0833Y 4P2	8860	12.1(20)EA 1a	
MS 223R	Cisco 2950	48	MS_223R_SW1	00:12:00:DB:62:80	10.1.1.18	FOC0835Y 4Y6	8858	12.1(20)EA 1a	
MS 223R	Cisco 2950	48	MS_223R_SW2	00:12:00:DB:A C:C0	10.1.1.19	FOC0835Y 4Y9	8854	12.1(20)EA 1a	
MS 223R	Cisco 2960s	24	MS_223R_SW3	E8:40:40:C0:C1:00	10.1.1.20	FOC1512X2 25		12.2(58)SE 1	APs
Media Center	Cisco 2950	24	MEDIA_CENTR_SW1	00:12:00:5D:34:00	10.1.1.21	FOC0834X 4P2	8845	12.1(20)EA 1a	
Media Center	Cisco 2950	24	MEDIA_CENTR_SW2	00:0D:BD:36:41:C0	10.1.1.22	FOC0732X 0C8	18027	12.1(13)EA 1	
Media Center	Cisco 2950	24	MEDIA_CENTR_SW3	00:0D:BD:36:40:80	10.1.1.23	FOC0732X 0C6	18026	12.1(13)EA 1	

Location	Switch	Ports	Switch Name	MAC Address	IP Address	SN	BOCES SN	IOS version	Notes
Media Center	Cisco 2950	24	MEDIA_CENTR_SW4	00:0D:BD:36:33:80	10.1.1.24	FOC0732X0CE	18028	12.1(13)EA1	
Media Center	Cisco 3560-8PS	8	Media_Center_3560	00:1A:E3:C6:88:00	10.1.1.33	FOC1110U1H5		12.2(35)SE5	Phones
Media Center	Cisco 3560-8PS	8	Media_Center_3560_2	00:21:56:68:9D:80	10.1.1.34	FOC1217U0GB		12.2(35)SE5	APs
Old High School Library (263)	Cisco 2950	48	HS_LIBRARY_SW1	00:12:00:DB:94:80	10.1.1.25	FOC0835Z53J	8849	12.1(20)EA1a	
Old High School Library	Cisco 2950	48	HS_LIBRARY_SW2	00:12:00:DB:6B:40	10.1.1.26	FOC0835Y4XH	8850	12.1(20)EA1a	
Old High School Library	Cisco 2950	48	HS_LIBRARY_SW3	00:12:00:DB:5F:40	10.1.1.27	FOC0835Z537	8851	12.1(20)EA1a	
Old High School Library	Cisco 2950	48	HS_LIBRARY_SW4	00:12:00:11:9D:80	10.1.1.28	FOC0833Y4P6	8852	12.1(20)EA1a	
Old High School Library	Cisco 2950	48	HS_LIBRARY_SW5	00:12:00:EC:62:00	10.1.1.29	FOC0836X0EH	8859	12.1(20)EA1a	
Old High School Library	Cisco 3560-24PS	24	HS_IDF263_3560	00:1B:D4:8F:15:80	10.1.1.31	FDO1116Z221		12.2(25)SE E3	Phones/APs
Old High School Library	Cisco 2960s	24	HS_IDF263_2960s	E8:40:40:FB:8E:80	10.1.1.30	FOC1512X21G		12.2(58)SE1	APs
East Side Art Room	Nortel Baystack 470-24T	24							
East Side Art Room	Cisco 3750	48	Gouve-East-3750	00:12:00:3B:D1:00	10.3.1.1	CAT0834R0S7	8848	12.1(19)EA1d	
East Side Art Room	Cisco 2950	48	ES_ART_ROOM_SW1	00:12:00:DA:B9:00	10.3.1.10	FOC0836Y2YU	8865	12.1(20)EA1a	
East Side Art Room	Cisco 2950	48	ES_ART_ROOM_SW2	00:12:01:34:B4:C0	10.3.1.11	FOC0836Z360	8866	12.1(20)EA1a	
East Side Art Room	Cisco 2900xl	24	ES_ART_ROOM_SW3	00:04:9A:08:F8:C0	10.3.1.12	FAB0447M2C3		12.0(5.2)XU	
East Side Art Room	Cisco 2900xl	24	ES_ART_ROOM_SW4	00:05:32:31:78:80	10.3.1.13	FAB0507U3FD		12.0(5.2)XU	
East Side Art Room	Cisco 2960s	24	ES_ART_ROOM_SW6	E8:40:40:FB:56:80	10.3.1.14	FOC1512X1ZR		12.2(58)SE1	APs/Phones
East Side Art Room	Cisco 3560-24PS	24	ES_ART_ROOM_3560	00:1B:D4:99:6E:80	10.3.1.26	FDO1116Z2B4		12.2(25)SE E3	Phones
East Side Lab Rm 7	Cisco 2950	24	ESLAB7	00:0A:8A:D7:CD:40	10.3.1.16	FHK0631Z15H		12.1(9)EA1	
East Side Room 47	Cisco 2950	48	ES_RM47_SW1	00:12:00:DB:A3:C0	10.3.1.17	FOC0835Z547	8864	12.1(20)EA1a	
East Side Room 47	Cisco 2950	24	ES_RM47_SW2	00:12:00:80:ED:00	10.3.1.18	FOC0835W0NS	8844	12.1(20)EA1a	
East Side Room 47	Cisco 2950	24	ES_RM47_SW3	00:12:00:5D:23:40	10.3.1.19	FOC0834X4L1	8843	12.1(20)EA1a	

Location	Switch	Ports	Switch Name	MAC Address	IP Address	SN	BOCES SN	IOS version	Notes
East Side Room 47	Cisco 2960s	24	EASTSIDE_BAC K_WiFi	88:F0:77:6F:D A:80	10.3.1.21	FOC1515Z 50B		12.2(58)SE 1	AP's
East Side Room 51	Cisco 2960s	48	ES_ROOM_51	00:17:59:A7:84 :00	10.3.1.50	F0C1010X1 FZ		12.2(25)FX	
East Side Bus Garage	Cisco 2950	24	ES_BUS_SW1	00:12:00:5D:29 :40	10.3.1.20	FOC0834 W45Z	8842	12.1(20)EA 1a	
East Side Bus Garage	Cisco 3560-8PS	8	ES_BUS_3560	00:1B:2B:56:D 6:80	10.3.1.27	FOC1112U 0F3		12.2(35)SE	Phones
West Side Core Closet	Nortel Baystack 470-24T	24							
West Side Core Closet	Cisco 3750	48	West-Gouve-3750	00:12:00:3B:70 :00	10.2.1.1	CAT0834R 0JK	8847	12.1(19)EA 1d	Master unit of stack
West Side Core Closet	Cisco 3750	12	West-Gouve-3750	00:1C:0E:C8:F E:80	10.2.1.1	CAT1119Z GHC			Second unit of stack
West Side Core Closet	Cisco 2950	48	WS_CORE_SW1	00:12:01:34:C1 :00	10.2.1.10	FOC0836Y 2ZE	8863	12.1(20)EA 1a	
West Side Core Closet	Cisco 2960	24	WS_CORE_SW2	00:24:98:50:79: 80	10.2.1.11	F0C1252Y0 3D		12.2(35)SE 5	
West Side Core Closet	Cisco 2950	24	WS_CORE_SW3	00:0A:8A:D7:2 7:40	10.2.1.12	FHK0631Z 15K		12.1(9)EA1	
West Side Core Closet	Cisco 2950	24	WS_CORE_SW4	00:0B:46:17:A A:C0	10.2.1.13	FHK0641Y 00P	8841	12.1(22)EA 10a	
West Side Core Closet	Cisco 2960s	24	WC_CORE_SW5	E8:40:40:C0:C 1:80	10.2.1.18	FOC1512X 22E		12.2(58)SE 1	APs
West Side Core Closet	Cisco 3560-24PS	24	WS_CORE_3560	00:1B:D4:93:A 4:80	10.2.1.16	FDO1116Y 1RJ		12.2(25)SE E3	Phones
WS LAB RM 4	Cisco 2900xl	24	WSLAB	00:D0:BA:D1:7 7:80	10.2.1.25	FAA0331R 009		11.2(8.1)SA 6	
West Side Maintenance Room	Cisco 2950	48	WS_MAINT_SW 1	00:12:00:EC:6 6:80	10.2.1.14	FOC0836X 0EL	8862	12.1(20)EA 1a	
West Side Maintenance Room	Cisco 2950	24	WS_MAINT_SW 2	00:12:00:5D:2F :80	10.2.1.15	FOC0834 W461	8840	12.1(20)EA 1a	
West Side Maintenance Room	Cisco 3560-24PS	24	WS_MAINT_356 0	00:1B:D4:99:6 E:00	10.2.1.17	FDO1116Z 2B2		12.2(25)SE E3	Phones
N/A	Nortel Baystack 470-24T	24							
Storage	Cisco 3750	48	FOWLER- GOUVERNEUR	00:12:00:43:92: 80		CAT0834R 0SG	8846	12.1(19)EA 1d	
Access Center - West Side	Cisco 2950	48	Acctr2950	00:12:00:E3:96 :C0	10.3.1.45	FOC0835Z 4ZM	8861	12.1(20)EA 1a	
Storage	Cisco 2900xl	24	FOWLER-2900-2	00:03:E3:2F:6 E:40		FAB0440M 02M	11055	12.0(5.2)X U	
Storage	Cisco 2900xl	24	FOWLER-2900-1	00:D0:BA:C3:2 A:C0		FAA0331E 00F	7966	11.2(8.1)SA 6	

Location	Switch	Ports	Switch Name	MAC Address	IP Address	SN	BOCES SN	IOS version	Notes
Access Center - West Side	Cisco 3560-24PS	24	AccessCtr3560	00:1B:D4:88:95:80	10.3.1.40	FDO1116Z297		12.2(25)SE E3	APs/Phones
Storage	Cisco 3560	24	Spare_3560_24	00:21:A1:56:EB:80		FDO1218X126		12.2(35)SE 5	IT ROOM
-	-	-	-	-	-	-	-	-	
MS 223R	Cisco 2900xl	24	MS_223R_SW3	00:05:5E:35:34:00	10.1.1.20	FAB0509Y18S	11977	12.0(5.2)XU	IT ROOM
East Side Art Room	Cisco 2900xl	24	ES_ART_ROOM_SW5	00:03:31:3A:7E:80	10.3.1.14	FAB0440N02N	-	12.0(5.2)XU	IT ROOM
East Side Art Room	Cisco 2900xl	24	ES_ART_ROOM_SW6	00:06:D7:3D:7D:C0	10.3.1.15	FAB0529T05B	-	12.0(5.3)WC(1)	IT ROOM
West Side Maintenance Room	Cisco 2950	24	WS_MAINT_SW3	00:0A:8A:D7:CD:40	10.2.1.16	FHK0631Z15H	-	12.1(9)EA1	IT ROOM
Fowler School	Cisco 2900xl	24	FOWLER-2900-3	00:06:D7:11:1F:80	10.4.1.11	FAB0527Y2JH	11975	12.0(5.3)WC(1)	IT ROOM
storage	Cisco 2900xl	24		00:04:C1:D9:18:00		FAB0502U3Y7		12.0(5.2)XU	IT ROOM
West Side Core Closet	Cisco 2900xl	24	WS_CORE_SW4	00:B0:64:80:1B:80	10.2.1.13	FAB0401W0YB		12.0(5.1)XP	IT ROOM

Key

Color/Style	Meaning
East Side Art Room	Access Points
East Side Art Room	Phones
Fowler School	item not in use, but on site
West Side Core Closet	DANC
West Side Core Closet	Main Router

Location	Switch	Ports	Switch Name	Mac Address	IP Address	SN	BOCES SN
MS Downstairs (Main)	Nortel Baystack 470-24T	24					
MS Downstairs (Main)	Cisco 3750	48			163.153.54.7	CAT0833R15T	8867
MS Downstairs (Main)	Cisco 2950	48	MS_DOWNSTAIRS_SW1	00:12:00:EC:69:80	163.153.54.8	FOC0836W0EP	8855
MS Downstairs (Main)	Cisco 2950	48	MS_DOWNSTAIRS_SW2	00:12:00:DB:64:00	163.153.54.9	FOC0835Y4Y7	8856
MS Downstairs (Main)	Cisco 2950	48	MS_DOWNSTAIRS_SW3	00:12:00:DB:6A:00	163.153.54.10	FOC0835Y4YD	8857
MS Downstairs (Main)	Cisco 2950	48	MS_DOWNSTAIRS_SW4	00:12:00:DB:68:40	163.153.54.11	FOC0835Y4YE	8858
MS Downstairs (Main)	Cisco 2900xl	24	MS_DOWNSTAIRS_SW5	00:D0:BA:D1:77:80	163.153.54.109		
MS 223R	Cisco 2950	48	MS_223R_SW1	00:12:00:DB:62:80	163.153.54.12	FOC0835Y4Y6	8858
MS 223R	Cisco 2950	48	MS_223R_SW2	00:12:00:DB:AC:C0	163.153.54.13	FOC0835Y4Y9	8854
MS 223R	Cisco 2900xl	24	MS_223R_SW3	00:05:5E:35:34:00	163.153.55.190	FAB0509Y185	11977
Media Center	Cisco 2950	24	MEDIA_CENTER_SW1	00:12:00:5D:34:00	163.153.54.18	FOC0834X4P2	8845
Media Center	Cisco 2950	24	MEDIA_CENTER_SW2	00:0D:BD:36:41:C0	163.153.55.90		
Media Center	Cisco 2950	24	MEDIA_CENTER_SW3	00:0D:BD:36:40:80	163.153.55.88		
Media Center	Cisco 2950	24	MEDIA_CENTER_SW4	00:0D:BD:36:33:80	163.153.54.67		
High School Library	Cisco 2950	48	HS_LIBRARY_SW1	00:12:00:DB:94:80	163.153.54.14	FOC0835Z53J	8849
High School Library	Cisco 2950	48	HS_LIBRARY_SW2	00:12:00:DB:6B:40	163.153.54.15	FOC0835Y4XH	8850
High School Library	Cisco 2950	48	HS_LIBRARY_SW3	00:12:00:DB:5F:40	163.153.54.16	FOC0835Z537	8851
High School Library	Cisco 2950	48	HS_LIBRARY_SW4	00:12:00:11:9D:80	163.153.54.17	FOC0833Y4P6	8852
East Side Art Room	Nortel Baystack 470-24T	24					
East Side Art Room	Cisco 3750	48			163.153.242.19	CAT0834R057	8848
East Side Art Room	Cisco 2950	48	ES_ART_ROOM_SW1	00:12:00:DA:B9:00	163.153.242.17	FOC0836Y2YU	8865
East Side Art Room	Cisco 2950	48	ES_ART_ROOM_SW2	00:12:01:34:B4:C0	163.153.242.18	FOC0836Z360	8866
East Side Art Room	Cisco 2900xl	24	ES_ART_ROOM_SW3	00:04:9A:08:F8:C0	163.153.242.194		
East Side Art Room	Cisco 2900xl	24	ES_ART_ROOM_SW4	00:05:32:31:78:80	163.153.242.195		
East Side Art Room	Cisco 2900xl	24	ES_ART_ROOM_SW5	00:03:31:3A:7E:80	163.153.242.196		
East Side MAC Lab	Cisco 2900xl	24	ES_MAC_LAB	00:04:C1:D9:18:00	163.153.242.12		
East Side Room 47	Cisco 2950	48	ES_RM47_SW1	00:12:00:DB:A3:C0	163.153.242.16	FOC0835Z547	8864
East Side Room 47	Cisco 2950	24	ES_RM47_SW2	00:12:00:80:ED:00	163.153.242.14	FOC0835W0NS	8844
East Side Room 47	Cisco 2950	24	ES_RM47_SW3	00:12:00:5D:23:40	163.153.242.15	FOC0834X4L1	8843
East Side Bus Garage	Cisco 2950	24	ES_BUS_SW1	00:12:00:5D:29:40	163.153.242.13	FOC0834W45Z	8842
West Side Core Closet	Nortel Baystack 470-24T	24					
West Side Core Closet	Cisco 3750	48			163.153.243.10	CAT0834R0JK	8847

Location	Switch	Ports	Switch Name	Mac Address	IP Address	SN	BOCES SN
West Side Core Closet	Cisco 2950	48	WS_CORE_SW1	00:12:01:34:C1:00	163.153.243.12	FOC0836Y2ZE	8863
West Side Core Closet	Cisco 2950	24	WS_CORE_SW2	00:12:00:5D:16:40	163.153.243.11	FOC0834X4KD	8841
West Side Core Closet	Cisco 2950	24	WS_CORE_SW3	00:0A:8A:D7:27:40	163.153.243.79	FHK0631Z15K	
West Side Core Closet	Cisco 2900xl	24	WS_CORE_SW4	00:B0:64:80:1B:80	163.153.243.13	FA80401W0YB	
West Side Maintenance Room	Cisco 2950	48	WS_MAINT_SW1	00:12:00:EC:66:80	163.153.243.15	FOC0836X0EL	8862
West Side Maintenance Room	Cisco 2950	24	WS_MAINT_SW2	00:12:00:5D:2F:80	163.153.243.14	FOC0834W461	8840
West Side Maintenance Room	Cisco 2950	24	WS_MAINT_SW3	00:0A:8A:D7:CD:40	163.153.243.83	FHK0631Z15H	
Fowler School	Nortel Baystack 470-24T	24					
Fowler School	Cisco 3750	48			163.153.235.180	CAT0834R0SG	8846
Fowler School	Cisco 2950	48	FOWLER-2950	00:12:00:E3:96:C0	163.153.235.181	FOC0835Z4ZM	8861
Fowler School	Cisco 2900xl	24	FOWLER-2900-1	00:D0:BA:C3:2A:C0	163.153.58.139	FAA0331E00F	7966
Fowler School	Cisco 2900xl	24	FOWLER-2900-2	00:03:E3:2F:6E:40	163.153.58.160	FAB0440M02M	11055
Fowler School	Cisco 2900xl	24	FOWLER-2900-3	00:06:C7:11:1F:80	163.153.58.188	FAB0527Y2JH	11975
MS 223R	Cisco 2950	48	MS_223R_SW4	00:12:00:EC:62:00	163.153.242.19	FOC0836X0EH	8859
Spare	Cisco 2950	24	SPARE	00:11:BB:FF:B5:C0	163.153.243.16	FOC0833Y4P2	8860

East Side Elementary				Planned Future Acquisitions		
				2014-15	2015-16	2016-17
Computers:	176					
Laptops:	58					
Total Computers:	234					
Document Cameras:	17					
Digital Cameras:	0					
Printers:	86					
SMART Boards:	30					
Slates	10					
LCD Projectors:	32					
Tablets:	34					
Scanners:	4					
Laptop Carts:	2					
COW's:	1					
AV ROVER	1					
		Typ Date	Years			
Optiplex 3010	25	06/26/2013	1.21			
Optiplex 320	5	07/22/2007	7.15			
Optiplex 380	29	01/21/2011	3.64			
Optiplex 390	34	04/10/2012	2.42			
Optiplex 580	6	11/01/2010	3.86			
Optiplex 755	13	07/01/2008	6.20			
Optiplex 760	23	06/30/2009	5.20			
Optiplex 780	34	04/30/2010	4.37			
Optiplex 790	1	01/12/2012	2.67			
Optiplex 9010	3	02/06/2013	1.59			
Optiplex GX520	3	05/04/2006	8.36			
Total:	176					
Latitude E5430	1	09/13/2013	0.99			
Latitude 2120	52	07/01/2011	3.20			
Latitude E5500	2	01/16/2009	5.65			
Latitude E5510	1	05/12/2011	3.34			
Vostro	1	07/01/2011	3.20			
XPS 13	1	04/04/2012	2.44			
Total:	58					

High School				Planned Future Acquisitions		
				2014-15	2015-16	2016-17
Desktops:	234					
Laptops:	30					
Total Computers:	264					
Document Cameras:	28					
Digital Cameras:	7					
Printers:	84					
SMART Boards:	28					
Slates:	21					
LCD Projectors:	26					
Tablets:	9					
Scanners:	2					
Laptop Carts:	1					
COW's:	1					
		Typ Date	Years			
iMac 21.5"	10	09/16/2013	0.99			
Optiplex 3010	5	06/26/2013	1.21			
Optiplex 380	50	01/21/2011	3.64			
Optiplex 390	78	04/10/2012	2.42			
Optiplex 580	13	11/01/2010	3.86			
Optiplex 620	1	06/09/2006	8.26			
Optiplex 745	1	04/23/2007	7.39			
Optiplex 755	7	07/01/2008	6.20			
Optiplex 760	26	06/30/2009	5.20			
Optiplex 780	4	08/10/2011	3.09			
Optiplex 990	1	02/29/2012	2.53			
Optiplex GX270	2	10/27/2003	10.88			
Optiplex GX520	10	04/10/2006	8.43			
UTC3100 (Cafeteria)	2	10/31/2013	0.86			
Vostro 260 Slimtower	24	11/15/2011	2.82			
Total:	234					
Inspiron 8100	1	10/22/2001	12.90			
Latitude 5500	1	10/01/2009	4.95			
Latitude E5410	1	10/01/2010	3.95			
Latitude E5430	24	04/03/2013	1.44			
Vostro 1015	3	03/14/2011	3.50			
Total:	30					

Middle School							
Desktops	95				2014-15	2015-16	2016-17
Servers	9						
Laptops	192						
Total Computers:	296						
Document Cameras	22						
Digital Cameras	0						
Printers	83						
SMART Boards	28						
Slates	10						
LCD Projectors	30						
Tablets	19						
Scanners	9						
Laptop Carts	7						
COW's	1						
AV ROVER	1						
				Typ Date	Years		
Optiplex 320	1	07/23/2007	7.14				
Optiplex 380	21	04/01/2011	3.45				
Optiplex 390	4	04/10/2012	2.42				
Optiplex 580	13	11/01/2010	3.86				
Optiplex 755	4	07/01/2008	6.20				
Optiplex 760	26	06/30/2009	5.20				
Optiplex 780	5	04/05/2011	3.44				
Optiplex 9010	3	07/15/2013	1.16				
Optiplex 980	2	03/01/2011	3.53				
Optiplex 990	8	02/29/2012	2.53				
Optiplex GX260	1	02/10/2003	11.59				
Optiplex GX520	7	07/01/2007	7.20				
PowerEdge 2600	1	07/20/2004	10.15				
PowerEdge 2900	2	02/23/2010	4.55				
PowerEdge 840	1	06/30/2009	5.20				
PowerEdge SC430	1	05/24/2006	8.31				
PowerEdge T110 II	1	01/21/2012	2.64				
PowerEdge T310	1	05/30/2012	2.28				
PowerEdge T620	2	05/24/2012	2.30				
Total:	104						
Inspiron Duo 1090	1	07/15/2011	3.16				

Middle School				2014-15	2015-16	2016-17
Inspiron Mini 1012	20	11/01/2010	3.86			
Latitude 2110	10	11/01/2010	3.86			
Latitude 2120	70	09/01/2011	3.03			
Latitude 5500	2	06/20/2009	5.23			
Latitude D630	1	10/06/2008	5.93			
Latitude E5410	1	10/29/2010	3.87			
Latitude E5420	30	08/10/2012	2.09			
Latitude E5430	46	02/13/2013	1.58			
Latitude E6510	1	07/01/2010	4.20			
Latitude E6530	2	01/10/2014	0.67			
Fujitsu Lifebook T730	1	04/07/2011	3.43			
Studio 1734	1	01/28/2010	4.62			
Studio 1737	2	06/25/2010	4.22			
Toshiba Tecra	1	03/20/2012	2.48			
TravelMate 5742-7159	2	07/01/2011	3.20			
Vostro 3700	1	01/28/2011	3.62			
Total:	192					

West Side		Planned Future Acquisitions				
Desktops	134			2014-15	2015-16	2016-17
Laptops	34					
Total Computers:	168					
Document Cameras	21					
Digital Cameras	0					
Printers	63					
SMART Boards	22					
Slates	0					
LCD Projectors	28					
Digital Camcorders	0					
Tablets (iPads)	18					
Scanners	1					
Laptop Carts	1					
COW's	1					
		Typ Date	Years			
Optiplex 380	51	04/11/2011	3.42			
Optiplex 390	37	04/10/2012	2.42			
Optiplex 580	7	11/01/2010	3.86			
Optiplex 755	6	07/01/2008	6.20			
Optiplex 760	14	06/30/2009	5.20			
Optiplex 780	8	04/30/2010	4.37			
Optiplex 980	1	02/15/2011	3.57			
Optiplex 990	2	02/29/2012	2.53			
Optiplex GX520	5	06/26/2007	7.22			
Optiplex GX620	2	07/01/2007	7.20			
Total:	133					
Inspiron 1440	2	03/01/2010	4.53			
Latitude E5430	31	06/28/2013	1.21			
Latitude E6400	1	03/26/2010	4.47			
Total:	34		114.78			

St. James				Planned Future Acquisitions		
				2014-15	2015-16	2016-17
Desktops	7					
Laptops	1					
Total Computers:	8					
Document Cameras	0					
Digital Cameras	0					
Printers	2					
SMART Boards	0					
Wireless Pads	1					
LCD Projectors	1					
Digital Camcorders	0					
Tablets (iPads)	0					
Scanners	0					
Laptop Carts	1					
COW's	1					

Bus Garage				Planned Future Acquisitions		
				2014-15	2015-16	2016-17
Desktops	6					
Laptops	0					
Total Computers:	6					
Document Cameras	0					
Digital Cameras	0					
Printers	3					
Electronic White Boards	0					
Wireless Pads	0					
LCD Projectors	0					
Digital Camcorders	0					
Tablets (iPads)	0					
Scanners	1					
Laptop Carts	0					
COW's	0					

Age is greater than 5.0 Years

Current Inventory of Equipment

Includes Principals and Secretaries, Counselors Custodians, Nurses and IT

EAST SIDE ELEMENTARY	Computer Labs	Classrooms	Library or Media Ctr.	Admin. Offices	Total Computers	Laptops	Planned Future Acquisitions	
							2015-16	2016-17
Computers	50	124	10	3	179	62		
Core i7						2		
Core i5					75	2		
Core i3					5	3		
Core2 Duo					93	3		
Pentium D or Pentium 4					3			
Celeron					3			
Atom						52		
AMD Athlon					6			
		Peripheral Devices			Total			
Printers	5	62	3	8	78			
Scanners	2	1			3			
Overhead Projectors		33	1		34			
Smart boards		33			33			
Slates		11			11			
Elmo\Ladybugs	1	20			21			
VCR\DVD Players		19			19			
AV Rover		1			1			
iPads		50		4	54			
Amazon Kindle								
Asus Nexus 7 Tablets		12			12			
Samsung Galaxy Tablets								
Chromebooks		25			25			
Microsoft Surface Pro								
		Software			Total			
Windows 8								
Windows 7					241			
Windows Vista								
Windows XP								
Microsoft Office								

Current Inventory of Equipment

Includes District Office, Business Office, IT,
Principals and Secretaries, Administrators, Guidance, Custodians, Nurses

							Planned Future	
HIGH SCHOOL	Computer Labs	Classrooms	Library or Media Ctr.	Admin. Offices	Total Computers	Laptops	Acquisitions	
							2015-16	2016-17
Computers	50	123	46	8	227	76		
Core i7						24		
Core i5					93	48		
Core i3					24			
Core2 Duo					83	4		
Pentium D or Pentium 4					4			
Celeron					10			
Atom								
AMD Athlon					13			
		Peripheral Devices			Total			
Printers	4	66	4	4	78			
Scanners			2	1	3			
Overhead Projectors	2	30	2		34			
Smart boards	2	28			30			
Slates	1	17			18			
Elmo\Ladybugs		29			29			
VCR\DVD Players		2			2			
AV Rover								
iPads		10		3	13			
Amazon Kindle		10			10			
Asus Nexus 7 Tablets								
Samsung Galaxy Tablets		4	2		6			
Chromebooks								
Microsoft Surface Pro				1	1			
		Software			Total			
Windows 8					1			
Windows 7					301			
Windows Vista								
Windows XP					1			
Microsoft Office								

Current Inventory of Equipment

Includes Principals and Secretaries, Counselors Custodians, Nurses and IT

							Planned Future Acquisitions	
Middle School	Computer Labs	Classrooms	Library or Media Ctr.	Admin. Offices	Total Computers	Laptops	2015-16	2016-17
Computers		58		36	94	222		
Core i7						22		
Core i5					18	102		
Core i3						4		
Core2 Duo					55	3		
Pentium D or Pentium 4					10			
Celeron						91		
Atom					11			
AMD Athlon								
		Peripheral Devices			Total			
Printers		54		30	84			
Scanners				11	11			
Overhead Projectors		30		3	33			
Smart boards		27		2	29			
Slates		16			16			
Elmo\Ladybugs		22			22			
VCR\DVD Players		1			1			
AV Rover		1			1			
iPads		19			19			
Amazon Kindle								
Asus Nexus 7 Tablets								
Samsung Galaxy Tablets								
Chromebooks								
Microsoft Surface Pro				1	1			
		Software			Total			
Windows 8								
Windows 7					314			
Windows Vista								
Windows XP					2			
Microsoft Office								

Current Inventory of Equipment

Includes Principals and Secretaries, Counselors Custodians, Nurses and IT

							Planned Future	
WEST SIDE ELEMENTARY	Computer Labs	Classrooms	Library or Media Ctr.	Admin. Offices	Total Computers	Laptops	Acquisitions	
							2015-16	2016-17
Computers	47	61	11	6	125	37		
Core i7								
Core i5					40	32		
Core i3						4		
Core2 Duo					73			
Pentium D or Pentium 4								
Celeron					5	1		
Atom								
AMD Athlon					7			
		Peripheral Devices			Total			
Printers	7	45	2	3	57			
Scanners	1	2		1	4			
Overhead Projectors	1	26	1		28			
Smart boards		23			23			
Slates	2	4			6			
Elmo\Ladybugs	1	21	1		23			
VCR\DVD Players	2	1			3			
AV Rover	1				1			
iPads		3		27	18			
Amazon Kindle								
Asus Nexus 7 Tablets				5	5			
Samsung Galaxy Tablets								
Chromebooks								
Microsoft Surface Pro								
		Software			Total			
Windows 8								
Windows 7					162			
Windows Vista								
Windows XP								
Microsoft Office								

Inventory of Equipment

Includes Principals and Secretaries, Counselors, Custodians, Nurses and IT

							Planned Future Acquisitions	
BUS GARAGE	Computer Labs	Classrooms	Library or Media Ctr.	Admin. Offices	Total Computers	Laptops	2015-16	2016-17
Computers				8	8			
Core i7								
Core i5					2			
Core i3								
Core2 Duo					3			
Pentium D or Pentium 4					2			
Celeron								
Atom								
AMD Athlon					1			
		Peripheral Devices			Total			
Printers					6			
Scanners					1			
Overhead Projectors								
Smart boards								
Slates								
Elmo\Ladybugs								
VCR\DVD Players								
AV Rover								
iPads					1			
Amazon Kindle								
Asus Nexus 7 Tablets								
Samsung Galaxy Tablets								
Chromebooks								
Microsoft Surface Pro								
		Software			Total			
Windows 8								
Windows 7					5			
Windows Vista								
Windows XP					3			
Microsoft Office								

Inventory of Equipment							Planned Future	
Includes Principals and Secretaries, Counselors, Custodians, Nurses and IT							Acquisitions	
ST. JAMES	Computer Labs	Classrooms	Library or Media Ctr.	Admin. Offices	Total Computers	Laptops	2015-16	2016-17
Computers	6	2			8	4		
Core i7								
Core i5					6			
Core i3						3		
Core2 Duo					1	1		
Pentium D or Pentium 4					1			
Celeron								
Atom								
AMD Athlon								
		Peripheral Devices			Total			
Printers	2	1		2	5			
Scanners								
Overhead Projectors	1		1		2			
Smart boards								
Slates	1				1			
Elmo\Ladybugs	1				1			
VCR\DVD Players								
AV Rover								
iPads								
Amazon Kindle								
Asus Nexus 7 Tablets								
Samsung Galaxy Tablets								
Chromebooks								
Microsoft Surface Pro								
		Software			Total			
Windows 8								
Windows 7					10			
Windows Vista								
Windows XP					2			
Microsoft Office								

WIRELESS ACCESS POINTS

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1PAIR-LAP1142N-A-K9	SFTX1507E045	E05FB9439E9F	5/11/2011
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1PAIR-LAP1142N-A-K9	SFTX1507E040	503DE52F78A6	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507E03N	503DE586328B	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1509E128	C89C1D6EAC38	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1509K14L	C89C1D6EAC5E	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1509K14N	C89C1D6EAC2D	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1509E126	C89C1D6EACC0	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1509E127	C89C1DAF0A25	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508K36S	C89C1DA7F3D6	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508E2YD	C89C1D46A795	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508E2YB	C89C1DA7F3CD	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508K36X	C89C1D4685D3	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508E2YC	503DE5D9C441	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1504KHLU	503DE5BEFE0E	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508K1JK	503DE5F0E54E	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508K1JM	503DE5F0E7C1	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508K1K2	C89C1D0DA27C	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508K1JV	C89C1D0DA563	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507K048	E05FB943A931	5/11/2011
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1PAIR-LAP1142N-A-K9	SFTX1508K1JL	503DE5F0E71A	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508K1JG	503DE5F0E77C	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508E17R	503DE5D9C039	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508E17Q	503DE5933261	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508E17T	1CDF0F95D2D2	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507K04W	E05FB9439C15	5/11/2011
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1PAIR-LAP1142N-A-K9	SFTX1507K04S	503DE52F7875	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507K051	503DE52F7B4B	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507K04Q	503DE546F2E0	5/11/2011
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1PAIR-LAP1142N-A-K9	SFTX1507E03U	503DE5863B72	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1508E182	C89C1D0DA3DC	5/11/2011

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1PAIR-LAP1142N-A-K9	SFTX1507E041	E05FB9439EF9	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507K04K	503DE546F133	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507K04H	E05FB9439EC2	5/11/2011
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1PAIR-LAP1142N-A-K9	SFTX1508E2Y4	C89C1D46A520	5/11/2011
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1PAIR-LAP1142N-A-K9	SFTX1508E2XV	C89C1DA7F47B	5/11/2011
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1PAIR-LAP1142N-A-K9	SFTX1509E11R	C89C1DA809C6	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1509E11S	C89C1DA80A5E	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1509K14A	C89C1D6EAC68	5/11/2011
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1PAIR-LAP1142N-A-K9	SFTX1507E03Y	E05FB9439A04	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507K04Z	503DE5863C63	5/11/2011
1PAIR-LAP1142N-A-K9	SFTX1507K04X	503DE52F7834	5/11/2011
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1PAIR-LAP1262N-A-K9	SFTX1523E163	00077D43214F	
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1PAIR-LAP1262N-A-K9	SFTX1522EA2A	00077D12F048	

Software Inventory - District Supported Resources

District-Wide Resources	Description	Platform	Purchased through	Subscription
District Management				
ClearTrack/ClearTrack AIS/IEP Viewer	Special Education	Web	NERIC	Annual
EDoctrina	Curriculum Mapping & Assessment	Web	SLL ?	Annual
Forecast5Analytics	Business Office Management	Web	ERIE 1	Annual
Guidance Direct	Guidance/Student Resources	Web	District	Annual
My Learning Plan	Professional Development Management,	Web	NERIC	Annual
NutraKids	Cafeteria/POS	Software	NERIC	Annual
Opals	Library DB	Web	SLL	Annual
Que-Centre	Building Use Software	Web	NERIC	Annual
SchoolMessenger	Mass Notification System	Web	District	Annual
Schooltool	Student Management System	Web	NERIC	Annual
Transfinder	Bus Routing	Software	District	Annual
WinCap	Business Office Program, Payroll, Pos, Attendance		NERIC	Annual
Student Assessment				
Acceleration Math	Math Assessment	Web	District	Annual
Acceleration Reader	Reading Assessment	Web	District	Annual
Aims Web	RTI	Web	District	Annual
Castle Learning	Review & Assessment	Web	District	Annual
Fast ForWord	Reading Skills		District	Annual
Lexia	Reading Skills		District	Annual
Renaissance Learning (Star Assessments)	Student Assessment	Web	District	Annual
Star Math	Student Assessment	Web	District	Annual
Star Reading (Renaissance Learning)	Student Assessment	Web	District	Annual
System 44 (Scholastic)	Reading and Phonics Instruction	App	District	Annual
Instruction				
Glogster	EXPLORE AND CREATE EDUCATIONAL CONTENT	Web	District	Annual
Google Applications	Email, Docs, Cloud Storage	Web	District	Free
MS Office 2013	Volume Licence EES	Software	Neric	Annual
Scholastic Read 180	Reading Intervention Program	Web		Annual
SMART Notebook	Smartboard	Software	District	free

Teacher / Course Specific	Description	Platform	Purchased through	Subscription
Adobe Creative Suite	Photoshop, InDesign, Illustrator, Acrobat Pro, Flash	Software	District	
Audacity	Audio Editing	Software	District	Free
Brainhoney	Core learning technology, digital content, assessment and alignment	Web	District	Annual
Brain Pop	Animated Educational Site, Multiple Content Areas	Web	District	Annual
Classroom DoJo	Behavior and Engagement tracking	Web	District	Annual
Discovery Education	Digital Textbooks and streaming	Web	District	Annual
Dragon Natural Speaking	speech recognition software	Software	District	Annual
Eclipse			District	Annual
Education City	Educational Activities and Creative Tools for Teachers	Web	District	Annual
Evernote	Digital Notebook	Web/Software	District	Free
ExamGen	Test Creation	Software	District	Annual
Expression 4 Web	MS Website design and Development Tool	Software	District	Annual
Finale Smart Music	Interactive practice tool for Musicians	Software	District	Annual
Fun4thebrain	Education Games, Multiple Content Areas	Web	District	free
Garage Band	Music Creation	Software	District	Annual
Geometer's Sketchpad	Math Visualization	Software	District	Annual
GoNoodle	Brain Break Activies	Web	District	free
Imagemaker				
iMovie	Movie/Video Creation	Software	District	Annual
Kurzweil	Text to Speech	Software	District	Annual
Kidblog	Blog for Students	Web	District	free
Learning Ally	Audiobooks for Blind, Dyslexic, Disabled	Web	District	free
Lynda.com	Online Video tutorial & training	Web	District	free
Math Fact in a Flash (Renlearn)	Practice and intervention Gr.1-5	Web	District	free
MARC Magician	MARC Editing tool for libraries	Software	District	Annual
MARC Wizard	Library Database creation and Maintenance	Software	District	Annual
Movie Maker	Video Creation	Software	District	Annual
Prezi	Presentation	Web	District	Free
PsychCorp Center	Student Evaluation	Software	District	Annual
Psychological Cognitive Assessments (WISC, WIAT, BASC)	Student Evaluation	Software	District	Annual
Raz Kids	Interactive eBooks	Web	District	Annual
Reading Counts	Reading Assessment	Web	District	Annual
ReadWorks	Reading Comprehension	Web	District	Annual
Reading A-Z	Leveled Reading Tools	Web	District	Annual
ScanSnap	Scanning software (Fujitsu scanner)	Software	District	free
Schoolology	Social Network for Educators	Web	District	Annual
Starfall	Interact Education Games	Web	District	Annual
Superkids	Reading Comprehension	Web	District	Annual
Vernier Logger	Data Collection Tool, Sciences	Software	District	free

- Current Network Diagrams (all buildings)

See Assistant Superintendent's Office for these drawings

- **Current Acceptable Use Policies**

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

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

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

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

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall

not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email, chat rooms, as well as social networking websites, may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the websites visited by students as a measure to restrict access to materials harmful to minors;
- c) The dissemination of the District's Acceptable Use Policy and accompanying Regulations to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet. Parental and/or student consent, as may be applicable, shall be required prior to authorization for student use of District computers. In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other

**SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY
(Cont'd.)**

unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action;

- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students; and
- e) Educating of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response.

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

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

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

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

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet.

The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

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

**SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY
(Cont'd.)**

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

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students.

Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

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

Notification/Authorization

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

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

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology. The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 USC Sections 254(h) and 254(l)

47 CFR Part 54

Education Law Section 814

NOTE: Refer also to Policy #7370 -- Student Use of Computerized Information Resources (Acceptable Use Policy)

District Code of Conduct on School Property

Adopted: 9/24/01

Revised: 5/22/06; 9/8/08; 9/26/11; 8/26/13

**USER AGREEMENT AND PARENT PERMISSION FORM
2014-2015 SCHOOL YEAR**

As the parent or legal guardian of the student named below, I grant permission for my son or daughter to use the networked computer services at Gouverneur Central School as outlined in this document. I understand that my son or daughter will be held responsible for the aforementioned violations. Additionally, I grant permission for my child's photograph and/or student work to be included in pictures of activities and special events posted to the Gouverneur website. I understand that pictures posted will include first name *only*. No last names will be posted. Elementary students are not permitted to use computers without adult supervision.

Name of Student (please print) _____

Student Signature _____

(Grades 6 through 12 only)

Student ID: _____ School Building: _____

Grade _____ Teacher _____ Date of Birth _____

Street Address _____

Town _____

Home Telephone _____

Parent Name (please print) _____

Parent Signature _____ Date _____

STUDENTS: Please return this completed form to your homeroom teacher.
HOMEROOM TEACHERS: Please return this completed form to IT Staff for processing.

FOR OFFICE USE ONLY:

This student been added this school year

USERID:	SYSOP:
P'WD:	DATE:

- Rev. March 19, 2015
- C:\RL\GCS\AUP\GCS Internet Safety Policy All Students AUP 2014-15v1.doc

ISTE Standards

Administrators

International Society for Technology in Education

1. Visionary leadership

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

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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ISTE Standards

Teachers

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Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self renewal of the teaching profession and of their school and community

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ISTE Standards

Students

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1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

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

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

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

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

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

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

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

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