Division Technology Plan

Danville Public Schools
meeting the challenge of a new century...

2011-2015

http://web.dps.k12.va.us/Departments/Administrative Services/IAT/technology plan.pdf

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Summary

The Danville Public School 2011-2015 Technology Plan outlines the school division's strategy for technology throughout the school district. It is in line with the Virginia Department of Education's Educational Technology Plan guidelines for the 2010-2015 school years, which can be located at http://www.doe.virginia.gov/support/technology/edtech_plan/index.shtml. This plan also meets the Universal Services Telecommunications Act (E-rate) so that it can be presented for the individual formula educational technology funding.

The overall plan shows how Danville Public Schools (DPS) monitors and implements technology throughout the District. It reinforces the Division's goals for staff and student achievement in the area of technology, as it pertains to daily individual usage. Resources and support are provided throughout the school year to ensure that each and every customer to the District has the necessary means to achieve the goal and that those resources and support are monitored and evaluated annually to ensure progress.

Technology is something that is encouraged outside the walls of the school buildings. Each teacher is given access to email 24 hours a day that can be accessed from any location where Internet is available. They also have access to an online repository of resources, lessons, and activities that they can browse through and utilize anytime they need. In addition, our new testing software is available online so data can be looked at and disaggregated from any location. These are just a few of the resources that are available currently, and many others will be implemented over the course of the next few school years.

As new resources are put into place, more training and support is necessary. As a result, the technology department continues to grow and adapt. Newer, faster computers are replaced on a five-year timetable, and more hardware is purchased to make classrooms more effective. Staff development demands continue to grow and more courses are offered, either one-on-one or in group settings. The expansion of needs in the technology department shows that the Division is becoming more technology competent as the years go on, thus meeting our desire to become a more technology driven community within the walls of the school district.

Projected Funding

E-rate Funding

The E-rate Funding Program annually supports broadband connectivity for Danville Public Schools (Wide-Area Network and Internet). The discount rate for Danville Public Schools varies between 80% and 90%. For 2010, the discount rate was 84% and Danville Public Schools received $1,021,941.

State and Local Funding

Danville Public Schools technology budget for 2010-2011 was $2,043,815, including salaries and benefits for six (6) ITRT's; 5.5 Technology Support Specialists; four (4) Program Support Specialists; one (1) WAN Analyst, two (2) LAN Analysts; (1) one Media and Broadcast Technician; contracted services, hardware and software, professional development and infrastructure. State and local revenues provide adequate funding for the technology department and allow Danville Public Schools to maintain and replace equipment on a scheduled basis. Significant revenue reduction from state or local sources will negatively impact the current level of services, from both a personnel and equipment standpoint.

Planning Process

The Danville Public Schools stakeholders serve as the council by which the Technology Plan for our school district is put into place. They are the parents, community leaders, teachers, support staff, and administrators within our school district. It is through them that the students we are trying to reach will learn and grow. So it must be through the stakeholders that we show the students the importance of technology and its proper usage.

BELIEF

Danville Public Schools believes in the value of our students and understands the role we play in preparing them for successful futures.

VISION

The Danville Public School Division will value the professional contributions of all employees to provide a challenging, exciting, personalized academic and social environment designed to produce responsible, creative and productive citizens in a changing global society.

MISSION

The Danville Public School Division will provide educational services of exceptional quality that meet or exceed the needs of each student to achieve exceptional success in life. An essential component of those educational services is provided in the field of technology. The Danville Public Schools ensures equitable access to technology and infuses technology in all areas of curriculum and instruction in order to enhance academic achievement. Learners will have the necessary knowledge and skill to interact successfully in a technology-rich environment so they can achieve personal, educational and career goals.

EMPLOYEE GOALS

Goal 1: Professional Development

Teachers must have the knowledge necessary to properly use the technology tools that are provided to them. To do this they need:

1.1 staff and professional development opportunities on a regular basis to become familiar and comfortable with the technology;

1.2 access to the technology in the schools and in the classrooms;

1.3 support to answer any questions;

1.4 time to learn to use the tools before trying them in the classroom;

1.5 ITRT support and technical school support during the school day/year;

1.6 a manual (or access to one) for the technology learned; and

1.7 access to other teachers who have used the technology in the classroom before.

Goal 2: Classroom Integration

Teachers must be able to provide meaningful and engaging lessons/activities for their students. To do this they must be able to:

2.1 use the programs that are available in their schools while aware of the skills and knowledge necessary to master the skills required;

2.2 have access to technology to use in their classroom and time to plan with it;

2.3 have access to technology within a lab setting if the tools are not available to the classroom;

2.4 have time to create lessons using any technology available to them;

2.5 be knowledgeable in their subject so they know where to access information from the web or software provided by the Division;

2.6 search for or utilize lessons created by others;

2.7 rely on others that have experience with technology for assistance and resources;

2.8 have access to the same programs on the school computer from home in the form of a direct link or as an installed program on their home computer; and

2.9 be willing to try new technology and explore the Internet for engaging lessons and activities.

STUDENT GOALS

Goal 1: Academics

Students will gain and utilize the technical knowledge necessary to achieve success in school. They should be able to:

1.1 log on to, log off of, and/or shut down the computer;

1.2 use the mouse and other components to navigate computer;

1.3 find and operate programs on the computer/server and appropriate bookmarked sites;

1.4 type (depending on the grade);

1.5 create, edit, and save a document (Word, PowerPoint, and Excel);

1.6 site and access a website on the Internet, including search engines;

1.7 open and close any program; and

1.8 load, save, edit, and print (pictures and text).

Goal 2: Responsibilities

Students must be able to participate in and be productive members of their community: They should know how to:

2.1 use the computer and its components;

2.2 send and receive emails;

2.3 search for information, general activities, or sites on the Internet;

2.4 create documents using any of the Windows (or similar) programs;

2.5 find saved documents on a computer; and

2.6 operate various technological equipment.

Goal 3: Life Skills

Students need to be able to lead fulfilling and responsible lives. They should know how to:

3.1 load, save, edit, and print pictures;

3.2 create a personal page (like Facebook);

3.3 understand the need for privacy and how to protect personal information on the Internet;

3.4 use electronic banking/ bill paying;

3.5 know how to view/purchase items on a website;

3.6 use search engines and be capable of conducting research;

3.7 type on a keyboard;

3.8 know how to think and problem solve; and

3.9 keep current with technology;

TECHNOLOGY FRAMEWORK

There are five main areas of focus for the State goals and objectives:

- an appropriate and adequately designed learning environment;
- meaningful engagement of learners;
- purposeful application of appropriate technology;
- use of authentic technology tools to extend learning; and
- authentic and intelligent assessments that are result-oriented.

There are also four key educational components described in the Educational Technology Plan. These four components form the goals and objectives mandated by the Virginia Department of Education and all strategies and measurements should be aligned to them:

- Curriculum
- Professional Development
- Support
- Accountability

This Technology Plan seeks to provide our customers, students, and employees information concerning previous technology use, ways current technology is used, and future plans for implementing technology into our instructional program as it meets VDOE requirements.

TECHNOLOGY COMMITTEE

Meeting Dates:

October 26, 2010	February 22, 2011	May 17, 2011
November 23, 2010	March 22, 2011	
January 11, 2011	April 19, 2011	

The Technology Committee is comprised of several sub-committees that meet throughout the school year to discuss, develop, and review the Danville Public Schools Technology Plan. The committees and sub-committees meet/communicate on a regular basis and include the following individuals:

- Instructional Technology Resource Teachers
- Technical Support Specialists
- Central Office Personnel:
    - Assistant Superintendant for Administrative Services
    - Assistant Superintendant for Instructional Services
    - Directors of Instruction
    - Director of Accountability
    - Director of Maintenance and Operations
    - Director of Office of Exceptional Children
    - Instructional Facilitators
- School Administrators: Elementary, Middle, and High School
- Community Partners:
    - Institute for Advanced Learning and Research
    - Southern Piedmont Technology Council
    - Community Input Forum
    - Danville Community College
    - Averett University
    - National College
- Division Technology Committee: Classroom teachers from elementary, middle, and high school
- Parents: PTO/PTA organizations

In addition to formal meetings, data and information are periodically gathered from key individuals via email and other correspondence. Identified needs include discussions on computer/software support needs, hardware/software needs, planning and review of Technology Plan, inventory, and technology security concerns.

PLAN DEVELOPMENT

The Technology Plan for Danville Public Schools is informed by requesting input/data from the community, faculty, students, and parents in the form of surveys, committee meetings, discussion groups, and individual inquiry in person, by phone, or by email.

While face-to- face meetings are necessary and preferred, we encourage and support the use of technology in the District, so we use technology whenever possible as a means of communication and data gathering. Because of this philosophy, we provided online surveys for students, parents, faculty, and the community to assist in the development of the Division's Technology Plan. This method not only encourages the use of technology, but also assists us in gathering and disaggregating the data quickly and effectively. Another focus of technology within the planning process is with the use of email correspondence. All individuals involved in the creation of the plan are not always available simultaneously. Email allows everyone to participate equally.

EVALUATION AND UPDATE PROCESS

The Technology Plan, as well as the technology that is in place throughout the District, is evaluated each year. As machines and hardware become outdated or beyond repair, it is the responsibility of the IAT department to plan for the implementation of the replacement schedule and replace technology as indicated. Each year the Technology Plan will be revised to remove any items that are no longer in effect within the District or to add in any new features.

NEEDS ASSESSMENT

The school division's technology needs are advancing along with technology as it advances. A plan is necessary to determine the needs each year so that the Division can remain abreast of current technologies. Each aspect of technology is assessed using a different method. To help identify the needs of the school division, surveys are conducted to determine individuals skill competencies and identify areas where skills are lacking. In addition, within the survey it can be determined what hardware, software, and support structures are in working order or what needs to be updated.

- Software (see Appendix F for an entire list of DPS software in use)

  The purchasing of software is determined by testing data that is collected at the end of each school year. Areas that are identified as weak support the purchase of new pieces of software. Currently installed pieces of software are replaced as they are deemed non-functioning for improving instructional delivery.

- Hardware (see Appendix E for a complete list of DPS hardware in use)

  There are approximately 6,000 computers in the District. All computers are on a five-year replacement cycle. As computers reach their warranty expiration, they reach the end of their five-year cycle and are replaced accordingly.

  Purchasing of other types of hardware is determined by department directors and staff within school buildings and is based upon identified needs from either the Division's master plan or the school's improvement planning process.

- Network Operations (Upgrades and Replacements)

  - Networks and Systems
    In E-rate funding year 2011-2012, DPS will be requesting funding from the USAC to bolster the technology infrastructure to include replacing aging Cisco and routing equipment and the continued implementation of wireless access points.

  - Wireless Technology
    DPS is in the process of implementing wireless technology into all of its schools and central office locations. This implementation is utilizing dual radio infrastructure to allow for a myriad of devices to connect to the network. Also, the wireless access has been limited via QoS (Quality of Service) to assure proportional bandwidth and higher levels of usability. This network and Internet access is guarded via WAP encryption key that disallows any unwanted users and filters through log-in attempts. As this is a new implementation that should conclude by Spring 2011, a needs assessment of this system has not been implemented or discussed.

  - Server Room
    DPS will commit to replacing the SAN (Storage Area Network) units as needed based upon hardware warranty. DPS continues to maintain a level of scalability that will allow this equipment to stay in place for up to seven additional years. Each of the Microsoft Windows servers will be replaced every five years unless stored as a virtual machine. These servers will be taken out of operation when the SAN is replaced.

- Fire Alarms

  It is estimated that approximately $250,000 is required to replace two (2) aging fire alarm systems and one (1) public address system in DPS schools and centers. The original manufacturers of these systems no longer produce replacement parts for the installed systems. At this time, DPS must rely on sourcing parts from decommissioned systems that are removed during renovations, or from units that are replaced as part of the regular maintenance programs.

- AlertNow (Mass Notification) System
  The AlertNow System is a rapid notification service for communication with parents and staff. It is a web-based system which is capable of sending voice, text (SMS), or email messages. AlertNow is hosted in secure commercial facilities and is accessible from any phone or Internet connected computer. Currently it is used daily to notify parents of student absences. Administrative and school staff utilize the system for sending messages concerning inclement weather, school activities, and other special school or community events. AlertNow is able to translate English messages into several languages and conduct telephone polls.

- Camera/Monitoring Systems
  Currently the school district is using an analogue indoor/outdoor camera system to monitor all buildings. In addition to the cameras, each building is also equipped with a buzzer system to allow entrance into the buildings based on what is viewed through the external cameras. All cameras use a DVR recording system called Divar and record the video to a hard drive that can be accessed by individuals in the school at any point during the day. Currently, in addition to the schools having access to the camera system, the Danville Police Department can also access it via secure VPN connection.

  As costs of equipment and maintenance are rising, the District has chosen to upgrade the current monitoring system throughout the entire District. Each site will receive IP (Internet Protocol) cameras that will be attached to the local area network within the building. The video will be digitally recorded and can be viewed from a web browser. The Danville Police Department will continue to have access to the video as well. The District has chosen this route to go due to the ease of installation, low equipment cost, and ease of video access.

- Video Equipment
  Danville Public Schools broadcast operations consists of equipment and facilities to produce a 30-minute weekly news-magazine, a monthly tape-delayed broadcast of monthly School Board meetings averaging 90 minutes, and approximately twelve special event broadcasts each year averaging 90 minutes each. These productions are all broadcast on a rotating schedule on River City TV, Comcast channel 10 and streamed on the Danville Public Schools website. DPS also has the capability to self-produce public service announcements and provide videography services for special events including the *DPS Graduate of Distinction* program.

  The Danville Room at the School Board Office currently serves as the base for “in-studio” content and is used for all School Board meetings. Remotely controlled, PTZ cameras and related equipment allow DPS to video Board meetings unobtrusively. This equipment is three years old and will need to be updated in two to four years due to normal wear and tear.

In the near future, DPS plans to set up a three-camera, fixed-studio at the School Board Office utilizing existing equipment. This studio will be used for taping Chalk Talk segments as well as fulfilling other video-related needs. Several pieces of mobile equipment are used in the production of Chalk Talk, the DPS weekly news-magazine, and for special event broadcasts. While the majority of the equipment DPS uses is in great shape and relatively new, the wear and tear caused by mobile video production will mean that mobile video equipment will need to be updated in approximately 4-5 years.

The main video editing system is currently two years old. Following a 5-year computer replacement cycle, this system and related accessories will need to be replaced in three years.

The ever-growing demands on video storage will require an additional investment in off-line storage. Current storage systems will reach capacity within four years.

DPS currently shares a Government/Educational Access channel with the City of Danville. According to Comcast's franchise agreement with the City of Danville, DPS may split from the City and form its own Educational Access channel at any time given proper notice and upon successfully displaying a need. In order for this to happen, DPS would need to purchase its own automated video play-out server and additional equipment. It is reasonable to assume that within five years this will happen as both the City and DPS increase video production and therefore, the use of the available programming time. Upon forming a separate Educational Access channel, DPS would be able to provide 24-hour-a-day programming. The opportunity would exist to provide increased GED programming, more in-depth programs, more event coverage, and other learning-based programming aimed at both students and the community.

Costs Associated with Media and Broadcasting:

Ongoing ***$2,500/yr***	**2011-2012** ***$2,500***	**2012-2013** ***$5,000***	**2013-2014** ***$10,000***	**2014-2015** ***$20,000***	**2015-2016** ***$32,500***
• Equipment repair • Equipment for special projects • Batteries • Media (DVD's/CD's, etc.)	• Ongoing *($2,500)*	• Update Danville Room equipment *($2,500)* • Ongoing *($2,500)*	• Update Danville Room equipment *($2,500)* • Replace editing system *($5,000)* • Ongoing *($2,500)*	• Update Danville Room equipment *($2,500)* • Increase video storage *($5,000)* • Replace mobile video/audio equipment *($10,000)* • Ongoing *($2,500)*	• Purchase equipment for stand-alone Educational Access channel *($30,000)* • Ongoing *($2,500)*

PLAN DISTRIBUTION

The DPS technology plan is available via the web at:

- http://web.dps.k12.va.us/Departments/Administrative Services/IAT/technology plan.pdf
- Hard copies can be obtained at the School Board office located at 341 Main Street, Suite 100, Danville, VA 24541.

Goals, Objectives, Strategies and Measures

GOAL 1

Provide a safe, flexible, and effective learning environment for all

Objective	Strategy	Evidence
Deliver appropriate and challenging technology integrated curricula	Provide access to learning opportunities online that tie to the curricula and encourage learning	List the websites that are used throughout the District and shared among teachers
	Identify hardware that is available to teachers that allows appropriate learning opportunities	A list of hardware has been compiled and updated annually to maintain equity. *Pg. 40*
	Provide software that has been purchased to allow for learning and face-to-face interactivity	Identify software that is available in each school, by grade level *Pg. 41*
Provide the technical and human infrastructure necessary to support technology integration	Provide technical support; maintenance and training	Technical Support Specialist work order portal will provide the issues, solutions, and a timeline of work.
		Individual daily work logs are maintained for ITRT evidence of training and assistance.
	Provide the hardware that will support a necessary learning environment	A hardware list has been compiled to show available hardware for teacher access. *Pg. 40*
	Provide the software to support necessary learning environments	A software list is compiled to show what is available and in use throughout the District. *Pg. 41*

GOAL 2

Engage students in meaningful curricular content through the purposeful and effective use of technology

Support innovative professional development practices that allow for technology integration in classrooms as well as promote professional growth	Deliver multiple methods of professional development	Communicate training opportunities through summer courses provided by Danville Public Schools, HATCH trainings, SuccessMaker trainings, Summer Institute Trainings through the Institute for Advanced Learning and Research, technology conferences and Virginia Department of Education workshops
Provide technology to allow for individualized learning opportunities for everyone	Allow multiple avenues of Internet-connected equipment and software to learners	Provide users with Internet and Intranet-connected hardware in buildings that include: laptop carts, computer labs, individual classroom desktops and equipment available for checkout
	Supply and maintain suitable instructional technology	Accommodate users with software applications such as: SuccessMaker, Interactive Achievement, iStation, Accelerated Reader, STAR reading, JLab, Reading A-Z, Breakthrough to Literacy, Castle Learning, I Can Learn Math, READ 180 and Rosetta Stone
Encourage, present, and support safe Internet usage throughout the District	Present students with Internet safety information	Through videos, presentations and documents, students will be monitored of their usage on the computers as well as take part in Faux Paw (ikeepsafe.org) and Internet Safety with Professor Garfield
	Maintain a filtered network atmosphere	All users are required to sign an AUP (Acceptable Use Policy) which entitles each user to their own personal login to the secure network *Pg. 39*

		Additional logins are provided for multiple software components throughout Danville Public Schools. Several of these include Breakthrough to Literacy in the elementary schools and Synergystics courses in the middle schools.
		Through the Phantom Technologies iBoss web filtering system, user's web activity is monitored, filtered and actively stored for reporting

GOAL 3

Provide students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understanding

Provide and support professional development that will promote technology integration in the classroom	Provide teachers the opportunity to participate in summer technology course work	List the summer classes provided each term
		Construct a finished product based on class goals and objectives
		Extrapolate resources created by other teachers in the District from ERSOLA (Electronic Repository of Standards Of Learning Activities)
	Provide additional technology equipment for teachers	List equipment purchased
	Continue to provide all schools in the District with ITRT support	List the location and schedules of the ITRTs *Pg. 25*
	Provide effective instructional software	List software available in the District *Pg. 41*

Ensure that students, teachers, and administrators are technology literate	Create an environment that is conducive to enhancing technology performance	Describe the requirement of the Technology Standards for Instructional Personnel *Pg. 27*
		Produce a list of summer staff development of group and individual training
		Construct lessons that require students to develop and integrate technology into projects
		Improve interaction with boards (HATCH, Mimio, Promethean) through ongoing support
		Provide access to shared resources
	Teachers and students are assessed for technology literacy	To ensure students are technology literate, software is purchased and placed in the labs that monitor and report skill mastery, ie., Microtype Pro
		To ensure teachers are technology literate, various methods are in place: 1. Technology Standards for Instructional Personnel (TSIP) Notebooks 2. Teachers are required to generate/print various reports on student performance and are required to perform multiple tasks with those reports
Implement technology-based formative assessments that produce further growth in content knowledge and skills development	Provide access to web-accessible formative assessments	Provide a list of available web-based learning platforms *Pg. 41*

GOAL 4

Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings

Provide resources and support to ensure that every student has access to a personal computing device	Equip learners with appropriate technologies to enhance various learning styles	Define learning platforms available to learners
		Specify user appropriate technologies
		Provide a list of hardware that is available *Pg. 40*
Provide support to ensure that students, teachers, and administrators can effectively access and use technology tools	Ensure a viable infrastructure is established and maintained	Employ sufficient technology support structure
		Develop specific roles for identified personnel *Pg. 29-30*
		List hardware and software that is available in the District *Pg. 40-55*
Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools	Describe needs assessment process for procuring appropriate technologies	Support identified SOL objectives
		Provide opportunities for educators in selecting technologies
		Maintain and enhance a repository available to all educators (ERSOLA)
		Communicate available opportunities for new and emerging technology

GOAL 5

Use technology to support a culture of data-driven decision-making that relies upon data to evaluate and improve teaching and learning

Use data to inform and adjust technical, pedagogical and financial support	Use data to make, evaluate, and improve teaching and learning and make decisions on how to financially support the most effective pedagogy	Analyze data notebooks from principals, previous school year SOL test scores, and VDOE school and Division report cards to develop objectives and create goals and to identify areas that need more financial support
		List the funding that will be acquired through various sources such as local/state/federal funding, grants, Donors Choose, Title I, and how it is being utilized to support effective programs
		Generate feedback from SOL committees, local or higher education institutions, and local businesses
Provide support to help teachers disaggregate, interpret and use data to plan, improve, and differentiate instruction	Provide data to teachers to help them analyze and interpret effective instructional practices that will support differentiated instruction	Compile data from standardized assessment software programs such as Interactive Achievement, SuccessMaker, Breakthrough to Literacy, PALs, and iStation
		Compile data from formative and summative assessments to be documented through Grade Quick
Promote the use of technology to inform the design and implementation of next generation standardized assessments	Provide resources and training to assist teachers in using and creating electronic assessment tools	List the Interactive Achievement test bank usage
		Select Microsoft software to prepare for future of online testing
		Provide staff development to the teachers so they can create online practice tests

Technology Usage

This information illustrates how technology is integrated, supported, and maintained within the Division. It also shows how professional development is provided to encourage teachers to follow the Virginia Department of Education's key educational components (Curriculum, Professional Development, Support, and Accountability) while using technology.

TECHNOLOGY INTEGRATION IN CURRICULUM

It is the goal of DPS to provide effective and appropriate technology for educating its staff and the students that are enrolled, keeping in mind that the technology must be aligned with the Virginia Department of Education's guidelines.

- Early Childhood (Preschool) Instruction

  In the preschool setting, the primary focus for technology centers around the use of the HATCH Smart Boards. It is integrated into all core subject areas while helping the teachers focus on teaching the kindergarten SOL's. There are built-in lessons and activities that the teachers can use or they can create their own around the student skill levels in their classrooms, ranging from early emergent to mastery. To help with math, there are patterns, counting, and sorting activities available with on-screen manipulatives. The students can come to the board, move the objects around, and discuss what they are doing with the whole class. The use of the HATCH boards also affords the teachers the opportunity to work with charts and graphs that the students can manipulate and create themselves. English is another core subject that is a focus within the software. The programs encourage site word recognition, letter recognition, punctuation, and grammar by allowing the teachers to place letters, words, sentences, and paragraphs on the boards. There is also a recording/listening component in the software that helps students with sound recognition. This feature enables students to hear the board speak and allows them to repeat back and record into the board. A key feature of the board, in addition to tying into the Virginia SOL's, is the fact that teachers can create student progress portfolios. This provides them the opportunity to see how students are growing as the year progresses and gives them the ability to share student progress with parents. Focusing on the SOL's is not the only usage for a system like this in the preschool setting. This piece of hardware helps students develop fine-motor skills by using the pens and tools that work in connection with the board, as well as helping with hand-eye coordination.

A secondary focus for technology usage in the preschool environment is in the use of a software program called Breakthrough to Literacy (BTL). This software allows teachers to work on reading skills and helps with listening and following directions at the same time. Students spend 12-15 minutes a day on the software, listening to books that are being read to them, and then they follow the interactive activities that reinforce what was just read. It teaches students language arts skills, as well as teaching them how to properly use a computer and its components, so that when they begin kindergarten they are computer prepared.

Some of the classroom teachers have iPods that they use to tie into various activities throughout the day. At centers or during circle time, it is a great focus tool. They are used to provide nursery rhyme lessons, learning songs, or even as a tool to get students focused and back on task.

- Elementary School Instruction

In the primary grades, technology is integrated into reading instruction with Breakthrough to Literacy to build literacy skills such as phonics, comprehension, and fluency.

At the elementary level, curriculum is enhanced through the use of technology in a varied way. Elementary schools have access to various software programs through laptop mobile carts, computer labs, and computers in the classroom.

SuccessMaker is used in primary and intermediate grades to build literacy in math and reading. The students are placed at their instructional level to increase student performance. Teachers monitor reports to plan instruction and remediation.

Interactive Achievement is used in the intermediate grades to help prepare students for online state assessments. Interactive Achievement addresses all subjects in an SOL format. This program is used for benchmark testing. Additionally, teachers can use the program, as needed, for classroom assessments.

All schools have interactive board technology in the form of Mimio, HATCH Smart Board, and Promethean Active Board. This makes classroom instruction more interactive and allows students access to various forms of visual media. Our educators utilize United Streaming and YouTube to enhance content area instruction through the use of video and audio media. Each school has access to at least two document cameras that teachers use to project manipulatives, assessments, books, and to teach test-taking strategies.

Teachers use technology to improve their ability to create effective lessons through the use of ERSOLA, Promethean Planet, Mimio Connect and professional development opportunities that are offered through webinars and continuing education classes. Teachers also share lesson plans and ideas through the use of email and various teacher shared folders.

- Middle School Instruction

  At the middle school level, technology is incorporated through multiple facets. There are different avenues of technology that are available to the faculty and staff: checking out equipment through the media center, receiving equipment funded through grants, or purchasing general equipment through the school system. Middle school teachers utilize LCD projectors and document cameras in their classroom on a daily basis to facilitate learning through visual media and aids, such as United Streaming, ERSOLA, graphs, pictures, and manipulatives to aid instruction. Through grants, Danville Public Schools has been able to enhance their equipment levels and increase student achievement levels. Items that have been made available through grants include: Mimio's, LCD projectors and laptops. Within the three middle schools, each building is equipped with at least two open labs that are available to teachers and their students as well as each classroom having access to a minimum of one computer and printer.

  At the middle school level, students are also introduced to various types of software. Several pieces of software are housed on their own servers and in specific classrooms like READ 180 and I Can Learn Math; Software such as the Microsoft Office Suite, Interactive Achievement, Accelerated Reader and ARDT (Algebra Readiness Diagnostic Test) and are available through any computer throughout the building.

- High School Instruction

  At the high school level, technology is utilized on a daily basis in the classroom and in the labs. From projects as simple as researching current events, to administering online SOL tests, students and teachers have access to technology all around them. Teachers are given the capability to have email access 24 hours a day. This assists them with collaboration and communication with peers as well as giving parents the ability to contact their child's teacher. One of the most effective pieces of technology in the classroom comes from our interactive technology: Activboards, Mimio, and SMART Boards. The teachers and students both are able to become more engaged in their learning environment. Document cameras have also become a very important visual aid in the classroom. Through this technology, the teachers are able to illustrate math problems, demonstrate science experiments, and show geographical locations on a map. Many of our classrooms are equipped with LCD projectors. This technology gives teachers the ability to show students PowerPoint presentations prepared on various topics, such as places they may not be able to visit, events from the past, and Discovery Education videos that support topics being discussed in their classrooms.

Our students and teachers are given access to computers throughout the school day. With the recent addition of a wireless component to our interface, both students and teachers have access to the Internet for researching various topics and accessing web-based programs in any place in the building during the day. An example of some web-based programs include: Interactive Achievement for online testing, Jefferson Lab for online practice of released SOL tests, and iStation for math, reading, and science skills tutoring. Numerous pieces of software are used to aid science labs, help create school yearbooks, and assist the Division with their grading process. Technology has become an essential element in the classroom to execute lessons and teach students on various levels of learning.

- Career and Technical Education

  Danville's Career and Technical Education is composed of six program areas: Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Military Science, Technology Education, and Trade and Industrial Education. By enrolling in a Career and Technical Education course or program, students learn the technical applications of many occupations in state-of-the art labs while preparing for

  higher education or entry-level employment. A few examples of the innovative

  integration of technology into CTE courses include:

  - Business and Information Technology students learn the applications of computers in the work setting. Technology used includes Promethean Boards, Plasma Board, digital cameras, LCD projectors and digital audio recorders. Students in Entrepreneurship utilize technology to create, promote, and finance a "Virtual" business. In Company, students pursue advance business courses through a business design. The class operates as a business with students playing the roles of employees.

  - Family and Consumer Sciences students utilize computers and digitalize babies to teach basic family, early childhood, and survival skills to students.

  - Health and Medical Science students utilize health-related technology such as digitalized chairs and equipment in dental assisting, digitalized equipment for taking blood pressures, weighing patients, handheld devices, etc. (Nursing Aide), and resuscitating mannequins (EMT). All health equipment is designed to allow students to learn to use the state-of-the art equipment they will find in the health field when they do their clinical rotations.

  - Military Science (NJROTC) students utilize computers to plan and strategize. This course teaches leadership and citizenship.

- Technology Education students explore technology concepts and how they are applied in the workforce and the real world. Engineering and drawing students utilize CAD and Solidworks software and a variety of equipment to design projects and explore what engineers do. CISCO and GIS students utilize computers, etching machines, iPod Touches to explore computer networking and geospatial applications in real-world practice. These students routinely take the IC3 industry certification exam. Principal of Technology students learn applied physics and technology concepts through experiments using wind tunnels, electrical units, etc. Photography and Graphics students utilize computer software to design and print photos and pictures and apply them to a variety of media. State-of-the-art emulsion printers and etching machines allow students to utilize the industry-standard equipment they will find in printing, graphic, and photography businesses. Manufacturing, Materials and Processing, and Woods Production classes introduce students to a variety of older and new equipment (CNC) while introducing them to how business and industry utilize a variety of materials to make products.

- Trade and Industrial Education: Classes in Criminal Justice and Cosmetology utilize equipment found in the workplace to introduce students to the career fields. Auto Body and Auto Mechanics students learn these trades by utilizing high-tech equipment such as engine analyzers, digital tire balancers, iPod touches (to obtain data), power lifts, etc. Students are introduced to the same high-tech equipment they will be required to use in the work place.

- Danville Public Schools middle school business and technology programs offer initial exploration into career areas. The technology labs are Synergistic modular labs that allow students to explore a variety of fields (i.e. transportation, CNC manufacturing, graphic design, weather) for a brief time. Students can pursue these in great detail, if interested, at the high school level and beyond. In addition, at the 9th grade level, the Technology Foundation class uses a modular lab that introduces students to a variety of technology areas they can pursue in high school.

- Adult and Continuing Education (ACE)
  The ACE curriculum has many pieces of integrated software. For direct instruction, Keytrain, CareerScope, and Plato are used. Students also use computers for job searches, research and resume-writing. In addition to the instruction that is offered the students during the day, evening classes are offered to ACE students and the community in the areas of Internet basics, beginning computers, Microsoft Office, and keyboarding.

- Online Resources

  - Danville Public Schools, as a school division, has access to the Discovery Education resource library of information. It provides teachers with educational video segments that can be downloaded or streamed directly for classroom instruction. Many of the video collections have lessons, activities, and teacher guides to aid in instruction. This resource is available as a result of various members of the school community attending training and instruction. They teach other teachers and staff members to effectively use this resource within their classrooms. Teachers learn how to use the videos directly from the source, through other pieces of software or with their interactive boards.

  - ERSOLA (Electronic Repository for Standards of Learning Activities) is a compilation of resources that is made available to teachers to assist in classroom instruction. It includes media files, teacher-made activities, purchased resources such as Tests for Higher Standards, and division-wide curriculum and planning guides. In addition, often-requested hyperlinks to reliable activities are provided to expedite the teachers' planning for instruction in a secure electronic environment. Only individuals with secure DPS accounts can access this information.

  - Interactive Achievement (IA) was purchased to not only prepare students for online testing at the end of the school year, but to aid the teachers in data collection. The ability to have instant data feedback allows the classroom teacher to quickly determine strategies needed for remediation and re-teaching.

- Interactive Board Technologies

  Throughout the District, a large focus has been placed on the use of Interactive Board technology. This provides teachers the opportunity to broaden students' exposure to technology as well as provide them with access to learning experiences they might not encounter otherwise. Depending on the grade level and the instructional needs, various boards have been purchased and put into use. Regardless of the board that is in place in a classroom, each consists of a board, a laptop or desktop with the necessary software, an LCD projector, and in most cases, a document camera. As a result of these items, teachers are now able to provide entire classroom activities that previously would require all students to be located around one computer. This also provides students with the opportunity to interact with classroom lessons rather than just sitting and listening to someone talk to them.

PROFESSIONAL DEVELOPMENT

Professional development opportunities for employees of DPS are provided by the Instructional Department, the Office of Exceptional Children, and through the Instructional Technology Resource Teachers (ITRTs) in the Technology Department. In addition, the Institute for Advanced Learning and Research provides many professional development opportunities to the school Division, as they are a community partner. All professional development opportunities provide teachers with the opportunity to gain technical knowledge. In addition, they provide teachers with recertification points, a requirement for maintaining a professional license.

- Instructional Technology Resource Teachers (ITRT)

Autumn Patty	Forest Hills Elementary	W. Townes Lea Elementary	Woodberry Hills Elementary
Cori Sims	Bonner Middle	Westwood Middle	
Dennis Blalock	George Washington High School	Langston High School	
Nancy Schomer	Schoolfield Elementary	Grove Park Preschool	Galileo High School
Shelley Snead	Gibson Middle	Taylor Elementary	Woodrow Wilson Elementary
Wendy Gonzales	Park Avenue Elementary	Johnson Elementary	Glenwood Elementary

ITRTs provide ongoing professional development during the school year to teachers in their respective schools. They provide individual training as well as group assistance as needed. As new software is purchased or new hardware is implemented, the ITRT's are responsible for making sure that all teachers are aware of the materials, how to use them, and create meaningful lessons for their classrooms with them as well.

In addition to the daily professional development, there are group courses that are offered during the year for teachers and other staff. These courses are offered during the summer, during intersession, and on weekends.

- Instructional Facilitators

  All new teachers are required to attend the New Teachers Academy the first three years of employment. They meet at least once a month to cover various topics that are essential to new teachers. Technology is a key piece of the topics. The Instructional Facilitators have veteran teachers come in and show the new teachers how they implement technology into their classrooms. In the event that a teacher is not available to lead the discussion/presentation, a representative from the software or hardware company provides the instruction.

  In addition, throughout the school year the Facilitators will work with teachers to encourage and support the use of technology in their classrooms by doing classroom visits and observations. They will provide teachers with feedback on better tools to use or better ways to use the tools they are using. They will also demonstrate and model by using the available technology. As the year progresses, facilitators will also introduce websites that can provide teachers with resources for their classroom as well as to enhance professional development in the area of technology.

- Instruction and Accountability Department

  Administrators receive professional development that is administrator specific. They must learn how to use the software and online resources for data reporting and tracking. The Director of Middle School Instruction and Accountability directly provides this staff development or brings in the representatives from the companies to provide the training.

- Office of Exceptional Children (OEC)

  The OEC offers professional development to teachers and support staff in the department. This ensures that staff are properly trained in the special software that is used. Typically the Director or the Coordinator of the OEC will conduct the trainings, however, when needed, consultants from the various software companies provide training as well. In addition, the ITRTs will work with these teachers to train them on the various pieces of hardware that are placed in their classrooms.

- Online Testing and Site Test Coordinators

  The Site Testing Coordinators (STCs) are the persons that tie the school to the Instruction and Accountability office. They are responsible for online testing professional development with teachers, in connection with the ITRT. They monitor and maintain the online testing process. They also provide technical support and assistance to teachers and students during the testing process.

- Technology Standards for Instructional Personnel (TSIP)

  Each new teacher that joins the school Division must complete a Technology Standards for Instructional Personnel notebook (TSIP). The TSIP is a set of standards that has been created by teachers within the Division. There are tasks that each teacher must complete and print out. Once the TSIP is completed, it is approved by the ITRT's and the signature sheet is sent to the Human Resources Department (HR). HR ensures that the technology standard is then identified as met so that a valid teaching license is obtained. In addition, the TSIP can earn teacher recertification points for licensure renewal. Any new teacher coming out of an accredited college or university that can prove they have met the state requirements prior to graduation will not have to complete a TSIP.

- Professional Development Courses

  Many professional development courses are offered during summer months that provide different resources to the teachers and staff. Some of these courses will teach the ins and outs of the software, how it works, and how to use it properly. Other courses will provide learners with the opportunity to create materials to use in their classrooms during the school year. All of these courses also provide teachers recertification points necessary for professional licenses renewal.

- Conferences

  There are a large number of professional technology conferences that are offered to various personnel throughout the District that encourage and educate with the use of technology, including the following:

  - ISTE
  - VSTE
  - Virginia Educational Technology Leadership Conference
  - The Association for Career and Technical Education Conference

- Community Partners

  - Institute for Advanced Learning and Research (IALR)

    The IALR facilitates professional development opportunities for area teachers to attain knowledge for personal development and professional growth. Teachers throughout the District are encouraged to use the IALR as a resource whenever possible.

    - Graduate courses are offered in the Math Science Partnership (MSP) and are designed to improve the content knowledge of teachers helping to improve performance of students in the areas of mathematics and science.

- NanoScience and NanoTechnology are two of the hottest fields in research. The IALR offers a series of Nano workshops which coincide with the Nanoscale Informal Science Education (NISE) Network. The IALR offers Nano workshops for teachers to ensure that K-12 students are exposed to this emerging science field.

- The Education Department coordinates a 6-week paid summer research program which places teachers with local businesses. Participating teachers gain relevant knowledge and skills in engineering and research & development.

- The STEM Mobile Learning Lab (STEM ML^2) will advance K-12 education in the areas of Science, Technology, Engineering and Math (STEM) by providing professional development opportunities for regional teachers.

- The Summer Educators Development Institute (SEDI) offers teachers the opportunity to earn recertification points while gaining skills and enhancing curriculum using innovative technology and the latest online resources.

o Danville Science Center

The Danville Science Center is another community partner that offers workshops for educational needs. From half-day to full-day programs, they have many offerings addressing the major curriculum strands in the Virginia Standards of Learning from kindergarten through Grade 9. Summer courses are also offered.

- Science SOLutions

  Teachers of grades K–5 earned graduate credits while enriching hands-on science learning techniques. In partnership with Averett University, Danville Science Center staff led two science courses specially designed for teachers of grades K–5. "Light and Color" and "Electricity" were the course topics. Each course aligned with the science strands of the Virginia's Standards of Learning and corresponded to core areas of physical science. Each three-credit course combined meaningful content learning with hands-on experience, including technology.

- Nano Academy

  The NANO Academy offered teachers the opportunity to learn about the creation, measurement, manipulation and use of objects at the nanoscale in a three-credit graduate course. The program was funded by a grant from the U.S. Department of Education. Teachers used the same tools scientists use to manipulate nano-sized objects, including an atomic force microscope and a scanning tunneling microscope, and compiled data using the latest digital technology.

SUPPORT

The Instructional and Administrative Technology Department (IAT) is the primary technology support within the District.

- Structure

  The mission of the IAT department is to enable academic success through the use of technology. Staff strive to provide effective technology products as well as provide all the necessary technical support for all instructional, administrative, and support programs. The department is comprised of the following areas.

  - Instructional Technology Resource Teachers (ITRT)

    The Instructional Technology Resource Teachers in Danville Public Schools are highly qualified, fully licensed teachers who are based in schools and are responsible for several schools each. They are primarily support for teachers, staff and administration when it comes to technology and software. ITRT's train employees and assist in helping teachers with technology integration within the classroom and instructional programs. The ITRT serves as a technology leader for the schools and works closely with teachers to assist in implementing the best possible plan to meet goals and expectations for integrating technology.

  - Technical Support Specialists (TSS)

    The TSS is responsible for installing requested networking equipment in school and office locations, trouble-shooting equipment problems, connecting devices to a local area network, and performing basic aspects of network administration to include Active Directory Infrastructure Management. They are involved in evaluation and selections of hardware and software components, and reviewing and participating in the development and implementation of technology projects. Work involves providing technical support concerning various types of computer hardware and site-based software.

  - Local Area Network Analyst (LAN Analyst)

    The LAN Analyst is responsible for designing and implementing local area networks in a school environment. This analyst supervises the installation and maintains the operation of local area networks and associated computer hardware and software. He coordinates the evaluation of school system networking needs and recommends improvements and modifications to existing infrastructure. He diagnoses and resolves complex local area network issues.

- Wide-Area Network Analyst (WAN Analyst)

  The WAN Analyst is responsible for designing and implementing wide-area networks in a local school division. This analyst supervises the installation, maintenance, and operation of a wide-area network and associated computer hardware and software. He coordinates the evaluation of school system networking needs and recommends improvements and modifications to existing infrastructure. He diagnoses and resolves complex wide and local area network issues.

- Program Support Specialists (PSS)

  The Program Support Specialist is responsible for application software support for GradeQuick, StarBase and eFinancePlus software. They provide user support to schools, Human Resources, Payroll, Finance and other departments. IAT Program Support Specialists perform software and database maintenance. They are responsible for the production and submitting of State and Federal reports as well as numerous ad-hock reports for the Division. They are also responsible for the uploading and downloading of student information between the Division and the State.

- Data Gathering

  - Technology Customer Survey

    The IAT Department surveys its customers to assess needs and identify areas not being met by students as they leave the school division and venture into the community. This data enables the Division to determine what hardware and software is working effectively and what needs to be added or removed from the classroom structure.

    While most of the community colleges and universities in the area do not require technology skills as a pre-requisite to attend, basic skills are an advantage. IT skills are also not a requirement to be a productive member of the community, however, some skills will allow students to be more productive. Businesses and industries in the area are looking for individuals who can easily adapt to changes in technology and be aware of the changes as they are occurring, individuals that can word process as well as use spreadsheets and databases, and individuals that can use technology without the need of assistance.

    Based on the data received this year, the students that are going out into the community from Danville Public Schools District have the necessary basic skills to function with technology. It has been suggested by the universities and colleges that more advanced skills be taught. Some suggestions were: focus less on word processing and more on databases and spreadsheets; focus more on problem-solving skills; enforce the understanding of privacy and confidentiality issues within technology; and teach students how to transfer technology skills within one environment to another.

- Technology Usage Survey

  The IAT Department also surveys students and staff within the school division at the beginning of the school year to identify strengths and weaknesses. Based on this data, the effectiveness of software and hardware are determined. These results determine what will continue to be used and what needs to be replaced for the upcoming school year. This year 495 teachers and staff, of 1,269 employed, responded and 2,085 students, of 6,374 enrolled, responded. Based on the data received the following information was obtained.

  - Staff
    Overall, the general consensus of the staff is that they are capable of performing basic IT skills without assistance. These skills include: opening and closing any type of program; turn computers on and off; saving and retrieving documents; and creating, using, and organizing folders of data. When asked about using various pieces of software or hardware, most all teachers are comfortable with using the software that is available within the District. The area of weakness seems to be hooking up certain pieces of hardware and the use of these items, after purchase and placement in the classrooms. Of the teachers that find hardware a weakness, the majority indicate Promethean/Smart/HATCH boards as being the weakest area.

  - Students
    While the students are, on average, using computers in their schools approximately 15-30 minutes a day, the majority of them have computers at home and are using computers there at least one hour per day. The use of computers at schools seems to be focused around the core subject areas, while the use of computers at home seems to be focused more around social networking and some homework. In general, the students surveyed are confident in their IT skills. The weak area identified in using software seems to be in the use of spreadsheets.

- Network Infrastructure

  Danville Public Schools, schools and administrative offices, are dependent upon stable, reliable networks and other infrastructure components to conduct instructional programs and day-to-day business tasks. Network speed and dependability are essential to instruction and to help smooth operations. Advancements in wide-area network (WAN), Local Area Network (LAN), and wireless technologies provide faster access with increased reliability and management services. These technologies enable improved student services by providing faster, highly-reliable access to the Intranet (DPS.WAN) and the Internet. DPS operates on a backbone provided by the City of Danville. This allows DPS to be connected to the Metropolitan Area Network via three high-speed T3 fiber optic lines. The City of Danville also provides Gigabit fiber connectivity to each satellite location within DPS. Each location has at least 100MB to the desktop connectivity for student and administrative access. This allows DPS to take advantage of

online training and curriculum. DPS strives to maintain consistency within its infrastructure, both with hardware and software, by utilizing the following guidelines for integrating new systems and technologies:

- Microsoft Windows Server 2003 is the network operating system software that is the basis for the delivery of network services. The directory services components of Windows Server 2003, active Directory, and Group Policy Management Console are the foundations on which networking services are organized, managed, and supported. VMWare Servers are used to maximize and minimize space and minimize physical system needs;

- A flexible network in which a user may access authorized resources from any networked station;

- Network hardware (switches and routers) and Enterprise servers are configured for high availability and high recoverability. TCIP/IP v4 is the supported network protocol. A private IP addressing scheme and different sub-netting is used to support the large number of network devices;

- The network architecture specifies the implementation of Layer 3 Ethernet switching technology in schools, centers, and administrative offices;

- The WAN and LAN designs allow for continued growth of network utilization and will allow easier scalability as the need arises;

- In E-rate funding year 2011-2012, DPS will be requesting funding from the USAC to bolster the technology infrastructure to include replacing aging Cisco routing equipment and the continued implementation of wireless access points.

- The School Board Office server room is staffed by IAT professional technology personnel. This server room hosts critical systems, applications, and web resources to ensure maximum uptime, availability, and security. Operating 24 hours a day, 7 days a week, the server room is designed to monitor and identify any kind of encountered disruption of systems and/or networks. DPS is fully equipped with sophisticated network management, monitoring, and analysis tools to help operators keep tabs on Enterprise servers and network links throughout the system.

- Hardware (see Appendix E)

  Within the school district, hardware is purchased by various departments. Hardware is replaced on an as-needed basis. There are several factors that are considered. First, is the piece of hardware under warranty? If so, and if it is equipment that is beneficial to instruction, then the plan of action is to have it replaced. If it is no longer beneficial and it is not under warranty, then it is discarded. If it is beneficial and no longer under warranty, then the original department that purchased it will locate funding to replace it.

Technical Support Specialists (TSS) are located in school buildings to provide support for all hardware (including computers). An internal work request portal has been created to allow for support to be electronically entered and requests sent to each TSS.

- Educational Applications (see appendix F)

  Throughout the District there are various pieces of software that are used routinely. Following are the various types and uses for software that is currently on servers in various school locations.

  - Web-based Software Applications

    There are various pieces of software used that are accessed via the web. These applications provide the opportunity to allow large numbers of student access for less money. When the software is data driven, online access allows for instant access to results and data allowing quicker remediation and recovery in the classroom.

    - A significant emphasis has been made over the last two school years using Interactive Achievement for classroom online testing. Allowing the students to take tests online prepares them for the end-of-the-year online testing process. This software also allows the teachers to instantly see what is being learned and what is not so they can remediate prior to moving on.

    - In addition to common online software, there are also pieces of software that are school specific. Examples of this would be SchoolIsland or StudyIsland. Test applications are used to reinforce the needs based on school-wide data. In some cases schools will even have access to web-based software as a requirement by the VDOE to improve student performance. iStation is one example.

    - Online software applications also help to increase parent involvement. Software like SOLPass allows the parents the opportunity to go online with their student and work on SOL materials for practice and to reinforce skills.

  - Server-based Software Applications

    The majority of software used throughout the District is server-based. This allows for a large number of students to access the software and use it at the same time from the same location.

    While there are District-used server-based software (i.e. Microsoft Office), there are also school-purchased server-based software. These applications are purchased with District funds or with school funds. If a school identifies a piece of software that will enhance student performance, and the software meets the requirements for the computers that are in place, schools have the ability to purchase it. An example of this would be Reader Rabbit, purchased to enhance reading skills.

- Single Client Software Applications

  When adopting textbooks, most teachers now look for book companies that provide extra resources to go along with their books. One of the resources looked for is supporting software. This particular software is installed on a single workstation that the teacher uses to provide textbook "extras."

  Many of the administrative departments have software that is department-specific. In this case, single client licenses are purchased. An example of this is Easy IEP.

- Student Information Systems (StarBase)

  Our Student Information System is Century Consultants' StarBase School Suite. StarBase is an integrated web-based software package which is hosted on DPS servers. StarBase includes a comprehensive relational database which supports student information, attendance, discipline, scheduling, grading, SOL testing, special education, medical, and transcript information. The StarBase Suite is used to track student attendance, discipline, and SOL testing for meeting Annual Yearly Progress. It is also the source for many State and Federal (Civil Rights Data Collection) reports.

- School Interoperability Framework (SIF)

  SIF is a communications standard for transferring data between school software packages. It uses XML as the communication language and provides a standard framework for the data exchange. In simple terms, it provides the means to synchronize student information between software packages and organizations. The synchronization is done without any additional user interaction. As an example: when a student address is changed in the student information system (StarBase), SIF will automatically make the change in the library management system. We currently use SIF to assign and retrieve state testing ID's from the State and will soon send student transcripts to the Virginia Transcript Center. SIF Certification for all student applications (information, grading, media center, school lunch, transportation routing, etc.) is highly recommended by the VA DOE.

ACCOUNTABILITY AND RESULTS (DATA)

Continued success within the Division cannot be obtained without having data to drive the focus for remediation and instruction. The DPS school division has chosen to provide as much testing online as possible to facilitate the ease of gathering needed data.

- Online SOL Testing

  Danville Public Schools began online testing by using the George Washington High School as our pilot school in 2004 with history. It was quickly evident that the online testing process was much more productive and effective. Data is available quicker, within minutes or a few hours, and it allows students to take a summative test much quicker. This method of testing also reduces the amount of paper that is produced and sorted through, again speeding up the testing process. Over the course of the last few years the school district has progressed to the point that all tests, excluding writing, in high school and middle school are online. By spring 2013, all schools will be testing completely online, including the writing test for grades five, eight, and eleven.

- Online Testing

  DPS encourages the use of online testing for the classroom. To facilitate this process, Interactive Achievement software was purchased for all teachers in grade 3-12 to use. While the original intent was to use the software for benchmark testing to allow quick data processing in the District, it is now routinely used for regular classroom testing. This software provides instant data and data disaggregation similar to that of the AYP reporting categories. This gives the teachers the information they need for quick remediation and recovery. In addition, it provides the administrators the data allowing them to determine how schools are progressing.

- Administrative Data (Reporting and Tracking)

  District administrators rely on several pieces of software to maintain, report, and track data. Education Information System (EMS), Interactive Achievement (IA), and Single Sign-on for Web Systems (SSWS) are used by all administrators. EMS is the reporting system that is used for tracking SOL scores as students progress from third grade to twelfth grade. SSWS, a DOE web-based data system, is used by administrators for reporting to the Accountability Director when students' names are required.

  In addition to the web-based software that the administrators use, all quarterly reports are provided to administrators in digital format, via a flash drive or on a shared school drive, and are required to be returned electronically rather than by paper.

Appendices

APPENDIX A: TECHNOLOGY PLAN VDOE ALIGNMENT CHECKLIST

Planning Process	
1. Planning committee group includes all stakeholders (parents and other elements of the community).	
Evidence: List of planners includes wide variety of stakeholders and/or other ways of receiving input.	Pg. 7 – Technology Committee Pg. 8 – Plan Development
2. Planning committee collaborates regularly.	
Evidence: Dates of planning meetings (face-to-face or electronic) and benchmarks are included in the plan or posted on Division Website.	Pg. 7 – Technology Committee Pg. 8 – Plan Development
3. Division's mission and vision—and its comprehensive plan's goals and objectives—have been reviewed to inform priorities in relation to its technology plan's goals, objectives, and strategies.	
Evidence: Introduction to plan references specific Division-wide priorities	Pg. 3 – Belief, Vision, Mission Pg. 4 – Employee Goals Pg. 5 – Student Goals Pg. 6 Technology Framework Pg. 8 – Technology Plan Development Pg. 8 – Needs Assessment Process

4. Needs assessment has been conducted.	
Evidence: The plan includes a summary of the needs assessment findings (no need to include the complete findings). The needs assessment must be done before or during the planning process and within the last year. The needs assessment must include staffing, infrastructure, training (including pedagogical approaches), and tools. Resources (i.e., budget, partnerships, and other supporting mechanisms) should be identified to help realistically frame the plan's goals, objectives, and strategies.	Pg. 8 – Needs Assessment Process Pg. 30 – Data Gathering
5. Evaluation is planned as a yearly process.	
Evidence: The evaluation must also include a process by which results of the evaluation are incorporated into the plan over time.	Pg. 8 – Evaluation and Update Process Pg. 8 – Needs Assessment Process Pg. 30 – Data Gathering
Actions	
1. State goals and objectives are included as part of the Division plan; planning committee develops local strategies.	
Evidence: List of goals and objectives, along with strategies and measures, meets this requirement.	Pg. 13 – Goals, Objectives, Strategies, and Measures
2. Division may include other goals and objectives as determined by planning committee, but these must be tied to Division-wide priorities.	
Evidence: List of goals and objectives, along with strategies and measures, meets this option.	Pg. 13 – Goals, Objectives, Strategies, and Measures Appendix A: Plan Alignment Check sheet

3. Plan includes a reasonable timetable for implementation as well as a reasonable budget.	
Evidence: Timetable and budget are included.	Pg. 2 – Projected Funding Pg. 8 – Evaluation and Update Process
4. Plan is available on the Division's Web-site.	
Evidence: URL is provided on cover sheet of plan.	Cover Pg. 12 – Plan Distribution
5. The evaluation of the plan looks at both the "big picture" and at the specifics. The end goal is not to use more technology but to use technology more effectively to meet educational goals.	
Evidence: The evaluation of the effectiveness of the plan focuses on this question: "Did we help meet statewide and Division-wide priorities as stated in our plan?"	Pg. 8 – Evaluation and Update Process Pg. 19 – Technology Integration Pg. 25 – Professional Development Appendix D and E: Hardware and Software lists

APPENDIX B: INTERNET SAFETY PLAN

(Students/Teachers/Staff/Community)

The current Internet Safety Plan for the DPS Division provides classroom teachers with necessary materials, resources, and ideas for implementing Internet safety into their classrooms while working with technology. It is broken down by grade levels (K-12) and lists for them an overview of what they should be covering, what to focus on, objectives that are relevant, terminology that should be covered/discussed, and activities that they can use with their students to make them aware.

The current DPS Internet Safety Plan is located on the District website at http://ersola.dps.k12.va.us/ersola/isafety/isafety.htm. This is a secure link and only teachers and members of the school division have access.

A current policy is being revised and will be sent for School Board review. Once the process is complete and the policy is approved, it will be located at a new link within the school website where anyone can view it. Printed copies will be available at schools and at the Central Office. In addition, various organizations throughout the community will be provided printed copies.

APPENDIX C: ACCEPTABLE USE POLICY

(Regulation 6410, Students/Teachers/Staff/Community)

The DPS Acceptable Use Policy is a written agreement signed by our students, their parents, our teachers, and any DPS employee. It clearly outlines the terms and conditions of using the Internet and/or any piece of DPS technology. It specifically sets out acceptable uses, rules of on-line behavior, and access privileges. Anyone using a school's Internet connection or any equipment within the school system is required to sign an AUP. They are kept on file as a legal, binding document. Any persons found violating the AUP are subject to reprimand/punishment.

The current DPS Acceptable Use Policy can be located on the school district website at http://web.dps.k12.va.us/District%20Information/Policies%20&%20Procedures/AUP.html. It was last reviewed, updated, and approved in 2009. In addition to finding it on the school website, copies can also be obtained in any school building or at the Central Office.

A new DPS Acceptable Use Policy has been written and is being sent for approval at a spring School Board meeting. Once the new policy is complete, it will be located at the link above.

APPENDIX D: HARDWARE

	Elementary Schools	Middle Schools	High Schools	Preschool	All Schools	Alternative Centers	Central Office	Grand Total
Desktop	1257	904	840	93	3094	----	----	----
Laptop	504	278	548	0	1330	----	----	----
Total Computers	1761	1182	1388	93	4424	130	62	4616
Student Membership	2954	1319	1685	247	6205	169	----	6374
Percent of Students to Standard Computers	59.6%	89.6%	82.4%	37.7%	----	----	----	----
PDAs	2	5	3	0	10	----	2	12
Cell Phones								47
Fileservers	9	12	5	1	27	2	29	58
Copiers	12	8	14	2	36	2	10	48
Data Projectors (LCD)	123	65	63	1	252	5	10	267
HATCH Boards	35	1	0	15	51	0	0	51
Promethean Boards	41	23	32	0	96	0	1	97
Mimio Systems	38	8	10	0	56	2	0	58
Printers	327	206	220	32	785	11	33	829
Scanners	5	14	21	18	58	2	0	60
2-Way Radios	46		26	5		0		
Digital Cameras	22	13	52	2	89	6	9	104
Document Cameras	46	28	22	0	96	0	0	96
Video Cameras	2	7	0	1	10	1	5	16
Mobi Interwrite Pads	0	9	0	0	9	0	0	9
Teleconferencing Setup	0	0	0	0	0	1	1	2

APPENDIX E: SOFTWARE INVENTORY TOTALS

Elementary

	CATEGORY	VERSION	LICENSE TYPE	CLIENT SEATS	DEPT	GRADE LEVEL	SUBJECT	FUND
A PLUS	S-INS		SL		ALL PCS	ELEM	EMATH	SCH
A TO ZAP	S-INS		SL		CLSRM	1-5	EALL	SCH
A+SSESS MODULES	S-INS		SL		CLSRM	3-5	EALL	DIS
ACCELERATED SPELLING AND GRAMMER	S-INS	1.1	SL		CLSRM	ELEM	EENG	SCH
ACTIVINSPIRE	S-EQUIP	1.2	PNL	6	CLSRM	ELEM	EALL	SPED
ACTIVINSPIRE	S-EQUIP	1.3	PNL	25	CLSRM	ELEM	EALL	SPED
ADVENTURES IN MUSICLAND	S-INS		PNL	1	CLSRM	1-5	EMUSIC	SCH
AR- ACCELERATED READER	S-INS	6.01	SL		ALL PCS	ELEM	EREAD	SCH
AR - ACCELERATED READER	S-INS	6.36	OS		ALL PCS	ELEM	EREAD	SCH
AR - ACCELERATED READER UNIVERSAL	S-INS	6.22	SL		ALL PCS	ELEM	EREAD	SCH
AR - ACCELERATED READER UNIVERSAL	S-INS	6.22	SL		CLSRM	ELEM	EREAD	SCH
AR - ACCELERATED READER UNIVERSAL	S-INS	6.36	SL		CLSRM	ELEM	EREAD	SCH
AR- ACCELERATED READER	S-INS	6.36B	SL		CLSRM	1-5	EREAD	
ARE YOU SMARTER THAN A 5TH GRADER	S-INS		PNL	1	CLSRM	ELEM	EALL	
BOARDMAKER	S-INS		PNL	1	CLSRM	ELEM	ESPED	SPED
BRAIN POP	S-INS		OS		ALL PCS	3-5	ESOL	SCH
BRAINCHILD	S-INS		OS		ALL PCS	3-5	ESOL	SCH
BTL-1 BREAKTHROUGH TO LITERACY	S-INS	6.2	SL	35	CLSRM	1	EREAD	TITLE
BTL-2 BREAKTHROUGH TO LITERACY	S-INS	6.2	SL	25	CLSRM	2	EREAD	TITLE
BTL-3 BREAKTHROUGH TO LITERACY	S-INS	6.2	SL	5	CLSRM	3	EREAD	TITLE
BTL-KG BREAKTHROUGH TO LITERACY	S-INS	6.2	SL	35	CLSRM	KG	EREAD	TITLE
CHUCK WAGON BILL	S-INS		SL		ALL PCS	ELEM	ELANG	SCH
CLIFFORD READING	S-INS		PNL	1	CLSRM	ELEM	EREAD	SCH
CLUE FINDERS MATH	S-INS		PNL	1	CLSRM	3-5	EMATH	
CONCENTRATE	S-INS		PNL	1	CLSRM	SECONDARY	ESPED	SPED
DABBLER FRACTUAL DESIGN	S-INS	2.0	PNL	3	CLSRM	1-5	EART	SCH
DESTINATION READING COURSE I	S-INS	1.0	PNL	1	CLSRM	PK-2	ESPED	SPED
DESTINATION READING II	S-INS	1.0	PNL	1	CLSRM	2-3	ESPED	SPED
DOPHIN DON'S MUSIC SCHOOL	S-INS		PNL	1	CLSRM	ELEM	EMUSIC	
EARLY MUSIC SKILLS	S-INS		PNL	1	CLSRM	1-5	EMUSIC	SCH

ENCHANTED LEARNING	S-INS		OS		ALL PCS	ELEM	EALL	SCH
EPES ACCOUNTING SOFTWARE	S-ADM	5.62	PNL	7	OFF			DIS
EXAMVIEW PRO	S-INS	4	TX		ALL PCS	ELEM	EALL	DIS
EXPLORING FIRST WORDS	S-INS		PNL	1	CLSRM	SECONDARY	ESPED	SPED
EXPLORING WHERE & WHY	S-INS							SCH
FLANAGAN SIMULATION TESTING	S-INS		OS		CLSRM	ELEM	EALL	DIS
FOLLOWING DIRECTIONS 1 & 2	S-INS		PNL	1	CLSRM	SECONDARY	ESOL	SPED
FOLLOWING DIRECTIONS LEFT & RIGHT	S-INS		PNL	1	CLSRM	SECONDARY	ESPED	SPED
FRIPPLETOWN	S-INS	1	PNL	1	ALL PCS	ELEM	ESPED	
GEOSKILLS INTERMEDIATE	S-INS		SL		ALL PCS	3-5	EHIS	DIS
GRAPHER	S-INS		SL		CLSRM	1-5	EMATH	SCH
HEARTSOFT PACKAGE	S-INS		SL		ALL PCS	ELEM	EALL	SCH
HOOKED ON PHONICS	S-INS		PNL	1	CLSRM	ELEM	EREAD	SCH
IA -INTERACTIVE ACHIEVEMENT	S-INS		OS	1326	ALL PCS	3-5	ESOL	DIS
INSPIRATION	S-INS	6.2	VLA	20	CLSRM	ELEM	EREAD	SCH
INSPIRATION	S-INS	7.6	SL		ALL PCS	ELEM	EREAD	DIS
INTERNET SAFETY FAUX PAWS	S-INS		TX		ALL PCS	ELEM		DIS
ISCAN - INTERACTIVE ACHIEVEMENT	S-EQUIP	LEASE	PNL	1	TA	3-5	ESOL	SCH
JUMP START 1ST GRADE	S-INS		SL		ALL PCS	ELEM	EMATH	SCH
JUMP START 4TH GRADE	S-INS		SL		ALL PCS	ELEM	EMATH	SCH
JUMPSTART ADVANCED 1ST GRADE	S-INS		PNL	1	CLSRM	ELEM	ESPED	SPED
JUMPSTART READING	S-INS		PNL	1	CLSRM	ELEM	EREAD	TITLE
JUMPSTART TYPINGCD-ROM PACK	S-INS		PNL	2	CLSRM	SECONDARY	ESOL	SPED
KIDSPIRATION	S-INS	2	VLA	114	ALL PCS	ELEM	EREAD	DIS
KIDSPIRATION	S-INS	2.1	VLA	39	ALL PCS	ELEM	EREAD	DIS
KIDSPIRATION	S-INS	6.2	VLA	80	ALL PCS	ELEM	EREAD	DIS
KIDSPIRATION	S-INS	7.6	VLA	30	ALL PCS	ELEM	EREAD	DIS
KNOWLEDGE WORKS	S-INS	3			ALL PCS			
KTEA II ASSIST	S-INS		PNL	5	CLSRM	ELEM	ESPED	SPED
LEARN TO READ	S-INS		PNL	4	CLSRM	SECONDARY	ESOL	SPED
LEARNING A-Z	S-INS		OS	29	ALL PCS	ELEM	EALL	TITLE
MAKING MUSIC EARLY COMP	S-INS		PNL	1	CLSRM	1-5	EMUSIC	SCH
MATH BLASTER	S-INS	NETWORK	SL		ALL PCS	KG-3	EMATH	SCH
MATH LESSON PLANNER	S-INS		TX		ALL PCS	ELEM	EMATH	DIS
MELODY MIXUP	S-INS		PNL	1	CLSRM	1-5	EMUSIC	
MICROSOFT OFFICE	S-DIS	2007	SLA	13398	ALL PCS			DIS
MIDISAURAS FOCUS	S-INS		SL	9 SETS	CLSRM	1-5	EMUSIC	SCH

MIDSAURAS VOLUMES 1-4	S-INS		SLA	9 SETS	CLSRM	1-5	EMATH	SCH
MIMIO	S-EQUIP	6.11	PNL	5	CLSRM	ELEM	EALL	DIS/SPED
MUSICAL ABCS	S-INS	1.0	PNL	1	CLSRM	1-5	EMUSIC	SCH
MUSIC ACE BEG. THEORY	S-INS		SL		CLSRM	1-5	EMUSIC	SCH
MY ACCESS	S-INS		OS	200	ALL PCS	4-5	EWRITE	SCH
NCS MENTOR FOR VA	S-INS	1.1.46.0	LL		ALL PCS	ELEM		DIS
NETWORK GAMES	S-INS		SL		CLSRM	1-5	EMATH	SCH
NEW STANDARDS	S-INS		LL		ALL PCS	ELEM	EREAD	DIS
OWLS WE ASSIST	S-INS		PNL		CLSRM	ELEM	EWRITE	SPED
PASS THE TEST	S-INS				CLSRM	K-5		
PERFECT COPY SOFTWARE	S-INS		PNL	200	ALL PCS	ELEM	EREAD	SCH
PICTURE PERFECT	S-INS		PNL	1	CLSRM	ELEM		
RACE TO THE GOVERNOR'S HOUSE	S-INS		SL		ALL PCS		EHIS	DIS
READER RABBIT 1	S-INS		PNL	6	CLSRM	KG-3	EREAD	SCH
READER RABBIT 2	S-INS		PNL	6	CLSRM	ELEM	EREAD	SCH
READING BLASTER	S-INS	NETWORK	SL		CLSRM	ELEM	EREAD	SCH
READING CONCEPTS SET A	S-INS	5	PNL	1	CLSRM		EREAD	SCH
RENAISSANCE PLACE	S-INS	REAL TIME	OS		ALL PCS	ELEM	EREAD	SCH
RENAISSANCE PLACE SUITE	S-INS	6.11	SL		ALL PCS	ELEM	EREAD	SCH
REPORTS ONLINE	S-INS		OS	175	ALL PCS	3-5	ESOL	SCH
ROCK	S-INS		PNL	1	CLSRM	ELEM		
ROSETTA STONE	S-INS	3	SL		CLSRM	ELEM	ELANG	SCH
SCHOLASTIC READING INVENTORY	S-INS				CLSRM	ELEM	EREAD	
SESAME STREET: LET'S MAKE A WORD	S-INS		PNL	1	CLSRM	ELEM	EREAD	SCH
SESAME STREET:LET'S MAKE MUSIC	S-INS		PNL	1	CLSRM	1-5	EMUSIC	SCH
SIBELIUS	S-INS		SL		CLSRM	1-5	EMUSIC	SCH
SKILLS TUTOR	S-INS		UL		ALL PCS	ELEM	EALL	SCH
SOL ONLINE PRE-TESTING	S-INS		OS	211	CLSRM	3-5	ESOL	DIS
SOL PASS	S-INS		OS		CLSRM	3-5	ESOL	SCH
SOL TO GO	S-INS	2	SL		ALL PCS	3-5	ESOL	DIS
SOLO READ OUTLOUD	S-INS	1.1.2	SL		ALL PCS	ELEM	ESPED	SCH
SOLO READ OUTLOUD	S-INS	2	SL		ALL PCS	ELEM	ESPED	SCH
SOLO READ OUTLOUD	S-INS	SE	SL		ALL PCS	ELEM	ESPED	SCH
SORT AND SAY EARLY CLASSIFYING	S-INS				ALL PCS	ELEM	ESPED	SPED
STAR READING	S-INS	1.1	SL		ALL PCS	ELEM	EREAD	SCH
STAR READING	S-INS	2.1	SL		ALL PCS	ELEM	EREAD	SCH
STAR READING	S-INS	2.4.2	OS		ALL PCS	ELEM	EREAD	SCH
STUDY ISLAND	S-INS		OS		ALL	2-5	ESOL	SCH

					PCS			
STUDY ISLAND -3RD GRADE CORE SUBJECTS	S-INS		OS	1	ALL PCS	3	EALL	SCH
STUDY ISLAND-SOL PRACTICE	S-INS		OS	3	ALL PCS	3-5	ESOL	SCH
SUCCESS MAKER	S-INS	1.7.1	CL	144	LAB	3-5	EMATH	TITLE
SUPER DUPER MUSIC LOOPER	S-INS	1.0	PNL		CLSRM	1-5	EMUSIC	SCH
TESTDESIGNER	S-INS	2.1D	SL		ALL PCS	1-5	ESOL	DIS
THE DECIDERS TAKE ON CONCEPTS	S-INS	1	PNL	2	CLSRM	ELEM	ESPED	SPED
THE GRAPH CLUB	S-INS	1.21				ELEM	EMATH	SCH
THE LEARNING BOX	S-INS	2.0	SL		ALL PCS	ELEM	ELANG	SCH
THINKING THINGS I	S-INS	2	PPL		ALL PCS	ELEM	EREAD	SPED
THINKING THINGS SKY ISLAND MYSTERIES	S-INS	1.01	PNL	1	ALL PCS	ELEM	ESPED	
TYPE TO LEARN	S-INS		OS		CLSRM	ELEM		SCH
VA STUDIES PASS THE TEST	S-INS				ALL PCS	4	EHIS	
WAYS TO SUCCESS	S-INS		TX		ALL PCS	1-5	EMATH	DIS
WEBBER BASIC CLASSIFYING	S-INS		PNL	1	CLSRM	PK-2	ESPEECH	SPED
WILD WEST MATH	S-INS				ALL PCS	3-5	EMATH	SCH
WORD EXPLORER	S-INS		PNL	1	CLSRM	ELEM	EREAD	TITLE
WORD MUNCHER	S-INS	DELUXE	PNL	2	CLSRM	ELEM	EREAD	TITLE
WORDS & CONCEPTS	S-INS	2.2	PNL	1	CLSRM	SECONDARY	ESPED	SPED
WORDS THEIR WAY	S-INS		TX	1	CLSRM		ELANG	SCH
WORDS THEIR WAY:WORD STUDY	S-INS	4	TX	1	CLSRM	ELEM	EREAD	
WRMT-R_NU ASSIST	S-INS		PNL	1	CLSRM	ELEM		SPED

Middle

	CATEGORY	VERSION	LICENSE TYPE	SEATS	DEPARTMENT	GRADE LEVEL	SUBJECT	FUNDING SOURCE
EPES ACCOUNTING	ADM	5.62	PNL	3	OFFICE			DIST
MICROSOFT OFFICE	DIS	2007	SLA	822	ALL PCS	ALL	ALL	DIST
ACTIVEINSPIRE	EQUIP	1.3	PNL		CLSRM	ALL	ALL	SPED
ISCAN INTERACTIVE ACHIEVEMENT	EQUIP	LEASE	PNL		TA	MIDDLE	SOL	SCHOOL
MIMIO	EQUIP	6.0	PNL		CLSRM	ALL	ALL	DIS
A+LA A+ADVANCED LEARNING			SL		LAB	MIDDLE	MATH	DIST
ACCELERATED READER	INS	6.36B	OS	750	ALL	MIDDLE	READ	SCHOOL

					PCS			
ACCELERATED READER	INS	6.0	OS		CLSRM	MIDDLE	READ	SCHOOL
ALGEBRA READINESS DIAG TESTING (ARDT)	INS		OS	1300	ALL PCS	6-7	MATH	DIST
ANSWER KEY MAKER	INS	1.0	TEXTBOOK		CLSRM	MIDDLE	ALL	DIST
ANSWER KEY MAKER COURSE 1	INS	1	TEXTBOOK		CLSRM	MIDDLE		SCHOOL
ARC GIS	INS	9.2	PNL	3	CLSRM	8	HIS	CTE
BOARDMAKER	INS	6	PNL	2	CLSRM	MIDDLE	SPED	SPED
BOOK WIZARD READER	INS		PNL		CLSRM	MIDDLE	ALL	
BRAIN POP	INS		OS	1	ALL PCS	MIDDLE		SCHOOL
CORNERSTONE	INS				CLSRM	MIDDLE	READ	
CORTEZ MATH	INS		VLA		LAB	6-7	MATH	DIST
CROSS COUNTRY	INS				CLSRM	MIDDLE	MATH	SCHOOL
EDU GAME	INS		SL		ALL PCS	MIDDLE	SOL	DIST
EDUWARE WIZARD	INS	8.0	SL		ALL PCS	MIDDLE	SOL	DIST
EXAM VIEW PRO	INS	4.04	TEXTBOOK	1			MATH	DIST
EXAM VIEW PRO COURSE 1	INS	1	TEXTBOOK		CLSRM	MIDDLE		SCHOOL
FLANAGAN SIMULATION TESTING	INS		OS		CLSRM	MIDDLE	SOL	DIST
HAIKU JOURNEY	INS		PNL		CLSRM	7	ENG	
HEC READING HORIZONS	INS	2.1			CLSRM	MIDDLE	READ	
I CAN LEARN MATH	INS	7.0	OS	477	ALL PCS	MIDDLE	MATH	SCHOOL
INSPIRATION	INS	7.6	PNL	10	CLSRM	MIDDLE		DIST
INSPIRATION	INS	7.5	PNL	42	ALL PCS	MIDDLE		SCHOOL
INTERACTIVE ACHIEVEMENT	INS		OS	1269	ALL PCS	MIDDLE	SOL	DIST
INTERACTIVE CHALKBOARD	INS	1	TEXTBOOK	1	CLSRM	MIDDLE	ALL	DIST
INTERACTIVE CHALKBOARD COURSE	INS	1	TEXTBOOK		CLSRM	MIDDLE		DIST

INTERACTIVE CHALKBOARD COURSE 3	INS	1	TEXTBOOK		CLSRM	MIDDLE		DIST
IPT MANAGER	INS		PNL	1	ESL	6-12	LANG	DEPT
KTEA II ASSIST	INS		PNL	1	CLSRM	MIDDLE	SPED	SPED
LEGO MIND STORM	INS	2.5.4.B	SL		CLSRM	MIDDLE		CTE
LEGO MIND STORM EDUCATIONAL	INS		PNL	2	CLSRM	MIDDLE		CTE
LEGO MIND STORM TEAM CHALLENGE	INS		PNL	20	CLSRM	MIDDLE		CTE
LEGO NXT EDUCATIONAL SOFTWARE	INS		PNL	2	CLSRM	MIDDLE		CTE
LOGGER PRO	INS	2.1	TEXTBOOK		CLSRM	MIDDLE		
MATH STRATEGIES	INS	3.0			CLSRM	MIDDLE	MATH	
MATH TYPE 5	INS		TEXTBOOK					
MICROTYPE	INS	3.0	SL		CLSRM	MIDDLE	TECH	CTE
PAINT SHOP PRO	INS	7.0			CLSRM	MIDDLE		
PHYSICAL SCIENCE	INS	NET 6.0	SL		CLSRM	MIDDLE	SCI	SCHOOL
PIX WRITER	INS	3.0	PNL	5	CLSRM	MIDDLE	SPED	SPED
READ 180	INS	1.9	EAL	180	ALL PCS	MIDDLE	READ	DIST
READ AND WRITE GOLD ENTERPRIZE	INS	8.1	SL		CLSRM	SECONDARY	READ	SPED
RENAISSANCE LEARNING (SCHOOL ISLAND)	INS		OS	1500	ALL PCS	MIDDLE	SOL	DIST
ROSETTA STONE	INS				CLSRM	MIDDLE		
SEE USA	INS	2.2			CLSRM	MIDDLE	HIS	
SOL PASS	INS		OS		ALL PCS	6-7	SOL	SCHOOL
SOLO READ ALOUD	INS	1.1.2	SL		ALL PCS	MIDDLE	SPED	SCHOOL
SPELLMAKER	INS		PNL	1	CLSRM	MIDDLE	ENG	SCHOOL
SYNERGYSTICS	INS	5.5	SL	26	LAB	MIDDLE	ALL	
TALKING TYPER	INS		PNL		CLSRM	MIDDLE	ALL	
TEACHER WORKS COURSE 1	INS	1.5.1.1	TEXTBOOK		CLSRM	MIDDLE		SCHOOL
TEACHER WORKS COURSE 2	INS	1.5.1.1	TEXTBOOK		CLSRM	MIDDLE		SCHOOL

TEACHER WORKS COURSE 3	INS	1.5.1.1	TEXTBOOK	1	CLSRM	MIDDLE		DIST
TEST AND PRACTICE GENERATOR	INS	3.3	TEXTBOOK	1	CLSRM	MIDDLE	ALL	DIST
USA I TEST PRO	INS		TEXTBOOK					
VANGUARD	INS	3.0			CLSRM	MIDDLE		
VIRGINIA SCIENCE EXPLORER	INS	2.2						
VIRTUAL ACTIVITIES LEVEL 2	INS	1	TEXTBOOK		CLSRM	MIDDLE		DIST
VIRTUAL ACTIVITIES LEVEL 3	INS	1	TEXTBOOK		CLSRM	MIDDLE		DIST
VIRTUAL BUSINESS SPORTS	INS				CLSRM	MIDDLE	TECH	CTE
ZOOM TEXT	INS	9.02	SL		CLSRM	SECONDARY	SPED	SPED

High School

	CATEGORY	VERSION	LICENSE TYPE	SEATS	DEPARTMENT	GRADE LEVEL	SUBJECT	FUNDING SOURCE
EPES ACCOUNTING	ADM	5.62	PNL	4	OFF			DIST
DYNOMITE DYN-O-LOG	ADM	2000	PNL	1	OFF			SCHOOL
IVIS PLUS IDENTICARD	ADM	3.4.1	PNL	1	SEC			SCHOOL
WILSON WEB RESEARCH	ADM		OS	1	MC	SECOND	ALL	SCHOOL
MICROSOFT OFFICE	DIS	2007	SLA	1563	ALL	ALL	ALL	DIST
MICROSOFT DIGITAL IMAGE PRO	DIS	10	SLA		CLSRM			DIST
ACTIVE STUDIO 3 PE	EQUIP	3.7.19	PNL	2	LAB	SECOND	ALL	CTE
ACTIVE STUDIO 3 PE	EQUIP	3.7	PNL	2	CLSRM	SECOND	SCI, HIST	SCHOOL
BOSCH DIVAR CONTROL CENTER	EQUIP		PNL	1	SEC			SCHOOL
A+ ANYWHERE LEARNING SYSTEM	INS		SL		CLSRM	SECOND	ALL	DIST
A+LS A+ADVANCED LEARNING SYSTEM	INS	2.15	PNL	52	LAB	SECOND	MATH	SCHOOL
ACTIVEINSPIRE	INS	1.3	PNL	11	CLSRM	SECOND	ALL	SPED
ACTIVEINSPIRE	INS	1.2	PNL	8	CLSRM	SECOND	ALL	SPED

ADAM INTERACTIVE ANATOMY	INS	3.06	TEXTBOOK		CLSRM	SECOND	SCIENCE	DIST
ADOBE ACROBAT PROFESSIONAL	INS	8.0	PNL	2	CLARM	SECOND	ART	DISTRICT
ADOBE CREATIVE SUITES	INS	2.0	PNL	3	CLSRM	SECOND	ORG	SCHOOL
ADOBE CREATIVE SUITES	INS	2.3	PNL	10	CLSRM	SECOND	ORG	SCHOOL
ADOBE CREATIVE SUITES PREMIUM	INS	CS2	PNL		LAB	SECOND	ALL	SCHOOL
ADOBE CREATIVE SUITES PREMIUM	INS	CS2	PNL	11	LAB	SECOND	ART	SCHOOL
ADOBE CS3 DESIGN PREMIUM	INS	CS3	PNL	20	ALL PCS	SECOND	VOC	CTE
ADOBE CS3 DESIGN PREMIUM	INS	CS3	PNL	20	CLSRM	SECOND	ORG	SCHOOL
ADOBE DESIGN CS	INS	CS	PNL	10	CLSRM	SECOND	ORG	TITLE I
ADOBE INDESIGN CS2	INS	4.0	PNL	6	CLSRM	SECOND	ORG	SCHOOL
ADOBE PAGEMAKER	INS	7.0	PNL		CLSROOM	SECOND	ORG	SCHOOL
ADOBE PHOTOSHOP	INS	6.01	PNL	17	CLSRM	SECOND	ART	SCHOOL
ADOBE PHOTOSHOP CS2	INS	9.0	PNL	2	CLSRM	SECOND	ORG	SCHOOL
ADOBE PHOTOSHOP ELEMENTS	INS	4.0	PNL	15	CLSRM	SECOND	ART	SCHOOL
AGS ALGEBRA TEACHER RESOURCE	INS	1998	TEXTBOOK		CLSRM	SECOND	SPED	SPED
AGS BASIC MATH SKILLS	INS	1997	TEXTBOOK		CLSRM	SECOND	SPED	SPED
AGS CONSUMER MATH	INS	2003	TEXTBOOK		CLSRM	SECOND	SPED	SPED
AGS EARTH SCIENCE	INS	2004	TEXTBOOK		CLSRM	SECOND	SPED	SPED
ALL DATA RENEWAL	INS		PNL		CLSRM		VOC	
ARCGIS	INS	9.2	PNL	2	CLSRM	SECOND	SCIENCE	CTE
ARDT ALGEBRA READINESS	INS		OS	500	ALL PCS	9TH	MATH	DIST
AUTOCAD	INS	2002	PNL	20	LAB	SECOND	VOC	CTE
AUTOMATED ACCOUNTING	INS	7.0	TEXTBOOK		LAB	SECOND	VOC	CTE
AUTOMATED ACCOUNTING SITE LICENSE	INS		SL	1	CLSRM	SECOND	VOC	SCHOOL
BASIC MATH MENU	INS	1.1	PNL		CLSRM	SECOND	SPED	SPED
CAREER SCOPE	INS	6.0	SL	400	ALL PCS	ALL		DEPT
CCC PATHWAYS SOLUTIONS	INS	4.5	PNL	1	CLSRM	SECOND	VOC	CTE
CENTRA	INS		OS		ALL	SECOND	DIST	SCHOOL

							LEARN	
CHIEF ARCHITECT ACADEMIC LAB	INS		PNL	25	LAB	SECOND	VOC	CTE
COREL PAINTER	INS	6.0	PNL	17	CLSRM	SECOND	ART	SCHOOL
CORTEZ MATH	INS		VLA		LAB	SECOND	MATH	DIST
DEEP FREEZE	INS	5.30.220.1 1.81	SL		LAB	SECOND		
DIETARY ANALYSIS SOFTWARE	INS		PNL	1	CLSRM	SECOND	MATH	SCHOOL
DISCOUNT STORE	INS	2002	PNL	1	CLSRM	SECOND	SPED	SPED
EAGLESOFT DENTAL ASSISTING	INS	1.00.0018	PNL	12	LAB	SECOND	VOC	CTE
EDMARK READING PRG	INS	1.0	PNL	1	CLSRM	SECOND	SPED	SPED
ELECTRONIC TEACHER TOOLS	INS		TEXTBOOK		CLSRM	SECOND	ENG	DEPT
ELECTRONIC TEACHER RESOURCE	INS	1.23	TEXTBOOK		CLSRM	SECOND	PE	DEPT
EXAM VIEW ALGEBRA	INS	4.0	TEXTBOOK					DIST
EXAM VIEW GEOMETRY	INS	4.0	TEXTBOOK					DIST
EXAMVIEW PRO(SOL ASSESSMENT FOR MATH)	INS	4.0	TEXTBOOK		CLSRM	SECOND	MATH	DIST
EXAMVIEW PRO(TEACHER WORKS FOR ALG II)	INS	4.0	TEXTBOOK		CLSRM	SECOND	MATH	DIST
EXAMVIEW PRO(THE AMERICAN EXPERIENCE)	INS	4.0	TEXTBOOK		CLSRM	SECOND	ENG	DIST
EXAMVIEW PRO(THE BRITISH TRADITION)	INS	4.0	TEXTBOOK		CLSRM	SECOND	ENG	DIST
EXAMVIEW PRO(VA BIOLOGY)	INS	4.0	TEXTBOOK		CLSRM	SECOND	ENG	DIST
EXAMVIEW PRO (SOL ASSESSMENT FOR MATH)	INS	4.0	TEXTBOOK		CLSRM	SECOND	MATH	DIST
FATHOM DYNAMIC	INS		PNL	1	CLARM	SECOND		SCHOOL
FLANAGAN SIMULATION TESTING	INS		OS		CLSRM	SECOND	SOL	DIST
FORTRESS 101	INS	5.0 B1075	PNL	52	LAB	SECOND	MATH	SCHOOL
GALE RESEARCH	INS		OS		ALL PCS	SECOND	ALL	DEPT
GENEVALOGIC VISIONS	INS	6.7.3	SL		LAB	SECOND	VOC	CTE
GEOMETERS SKETCHPAD	INS	4.0	SL		LAB	SECOND	MATH	SCHOOL
GEOMETRY TEST GENERATOR	INS	3.3	TEXTBOOK		CLSRM	SECOND	MATH	DIST
HM CLASS PREP	INS	6.1	TEXTBOOK		CLSRM	SECOND	MATH	DIST

HM CLASS PREP	INS		TEXTBOOK					
HOLES ESSENTIALS OF HUMAN ANATOMY	INS	8	TEXTBOOK		CLSRM	SECOND	SCIENCE	DIST
IN DEMAND TEST PREP	INS	4.08.0019	SL	200	CLSRM	SECOND	VOC	CTE
INSPIRATION	INS	8.0	PNL	46	CLSRM	SECOND	READ	SPED
INSPIRATION	INS	7.6	PNL	45	CLSRM	SECOND	ALL	DIST
INT CITIZENSHIP GOVERNMENT	INS		OS		MC	SECOND	ALL	DEPT
INTERACTIVE ACHIEVEMENT (IA)	INS		OS	1478	ALL	SECOND	SOL	DIST
IRESPOND	INS		PNL	1	CLSRM	SECOND	ALL	CTE
KEY TRAIN	INS	4.0.5	SL		CLSRM	SECOND		DEPT
KTEA II ASSIST	INS	1.1	PNL	7	CLSRM	SECOND	SPED	SPED
LOGGERS LAB PRO	INS	3.0	TEXTBOOK		LAB	SECOND	MATH	SCHOOL
MACROMEDIA STUDIO MIX	INS	MX			CLSRM	SECOND	ALL	SCHOOL
MATHPEDIA	INS		TEXTBOOK					
MATHTYPE	INS		TEXTBOOK					
MEASURE RIGHT	INS		PNL	20	CLSRM	SECOND	MATH	SCHOOL
MICROSOFT OFFICE ENTERPRISE	INS	2007	PNL	20	LAB	SECOND	ALL	CTE
MICROTYPE MULTIMEDIA	INS	1.0	TEXTBOOK		LAB	SECOND	VOC	CTE
MILADY'S STANDARD COSMETOLOGY	INS		OS	7	CLSRM	SECOND	VOC	CTE
MIMIO STUDIO	INS	6.11	PNL	2	CLSRM	SECOND	ALL	SCHOOL
NOVANET	INS	17.2	OS	25	LAB	SECOND	SOL	SPED
NOVANET	INS	17.2	OS	20	CLSRM	SECOND	ALL	DIST
PRENTICE HALL'S LITERATURE LIBRARY	INS		TEXTBOOK		CLSRM	SECOND	ENG	DEPT
QUICKBOOKS PREMIER ACCT EDITION	INS	2007	CL	25	LAB	SECOND	VOC	CTE
READING PLUS	INS		OS	10	CLSRM	SECOND	READ	SCHOOL
SANKO LANGUAGE LAB	INS		SL		LAB	SECOND	LANGUAGE	SCHOOL
SCOREBASE PRO	INS				LAB	SECOND	VOC	
SOLO READ ALOUD	INS	9.0	SL	1	CLSRM	SECOND	SPED	SPED
SOLO READ ALOUD	INS	1.12	SL		CLSRM	SECOND	SPED	SCHOOL

SPECTRA CAD/CAM/WSL	INS		PNL		LAB	SECOND	VOC	CTE
TALKING TYPER FOR WINDOWS	INS	1.0	PNL		CLSRM	SECOND	SPED	SPED
TEACHERWORKS	INS		TEXTBOOK		CLSRM	SECOND	VOC	CTE
TECH LAB	INS	7.51	CL	26	LAB	SECOND	CTE	CTE
THE DISECTABLE HUMAN	INS	1.0	TEXTBOOK		CLSRM	SECOND	SCIENCE	DIST
TI_SMART VIEW	INS	2.0.1	PNL	1	CLSRM	SECOND	MATH	DEPT
TRIMBLE GPS	INS		PNL	1	LAB	SECOND	HIS	CTE
VIRTUAL ENTERPRISE MANAGEMENT	INS		OS		LAB	SECOND	VOC	
ZOOM TEXT	INS	9.02	SL		CLSRM	SECOND	SPED	SPED

Specialty Schools

	CATEGORY	VERSION	LICENSE TYPE	SEATS	DEPARTMENT	GRADE LEVEL	SUBJECT	FUNDING SOURCE
MICROSOFT OFFICE	DIST	2007	SLA	170	ALL	ALL	ALL	DISTRICT
EPES ACCOUNTING SOFTWARE	ADM	5.62	PNL	2	OFFICE			DIST
IA ISCAN	EQUIP	LEASE			TA	MIDDLE	SOL	SCHOOL
A+ LS	INS		SL		CLSRM	6-12	ALL	SCHOOL
ACHIEVE MATH AND SCIENCE	INS	1	PNL		PRC		ALL	TITLE I
ADVENTURE WORKSHOP	INS		PNL		PRC	1		TITLE I
BTL PREK-3	INS	6.2	SL	5	MC	PRK-3	READING	SCHOOL
BTL STREAMLINE EDITION	INS		PNL	2	MC	PG	READING	SPED
CAREER SCOPE	INS		SL		AED	ALL		DEPT
EASY 123 PART I & II	INS	2.3	PNL		AED: CLSRM			DEPT
ENGLISH GRAMMAR	INS		TEXTBOOK					DEPT
ENGLISH INTERACTIVE	INS		TEXTBOOK					DEPT
GEO SAFARI	INS	3	PNL		PRC	PRK-5		TITLE I
GRAMMAR EXPRESS BASICS	INS		TEXTBOOK					DEPT

I CAN LEARN	INS	7.0	OS	91	ALL PCS	MIDDLE	MATH	SCHOOL
INSPIRATION	INS				ALL PCS			DEPT
INTERACTIVE ACHIEVEMENT (IA)	INS		OS	122	ALL PCS	SECOND	SOL	DIST
INTERACTIVE ACHIEVEMENT (IA)	INS		OS	27	ALL PCS	MIDDLE	SOL	DIST
JUMP START 1	INS	1.2	PNL		PRC	1	MATH	TITLE I
JUMP START 2	INS	1.2	PNL		PRC	2	MATH	TITLE I
JUMP START 3	INS	1.2	PNL		PRC	3	MATH	TITLE I
JUMP START 4	INS	2.0	PNL		PRC	4	MATH	TITLE I
JUMP START 5	INS	1.2.2	PNL		PRC	5	MATH	TITLE I
JUMP START PREK	INS	1.2	PNL		PRC	PG	MATH	TITLE I
JUMP START STUDY HELPERS	INS	1.0	PNL		CLSRM	PRK-5	ALL	TITLE I
KEY TRAIN	INS		OS		ALL PCS			DEPT
KEY TRAIN	INS		SL		CLSRM	SECOND		DEPT
KIDS PHONICS	INS		PNL		PRC		READING	TITLE I
LONGMAN ENGLISH DICTIONARY	INS		TEXTBOOK					DEPT
MATH BLASTER	INS	1.0	PNL		PRC	5	MATH	TITLE I
MATH MEDIA BUNDLE	INS		PNL	1	AED: CLSRM			DEPT
MAVIS BEACON TEACHES TYPING	INS		PNL	1				DEPT
MICROTYPE	INS		SL		AED: ALL PCS			DEPT
MIGHTY MATH	INS	1.11	PNL		PRC	PRK-5	MATH	TITLE I
MIND TWISTER MATH	INS	1	PNL		PRC	PRK-5	MATH	TITLE I
NOVANET	INS		OS	12	AED: ALL PCS			DEPT
OXFORD PICTURE DICTIONARY	INS							DEPT
PC100	INS		SL		PRC	PRK-5		TITLE I
PLATO	INS		OS	7				DEPT
READING BLASTER	INS	1.1	PNL		PRC	5	READING	TITLE I

READING FOR ADULTS	INS	PC	PNL	1	AED: CLSRM			DEPT
ROSETTA STONE	INS	3.0	PNL	5				DEPT
SOL PASS	INS		OS		ALL PCS	6-7	SOL	SCHOOL
SOLO READ OUTLOUD	INS		SL		ALL PCS	6-12	SPED	SCHOOL
SUCCESSMAKER	INS	4	SL	16	AED: LAB			DEPT
THINKING THINGS	INS	1.42	PNL		PRC	PRK-5		TITLE I
TOEFL IB5	INS		OS	2	AED: CLSRM			DEPT
TYPE FOR FUN	INS	1.1	PNL	10	PRC	PRK -5	ALL	TITLE I
TYPE TO LEARN	INS	3	SL	10	PRC	PRK-5	ALL	TITLE I
ULTIMATE PHONICS	INS		PNL	1	AED: CLSRM			DEPT
VOYAGER PASS	INS		OS		CLSRM	MIDDLE	READ	SCHOOL

Administrative

	CATEGORY	VERSION	LICENSE TYPE	CLIENT SEATS	DEPT	FUNDING
ADOBE ACROBAT PROFESSIONAL	S-ADM	6.0	PNL		IAT	DEPT
ADOBE ACROBAT PROFESSIONAL	S-ADM	8.0	PNL		HR	DEPT
ADOBE ACROBAT PROFESSIONAL	S-ADM	8.0	PNL		SBO	DEPT
ADOBE CREATIVE CS4 MEDIA	S-ADM	CS4	PNL	1	IAT	DEPT
ADOBE CREATIVE SUITE 4 MASTER	S-ADM	CS4	PNL	1	IAT	DEPT
ADOBE CREATIVE SUITE PREMIUM 3	S-ADM	CS3	PNL	1	IAT	DEPT
ADOBE PHOTOSHOP	S-ADM	6.0	PNL	1	IAT	DEPT
ALERTNOW	S-ADM		OS	6516	IAT	DEPT
ANGEL TRAX DVR	S-ADM		OEM	28	TRAN	DEPT
APERTURE 2	S-ADM	2.0	VLA	5	IAT	DEPT
CONNERS SPED ASSESSMENT TOOL	S-ADM	3.0	PNL	1	OEC	SPED
CRYSTAL REPORTS	S-ADM	9	PNL	2	FIN	DEPT
CRYSTAL REPORTS	S-ADM	9	PNL	3	HR	DEPT
CRYSTAL REPORTS	S-ADM	9	PNL	8	IAT	DEPT
DESTINY RESOURCE MANAGEMENT SOLUTION	S-ADM			1	ISS	DEPT
FINAL CUT STUDIO 2	S-ADM	2	VLA	5	IAT	DEPT
FIXED ASSET SYSTEM RENEWAL	S-ADM		LL	1	IAT	DEPT
GRADE QUICK WIN/LIVELINK	S-ADM	WINDOWS			IAT	DIS
INVENTORY DIRECT MODULE RENEWAL	S-ADM		OS		MAIN	DEPT
J-WALK SERVER MAINTENANCE	S-ADM		SL		LIB	DEPT

LIBRARY MANAGEMENT SYSTEM MAINTENANCE	S-ADM		SL		LIB	DEPT
MICROSOFT OFFICE	S-ADM	2007	PNL	25	CN	DEPT
MICROSOFT OFFICE 2008	S-ADM	2008	PNL	5	IAT	DEPT
MICROSOFT WINDOWS VISTA BUSINESS MAINT	S-ADM		VLA	100	IAT	
PENTAMATION - MAINT-OPTIO DESIGN STUDIO	S-ADM	7.8	PPL	1	IAT	DIS
PENTAMATION - MAINT -APPLICATION SUPPORT	S-ADM		CL	40	IAT	
PENTAMATION - MAINT SERVER OP MAIN	S-ADM		PPL		IAT	DIS
SARTOX - MAINTENANCE	S-ADM		SL	25	CN	DIS
SECURITY PLUS LICENSE FOR CAMERAS	S-ADM		LL		MAIN	DEPT
STARBASE - MAINT ALL SERVERS	S-ADM	WEB	UL	40	IAT	DIS
STARBASE - MAINT ORACLE ALL SERVERS	S-ADM	10G	PPL	3	IAT	DIS
STARBASE - PORTAL APP	S-ADM	WEB	PPL		IAT	DIS
SUBFINDER	S-ADM	5.9.909	LL	1	IAT	DEPT
TRANSFINDER PRO	S-ADM		SL	2	TRAN	DEPT
VISIO	S-ADM		PNL	1	IAT	DIS
VMAX	S-ADM		UL		TRAN	
VMWARE FUSION	S-ADM	1.0	PNL	5	IAT	DEPT
WORKORDER SCHOOL DUDE MODULE RENEWAL	S-ADM		OS		MAIN	DEPT
WORLD BOOK WEB RENEWAL FOR 2009	S-ADM		OS		LIB	DEPT
MICROSOFT OFFICE	S-DIS	2007	SLA	9	FIN	
MICROSOFT OFFICE	S-DIS	2007	SLA	8	HR	
MICROSOFT OFFICE	S-DIS	2007	SLA	13	IAT	
MICROSOFT OFFICE	S-DIS	2007	SLA	4	MAIN	
MICROSOFT OFFICE	S-DIS	2007	SLA	14	OEC	
MICROSOFT OFFICE	S-DIS	2007	SLA	18	SBO	
MICROSOFT OFFICE	S-DIS	2007	SLA	2	IAT	
ACTIVARENA	S-EQUIP		PNL	5	IAT	SPED
ACTIVSTUDIO	S-EQUIP		PNL	1	IAT	SPED
MIMIO	S-EQUIP		PNL	4	IAT	DIS
ADOBE PHOTOSHOP	S-INS	6.0	PNL	1	IAT	DEPT
GENEVALOGIC VISION	S-INS	6.7.3	SL		IAT	CTE
INSPIRATION	S-INS		SL	1	IAT	DIS
KIDSPIRATION	S-INS		VLA	1	IAT	DIS
NETWORKER- AUTO CHANGER	S-INS		PPL	1	IAT	DEPT
NOVANET	S-INS		OS	1	OEC	DEPT
SNAG IT	S-INS		PNL	50	IAT	DEPT
SOLO READ OUTLOUD	S-INS		PNL	1	IAT	SCH
SUCCESS MAKER	S-INS		PNL	1	IAT	SPED
AE WINDOWS VISTA	S-NET	VISTA	PNL	4	IAT	
BLACKBERRY ENTERPRISE	S-NET		WAN	1	IAT	DEPT
BLACKBERRY PROFESSIONAL	S-NET		WAN	1	IAT	DEPT
DEEP FREEZE KIT	S-NET		WAN	1	IAT	DEPT
MICROSOFT EXCHANGE MAINTENANCE	S-NET		WAN	800	IAT	DEPT

MICROSOFT OFFICE MAINTENANCE	S-NET		PNL	25	IAT	DEPT
MICROSOFT WINDOWS MVL-A SERVER CAL	S-NET		VLA	2000	IAT	DEPT
MICROSOFT WINDOWS SERVER 2008	S-NET	2008	PPL	1	IAT	DEPT
MICROSOFT WINDOWS SERVER MAINTENANCE	S-NET		VLA	24	IAT	DEPT
NETWORKER - NETWORK BKUP SOFTWARE	S-NET	NETWORK	WAN	25	IAT	DEPT
NETWORKER- CLIENT CONNECTIONS	S-NET		PPL	1	IAT	DEPT
NETWORKER- CLIENT CONNECTS	S-NET		PPL	1	IAT	DEPT
NETWORKER- MODULE FOR MS EXCG	S-NET		PPL		IAT	DEPT
NETWORKER SERVER NETWORK	S-NET		PPL	1	IAT	DEPT
NETWORKER-DISKBKUP OPT	S-NET		PPL	1	IAT	DEPT
NETWORKER-MODULE FOR MS SQL	S-NET		PPL	2	IAT	DEPT
NETWORK-MODULE FOR ORACLE	S-NET		PPL	2	IAT	DEPT
NW NETWORKER HEADSTART	S-NET		PPL	1	IAT	DEPT
NWSQL NETWORKER HEADSTART MSSQL	S-NET		PPL		IAT	DEPT
STARBASE-SSL FOR PORTAL	S-NET		WAN		IAT	DIS
VMWARE ACAD V13	S-NET		WAN	3 AGENTS	IAT	DEPT
VMWARE VC MANGER	S-NET		WAN	2	IAT	DEPT
AD INFINTIUM 2	S-TECH	2.2	WAN	1	IAT	DEPT