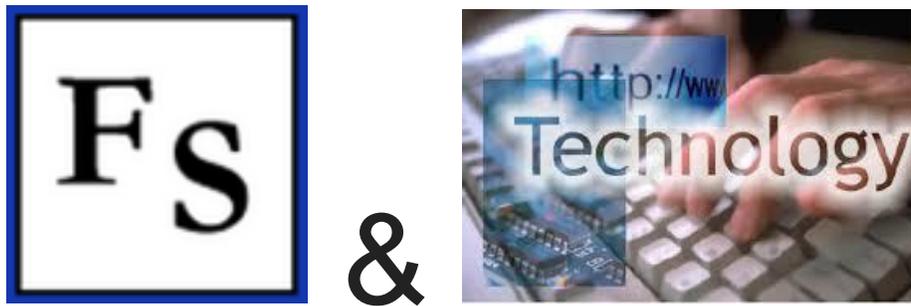


Franklin Square
Union Free School District



Technology Plan
July 2015 - June 2018

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I. VISION STATEMENT

We Can We Will

MISSION STATEMENT

The Franklin Square School District is committed to supporting and educating our students to reach their highest potential. We strive to help them to think and express themselves critically and creatively; to understand themselves and others as being part of a global community. Every child will be given a solid Foundation for Success in order to become a contributory member of society and by learning and growing into people of integrity and generosity.

Belief Statements

1. The students are our primary responsibility.
2. All members of the Franklin Square School District community must be treated with dignity and respect.
3. Cooperation among and commitment from all members of the Franklin Square School District community is essential for success in learning.
4. Effective teaching is the core of education and will be expected, respected, encouraged, and supported.
5. A strong educational program will promote lifelong learning. High quality resources, a well-educated staff, and a clearly defined curriculum are qualities of a strong educational program.
6. The on-going evaluation and application of new methods and technologies in the classroom are essential to maintain excellence in a changing world.
7. Excellence in education must be provided within the fiscal resources of the community.
8. Adults must model behavior which reflects these values and beliefs.

Technology Vision Statement

The Franklin Square School District will strive to provide our students with a progressive learning experience by providing specific technologies that aim to facilitate learning across all levels of cognitive inquiry and development.

The inclusion of technology in the learning process will promote independent and differentiated learning, collaboration, and creative thinking to prepare their minds for a greater society. Technology is not an end in and of itself, but is most powerful when teachers facilitate learning activities in which students use technology for productivity, research, communication, and/or problem solving on a daily basis. Students will learn about technology, with technology, and apply technology to real life scenarios.

Staff development for teachers and administrators is critical to the successful use of technology to support learning. Educators in the Franklin Square Schools will use technology to pursue excellence and adapt instruction to the needs of students to accelerate or modify their education as appropriate.

Plan Overview

This three year plan spans from July 2015 through June 2018. It includes the advancements we have made thus far, and the strategies to move forward to meet the educational needs of our students. Franklin Square Union Free School District has an enrollment close to 2000 students, from Pre-Kindergarten to Grade Six. They are housed in three buildings in Franklin Square. The Franklin Square School District is committed to providing students with excellent educational programs with the right technology tools to prepare them for their future. The District's goal is to engage and empower students to become inquisitive and life-long learners.

Status Update on Current Technology

INFRASTRUCTURE

Virtualized Server Environment	FS migrated all physical servers to the new virtual environment. District implemented 3 new Cisco UCS servers and a new EMC SAN in a VMware environment which would allow expansion and enhance performance of related services. Daily back-ups are done using Veeam software and a Sonology Unit.
Network Switch Upgrade	FS replaced all 3COM switches in all three district locations with newer, more stable Cisco 3750, 2960 switches that will provide a 1GB connection, and Power Over Ethernet for future growth. A total of 15 switches were replaced. This will allow for future upgrades for wireless, IP phones, and video cameras.
Wireless Infrastructure	FS has installed 105 Cisco Aironet Access Points across the three buildings to support the 1:1 initiative. Classrooms in Grades 3-6 have their own dedicated access point to provide dense coverage to connect 25-30 devices simultaneously. Classrooms in remaining grades has an access point per every two classrooms to support future wireless device use. All common areas also has an access point to support workshops and building level activities.

ADMINISTRATIVE SOFTWARE

eSchool	Flexible student management system which provides a secure and intuitive interface enabling users to maintain modules for grade reporting, attendance, scheduling, discipline, parent portal, assessment tracking, health, third party integration and other important information.
My Learning Plan/Oasys	MyLearningPlan is the district's platform for managing Professional Development opportunities offered through its various departments and partners. It keeps track of all Professional Development hours and credits. It also manages rubrics for teacher evaluation.
Follet (Library Management)	All of the library's books are catalogued using the Internet based program Follett Destiny.
SharpSchool/Google Apps for Education	Website provider and assists in managing the email platform.
Automated Door Systems	Door security system in conjunction with key fobs for users in all three buildings.
Alcatel Phones	District phone system
School Messenger	Streamlines communications to all employees and the community through voice, text, and email messages.
Finance Manager	FM is a complete integrated business office solution which includes Accounting, Budget, Requisition, Receivables, Human Resources, Payroll, and Negotiations. Its workflow design offers opportunities to streamline and coordinate business processes.
AESOP	Aesop is the automated substitute placement and absence management system.
WatchGuard Firewall	Web filter and Firewall for Network Security.
Data Warehouse/Level 0	Data Repository through BOCES.

CURRENT ADVANCES IN TECHNOLOGY

Successful Interventions and Strengths

- Computers/devices are used as tools to support the classroom curriculum.
- iPads are given to every student in Grades 3-6. One of the main applications that enables individual instruction is the eSpark program.
- Students in Grades K-2 will have iPads in a center model to supplement instruction.
- Computer labs provide for large group instruction opportunities for both students and professional development.
- All instructional areas are connected to the Internet.
- There are Interactive Whiteboards in every classroom across the district.
- District-wide Grades K-6 use the Internet for research on curriculum subjects (Animals, Government, New York State, Volcanoes, Earthquakes, Knights, Castles and crusades).
- The Art classes have used the Smart Board for demonstrations and samples of artwork.
- The district has a new web site. Board minutes, lunch menu and special events are updated on a daily basis.
- Many teachers have classroom web pages and/or blogs to share important classroom information such as homework, news, events and other important information.
- Teachers have numerous opportunities for professional development and sharing.
- Teachers and students have access to document cameras and other peripherals to enhance instruction.
- Teachers district-wide have access to digital cameras to take pictures and digital video recorders to take video.
- Teachers use electronic report cards to report student progress.
- All teachers have access to network printers. All classroom printers have been decommissioned.
- There is wireless Internet access in all three schools. Grade 3-6 classrooms have their own dedicated wireless access point and lower grades have a 2:1 ratio for access points.

Technology Foundational Standards for Students

1. CREATIVITY AND INNOVATION

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

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

2. COMMUNICATION AND COLLABORATION

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

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

3. RESEARCH AND INFORMATION FLUENCY

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

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

4. CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING

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

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

5. DIGITAL CITIZENSHIP

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

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

6. TECHNOLOGY OPERATIONS AND CONCEPTS

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

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

Technology Curriculum Integration Examples

- Kindergarten – Students will be able to create documents using the program KidPix and/or MAXWrite (simplified MS Word) to type and illustrate a page. They will utilize their typing/mouse control to decorate and edit their creations.
- 1st grade – Students create multi-page thematic books using MaxWrite (writing and drawing program). This incorporates language art skills such as creating, editing and revising their writing, as well as illustrating their corresponding stories. Build familiarity to online research such as Enchanted Learning and World Book For Kids.
- 2nd grade – Students create animal books. Students work cooperatively and use World Book Online to look up facts about an animal. Students write answers in a graphic organizer (web). From this graphic organizer students write a paragraph about their animal and type it in a word processing program. In a drawing program, Kid Pix, students draw a picture of their animal.
- 3rd grade – Students create Keynote presentations on their iPads to present to their class. They hone their skills to find credible research online to find facts on their topics. They create their own video Educreations to showcase their understanding and what they have learned through media.
- 4th grade – Students begin to recognize that the iPads are a powerful tool to express themselves and take charge of their learning. They use Apps such as Quizlet to aid in study skills, iMovie to make narrations/video recordings. Students combine classroom materials as well as the Internet to gather information.
- 5th grade – Student research information about curriculum subject (The Solar System, Endangered Species, States) using the Internet and create multimedia presentations incorporating text, sound and graphics. They collaborate with their peers and their teachers to receive/send assignments via the web. Their Keynote presentations include transitions, graphics, sound, and other advanced features to engage the audience.
- 6th grade – Students belong to an online community through Google Classroom and Edmodo which lends itself to online etiquette and peer collaboration. Students research information about curriculum subjects (Ancient Egypt, Greece, earthquakes, volcanoes) using the Internet and create multimedia presentations using Keynote and other Apps. Their products are more advanced and precise to their instructional goals.

District and School Web Sites

There is a district web site, which provides information about the district, each school, the curriculum and the PTA. The website is hosted by SharpSchool. The board minutes, lunch menus and special events are updated on a regular basis. Email is used on a daily basis with a goal to continue improving on Green Initiatives. The website address is: <http://www.franklinsquare.k12.ny.us>. Each school also maintains a website hosted by SharpSchool and can be found by going to the district's main website.



John Street School <http://franklinsquarejss.ss5.sharpschool.com/>



Polk Street School <http://franklinsquarepss.ss5.sharpschool.com/>



Washington Street School <http://franklinsquarewss.ss5.sharpschool.com/>

Infrastructure and Instructional Technology Goals 2015-18

The Technology Committee is composed of teachers and administrators within our district. Its objective was to develop a multi-year plan of action, focusing on infrastructure, hardware, curriculum and teaching, and community.

A. INFRASTRUCTURE and HARDWARE

The goal for the next three years is to continue to build an infrastructure that will support existing technology and emerging mobile devices such as iPads in the classroom. Another priority is to eliminate waste and to adequately match the needs of each classroom to the goals the classroom has to not only effectively teach the curriculum, but to expose them to the platforms and software for their future.

- a. Expand the wireless network to not only support a 1 to 1 mobile device initiative in Grades 3-6, but also a center model for Grades K-2
- b. Replace older projectors with newer ones to maintain adequate visuals for students
- c. Replace/expand our video surveillance system to an ip-based system that will enable ease of access and clearer video. This will also allow the local police and fire departments to view our cameras during emergency situations
- d. Continue to reach higher efficiencies in printing devices across all buildings. Also leverage existing technologies to minimize printing on paper, and to use other means to deliver information and assignments
- e. Increase the use of online textbook resources to increase access, while lowering costs for consumables
- f. Central office departments will receive an upgrade to newer, more efficient PCs to improve work output
- g. Explore ActivPanels to replace our fleet of Interactive ActivBoards in the classrooms
- h. Connect fiber from Polk Street School to John Street School to enable a more secure Disaster Recovery and to augment the network to have internet fail-over
- i. Implementation of 3D Printers to support curriculum
- j. Implementation of Disaster Recovery/Business Continuity Site

B. CURRICULUM AND INSTRUCTION

Technology is used by teachers and administrators to provide a high level of instruction across the curriculum. Franklin Square believes that the appropriate level of understanding and usage of technology will improve student performance. In addition, all staff members utilize technology to serve students to meet their learning standards. Over the next three years, we want to set clear benchmarks, design a curriculum that encourages a higher level of thinking, and to be able to use technology to help them learn more effectively.

- a. Continue to improve on the current curriculum, and to incorporate ISTE standards to align our standards to the new demands of our students. We want our students to reach National Education Technology Standards in all grades.
 - i. Those topics of standards are shown below.
 1. Creativity and Innovation
 2. Communication and Collaboration
 3. Research and Information Literacy

4. Critical Thinking, Problem Solving, and Decision Making
 5. Digital Citizenship
 6. Technology Operations and Concepts
- b. Strengthen knowledge of keyboarding and Windows functions
 - c. Create products using Office Platform and Apple's iWorks Suite
 - d. Continue to provide students access to as much technology as possible, while remaining CIPA compliant
 - e. Maintain Professional Development instruction for staff to impact their students and make solid use of available technologies in the district
 - f. Continue to expand technology in the school libraries to function more as a media center. This will allow for better use of research tools, on-line library programs, and databases
 - g. iPads in the classroom for all students in designated grades to increase differentiated instruction and advanced learning.
 - i. Utilize learning Apps on the iPad to foster learning at the pace of the student, whether faster or slower
 - ii. Increase access to a computer to more than once a week, but to all day, every day
 - iii. Allows students to express their understanding in many different mediums and styles
 - iv. Allows students to be creative and expand on what they have learned
 - h. Teacher created curriculum iBooks to be used in place of textbooks for Science and Social Studies using iBook Creator
 - i. Students to get involved with Lego Robotics and coding opportunities
 - j. Expansion of self-published electronic texts

C. COMMUNITY

- a. Expand the use of a parent portal to "go green" and to make communication between school and home more fluid and immediate.
 - i. Online Report Cards
 - ii. Replace mass district mailings such as notices and placement letters
- b. Continue the use of the district and school websites to make resources and information readily available
- c. Encourage staff on the use of teacher webpages to keep the parents of their students informed of curriculum and deadlines
- d. Offer workshops to community on iPads, websites, and other Web 2.0 tools available
- e. Utilize the mass calling system to expand the use of email blasts to keep parents informed of events coming up in their schools

PROFESSIONAL DEVELOPMENT PLAN - 2015-2018

The Franklin Square School District places a high value on providing Professional Development to our teachers. This important component in the area of technology will enhance our teachers' ability to integrate technology into everyday lessons. The plan is formulated through a combination of a needs analysis, and the ISTE NETS Standards for Teachers.

<http://www.iste.org/standards/ISTE-standards/standards-for-teachers>

Training teachers is necessary for the successful infusion of technology into the learning environment. Below are the main goals to be achieved through this plan.

- For teachers to have a solid understanding of technology concepts and terminology.
 - Ipad Collaboration meetings
 - Online Curriculum mapping on different technologies
- For teachers to plan and implement lessons that includes methods and strategies for applying technology to maximize student learning.
 - Utilize Google Classroom to blend lessons
 - Give online testing to get immediate analysis/results to influence future planning
- For teachers to incorporate technology to enhance their professional craft and productivity.
- For teachers to understand and model proper and ethical use of technology resources.

The District offers a variety of options for learning new emerging technologies. Teachers are introduced to and trained during faculty meetings, grade-level meetings, Superintendent's Day, in-service courses during school and after the school day for credit. The Technology Committee meets to discuss curriculum, as well as opportunities for future professional development topics. Some teachers have the opportunity to go on school visits and conferences in other areas.

ASSESSMENT AND EVALUATION

Assessment

Teachers will use the student skills checklist to ensure that projects are aligned to the standards and the skills for each grade level are covered over the course of the school year. Teachers will meet with the Director of Instructional Technology at grade level meetings to discuss projects and share ideas. The continuance or modification of a given project will be evaluated during these grade level meetings.

Classroom teachers will work cooperatively to create rubrics on core projects, which will assess and evaluate student work.

Internet web sites, web quests and curriculum topics studied in the classroom as well as the computer lab will be reviewed.

Classes that participate in videoconferencing programs will fill out evaluation forms and provide feedback for future videoconferencing experiences. This feedback will be discussed with other teachers so they can decide if they would like to participate in specific videoconferences in the future.

Classes that have class sets of iPads will have various products such as digital publications, iMovie videos, and KeyNote presentations to exemplify what they have mastered.

Evaluation

The Technology committee will meet again quarterly to assess the progress of the technology curriculum initiatives, which were undertaken. Strengths and weaknesses of the current year will help the committee to develop a plan which will ensure that the technologies which are placed in the classroom truly become tools which support a constructivist or project-based, problem-solving approach to learning.

INTERNET SAFETY POLICY

The Board of Education is committed to undertaking efforts that serve to make safe for children the use of district computers for access to the Internet and World Wide Web. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent of Schools to procure and implement the use of technology protection measures that block or filter Internet access by:

- adults to visual depictions that are obscene or child pornography, and
- minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children's Internet Protection Act.

Subject to staff supervision, filtering may be disabled or modified for adults conducting bona fide research or other lawful purposes, in accordance with criteria established by the Superintendent or his or her designee; however, subject to the above itemized restrictions.

The Superintendent or his or her designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of direct electronic communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

The computer network coordinator designated under the district's Computer Network or Acceptable Use Policy, shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.

All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's Acceptable Use Policy. Failure to comply may result in disciplinary action including, but not limited to, the revocation of computer access privileges.

INTERNET SAFETY POLICY REGULATION

The following rules and regulations implement the Internet Safety Policy adopted by the Board of Education to make safe for children the use of district computers for access to the Internet and World Wide Web.

I. Definitions

In accordance with the children's Internet Protection Act.

- Child pornography refers to any visual depiction, including any photograph, film, video, picture or computer or computer generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct. It also includes any such visual depiction that (a) is, or appears to be, of a minor engaging in sexually explicit conduct; or (b) has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (c) is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.
- Harmful to minors means any picture, image, graphic image file, or other visual depiction that (a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (b) depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

II. Blocking and Filtering Measures

- The Superintendent or his or her designee shall secure information about, and ensure the purchase or provision of, a technology protection measure that blocks access from all district computers to visual depictions on the Internet and World Wide Web that are obscene, child pornography or harmful to minors.
- The district's computer network coordinator shall be responsible for ensuring the installation and proper use of any Internet blocking and filtering technology protection measure obtained by the district.
- The computer network coordinator or his or her designee may disable or relax the district's Internet blocking and filtering technology measure only for adult staff members conducting research related to the discharge of their official responsibilities.

- The computer network coordinator shall monitor the online activities of adult staff members for whom the blocking and filtering technology measure has been disabled or relaxed to ensure there is not access to visual depictions that are obscene or child pornography.

III. Monitoring of Online Activities

- The district's computer network coordinator shall be responsible for monitoring to ensure that the online activities of staff and students are consistent with the district's Internet Safety Policy and this regulation. He or she may inspect, copy, review, and store at any time, and without prior notice, any and all usage of the district's computer network for accessing the Internet and World Wide Web and direct electronic communications, as well as any and all information transmitted or received during such use. All users of the district's computer network shall have no expectation of privacy regarding any such materials.
- Except as otherwise authorized under the district's Computer Network or Acceptable Use Policy, students may use the district's computer network to access the Internet and World Wide Web only during supervised class time, study periods or at the school library, and exclusively for research related to their course work.
- Staff supervising students using district computers shall help to monitor students online activities to ensure students access the Internet and World Wide Web, and/or participate in authorized forms of direct electronic communications in accordance with the district's Internet Safety Policy and this regulation.
- The district's computer network coordinator shall monitor student online activities to ensure students are not engaging in hacking (gaining or attempting to gain unauthorized access to other computers or computer systems), and other unlawful activities.

IV. Training

- The district's computer network coordinator shall provide training to staff and students on the requirements of the Internet Safety Policy and this regulation at the beginning of each school year.
- The training of staff and students shall highlight the various activities prohibited by the Internet Safety Policy, and the responsibility of staff to monitor student online activities to ensure compliance therewith.

- Students shall be directed to consult with their classroom teacher if they are unsure whether their contemplated activities when accessing the Internet or worldwide web are directly related to their course work.
- Staff and students will be advised to not disclose, use and disseminate personal information about students when accessing the Internet or engaging in authorized forms of direct electronic communications.
- Staff and students will also be informed of the range of possible consequences attendant to a violation of the Internet Safety Policy and this regulation.

v. Reporting of Violations

- Violations of the Internet Safety Policy and this regulation by students and staff shall be reported to the Building Principal.
- The Principal shall take appropriate corrective action in accordance with authorized disciplinary procedures.
- Penalties may include, but are not limited to, the revocation of computer access privileges, as well as school suspension in the case of students and disciplinary charges in the case of teachers.

VI. Implementation

- Students and a parent shall sign the District's Computer Internet Acceptable Use Policy
- These Regulations will be implemented and enforced in conjunction with the District's Computer Internet Acceptable Use Policy

Reviewed/Adopted: December 3, 2008

Franklin Square Union Free School District

Student Internet/Computer Network Guidelines

The terms and conditions contained in the Franklin Square Union Free School District's Internet/Computer Network policy have been explained to me. I understand and will abide by them. I understand that the use of the Internet/Computer Network is a privilege, not a right.

I may not do the following while using Internet/Computer Network Services on school property:

- share my password or use another person's **password**.
- disrupt the Internet or Network services of other people.
- use inappropriate language while using the Internet/Network.
- use the Internet/Network service for reasons other than those that are educational.
- download software from the Internet.
- violate the existing copyright laws.
- tamper with the security system of the Internet of Network services.

I understand that any violation of this policy is unethical and may constitute a criminal offense. If I commit any violation, my access privileges may be revoked, school/district disciplinary action may be taken, and/or appropriate legal proceedings may be instituted against me.

Student Signature:

Date:

Name (please print):

Franklin Square Union Free School District

Parent Internet/Computer Network Permission Form

I am the parent or guardian of _____ . I understand that Internet access is designed for educational purposes, and the Franklin Square Union Free School District has taken reasonable precautions to discourage student access to controversial, obscene and inappropriate material. I also recognize that it is impossible for the District to restrict access to **all** such materials, and I will not hold the District responsible for materials acquired on the Internet by my child. The Board of Education has adopted a policy on Internet Use which is available in the main office of each district school.

I hereby give my child permission to access the Internet for educational purposes.

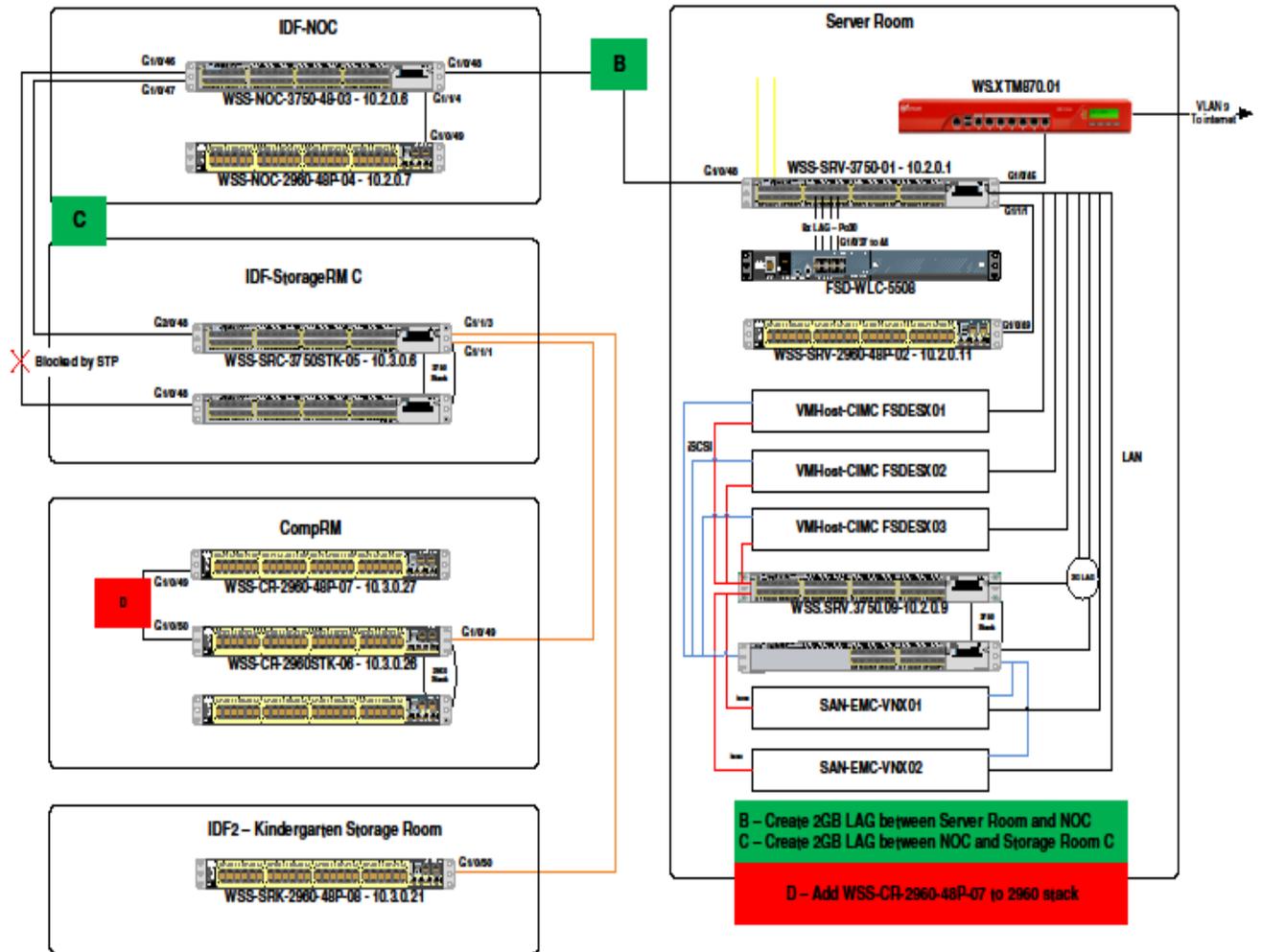
Parent or Guardian's Signature:

Date:

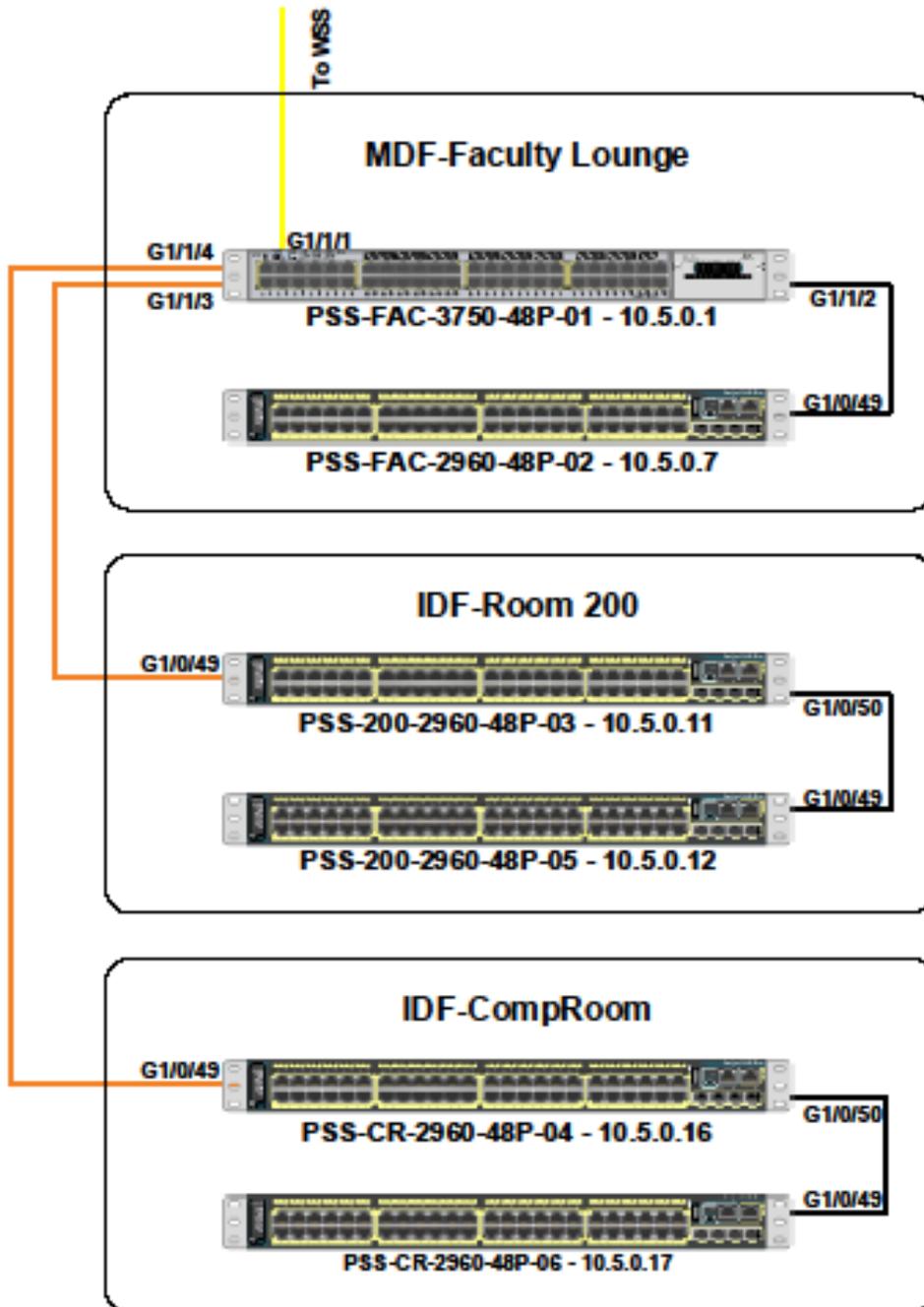
Parent or Guardian's Name (please print):

Network Diagrams

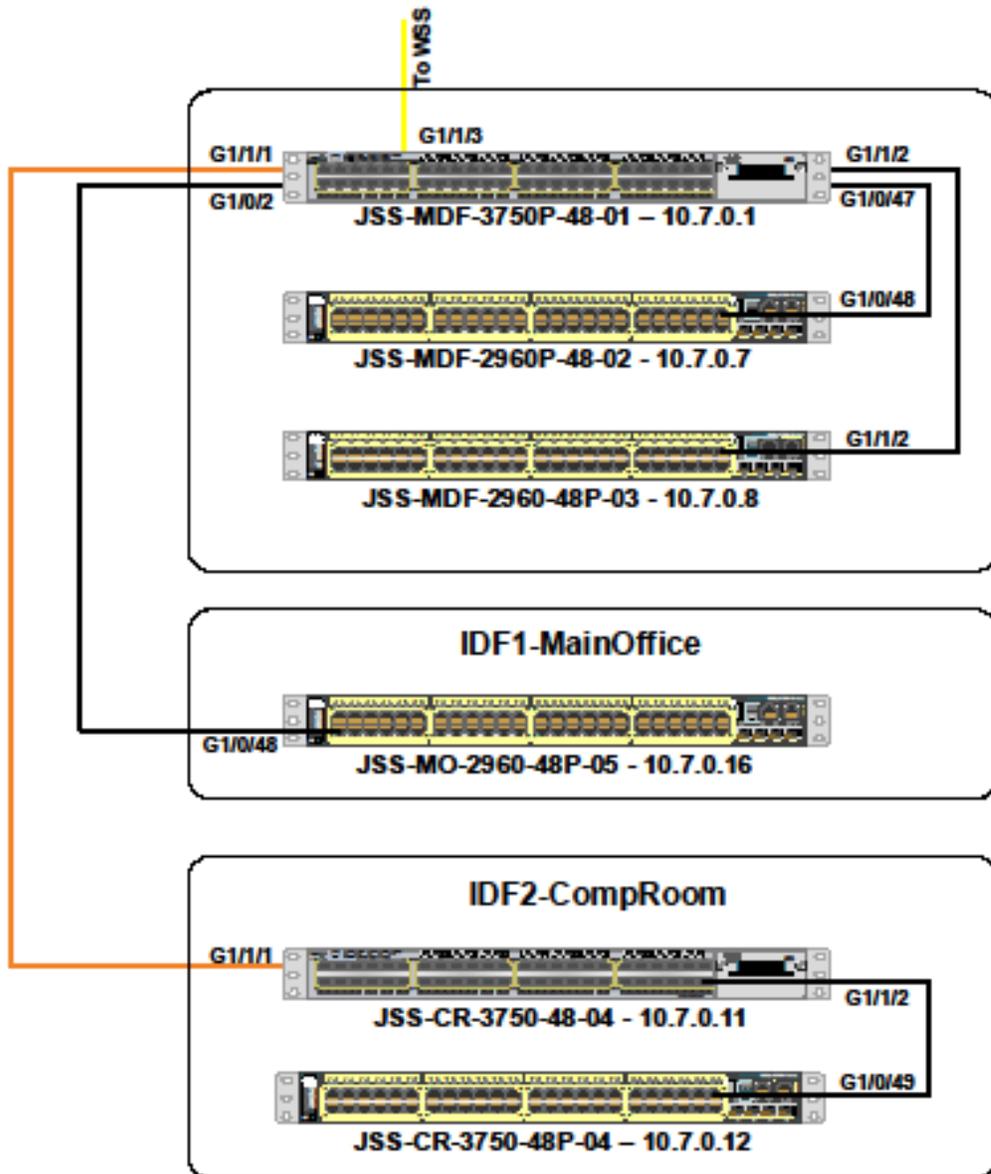
WASHINGTON STREET - Proposed



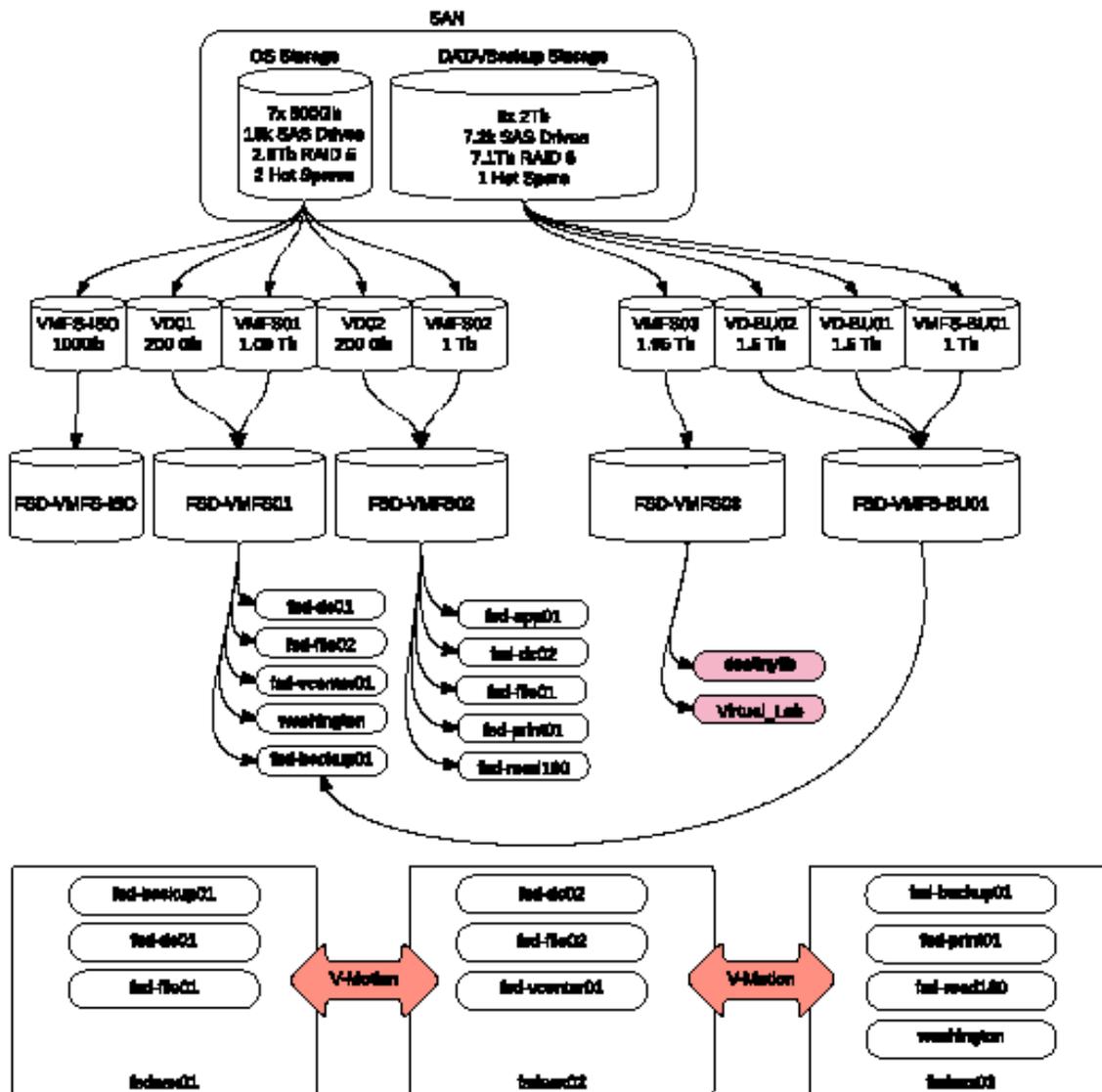
Polk Street



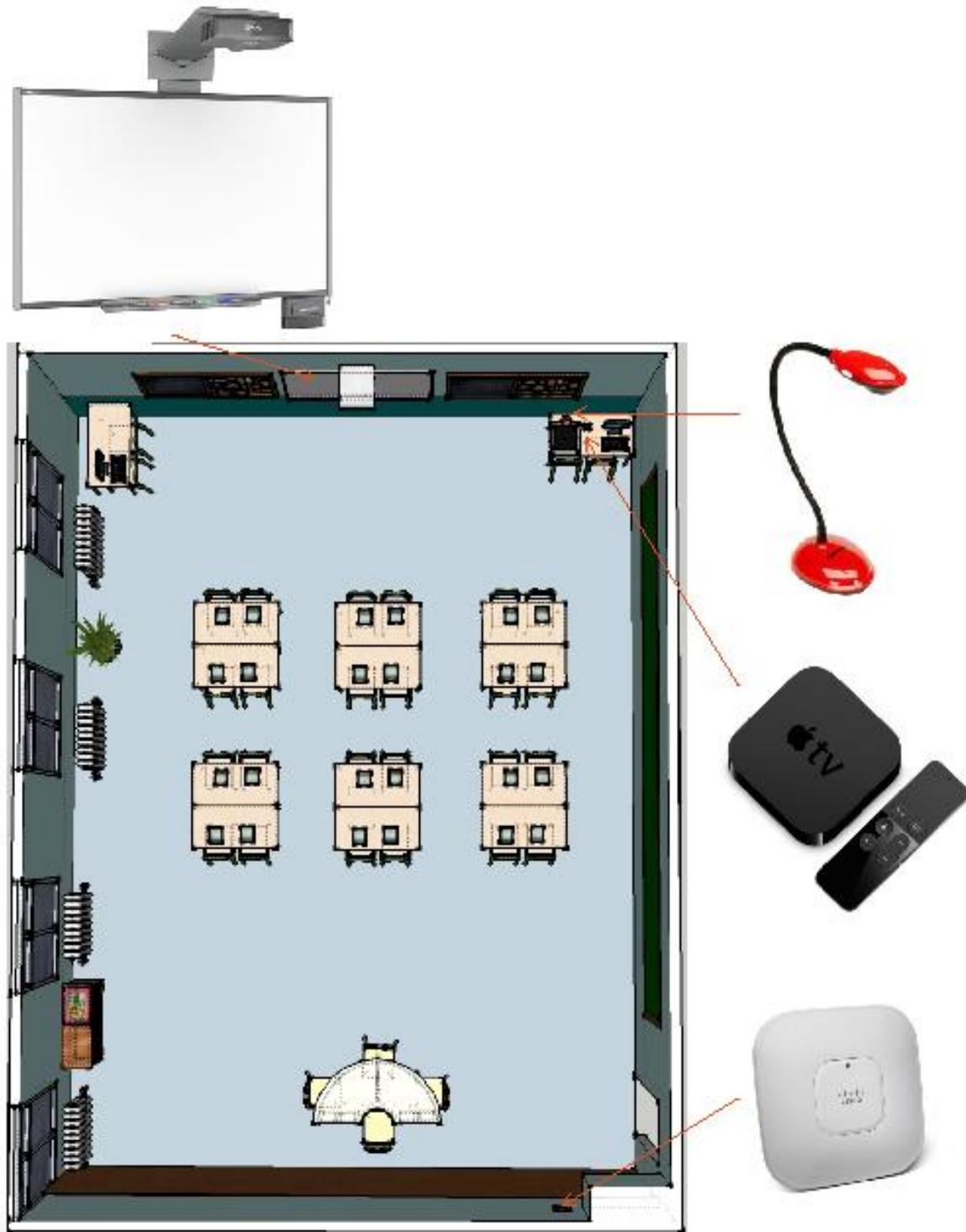
John Street



Server Diagram



A TYPICAL CLASSROOM



CLASSROOM SETUP