



***Madrid-Waddington
Central School District
Technology Plan
2010-2013***

***Approved by the Board of Education
February 23, 2010***

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District Technology Vision & Mission Statements

VISION

The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability. All district initiatives, plans and strategies will direct the realization of this vision.

MISSION

Madrid-Waddington Central School, with the intent to allow all students to meet or exceed standards, will:

- Embrace challenges
- Resolve problems
- Provide varied opportunities to all students
- Promote global, national and local citizenship
- Develop collaborative and communicative skills
- Prepare students for productive employment and lifelong learning
- Accept the responsibility to set and monitor attainable goals for staff and students

Graduation Expectations and Indicators

A GRADUATE OF MADRID-WADDINGTON CENTRAL SCHOOL WILL BE:

An Effective Communicator (Who)

- Comprehends the written word and responds appropriately
- Listens effectively and responds appropriately
- Writes and speaks clearly and effectively in diverse contexts

A Socially Responsible Community Member (Who)

- Demonstrates the rights and responsibilities of a good citizen
- Demonstrates tolerance of and sensitivity for cultural diversities and environments in all communities: global, national, local and interpersonal

A Cooperative Worker/Learner (Who)

- Completes assigned tasks using appropriate resources and technology
- Interacts effectively in a group and demonstrates role responsibility and reciprocity

A Self-Disciplined Person (Who)

- Puts aside immediate gratification and personal desires for long-term success singularly or in a group
- Sets realistic goals based on reasonable priorities and follows through with what s/he sets out to do
- Accepts responsibility for the consequences of his/her own actions.

A Creative Problem Solver (Who)

- Identifies the problem
- Works independently and cooperatively using effective strategies
- Gathers information from a wide range of sources
- Analyzes solutions and alternatives and evaluates effectiveness of such using originality, insight and flexibility.

Status of District Educational Technology

The Madrid-Waddington Central School Technology Committee is proud that the status of the District Educational Technology currently aligns with the views of the newly appointed New York State Commissioner of Education, David Steiner. In his December 2009 statement, “An Agenda for Education Reform in NYS”, Commissioner Steiner espouses, “We will expand curricular offerings to embrace the knowledge and skills our students need in the 21st century, by offering curricula and assessments in the Arts, Economics, and Multimedia/Computer Technology. For students who otherwise would lack access to special subject matter at their schools, there will be virtual school offerings, filled with the best of interactive, quality, on-line coursework.” It is the Technology Committee’s assertion that Madrid-Waddington has already met these goals and strives to continually update and upgrade the effective instructional utilization of technology as time, efforts and finances allow.

Elementary School

Elementary computer instruction begins at junior kindergarten with an introduction to the computer, using the keyboard and mouse, with teacher-guided grade appropriate software. Students become familiar with the keyboard and develop skills to independently navigate through content area software. Second grade students begin using the network and learning about their individual file-server accounts. They also create documents and folders to organize this account. Keyboarding is formally introduced at the third grade level and continues into grade five. The emphasis toward keyboarding in third and fourth grade is to build accuracy. In fifth grade the focus shifts to enhancing the accuracy and speed with which each student types. Students at the third and fourth grade levels also complete guided Internet research and are introduced to word processing. Students additionally reinforce content skills in math, ELA, science, and social studies. Fifth grade students begin using the computer for more intense applications and classroom projects. They receive formal instruction in the Microsoft Office Suite. Students have the opportunity to create their own Publisher documents, web pages, PowerPoint presentations, and Windows Moviemaker. Fifth graders also learn to use digital cameras, digital movie cameras, scanners and a flash storage device. The elementary computer curriculum is driven by classroom teachers, who utilize the students’ growing technology skills in supporting learning objectives. Instructional lessons, thereby, have direct integration within the students’ elementary classrooms.

Formal instruction at the elementary level includes students in grades JK-3 receiving formal instruction for 40 minutes per 6-day cycle. Grade 4 students receive one 40-minute and one 20-minute instructional period per 6-day cycle. Grade 5 students receive two 40-minute periods per 6-day cycle. This grade-level has an additional 35 minute period that can be used by classroom teachers to directly support their classroom instruction. Additionally, the elementary computer lab and the elementary library mini-lab are available to students for research and remediation of technology skills, classroom assignments, and projects. The elementary computer lab also houses the Accelerated Reader program and incorporates on-line testing sites for student assessment. Accommodating Accelerated Reader necessitates that an additional 15 minutes be scheduled for every student in grades 1 – 4 during the 6-day cycle. Elementary teachers incorporate content specific software in their classrooms. Many elementary teachers also have Promethean boards and accessories (including ActiVotes, ActivExpressions, ActivSlates, and Elmo projectors) to enhance all lessons within the classroom curriculum. Group projects generally utilize the computer lab where the computer to student ratio allows for a more efficient use of time.

Middle and High School

Computer use by middle school students builds on the skills acquired in the elementary, and all high school departments and programs utilize technology as a tool for both instruction and learning. Equal access for all students is ensured through the district's provision of technological resources required for successful classroom participation and completion of assignments. Direct instruction, extending basic computer literacy, Internet safety, and the use of Microsoft Office, is included in the middle school Home and Careers curriculum. Otherwise, most computer instruction takes place as an integrated part of the curriculum. Teachers utilize digital projectors, interactive white boards and computer labs for classroom demonstrations and direct instruction. Throughout the school, many teachers utilize the school web pages and Moodle for dissemination of student assignments and resources, and display of student work. The Madrid Waddington Library is a designated NOVELNY-Ready Library at the Leader level. The library website supports classroom teachers with links to current research projects. Furthermore, the library media specialist teaches Boolean search strategies, and helps students learn to identify, select and evaluate appropriate sources of information. Through classroom assignments, students are introduced to on-line versions of print resources (encyclopedias, almanacs, dictionaries, poetry and quotation sites), electronic databases for newspapers and magazines, and a variety of Internet search strategies. Although direct instruction is not as structured as in the elementary grades or the advanced classes of the high school, middle school students begin to use computers for independent work while in study hall and for assignments in content specific courses. Several classrooms are equipped with mini-computer labs, and students also have the option to use the mini-lab of 10 computers in the middle/high school library. As a result of research assignments, students create projects using a variety of software and applications including MS FrontPage, Word, Publisher, and PowerPoint, and Google Earth and Adobe products. Students also have the ability to borrow, for in-school or home use, digital cameras, computers, and video and photo editing software for class assignments. Overall, the aim of the Middle School and High School programs is to encourage independent use of technology resources so that learning will continue after graduation.

Business Education

The Business Department uses computer technology to deliver virtually all curricula. Classes in basic, applied, and advanced uses of computer technology take place in the 25-station computer lab classroom. On-line instructional resources, including current event news sources, have replaced the textbook for most lessons within the business/Computer classroom. Curriculum is built upon software/hardware commonly found in institutionalized settings, and how to utilize them while building a business, seeking employment, managing finances, buying goods, and enhancing one's general knowledge base as a working citizen. The ability to transfer current knowledge to future applications, as technology changes, is encouraged via applied hands-on projects and self-discovery.

Art

The Art department formally instructs students in Digital Media using Mac computers with the Mac OS. Several focal areas are digital photography and digital image manipulation using Adobe Photoshop and various other programs, and digital video editing using Apple iMovie software. In addition to Digital Media, students in almost all introductory and advanced art electives access school computer labs and their software for art and research projects.

Technology

The middle and high school Technology Education program includes use of the G.A.T.E. lab for research and curriculum delivery. This lab is equipped with a Promethean Board and ten PC workstations. Computer aided drafting course uses the AutoCAD program Inventor 2010, an accepted industry standard for CAD, prepares students for careers in engineering and design. The Robotics course utilizes the VEX Robotics Design System. This system offers students an exciting platform for learning about areas rich with career opportunities spanning science, technology, engineering and math (STEM). These are just a few of the many fields students can explore by creating with VEX Robotics technology. Beyond science and engineering principles, a VEX Robotics project encourages teamwork, leadership and problem solving among groups. It also allows educators to easily customize projects to meet the level of students' abilities. Digital cameras are used to capture images of student work.

Music

The application of instructional technology, as part of the elementary and high school music program, includes several forms. The compact disc is the recorded audio format of choice and an essential component in instruction and performance. Electronic keyboards are played on a daily basis, used not only for basic accompaniment in multiple voices, but also in teaching the concepts of tempo, dynamics, and style. Computer software programs are used by teachers to write and arrange music for vocal and instrumental groups. Additionally, the use of streaming audio and video products is useful as an enhancement of curricular materials.

Advanced Studies and Online Courses

Students have access to Paul Smith's electronic resources through their enrollment in Advanced Studies classes. Additionally, online courses are available for non-traditional students through AccelerateU and the Brigham Young University Independent Study program.

Special Education

The District Special Education department has utilized technology both in the classroom and in the every day maintenance of programming. *Active Inspire* and *Active Studio 3* are used with Promethean boards in all classrooms to deliver and reinforce lessons and for testing. *Reading A-Z*, *Read Naturally* and *Earobics* (Foundations and Connections) are used in the teaching of reading in elementary contained classes. *Kurzweil 3000* is used at all levels for targeted instruction in reading and in all aspects of the writing process. It is also used to increase accessibility to the general education curriculum. Scanners, classroom computers, projectors, headphones and Palm devices are available in most classrooms. Other software used commonly in classrooms includes Google Earth, Adobe Acrobat 8, Adobe Reader and Windows Media/Movie Maker. Audio books are available in a variety of formats (Playaway, CD, mp3, cassette) are available to support the curriculum. Each year, the goal of the Special Ed. Department is to build on existing technology while at the same time, provide new assistive technological opportunities for our students with special needs

ADMINISTRATIVE USE OF TECHNOLOGY

The Administrative staff at MWCS utilizes frequently updated desktop computers (2-year rotation) or laptops to perform necessary duties. Technology use and communication has expanded through the use of Blackberry Personal Data Appliances. These items allow for access and manipulation of all District data. This includes, but is not limited to, internal student data, staff data, financial data and all forms of data available on the Internet. A significant amount of information is recorded and submitted to various institutions online. Administrators,

staff and teachers access students' records on a continual basis each and every school day. The student database and management system, *SchoolTool*, is utilized throughout the day to access student demographics and history, record grades and keep attendance. *IEPDirect* is utilized to maintain all necessary records and services for the District's Students with Disabilities. E-mail communication has become the primary means of communication among office and instructional staff.

New York State Department of Education has increased its use of the Internet as a vehicle for filing forms and submitting information. Virtually all communications now with the Department are paperless. The New York State Department of Education has many informational web pages that both teaching and administrative staff use to their benefit. The Student data warehouse stores and tracks student demographics, assessments and outcomes. State aid tracking and reporting is also completed on line. Electronic banking is utilized in the business office, while our personnel, payroll and accounting data (*EMAP Financial*) also reside on the District network. The District's assets are managed in an inventory database with corresponding bar-coded labels applied to each piece of equipment. Teachers often search the site for curricular information and old copies of Regents examinations, among other things.

Technology facilitates record keeping and data for the school lunch program. The cafeteria utilizes a complete Point of Sale (POS) system called *Nutrikids*. This system makes use of our existing computer network, 3 POS registers and software on the server to record and track student and staff purchases, and for generating reports. The maintenance department records and retrieves Material Safety Data Sheets (MSDS) online and also order repair parts and supplies online. The building's HVAC system is completely controlled by a single computer in the maintenance office. The software reads various temperature and fan motor sensors to control heating and ventilation cycles.

A computerized video surveillance system has recently been installed enhancing student, staff and facility security. Administrators have increased communication with all constituents through the use of personal BLOGs and/or Websites. The Board of Education is researching and developing a "paperless" system for meeting preparation. Employee fingerprinting is now completed and verified on-line through BOCES and SED. Administrators as well as staff participate on a regular basis in professional development opportunities provided through webinars, teleconferences, and/or on-line courses. All professional development hours are tracked, credited and shared with SED through the web-based service, Mylearningplan.

Community

The use of technology has greatly increased in communicating with parents, guardians and members of the community. The District Website regularly provides current events, important news items, and most recently new BOE policies are now available on the website. The district employs two webmasters to keep the information up to date and available. Parents and guardians also access their student's grade, discipline and attendance data online via *SchoolTool*. Parents are able to submit direct payments to the School Lunch Program through the web-based *Nutrikids* software. Email communication continues to grow as more and more parents are online at work and at home. Library data is available online for all libraries in the community: high school, middle school, elementary school and the local public libraries in Madrid & Waddington. Parents are serving on all committees in the district as part of the shared decision making process.

Needs Assessment

These are the instruments utilized to identify District needs:

1. Students
 - a. District data as reflected on school report card
 - i. Graduation outcomes, attendance, discipline reports, state assessments
 - b. Local technology proficiency assessment at 5th, 8th and 11th grade
 - c. Surveys, self-assessment
 - d. Observations
 - e. Interviews
2. Staff
 - a. Observation
 - b. Survey, self-assessment
 - c. Professional Development Plan Data
 - i. *MyLearningPlan*

Need 1: To use technology effectively in instruction to enhance student learning.

Goal a: Students will be technologically literate by the end of 12th grade as defined by the district.

Objectives	Major Tasks, Activities	Support/ Resources	Responsibility Who Does It	Evaluation
Technology standards will be adopted for students based on the ISTE NETS.	<ul style="list-style-type: none"> • Benchmarks of computer skills for elementary, middle, and secondary level students will be developed. This includes the establishment of a K-12 technology curriculum, which shows a linear progression of technology knowledge, skills, and application from one graduation level to the next. • Technology graduation proficiency benchmarks will be implemented 	Model Schools 8 th grade subcommittee Substitutes to allow committee members to work together.	The Technology Committee Administration	The Benchmark document as per St. Lawrence- Lewis Model Schools
Curriculum supports technology standards	<ul style="list-style-type: none"> • Curriculum will be aligned to assure that all students reach the levels of proficiency defined for their age and ability. • Computer technology instruction, currently offered to all elementary students, will be continued into the secondary level (See Appendix Technology Narrative) 	Professional Development to facilitate the alignment of curriculum with tech standards	Administrators & staff	Master Schedule Teachers' lessons Teacher survey
Students will be provided a safe technology environment, understanding how to utilize technology outside the MWCS environment	<ul style="list-style-type: none"> • Internet Safety Policy will be revised as needed for all users. Educational seminars regarding Internet safety and appropriate use will be presented • Appropriate use of social networking sites will be stressed • Internet Safety Policy will be reinforced through its inclusion in policy handbooks, posters, web postings, and teacher lectures 	iSafe Curriculum, school policy documents	Administrators & staff	Administrative reports & Staff observation
Special Education department will increase use of assistive technology	<ul style="list-style-type: none"> • Students will receive instruction using appropriate specialized software for assisted reading and writing, and hardware equipment, including eye tracking devices, adaptive keyboards and communication boards • Technology use is intended to improve student communication and increase access to the academic curriculum. 	IDEA, IEP, Professional Development as provided by Model Schools, Teachers' Learning Center	CSE, Administration & Staff	IEP, Staff observation

Objectives	Major Tasks, Activities	Support/ Resources	Responsibility Who Does It	Evaluation
<p>The school libraries will support the technology standards established for the school</p>	<ul style="list-style-type: none"> • Automated library collection includes digital media, on-line reference products, databases and electronic books • Library webpages provide access to classroom projects, online materials, Internet databases, interlibrary loan, video streaming, BOCES services and PolyCom virtual field trips • Students will use computers to circulate materials, search the on-line public access catalog, and to initiate interlibrary loan • Computer stations in each library provide access to electronic sources and the Internet for research, learning unit launch activities, and multimedia projects • Students and faculty are able to borrow various technology support equipment from the library or technology department. The lending program increases familiarity and competent use of peripherals 	<p>NNLA</p> <p>Professional Development as provided by BOCES LRC</p> <p>District funding for online databases and services</p> <p>IT Staff</p>	<p>Library Media Specialist, Staff</p>	<p>Staff observation and usage reports</p>

Goal b: Teachers will be technologically literate as defined by the district standards

Objectives	Major Tasks, Activities	Support/ Resources	Responsibility Who Does It	Evaluation
<p>Technology standards will be developed for faculty, staff and administration based on ISTE standards.</p>	<ul style="list-style-type: none"> • Technology proficiencies will be identified for all district employees 	<p>Professional Development as provided by Model Schools, Teachers' Learning Center</p>	<p>Administration Technology Committee</p>	<p>The completed document</p>
<p>Professional development will be provided to assist teachers to achieve standards.</p>	<ul style="list-style-type: none"> • Formal classes, offered to faculty, designed to teach specific software applications • The administration will continue to support and encourage staff development for teachers including but not limited to: in-service workshops, staff presentations, summer training sessions, and conferences to develop awareness 	<p>Model Schools, Technology Committee, Teacher Leaders State, local and federal funding</p>	<p>Administration Technology Committee</p>	<p>Evaluations from classes <i>MyLearningPlan</i> reports Teacher surveys</p>

Goal c: Teachers use technology as instructional tools to enhance student learning.

Objectives	Major Tasks, Activities	Support/ Resources	Responsibility Who Does It	Evaluation
<p>Computer related technology is increasingly integrated with instruction and encouraged in student projects</p> <p>Professional staff will integrate electronic resources in the instructional program.</p>	<ul style="list-style-type: none"> • Students have access to selective courses delivered online or via distance learning with the PolyCom • Peripherals, such as digital cameras, digital video cameras, scanners, and digital projectors are readily available and in regular use by students and faculty • Access continues to improve for teachers and students: computer/ user ratio, open labs, scheduled labs, COW, COW and CPS, lap top availability, SchoolTool & Network access from home, i-mail server, web server and editing rights from anywhere • Teachers facilitate students in research, creating multimedia presentations, publishing written work and a variety of other content-specific technology integration • Assistance available for digital video filming and editing • Teacher websites, rich in multi-media content, incorporate instructional materials, digital movies and other educational resources • On-line test preparation materials available • Student computer use is designed to prepare them for normally conducted activities encountered in higher education and employment including, but not limited to: research, data storage, desktop publishing, aid to instruction and remediation, computer-aided drafting and design, along with graphic arts design and processes 	<p>Model Schools Technology Committee Teacher Leaders Teachers' Learning Center State, local and Federal Funding IT Staff Professional Development</p>	<p>Administration, Staff</p>	<p>Staff observation, assessments Administrative reports</p>

<p>Opportunities will be created to encourage awareness of emerging technologies (hardware, software, peripherals)</p>	<ul style="list-style-type: none"> • Teachers will utilize software for curriculum development, alignment and mapping. • Students and teachers will be exposed to the effective use and benefits of MACs, or Apple hardware. • Trained faculty available to assist with technology and to suggest integration ideas • Teachers will have an opportunity to share resources and best practices. 	<p>State, local and Federal Funding, Substitute teachers, Model Schools, Teachers' Learning Center</p>	<p>Administration, Staff</p>	<p>Professional development plan, <i>MyLearningPlan</i></p>
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Need 2: Effective Administrative Application of technology to increase student achievement.

Goal a: The district will purchase and upgrade administrative software and hardware.

Objectives	Major Tasks, Activities	Support/ Resources	Responsibility Who Does It	Evaluation
Electronic recordkeeping of staff development	<ul style="list-style-type: none"> Continued use of <i>My Learning Plan</i> software. Generate reports for state, local utilization. 	NERIC, IT Staff	Superintendent & Building Administrators	Survey, meeting discussions, actual teaching experience Administrators, staff & faculty
Electronic administration of school media center	<ul style="list-style-type: none"> School will maintain <i>OPALS</i> software to catalog and maintain circulation of the collection, and to provide web access to the library collection 	Library Media Specialist, IT Staff, BOCES LRC	Administrators, Library Media Specialist, IT Staff, staff	Survey, meeting discussions, actual experience from teaching curriculum Administrators, staff & faculty
Digital monitoring for student security, and to record data related to student achievement	<ul style="list-style-type: none"> Purchase and train administrators and teachers with PDA (Personal Digital Assistant) palm hardware and appropriate software Less specificity for more flexibility DIBELS and other AimsWEB monitoring programs, currently used in grades K-3, will be used to extend Response to Intervention for 4th and 5th grade students. 	Model Schools, Vendor trainers	Administrators	Administrative Reports
Computerized databases to assist recordkeeping and reporting	<ul style="list-style-type: none"> A significant amount of information is recorded and submitted to various institutions on-line. Administrators access student records daily. Attendance, grades, discipline and teacher records are maintained through the student database SchoolTool. The District's assets (technology assets included) are managed in an inventory database with corresponding bar-coded labels applied to each piece of equipment 	IT Staff, Vendor support staff, NERIC	Administrators, staff	Meeting discussions, actual experience, School report card Administrative reports
Research and piloting of emerging technology before district implementation	<ul style="list-style-type: none"> District will support exploratory, demonstrative technology workshops. District will support technology literature and resources outlining emerging technology. 	State, local and Federal Funding for support, training & materials	Administration, Staff	Final reports, Requests Project proposals Actual experience <i>MyLearningPlan</i>

Need 3: Maintain district infrastructure to maximize access for all students, faculty, staff, and community.

Goal a: The district will have a reliable infrastructure that will support current and emerging program needs.

Objectives	Major Tasks, Activities	Support/ Resources	Responsibility Who Does It	Evaluation
Professional development for technicians	<ul style="list-style-type: none"> • Attend technology conferences, workshops and training sessions • Identify and attend certification training for technology support 	Vendors, NERIC Administration State, local and Federal Funding	IT Staff, Administration	Self-assessment Administrative observation
Enhanced communication through global access to technologies	<ul style="list-style-type: none"> • Appropriate members of the school community will continue to have access to SchoolTool, MWCS school website, e-mail and IP phone • The local public library system provides free Internet access • A community technology lending program will be explored 	Staff NERIC Model Schools ISTE LRC NNLS	Administration, IT Staff	Internet usage reports via network software, public library statistics, teacher and parent feedback School Stakeholders

Strategies Used for Compliance

MWCS compliance documentation is included under the Appendix section. Documentation includes:

1. Copies of Board of Education Policies
2. Copy of Acceptable Use Policy
3. Policies for Special Needs Students
4. CIPA, EMAIL Laws
5. APPR Options

The Technology Plan will be regularly updated to ensure that the Instructional Goals of MWCS are being met. To that end the technology committee will meet as needed to review the progress of the plan's implementation. In the event of budgetary changes, the committee will reprioritize the district's needs. A triennial survey will be administered to all staff for the purpose of identifying changing needs. The technology committee will also encourage teachers to evaluate their individual usage of technology through the sharing of technology lessons. Special survey documents will be created, and reports generated, to assist in the evaluation of the goal/objectives of this plan and how they relate to student literacy outcomes as defined by NYS assessments.

Compliance is the responsibility of all school stakeholders.

DISTRICT THREE YEAR TECHNOLOGY PLAN BUDGET

	2010-2011	2011-2012	2012-2013
Revenue:			
<i>Annual Operating Budget:</i>			
State & Federal Aid Sources	\$25,391.00	\$25,391.00	\$25,391.00
E-Rate Discount Funding			
Local Revenue Sources	208,859.35	216,591.01	224,413.02
Other Sources			
<i>Sub-Total: Annual Operating Budget</i>	\$234,250.35	\$241,982.01	\$249,804.02
<i>Other Funding Sources:</i>			
Bond Proceeds			
Reserve Funds			
Other: BOCES AID	166,059.64	173,580.03	181,433.26
<i>Sub-Total: Other Funding Sources</i>	\$166,059.64	\$173,580.03	\$181,433.26
Total Revenues	\$400,310.00	\$415,562.04	\$431,237.28
Expenditures:			
<i>Telecommunication Links:</i>			
Infrastructure-In District			
Infrastructure-Regional	21,467.00	22,433.02	23,442.50
Related Hardware			
<i>Sub-Total: Telecommunication Links</i>	\$21,467.00	\$22,433.02	\$23,442.50
<i>Networking:</i>			
Switches, Routers, Servers, etc.(Equipment)	\$22,981.00	24,015.15	25,095.83
Network Administrator Staffing	87,956.04	91,914.06	96,050.19
<i>Sub-Total: Networking</i>	\$110,937.04	\$115,929.21	\$121,146.02
<i>Software:</i>			
Instructional (both network & stand alone)	\$27,533.00	\$27,879.37	\$29,133.94
Administrative	66,586.69	69,583.09	72,714.33
<i>Sub-Total: Software</i>	\$94,119.69	\$97,462.46	\$101,848.27
<i>Computers & Peripheral Devices:</i>			
Computers (both PC & Mini mainframes)-			
Instructional	65,709.00	65,709.00	65,709.00
Administrative	750.00	800.00	850.00
Peripherals (Printers, Monitors, etc.)	5,000.00	5,500.00	6,000.00
Instructional	1,300.00	1,400.00	1,500.00
Administrative			
<i>Sub-Total: Computers & Peripherals</i>	\$72,759.00	\$73,409.00	\$74,059.00
<i>Technical Computer Support Staffing</i>	\$55,621.34	\$57,846.19	\$60,160.04
<i>Technical Computer Support Staffing- benefits</i>	\$22,405.93	\$23,482.16	\$24,581.45
<i>Technical Supplies</i>	\$17,000.00	\$19,000.00	\$20,000.00
<i>Technical repairs</i>	\$5,000.00	\$5,000.00	\$5,000.00
<i>Staff Training & Conference Expense</i>	\$1,000.00	\$1,000.00	\$1,000.00
	\$101,027.27	\$106,328.36	\$110,741.49
Total Expenditures	\$400,310.00	\$415,562.04	\$431,237.28

Classrooms & Offices Inventory

Computers/Handhelds*	<i>Classrooms</i>	<i>Business Tech Labs</i>	<i>Admin Offices</i>	Planned Acquisitions		
				2010-2011	2011-2012	2012-2013
Dell OptiPlex GX760+ (Model TBD)					25	50
Dell OptiPlex GX755	181	45	5			
Dell OptiPlex GX620	33	25	15			
Dell OptiPlex GX280	7	11				
Dell OptiPlex GX270	24	3	4			
Dell OptiPlex GX260	3	1	4			
Dell OptiPlex GX240	1					
Apple eMac	9					
Apple Mac G4		6				
Dell Inspiron 531	1					
Dell Inspiron Laptop	1					
Dell Latitude Laptop	8	1	2	2		2
Palm Tungsten E2	16					
My Pal ASUS Pocket PC's	25					
Toshiba Portege Tablet PC			1			
Acer 10" Netbook			1			
Apple MacBook Pro Laptop	1				10	
Printers						
HP Color LaserJet (Model TBD)				1	1	1
Okidata C6150		1				
HP Color LaserJet CP2025dn			1			
HP Color LaserJet 4650DN			1			
HP Color LaserJet 4600dn			1			
HP Color LaserJet P3505dn	3					
HP Color LaserJet 2605DN	4					
HP LaserJet P3005dn	58					
HP Color LaserJet 3600DN			1			
HP LaserJet 4250N+D	1		1			
HP LaserJet CP4005 - Julie Bresett			1			
HP LaserJet 2420DN	1					
HP LaserJet 4300dtn		1	2			
HP LaserJet 4050tn		2				
HP LaserJet 2300dn	1					
HP LaserJet 2200dn	1		1			
HP LaserJet 6MP	1		2			
HP LaserJet 5		1				
Xerox Phaser 8200DP Color Laser		1				
Projection Equipment						
Sanyo (Promethean)	31					
NEC	32	3				
InFocus		1				
Optoma		1				

Computers/Handhelds*	<i>Classrooms</i>	<i>Business Tech Labs</i>	<i>Admin Offices</i>	Planned Acquisitions		
				2010- 2011	2011- 2012	2012- 2013
Peripherals						
ActiVotes (Promethean)	11			2		
ActivExpressions (Promethean)	28			5		
CPS Clicker Response System	2					
Kodak Digital Cameras	11			2	2	2
SONY Mavica Cameras	7					
Nikon Digital Cameras	1					
8mm Camcorders	1					
MiniDV Camcorders	2					
Digital Camcorders (SD Card)	2					
Digital Camcorders (HD)	4			2		2
Scanners	10	5	2	5	5	5
Electronic Whiteboard (Promethean)	39	2		5		
Document Camera	1			5		
Software						
Microsoft Windows 7				300		
Microsoft Windows XP	310	92	32			
Microsoft Office 2010**					300	
Microsoft Office 2007**		8				
Microsoft Office 2003**	310	92	32			
Active Inspire (Promethean)	District Site License					
Adobe Photoshop Essentials						
Adobe CS3	District Site License					
Adobe CS2	4	20	1			
Accelerated Reader (Online)	District Site License			Renew	Renew	Renew
MasterGuru (Online)	District Site License			Renew	Renew	Renew
Reading A to Z (Online)	District Site License			Renew	Renew	Renew
Study Island (Online)	District Site License			Renew	Renew	Renew
Vision6	District Site License			Renew	Renew	Renew
BrainPop	District Site License			Renew	Renew	Renew
Ipswitch iMail	District Site License			Renew	Renew	Renew
IP Phones						
Cisco 7960			12			
Cisco 7940	70	5	15			
Cisco 7925 Wireless	1					
Cisco 7920 Wireless			4			
Cisco 7912	2		3			
Cisco 7905	2		1			
Cell Phones						
BlackBerry (Verizon)			2			
LG (Verizon)			5			
Network Copiers						
Canon			3			
Xerox			2			

MWCS Technology Policies & Procedures

The following Regulations, Policies and Procedures have been adopted by the Madrid-Waddington Central School Board of Education are available for inspection upon request at the District Office.

Type	Number	Subject
Policy	3320	Confidentiality of Computerized Information
Policy	5671	Information Security Breach and Notification
Policy	6470	Staff Use of Computerized Information Resources
Regulation	6470R	Staff Use of Computerized Information Resources
Policy	6480	Use of District Cell Phones
Policy	7314	Student Use of Computerized Information Resources
Regulation	7314R	Student Use of Computerized Information Resources
Policy	8270	Instructional Technology
Policy	8271	Children's Internet Protection Act: Internet Content Filtering/Safety Policy

2009-2010 MWCS TECHNOLOGY COMMITTEE MEMBERS

Michelle Burke – Technology Committee
Chair and Elementary Teacher
Zachary Dupree – Secondary Tech Teacher
Patricia Fisher – Parent/Community Rep
Margaret Garner – Special Ed Teacher
William Gotsch – Technology Committee
Chair and Elementary Teacher
Jeremy Hill – Student Representative
Adam Huckle – Secondary Art Teacher
Dylan Jock – Student Representative
Robert Ludlam – District Network
Administrator

Robert McGreevy – Instructional Technology
Assistant and HS Webmaster
Donna Miller – Elementary Computer Teacher
Assistant and Elementary Webmaster
Michael Miller – School Board Member
Molly Pressey – Elementary Principal
Lynn Roy - Superintendent
Joe Ruddy – Secondary Principal
Mark Ruddy – Student Representative
Sandra Steinberg – Library Media Specialist
Tresa Wilson – Business Education Teacher
Michael Zagrobelny – Secondary English Teacher

PREVIOUS MEMBERSHIP INCLUDES:

Jeff Buckingham
Anita Cafarella
Thomas Corneau
William Fisher
Rex Germer
Sandra Hildreth
Donald King
Susan Latimer

Claudia Moulton
Stephen Pecor
Warren Potter
Darren Printy
Diane Raines
Cathy Shoen
Travis Smith
Kendall Straight

ROLE OF THE TECHNOLOGY COMMITTEE

The role of the technology committee consists of:

- communication to staff regarding district technology
- provision of input to district administration regarding technology
- assistance with long-range technology planning
- direction and facilitation of staff technology request

Appendix A

The New York State Education Department
School District Education Technology Plan Checklist Form
 For NCLB/EETT Funds Application (2009-10)

Please provide the web link to the technology plan available from your website and fill out each of the data fields included in the Progress Report for the Title II Part D Program - Enhancing Education through Technology (EETT). Please remember this online form can be saved by submitting upon completion of the form at one sitting.

Part A. Contact Information

LEA Name: Madrid – Waddington Central School	SED Code 511901040000																																																								
Tech Plan Online? X Yes <input type="checkbox"/> No																																																									
Web Link for the Tech Plan: http:// www.mwcsk12.org																																																									
Ed Tech Coordinator: Name – Robert Ludlam Email – rludlam@																																																									
<table style="display: inline-table; margin: 0 20px;"> <tr><th colspan="7">January 2010</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td><u>1</u></td><td><u>2</u></td></tr> <tr><td><u>3</u></td><td><u>4</u></td><td><u>5</u></td><td><u>6</u></td><td><u>7</u></td><td><u>8</u></td><td><u>9</u></td></tr> <tr><td><u>10</u></td><td><u>11</u></td><td><u>12</u></td><td><u>13</u></td><td><u>14</u></td><td><u>15</u></td><td><u>16</u></td></tr> <tr><td><u>17</u></td><td><u>18</u></td><td><u>19</u></td><td><u>20</u></td><td><u>21</u></td><td><u>22</u></td><td><u>23</u></td></tr> <tr><td><u>24</u></td><td><u>25</u></td><td><u>26</u></td><td><u>27</u></td><td><u>28</u></td><td><u>29</u></td><td><u>30</u></td></tr> <tr><td><u>31</u></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>		January 2010							S	M	T	W	T	F	S	27	28	29	30	31	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	1	2	3	4	5	6
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<i>If you submitted the technology plan checklist last year and your technology plan is still current and unchanged, you can skip to Part C.</i>																																																									

Part B. Technology Plan Checklist

Requirement of NCLB - Title II D of ESEA and NYSED, LEA must include a strategic long-range plan that includes:	Indicate one Page # of first coverage in Tech Plan (5 or 9)
<u>Vision and related goals and objectives.</u> Characteristics of tomorrow's schooling that the district supports and wishes to achieve.	<input style="width: 50px; height: 20px;" type="text"/>
<input type="checkbox"/> The role of technology, especially as it is related to student learning, teaching, and administrative functions.	<input style="width: 50px; height: 20px;" type="text"/>
<input type="checkbox"/> Specific goals and objectives to be accomplished through the plan.	<input style="width: 50px; height: 20px;" type="text"/>
Integrate the most appropriate and effective technology and digital content.	<input style="width: 50px; height: 20px;" type="text"/>
<input type="checkbox"/> Description of how the technology will be used within the curriculum and instructional	<input style="width: 50px; height: 20px;" type="text"/>

activities, especially in support of the NYSED Content Standards.	
<input type="checkbox"/> Description of how the technology will be used to support administrative activities.	<input type="checkbox"/>
<input type="checkbox"/> Strategies for ensuring that technology will be integrated into curriculum and instruction K-12.	<input type="checkbox"/>
Access for all learners.	<input type="checkbox"/>
Clear targets that define how all students, teachers and administrators will eventually have access to technology:	
<input type="checkbox"/> Minimum infrastructure and equipment per school.	<input type="checkbox"/>
<input type="checkbox"/> Local area network and wide area network configurations and requirements.	<input type="checkbox"/>
<input type="checkbox"/> Software/digital content to be available, at a minimum, for all learners.	<input type="checkbox"/>
<input type="checkbox"/> Assistive devices and processes to be in place.	<input type="checkbox"/>
<input type="checkbox"/> Data on current access to technology by students, teachers, and administrators (progress toward targets).	<input type="checkbox"/>
Technology Acquisition. Three year projection of the type and amount of equipment, wiring, type and amount of software and online resources to be acquired to ensure successful and effective uses of technology	<input type="checkbox"/>
<u>Three-year projection of the telecommunications services (voice, video, and data) and providers to be acquired</u>	
<input type="checkbox"/> Description of local school system Acceptable Use and Internet Safety policies and how these policies are implemented and enforced in compliance with the Children's Internet Protection Act (CIPA)	<input type="checkbox"/>
<input type="checkbox"/> Strategies for ensuring that equipment, software, and online resources that are purchased and developed are accessible for all learners.	<input type="checkbox"/>
Provide on-going professional development	<input type="checkbox"/>
<input type="checkbox"/> Identification of knowledge, skills, and attitudes needed by teachers and administrators and how this need was determined	<input type="checkbox"/>
<input type="checkbox"/> Identification of who will participate in professional development activities and how this population was determined	<input type="checkbox"/>
<input type="checkbox"/> Strategies for providing ongoing, sustained professional development for teachers, administrators, and appropriate support staff.	<input type="checkbox"/>
<input type="checkbox"/> Strategies for hiring, training, and assignment of technical and instructional support staff.	<input type="checkbox"/>
Access plan and the impact of technology	<input type="checkbox"/>
<input type="checkbox"/> Process by which progress in implementing the plan will be reviewed and reported.	<input type="checkbox"/>
<input type="checkbox"/> Mechanism and timeline to monitor progress toward the access targets.	<input type="checkbox"/>
<input type="checkbox"/> Method for evaluating the effects of the professional development	<input type="checkbox"/>
<input type="checkbox"/> Process for evaluating how the use of technology is impacting student learning, especially as related to the NYSED Content Standards	<input type="checkbox"/>

<input type="checkbox"/> Provision for regular review and updating of plan as necessary.	<input type="text"/>
<u>Ensure adequate funding (include potential funding strategies and sources: local, state, federal, and other)</u>	<input type="text"/>
<ul style="list-style-type: none"> Projected costs of wiring (and related electronics), equipment, software, online resources, and telecommunications services to be acquired and related expenses needed to implement the plan 	<input type="text"/>
<ul style="list-style-type: none"> Funding projections for on-going maintenance, supplies, and replacement of outdated equipment and resources 	<input type="text"/>
<ul style="list-style-type: none"> Projected budget allocation for professional development equal to at least 25% of requested hardware funds 	<input type="text"/>
<u>Involving key stakeholders in developing and updating the plan</u>	<input type="text"/>
<ul style="list-style-type: none"> Involvement of key stakeholders, especially parents, teachers, students, community, and district administrators in developing, evaluating and revising the plan over time 	<input type="text"/>
<ul style="list-style-type: none"> Strategies for communicating to the key stakeholders the success of the plan and the importance of technology 	<input type="text"/>
<u>Implementation Action Plan</u>	<input type="text"/>
List major activities, individual(s) responsible for such activities, and timelines for implementation, including acquisition, integration. Professional development, funding, communication and evaluation.	<input type="text"/>

Part C. Technology Literacy Assessment

NCLB/Title II Part D funds recipients are required by the USDOE to provide following data on the progress of the schools in enabling students to be technologically literate by the time they finish eighth grade studies. As for improving and assessing students' technology literacy, the following resources have been made available to LEAs:

- [Definition of Technology Literacy](#)
- [ISTE's National Education Technology Standards for Students \(NETS-S\)](#)
- [Crosswalk between ISTE's NETS-S and NYS Learning Standards](#)
- [A Sample of Technology Literacy Assessment Tools and Strategies](#)

How do you assess student's technology literacy by 8th grade (check all that apply)

- Survey (self reported)
- Survey (teacher reported)
- Project-based Assessment
- In class observation
- Other form of assessment (specify below - 255 character limitation - do not use Enter key within the field below)

<p>How well do your students perform on their technology literacy skills (estimate if necessary)? Enter the number of eighth grade students enrolled in the district for the school year 2008-09 and the percentage of those that were assessed and the percentage of those who were evaluated as being technologically literate.</p>	
58	Number of students enrolled (whole number, no commas)
0	Percentage of students assessed (whole number, no decimal points, no percent signs)
0	Percentage of literate students (whole number, no decimal points, no percent signs)

Part D. Internet Safety

Yes No - Besides policy, has the district implemented specific strategies to promote safe and responsible use of Internet Technology for teaching and learning?

Yes No - Has the district provided professional development to teachers on Internet Safety?

Yes No - Have the students been trained on information literacy including safe, responsible use of Internet?

Yes No - Has the district involved in parents on the Internet Security and Safe Usage initiative?

How has the school district implemented the Internet Safety policy and initiatives? What are the challenges your school district have faced with in fulfilling the legislative requirement on Internet Safety and Safe Usage (specify below - 255 character limitation - do not use Enter key within the field below).

You will also need a printed copy of this form!
 Use your browser's **File - Print** feature **BEFORE** clicking the Submit button below.

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Appendix B

MADRID-WADDINGTON ELEMENTARY SCHOOL **INTERNET SAFETY POLICY AND PERMISSION FORM**



We are pleased to offer students of the Madrid-Waddington Elementary School access to the district computer network for the Internet. It is the intention of the Board of Education (1) to insure that users will not have access to inappropriate materials when using the internet, e-mail, chat rooms and other forms of direct electronic communications provided by MWCS; (2) to prevent unauthorized access and other unlawful activities by users online; (3) to prevent unauthorized disclosure, use and dissemination of personal identification information regarding users, and (4) to comply with the Children's Internet Protection Act. [20USC6801 and 47USC254(h)].

To gain access to the Internet, all students must obtain parental permission and must sign and return the attached form to the principal's office.

DEFINITIONS:

1. Child Pornography - Any visual depiction which involves the use of a minor engaging in sexually explicit conduct; or where a depiction appears to be of a minor or has been created, adapted or modified to appear that a minor is engaging in such conduct; or is advertised, promoted, presented, described or distributed in a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.
2. Harmful to Minors - "Any picture, image, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; 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 taken as a whole lacks serious literary, artistic, political or scientific value as to minors."
3. Inappropriate Materials - Any material that is obscene, child pornography or harmful to minors.
4. Obscene - Any material or performance when, considered as a whole, predominantly appeals to a prurient interest in sex; or that depicts or describes in a patently offensive manner actual or simulated sexual acts, sexual contact, nudity, sadism, masochism, excretion or a lewd exhibition of the genitals; and that lacks serious literary, artistic, political or scientific value.
5. Technology Protection Measures - A specific technology that blocks or filters Internet access.

PREVENTION OF ACCESS TO INAPPROPRIATE MATERIALS

Technology protection measures shall be used, to the extent practicable, to block or filter access to the internet, e-mail, chat rooms, and other forms of direct electronic communications by MWCS students and other users and by students and other users in schools receiving computer or data processing services from MWCS. Technology protection measures shall be used for the following purposes.

1. Safety for Minors - To prevent access to visual depictions that are obscene, child pornography, or otherwise harmful to minors.
2. Safety For All Users - To prevent access to visual depictions that are obscene or child pornography.
3. Protect Confidential Information - To prevent unauthorized disclosure, use and dissemination of personal identification information regarding minors.
4. Prevent Unauthorized Access - To prevent unauthorized access, including "hacking," and other unlawful activities online.

Access to the Internet will enable students to explore thousands of libraries, databases, and educational websites throughout the world. The Elementary Computer Lab is a supervised environment. However, families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. **While our intent is to make Internet access available to further educational goals and objectives, it is possible for students, either accidentally or otherwise, to access other materials as well.** Instruction and guidelines to ensure proper and safe use of the Internet will be presented to Elementary students. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Madrid-Waddington Central School teachers who utilize the Internet for instruction will review the guidelines for its use. We also reaffirm that parents and guardians are ultimately responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Madrid-Waddington Central School supports and respects each family's right to decide whether or not to allow Internet access.

DISTRICT INTERNET RULES

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school library. General school rules for behavior apply. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Access entails responsibility. Individual users of the district computer networks are responsible for their behavior and communications over those networks.

Network storage areas may be treated like school lockers. Network administrators may at any time review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private. Within reason, freedom of speech and access to information will be honored. **During school, teachers of elementary students will guide them toward appropriate materials.**

GUIDELINES FOR ACCEPTABLE USE – All users are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

1. Be polite. Do not get abusive in messages. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Racist, sexist and threatening language are

inappropriate, and forbidden

2. Illegal activities are strictly forbidden.
3. Do not reveal personal address or phone number or that of other students or staff members.
4. Note that a user's electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. Do not use the network in such a way that would disrupt the use of the network by other users.
6. Do not access, alter, or destroy other user's files.
7. Use must be in support of education and research and be consistent with the educational objectives of Madrid-Waddington Central School. For example, users shall not play games for recreational purposes or use Internet Relay Chats (IRC's) at anytime or use Multi-User Dimensions (MUD's).
8. Do not use other users network ID's and passwords.
9. Respect all copyright laws (e.g., as in any type of research, credit should be given to all sources used) and license agreements (do not copy or install software without authorization).
10. Do not intentionally waste limited resources.
11. Do not employ the network for commercial purposes.
12. Report the discovery of inappropriate material (e.g., in e-mail, in personal folders, or on the Internet) to the teacher in charge or the system administrator.

SANCTIONS

1. **Violations will result in a loss of access at the discretion of the building principal.** The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of Madrid-Waddington Central School District may request the system administrator to deny, revoke, or suspend specific user accounts.
2. Additional disciplinary action may be applied in keeping with the school's discipline policy. This may range from verbal reprimand to out-of-school suspension
3. When applicable, law enforcement agencies may be involved.
4. Parents and guardians will be notified of any and all disciplinary actions.
5. **Disciplinary actions may be appealed to the Superintendent/Superintendent's designee.**

Parent/Guardian signature on the attached document is also a release for photographs of student activities and special events (such as concerts, graduations, and field trips) to be posted on the Madrid-Waddington Elementary Website (<http://www.mwcsk12.org/elementary>). Students' names are **NOT POSTED**.

**USER AGREEMENT AND PARENT PERMISSION FORM
2010-2011 SCHOOL YEAR**

As the parent or legal guardian of the student named below, I grant permission for my son or daughter to use the networked computer services at Madrid-Waddington Central School as outlined in this document. I understand that my son or daughter will be held responsible for the aforementioned violations. Additionally I grant permission for my child's nameless photograph to be included in pictures of activities and special events posted to the Madrid-Waddington Elementary Website (<http://www.mwcsk12.org/elementary>).

Name of Student (please print) _____

Grade _____ Teacher _____ Date of Birth _____

Street Address _____

Town _____

Home Telephone _____

Parent Name (please print) _____

Parent Signature _____ Date _____

STUDENT: PLEASE RETURN THIS FORM TO YOUR HOMEROOM TEACHER.

HOMEROOM TEACHER: PLEASE GIVE THIS COMPLETED FORM TO MRS. MILLER.

Student ID: _____

FOR OFFICE USE ONLY:

This student been added this school year

USERID:	SYSOP:
P'WD:	DATE:

Rev. February 24, 2010

Madrid-Waddington Central School
COMPUTER TECHNOLOGY SERVICE REQUEST FORM

Please fill out the following form and submit to the computer coordinator's office.

Name: _____ Room #: _____ Date: _____

Times room/staff member is available: _____

REQUEST FOR REPAIRS

Equipment Description: _____

Initial Date of damage/malfunction: _____

Description of computer problem:

SOFTWARE REQUEST

Software Title: _____

Type of request: Install New Title Training Problems/malfunction
(Circle One)

Other:

OTHER

I NEED TONER FOR MY PRINTER – Model: _____ (Ex. HP P3005dn)

Authorized by : _____

FOR SERVICE TECHNICIAN'S USE ONLY

Date received: _____

Priority: 1 2 3 4 5
(5 being the highest)

Date service began: _____

Date service completed: _____

Technicians performing service: _____

Describe service performed: _____

Shipped to BOCES LRC: _____ *Returned from BOCES LRC:* _____

PARTS REQUIRED

Description	Cost	Vendor
_____	\$ _____	_____
_____	\$ _____	_____
_____	\$ _____	_____
_____	\$ _____	_____
_____	\$ _____	_____
_____	\$ _____	_____

Comments:

Appendix C

Childhood Internet Protection Act

Background

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school or library that receives funding support for Internet access or internal connections from the "E-rate" program – a program that makes certain technology more affordable for eligible schools and libraries. In early 2001, the Federal Communications Commission (FCC) issued rules implementing CIPA.

What CIPA Requires

- Schools and libraries subject to CIPA may not receive the discounts offered by the E-Rate program unless they certify that they have an Internet safety policy and technology protection measures in place. An Internet safety policy must include technology protection measures to block or filter Internet access to pictures that: (a) are obscene, (b) are child pornography, or (c) are harmful to minors, for computers that are accessed by minors.
- Schools subject to CIPA are required to adopt and enforce a policy to monitor online activities of minors; and
- Schools and libraries subject to CIPA are required to adopt and implement a policy addressing: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.

To address the above requirements, Madrid-Waddington has an Internet Safety Policy and technology protection measures (filtering equipment), adopted and enforces a policy to monitor online activities of minors (software), and has adopted and implemented a policy addressing (a) through (e) as stated above.

Appendix D

MATHEMATICS, SCIENCE, and TECHNOLOGY

STANDARDS

Analysis, inquiry, and design. Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Information systems. Students will access, generate, process, and transfer information using appropriate technologies.

Mathematics. Students will understand mathematics and become mathematically confident...

Science. Students will understand and apply scientific concepts, principles, and theories...

Technology. Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Interconnectedness. Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Interdisciplinary problem solving. Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Appendix E

Classroom Technology Activity Inventory: By Grade/Department

Grade	Software	Hardware	Technology-related activities
UPK		Promethean board TV/VCR	Promethean Tuesdays
K	Powerpoint Carl's Corner (website) Waltke's Web (website) Variety of age - appropriate programs on CD	Promethean Board ActiveSlates ActiVotes Scanner Digital Camera DVD/Hardware Printer Color Printer Computers	STEM grant projects Learning Units Webquests Google Earth KinderShare Promethean Plante School Website Links
1st	EdHelper www.giigo.com UnitedStreaming Promethean Planet Scott Foresman Reading Teacher guide, Student edition, Worksheets, Transparencies Accelerated Reader A – Z Reading Saxon Math CD w/daily lessons	Promethean Board Scanner CD Player VCR via Promethean Personal camera	EdHelper Math ELA sites Math concepts Seasonal, Science & Social Studies movies Teacher-created Reading games/Activities
2nd	Microsoft Office, Powerpoint, Front Page, Excel, Publisher Adobe Reader AIMSWeb Windows MovieMaker ActivStudio	Promethean Board Dell Computer ActiVotes	Classroom Newsletter Teacher WebPage Lesson Plans Gradebook Flipchart lessons Classroom movies Monitoring student progress via AIMSWeb Johnny Appleseed Unit http://www.mwcsk12.org/elementary/johnappleseedunit.htm
3rd	Microsoft Word Active Inspire	Promethean Board Scanner	Stem Learning activity Google BrainPop Internet Promethean Planet Families Unit http://www.mwcsk12.org/elementary/familiesunit.htm Johnny Appleseed Unit http://www.mwcsk12.org/elementary/johnappleseedunit.htm

			<p>Martin Luther King, Jr. Unit http://www.mwcsk12.org/elementary/mlkunit.htm</p> <p>Links for Math Practice (NYS Standards) http://www.mwcsk12.org/faculty/tdashnaw/mathtriad/mathtriad5.htm</p>
4th	<p>Accelerated Reader Moodle Promethean Planet PowerMediaPlus Active/Inspire (Annotate Over Desktop) Microsoft FrontPage</p>	<p>Promethean Board Scanner</p>	<p>Google Earth Google maps & Images PowermediaPlus Promethean Planet Morning jobs, math meeting wall, math lessons, reading vocabulary, preview/predict questions via Promethean Active/Inspire Reading vocabulary Webpage spelling lists Powermediaplus movies on Christopher Columbus Bus Safety DVD Yoga DVD</p> <p>Explorers Unit http://www.mwcsk12.org/elementary/explorersunit.htm</p> <p>Martin Luther King, Jr. Unit http://www.mwcsk12.org/elementary/mlkunit.htm</p> <p>NYS Counties Unit http://www.mwcsk12.org/elementary/newyorkunit.htm</p> <p>Links for Math Practice (NYS Standards) http://www.mwcsk12.org/faculty/tdashnaw/mathtriad/mathtriad5.htm</p> <p>US Presidents' Unit http://www.mwcsk12.org/elementary/prsidentsunit.htm</p> <p>Reading & Math Practice Tests http://www.mwcsk12.org/elementary/practicetests.htm</p> <p>Math Practice (NYS Standards) http://www.mwcsk12.org/faculty/tdashnaw/mathtriad/mathtriad5.htm</p>
5th	<p>Let's Discover: Canada (CDROM) Let's Discover: New York (CDROM) Zoombinis: Logical Journey (CDROM) SuperScience Show</p>	<p>Promethean Board Activslate Activexpressions</p>	<p>BrainPop Powermediaplus Unitedstreaming School House Rock DVD</p> <p>Martin Luther King, Jr. Unit http://www.mwcsk12.org/elementary/mlkunit.htm</p>

	(CDROM) Microsoft Frontpage		Iditarod Unit http://www.mwcsk12.org/elementary/idi tarodunit.htm NYS SS Exam Prep. http://www.studyzone.org/testprep/ssg5.cfm http://www.nysedregents.org/testing/scostei/socstudies5.html Links for Math Practice (NYS Standards) http://www.mwcsk12.org/faculty/tdashnaw/mathtriad/mathtriad5.htm
Special Ed	A-Z Reading Kurzweil Read-Naturally AimsWeb	Promethean Board Palm Pilot Wireless Mouse & Keyboard	Projectable Books for shared reading Reading Naturally Accelerated Reader Quizes Web-Quest research projects (ex. Animal research, bibliographies) Foundations w/projector and wireless mouse & keyboard Progress monitoring Benchmarking AIMSWeb Reports Mexico Unit (Reading & Resource) http://www.mwcsk12.org/elementary/mexicounit.htm
Elementary Computer Lab	WEB-BASED Subscriptions ***** Accelerated Reader Brain Pop Master Guru K-2 nd Master Guru 3-5 Reading A-Z Study Island	Scanner Digital cameras (3) Digital Video Camera LCD Projector	Web-based subscriptions for skill reinforcement & drill, & curriculum enhancement Other software used for skill reinforcement & drill, Curriculum enhancement, beginning computer applications & keyboarding Students take photos and include them in a curriculum-based Movie Maker project Students create a digital storyboard, take videos and include them in a curriculum-based Movie Maker project LCD Overhead projector used to introduce software & keyboarding technique, model software navigation Vision software used to monitor student activity and instruction demonstrate

Elementary Computer Lab (cont.)	<p>OTHER Software *****</p> <p>A to Zap Adobe Photoshop Adobe Premier Elements Bailey's Book House Cruncher Curious George Learns Phonics Curious George Reading Dole Five-a-Day Adventures Easy Book Deluxe Field Trip to the Rainforest Field Trip to the Sea Jumpstart Phonics Jumpstart Second Grade Key Skills for ELA Kid Pix Kids Keys Leap Into Phonics Learn About ABC's & Letter Sounds Learn About Colors & Shapes Learn About Life Science- Animals Learn About Machines Learn About Matter Learn About Numbers & Counting Learn About Plants Letter Sounds Letterbugs</p>		<p>Math Arena Math Carnival Countdown Max the Bear Microsoft Access Microsoft Excel Microsoft Frontpage Microsoft Picture Microsoft Publisher Microsoft Word Mighty Math Calculating Crew Millie's Math House Oregon Trail Polar Express Reader Rabbit First Grade Reader Rabbit Kindergarten Reader Rabbit Preschool Reader Rabbit Second Grade Reader Rabbit Third Grade Reading Who Sammy's Science House Sean's Magic Slate Splish-Splash Math Stay Safe Thinking Things 2 Trudy's Time & Place Trudy's Time and Place Type For Fun Type To Learn 3 Type to Learn Assessment Ultimate Writing & Creativity Center Vowels Short & Long Windows Movie Maker Word Munchers</p>
Art	<p>ActivInspire Microsoft Office 2004 iPhoto, iDVD, iMovie HP Image Zone Adobe CS3 Suite</p>	<p>Promethean Board ActivSlate ActiVotes HP PSC 1410 All in one Printer Scanner HP Color Laserjet 2605DN Printer Kodak EasyShare Digital Cameras (5)</p>	<p>Google Earth Stem project Learning Experiences</p>

Business & Technology	<p>Microsoft Office Suite, Photo Story 3 & MovieMaker Cartoon creating Software Programming software Adobe Suite Plethora of on-line applications On-line textbooks Movies from a variety of sources On-line CAD via “drag and drop” formatting</p>	<p>Promethean Presentation Board Expressions student response system Tablet Scanner Printer Digital Cameras Digital Video Cameras Calculators: Economic, Financial & Mathematical</p>	<p>IT maintenance, repair and management of hardware and software Digital photo & video creation & editing, using a variety of presentation software Keyboarding for speed and accuracy Web Design, video game design, programming, cartooning, simple CAD Financial and “Green” economics education Career Exploration and personal evaluation Construction of formal and informal business correspondence E-mail, cell phone & Internet safety, appropriate use Current topics in technology per news reports Middle School Club homework support</p>
Driver Education	<p>Microsoft Office Suite UnitedStreaming</p>	<p>LCD Projector TV/VCR/DVD</p>	<p>Internet Research BOCES Video Site Collection</p>
English	<p>ActivExpressions ActivInspire MS Office Suite Google Earth Google Sky Google Docs Moodle OCR VPN</p>	<p>Promethean Board Scanner Cameras DVD Expressions iPod Cell Phones Active slate</p>	<p>Mock Trial Webquests Paul Smith’s research OAS Plattsburg You Tube Lyrics websites Various websites MLA Style guide Library research units STEM: Interstellar Life STEM: Robotics STEM: Propaganda Online text poetry Online text short stories Online text novel Online text plays Jeopardy MadLibs</p>

Foreign Language	<p>Holt Kinehart Winston Spanish Level I, II; with DVD Tutor I & II; One Stop Planner with test generator, customizable lesson plans, clip art library, teaching resources (printable), video & audio; Interactive CDROM Tutor, Level I & II</p> <p>Glencoe Buenviaje III Teacher Works includes Teaching Resources, Links to Internet, Lesson Planner, Test Generator</p> <p>McDougall-Littell French Level I includes Take home tutor, test generator, resource pack</p> <p>Active Inspire/Active Studio Resouce Packs</p>	<p>Dell computers LCD Projector w/screen HP LaserJet Printer VCR hooked to computer</p>	<p>Use links to many target language internet based resources, such as:</p> <p>Bablengua.com BBC Languages.com Ouia.com Annenberg Foundation Yabla.com Spark Enthusiasm.com Teacher-created web-based PowerPoint StudySpanish.com Enchanted Learning.com PowerMediaPlus.com YTube</p> <p>Web sources used to review & reinforce key vocabulary words, listening comprehension activities, present cultural material, use as starting point for a variety of target language spoken activities</p> <p>STEM project: Google Earth, “Life & Death in Paris.” (French 4)</p> <p>PowerPoint Presentations for each lesson with every level for instruction, partner work and reinforcement</p>
Health	<p>Microsoft Office Suite United Streaming</p>	<p>LCD Projector TV/VCR/DVD</p>	<p><i>Baby Think It Over</i> project Internet research BOCES Site Video collection</p>

Library	<p>OPALS – online library catalog and circulation</p> <p>School Tool</p> <p>ICICILL regional catalog</p> <p>MyLearningPlan</p> <p>School Library System website and Blog</p> <p>MediaFlex</p> <p>Vision</p>	<p>Flash Drives</p> <p>Bar-code reader</p> <p>Fax machine</p> <p>CD-Rom writer</p> <p>Scanner</p> <p>To loan: VCR/DVD, TV, Digital cameras, Digital video cameras</p>	<p>Circulation/cataloging procedures via OPALS</p> <p>iTunes for transferring audio files for home use Playaways, MP3 & CD audio books</p> <p>Webpage link to online resources (commercial databases, ebooks, Interlibrary loan, library catalogs, copyright free photo collections)</p> <p>Online archive of district photos, playbills, etc.</p> <p>Monitor student computer use with Vision software</p> <p>Interlibrary Loan via ICICILL</p> <p>Interlibrary loan journals and copies delivered via FAX</p> <p>Email: interlibrary loan and other professional requests</p> <p>Digitized yearbook project underway</p> <p>Borrow videos, downloadable media, classroom book collections and kits from BOCES LRC</p>
Math	<p>Math Type 5.0</p> <p>Active Inspire</p> <p>Winplot</p> <p>Saxon Test generator</p> <p>Examgen</p> <p>Geometers Sketchpad</p> <p>Jmap (online textbook)</p>	<p>Promethean Board</p> <p>TI-84 graphing calculator</p> <p>TI Presenter</p> <p>T.V.</p> <p>ActivExpressions</p> <p>ActivSlate</p> <p>Scientific Calculator</p>	<p>Flipchart lessons</p> <p>Promethean planet</p> <p>Web notes</p> <p>Calculator instruction</p> <p>UnitedStreaming</p> <p>Powermedia Plus</p> <p>COMAP</p>

Music	<p>Finale 2009 Audacity (free download) ActiveInspire Sibelius Band in a Box Meuratron Photo Score Cakewalk Pro Audio Adobe Audition Pyware Music Assessment</p>	<p>Promethean Board (portable) Scanner Printer Computer on wheels CD player Promethean slate Electric keyboards Prodkeys word processing & piano keyboard to enter music on Finale VCR Screen & projector Kodak scanner (personal) Microphones Sound System Yamaha T6-100 and other midi related hardware, ie keyboards Electronic drum set with midi capabilities Printer</p>	<p>Students create published quality music and multipart arrangements using Finale and then perform them Select choir & Chorus students can access teacher-created music files to practice online Use Audacity to record singing to evaluate & improve performance Use audacity to record stardust rehearsal for absentees to catch up Create rhythms & melodies for general music using Finale Edit scanned musc to make it more playable for individuals, changing rhythms, key structure, etc. Provide direct feedback, immediate feedback on performances by using the Pyware software. Shows areas to be improved and areas that are done well Students use Pyware Music Assesment to make them more aware of intonation problems Write own materials using our music software Use musictheory.net for review and practice hearing & seeing music theory items Use gmajormusictheory.com for music theory instruction & to download free piano and guitar music 7th grade plays keyboards for a unit on melody/harmony Use guitar for beginners.com to tune in guitar class Use metronomeonline.com to test rhythmic accuracy in all classes and for tempo work Musicteacher.com used for training and assessments www.vicfirth.com used for demonstration of percussion techniques</p>
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Physical Education	Dartfish PE Profile CD Fitnessgram Wii Dance Dance Revolution	Promethean Board GPS units (10) Videocamera Digital Projector Pedometers Stopwatches	Video skill analysis with Dartfish PE profile CD and videocamera used for skill analysis and assessment Geocaching with GPS Exercise videos are displayed with digital projector for classroom instruction Fitnessgram assesses students physical fitness Wii and games provide exercise during classes and free time Pedometers used for health awareness and walking unit
Science	ActivInspire Vernier LoggerLite Moodle Sky Interactive Microsoft Excel Video Analysis software Weather Bug Exam Generators E-books Virtual Chem Lab Lab View Mind Storm Microsoft Powerpoint	Promethean Board ActivExpressions GoMotion sensor Video camera Graphing Calculator Weather Station Vernier Proeware NXT's	Digital topomaps Google Earth You Tube Discovery Learning Streaming videos Pogil Webquests Paul Smith's library Animated Tutorials Math/Pre-Calculus Two-D Motion
Social Studies	ActivInspire Discovery Education Promethean Planet United Streaming NetFlix Photostory Powermedia Plus Movie Maker Exam Gen Kurzweil Google Earth Examview (testmaker) Digital Textbook	Promethean Board Scanner ActiveSlate Expressions Flash Drives VPN	PowerPoint Historychannel.com Nationalgeographic.com Discoverychannel.com STEM grant projects Civil War Photostory Tracing the silk road on google earth Videostreaming BBC for news updates

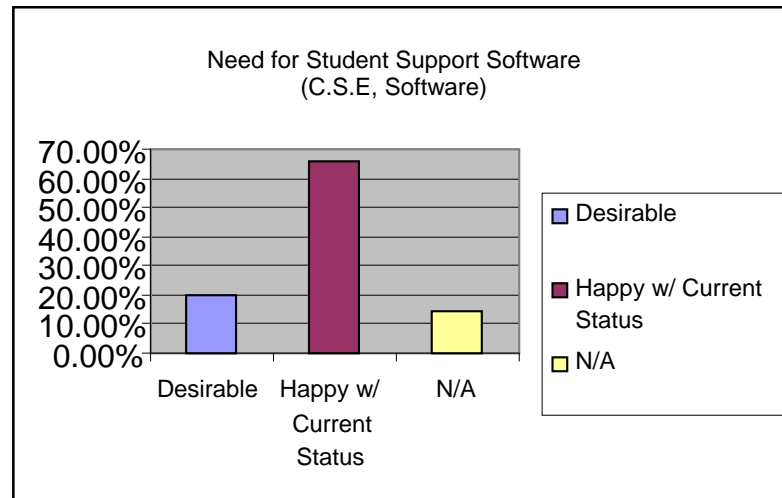
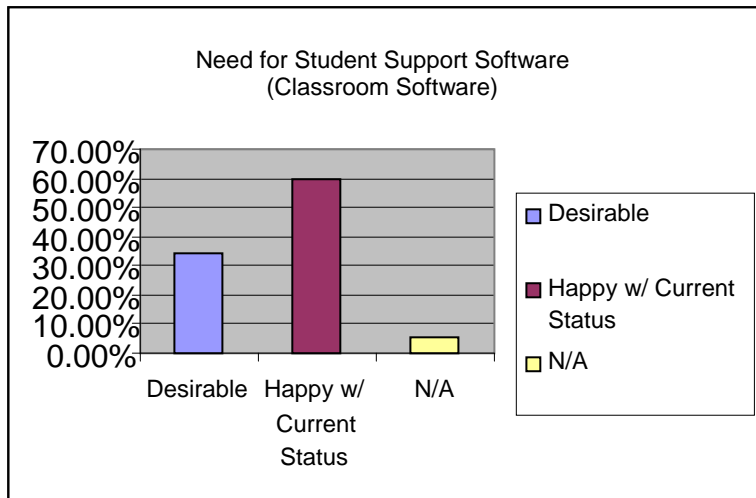
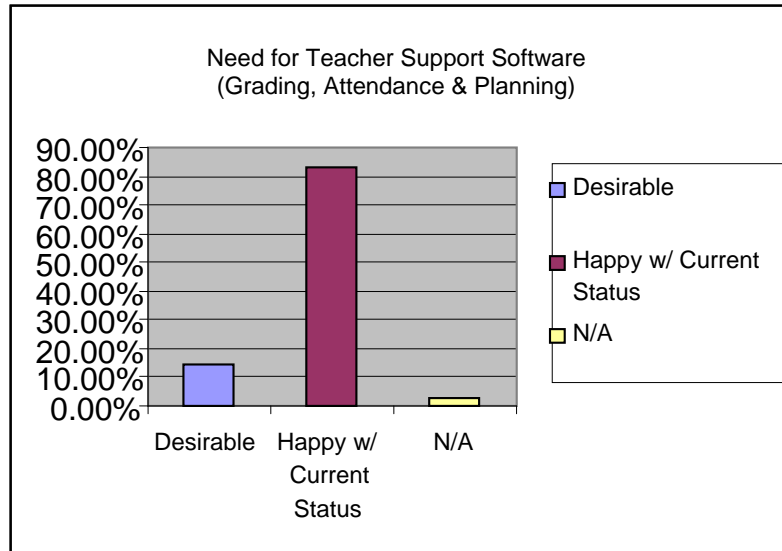
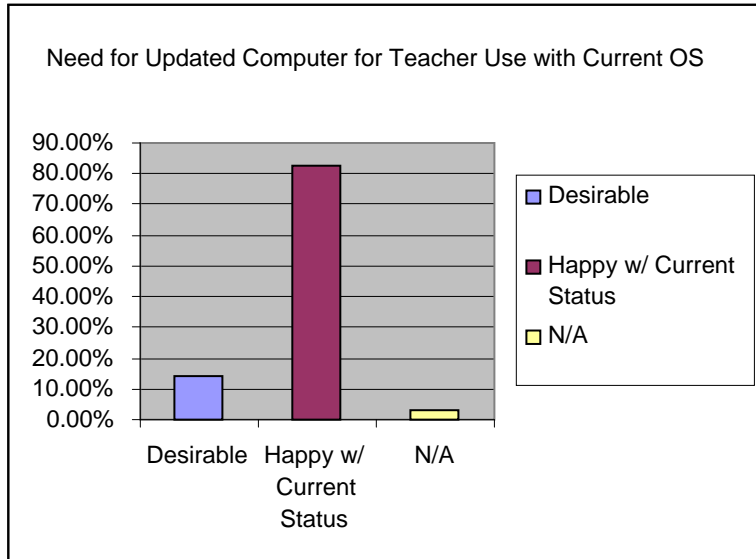
Special Education	Brain Pop Ed Helper Library website links Kurzweil Promethean Inspire Inspiration Discovery Education IEP Direct	Promethean Board ActivExpression ActivSlate Student computers Teacher computer Playaways Kurzweil 3000 Books on tape & CD Headphones CD player PDA Scanner Calculators	Flip charts Audio book readings Testing on computers & with ActivExpression Teacher-created presentations Mp3 books Playaway books to take home Development of graphic organizers Shared Moodle sites from General Ed teachers Research Computer Math Games Computer reads science textbook DNA computer game
Technology	Easy C Robotics Program Inventor 2010 CAD Autodesk	VEX Kit for Robotics Kodak Easy Share Digital Camera	Robotics using Easy C Program Computer Aided Drawing course Classroom lectures & videos using Promethean Board TED.com You.Tube videos Photograph class projects using digital camera Classroom laptop for robotics programming
Extracurricular Activities	Herff Jones eDesign for yearbook Lifetouch Photo Software for Yearbook Trackmate Dartfish	Video Camera Digital Projector	Video skill analysis of athletes with Dartfish Video camera used for skill analysis and assessment of athletes Digital projector and video camera used in review of athletic games

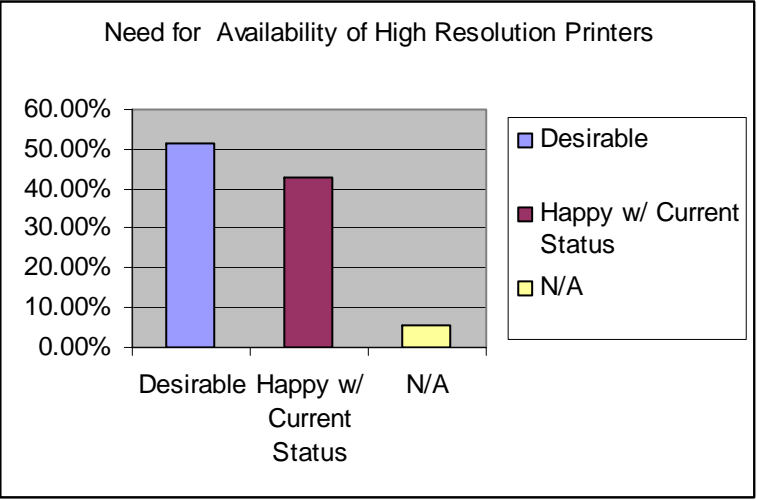
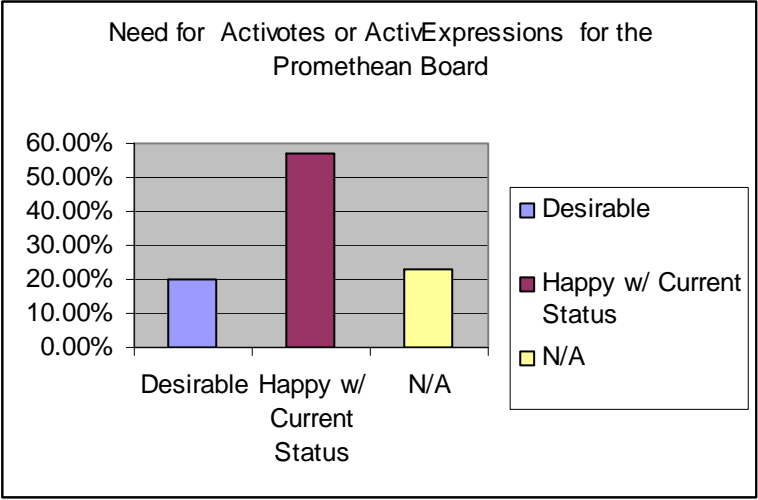
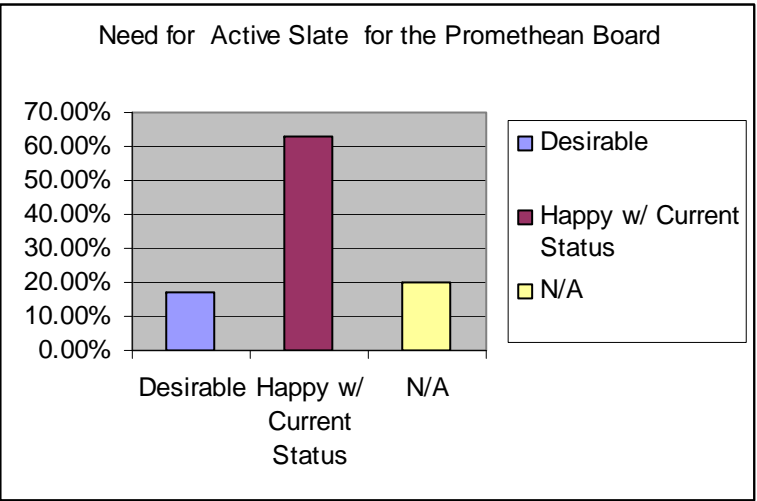
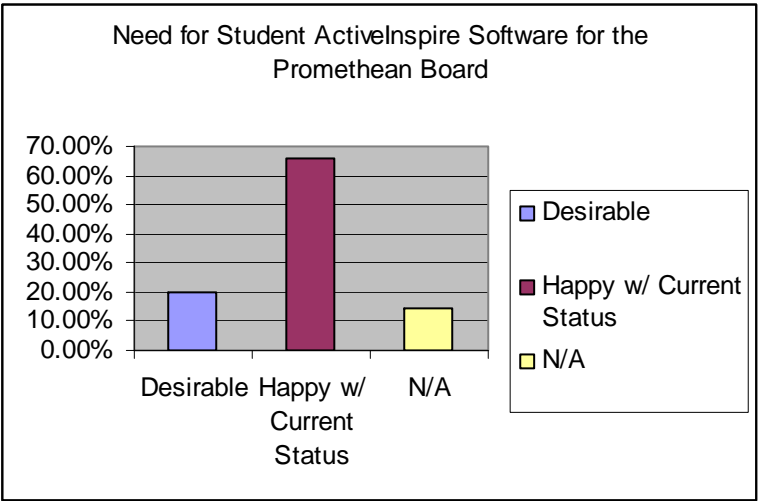
Appendix F

Madrid-Waddington Technology Needs Assessment 2009-2010

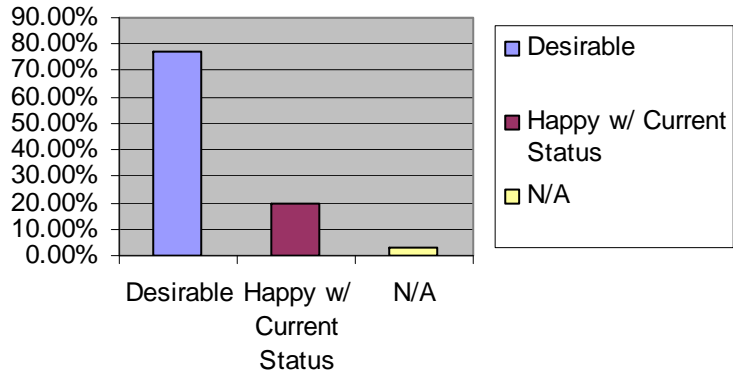
The following Needs Assessment was designed to assess our current status and shape the future technology utilization at Madrid-Waddington Central School District. Please rate the following areas of technology. The Technology Needs Assessment Survey was conducted in November 2009 with 35 staff members participating.

Equipment

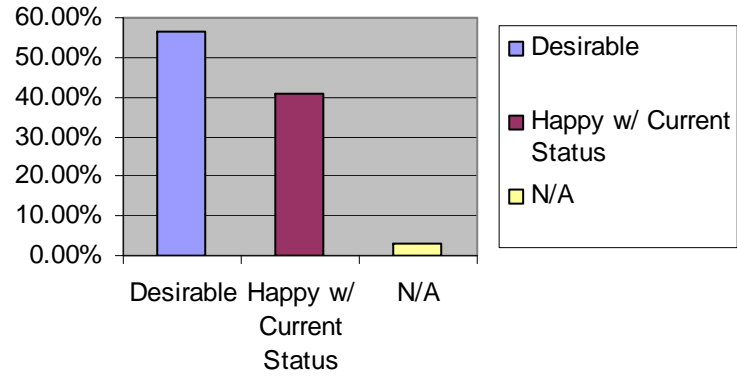




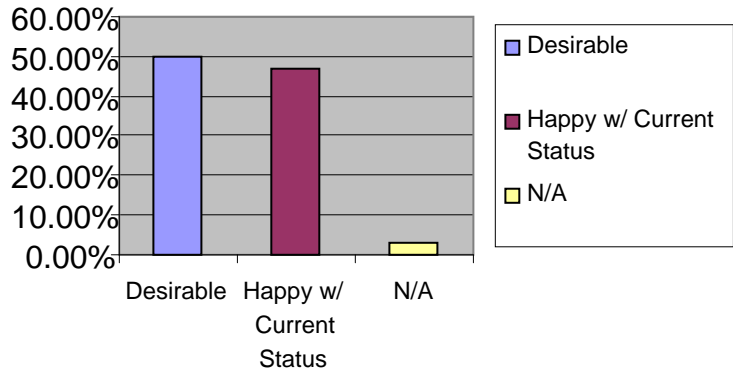
Need for Availability of Color Printers



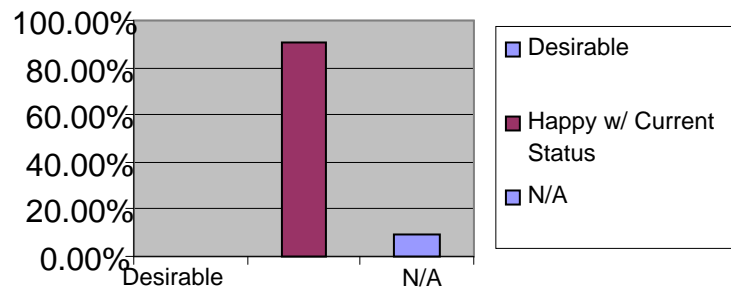
Need for Access to Digital Cameras



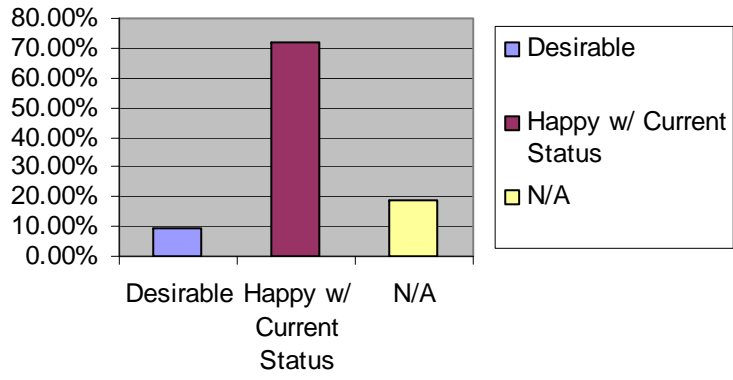
Need for Access to Digital Video Cameras



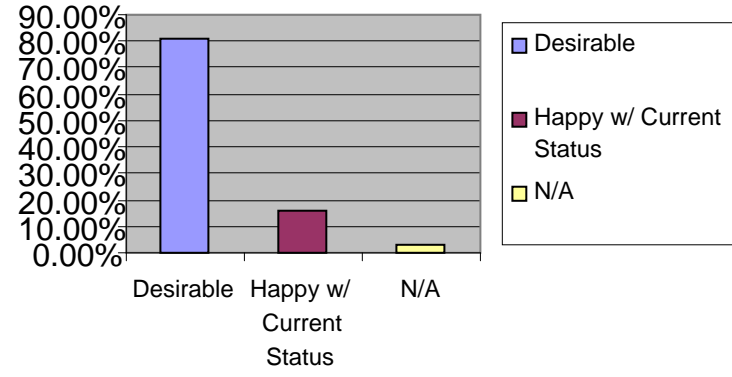
Need for Access to LCD Projectors



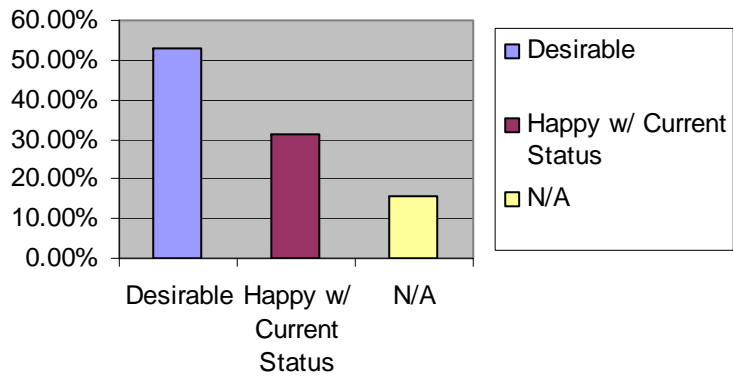
Need for a "Computer on Wheels"



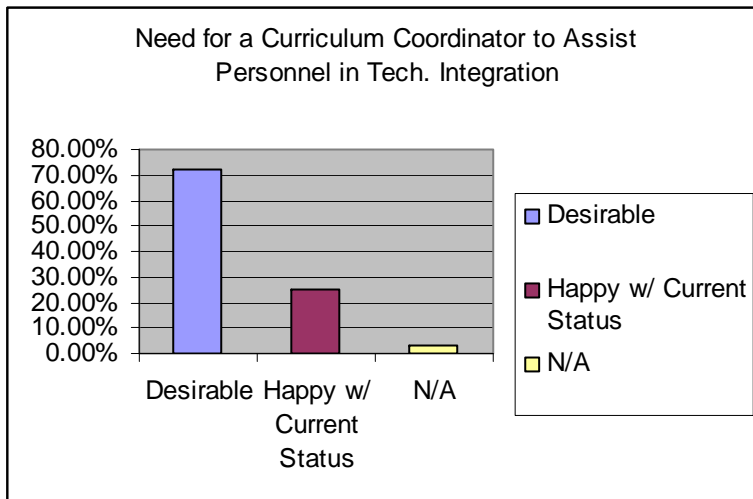
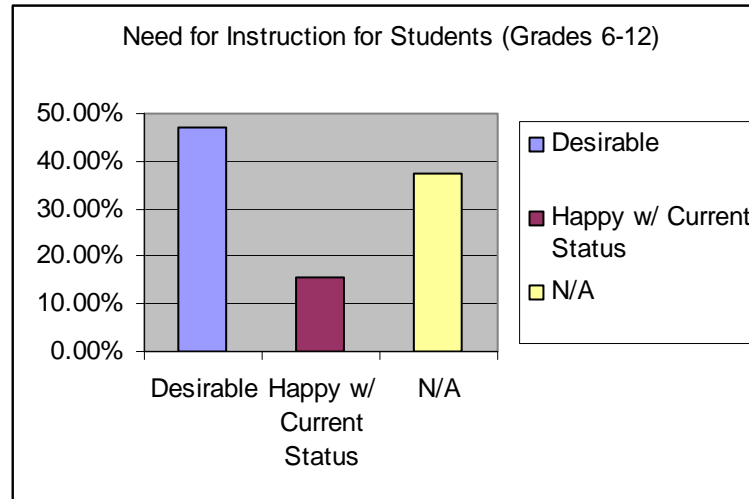
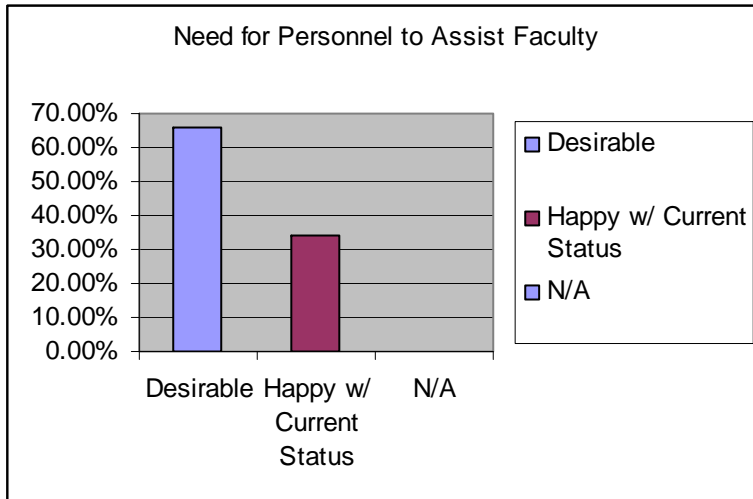
Need for Classroom Scanners



Need for a 25 Unit Mobile Lab



Instruction



Other Areas:

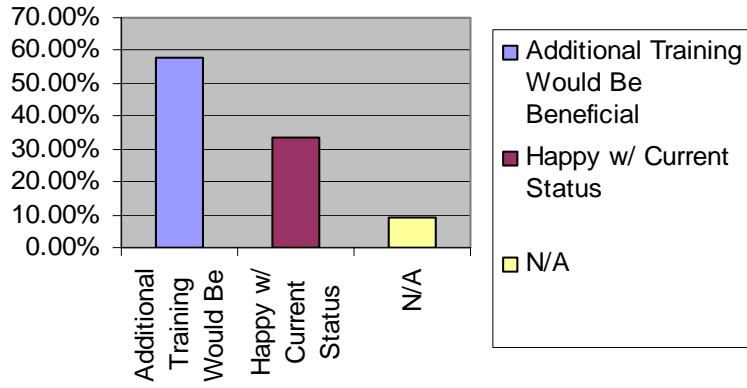
Elementary Responses:

1. Thankfully, we have several regular staff members who step up to the plate to help with tech.

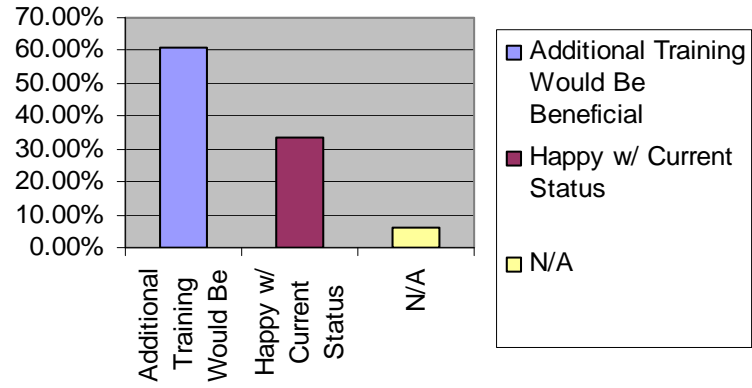
High School Responses:

2. Would like to see time freed up for the tech people to actually work with the teachers as needed.
3. It would be very helpful to have one or two people in district to help us better integrate technology into classroom instruction and create online tests/homework assignments.
4. We have "stuff". Now we need more people to help us use the stuff effectively. We also need an additional lab in the elementary school that is free for classroom use.

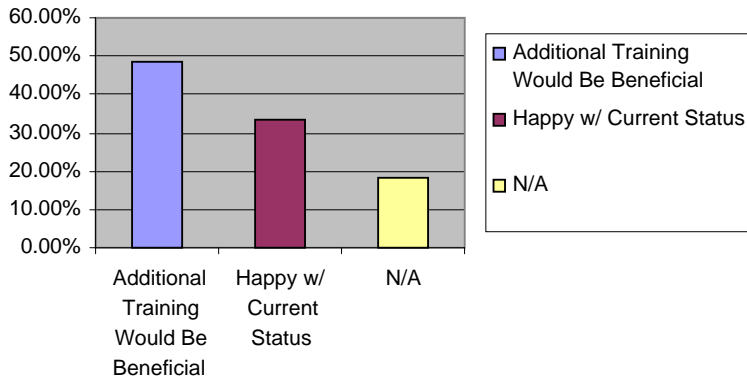
Need for Teacher Planning/Grading Software



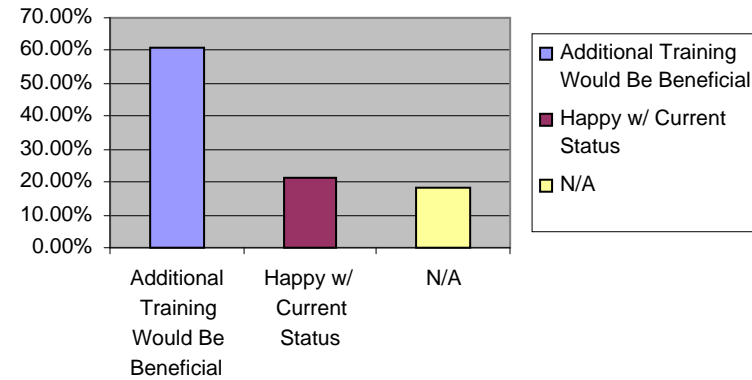
Need for Training on Student-Centered Software

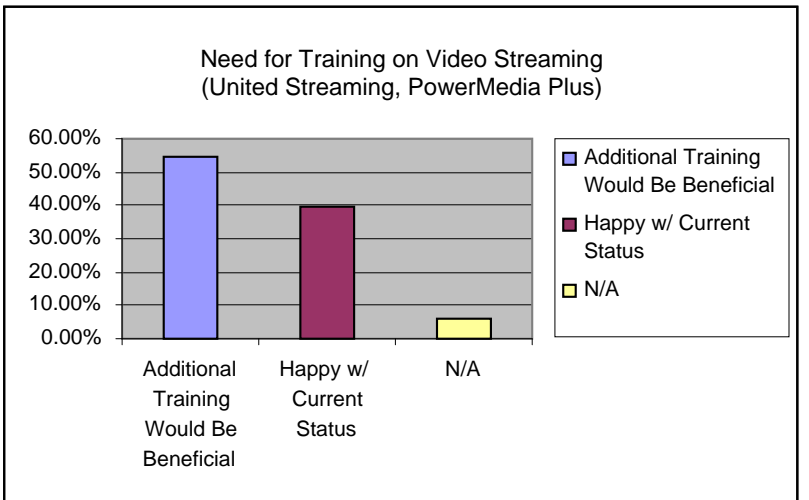
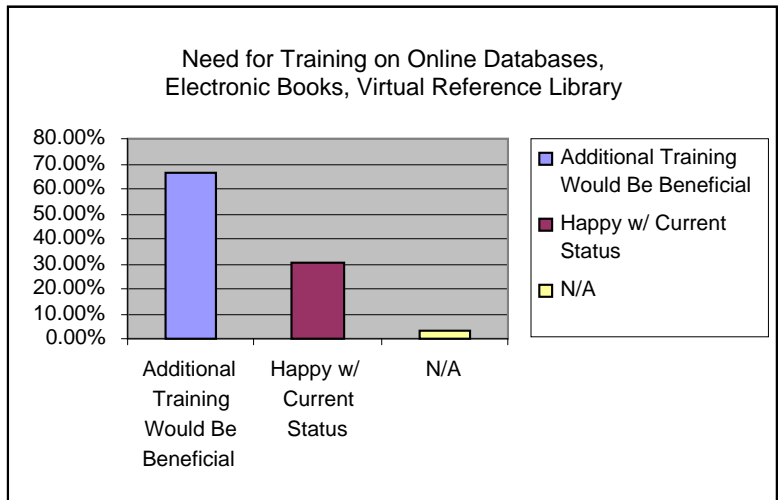
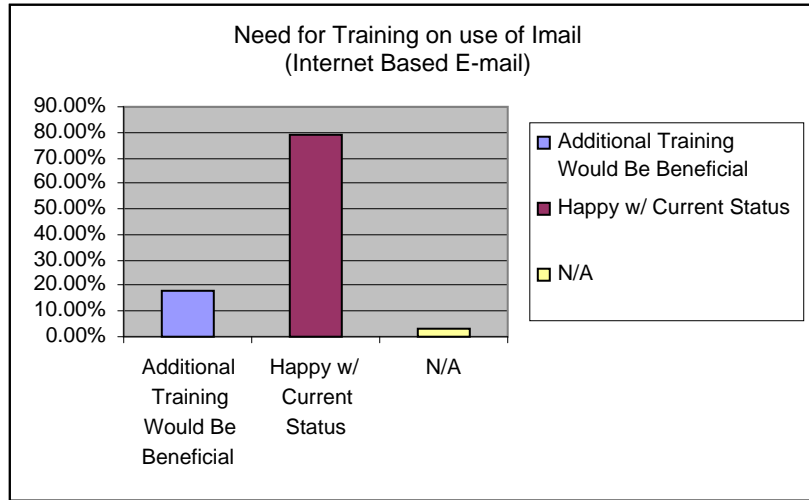
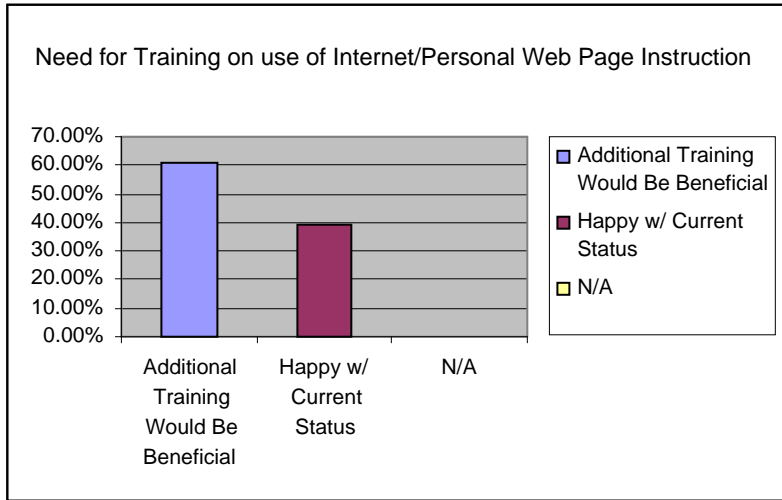


Need for Training on Promethean Board Hardware



Need for Training on ActiveInspire Software





Other Areas in which you would like to receive instruction and how could MWCS most effectively provide you with technology training:

Elementary Responses:

1. I have received some wonderful support and instruction. I am open to and desire to continue to learn.

High School Responses:

2. podcasting, movie maker and other audio-visual technology for the language (LOTE) classroom to allow students to create and have fun with the language(s) they are learning.
3. I really just need time allotted to better integrate the use of my website and promethean board. There are not enough hours in the day to do all that I hope to do. I think time for this would exponentially improve my instruction and student retention.
1. Training is only as effective as its application. We need time after training to apply what we've learned to our curriculum.