



***Madrid-Waddington  
Central School District  
Technology Plan  
2008-2010***

***Approved by the Board of Education  
July 22, 2008***

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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

- 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 a 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**

## **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 files and folders. Keyboarding is formally introduced at the third grade level and continues through grade four. 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 and ELA. 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 as well as PowerPoint presentations. 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. 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 – 5 during the 6-day cycle. Elementary teachers incorporate content specific software in their classrooms. Group projects generally utilize the computer lab where the computer to student ratio allows for a more efficient timeline. The lab also allows teachers to use the digital projector as an effective teaching tool.

## **Middle School**

Computer use by middle school students builds on the skills acquired in the elementary grades. Direct instruction in keyboarding and the use of Microsoft Office is included in the Home and Careers curriculum. Much of the computer instruction in middle school takes place as an integrated part of the curriculum. Teachers utilize digital projectors and computer labs for classroom demonstrations and direct instruction. As throughout the school, many middle school teachers utilize the school web pages for dissemination of student assignments and resources, and display of student work. The library web site supports classroom teachers with links to current research projects. Furthermore, the library media specialist teaches Boolean search strategies, and helps students begin to identify, select and evaluate appropriate sources of information. Through classroom assignments, students are introduced to on-line versions of library resources (encyclopedias, almanacs, dictionaries, poetry and quotation sites), electronic databases for newspapers and magazines, and a variety of Internet search engines. 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 middle school classrooms are also equipped with mini-computer labs, and students also have the option to use the mini-lab of 10 computers in the secondary/high school library. As a result of research assignments, students create projects using a variety of software including MS FrontPage, MS Word, MS Publisher, and MS PowerPoint. Students also have access to, as well as training and experience with digital cameras and video and photo editing

software for class assignments. Students will also have exposure to the Mac OS in the G.A.T.E. lab via art and technology classes. Overall, the aim of the Middle School program is to encourage independent use of technology resources while building on the fundamentals learned in the elementary grades.

## **High School**

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, completion of assignments, and for life after graduation.

### **Business Education**

The Business Department uses computer technology to deliver virtually all curriculums. Classes in basic and advanced uses of computer technology take place in a 25-station computer lab. Tutorial software and programs are used to supplement the formal teaching and exploration of the Microsoft Office Suite, and other computer use. Digital video editing, presentation software and web editing are also taught using software and hardware commonly found in institutionalized settings. Students are encouraged to produce instructional products that teachers may actually use and post to their web sites. Most apply refined technology skills in sophisticated classroom projects for other classes. On-line instructional resources have replaced the textbook for most classes within the Business/Computer classroom. Curriculum is built upon Internet resources 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. Madrid-Waddington Central is one of the few northern New York schools designated as a Local Cisco Networking Academy. The course, "IT Essentials I: PC Hardware and Software," is taught using Cisco on-line resources. An additional 8-station computer lab allows students to safely explore hardware.

### **Art**

The Art department formally instructs students in Computer Graphics. Several focal areas are digital image manipulation using Adobe Photoshop and various other programs, and digital video editing using Apple iMovie software. Students also work with peripheral software such as AppleWorks Paint and Draw in combination with other software programs. In addition to Computer Graphics, students in almost all introductory and advanced art electives access the G.A.T.E. (Graphic Arts and Technology Education) lab and its 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. Computer aided drafting with VectorWorks, an accepted industry standard for CAD, prepares students for careers in engineering and design.

### **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. Research is another important use of computers, such as discovering the history and fundamentals of various musical venues. 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.

## **Special Education**

The District Special Education office has utilized technology both in the classroom and in the every day maintenance of programming. Currently, we have made the "Co-Writer" program accessible to

all elementary special education classrooms. This program assists teachers in providing targeted instruction in the writing process. The district has also added three new Alpha-Smart keyboards that will assist junior high students in completing class work more efficiently. Data can easily be transferred to a personal computer at school or in the student's home for easy retrieval. 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**

### ***ADMINISTRATIVE USE OF TECHNOLOGY***

The Administrative staff at MWCS utilizes frequently updated computers (2-year rotation) to access data of all kinds. 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 access students' records on a continual basis each and every school day. Teachers also use the student database, *SchoolTool*, throughout the day to access student information, record grades and keep attendance. The use of e-mail communication continues to grow as more parents make use of this technology to communicate with teachers and administrators alike.

New York State has increased its use of the Internet as a vehicle for filing forms and submitting information. The New York State Department of Education has many web pages that both teaching staff and administrative staff use to their benefit. Administrators use various websites to log required data, acquire data and even order Regents exams. One of these websites is used for tracking and reporting data related to state aid. Some measure of electronic banking is utilized in the business office, while our personnel, payroll and accounting data (*EMAP Financial*) also reside on our 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 is present in every area of data management. 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.

## **Community**

The use of technology has greatly increased in communicating with parents, guardians and members of the community at large. 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 data online via *SchoolTool*. Email communication continues to grow as more and more parents are online at work and at home. Library data is available online for both of the local public libraries (in Madrid & Waddington). The District's library will be available online beginning the summer of 2008. 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 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> 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 12<sup>th</sup> grade as defined by the district.**

Objectives	Major Tasks, Activities	Support/ Resources	Responsibility Who Does It	Evaluation
<p><b>Technology standards will be adopted for students based on the ISTE NETS. (2007-2008)</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Technology graduation proficiency benchmarks will be implemented</li> </ul>	<p>Model Schools 8<sup>th</sup> grade subcommittee</p> <p>Substitutes to allow committee members to work together.</p>	<p>The Technology Committee</p> <p>Administration</p>	<p>The Benchmark document as per St. Lawrence-Lewis Model Schools</p>
<p><b>Curriculum supports technology standards (2007-08)</b></p>	<ul style="list-style-type: none"> <li>• Curriculum will be aligned to assure that all students reach the levels of proficiency defined for their age and ability.</li> <li>• Computer technology instruction, currently offered to all elementary students, will be continued into the secondary level (See Appendix Technology Narrative)</li> </ul>	<p>Professional Development to facilitate the alignment of curriculum with tech standards</p>	<p>Administrators &amp; staff</p>	<p>Master Schedule Teachers' lessons Teacher survey</p>
<p><b>Students will be provided a safe technology environment, understanding how to utilize technology outside the MWCS environment (2007-08)</b></p>	<ul style="list-style-type: none"> <li>• Internet Safety Policy will be revised as needed for all users. Educational seminars regarding Internet safety and appropriate use will be presented</li> <li>• Appropriate use of social networking sites will be stressed</li> <li>• Internet Safety Policy will be reinforced through its inclusion in policy handbooks, posters, web postings, and teacher lectures</li> </ul>	<p>iSafe Curriculum, school policy documents</p>	<p>Administrators &amp; staff</p>	<p>Administrative reports &amp; Staff observation</p>
<p><b>Special Education department will increase use of assistive technology (2007-10)</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Technology use is intended to improve student communication and increase access to the academic curriculum.</li> </ul>	<p>IDEA, IEP, Professional Development as provided by Model Schools, Teachers' Learning Center</p>	<p>CSE, Administration &amp; Staff</p>	<p>IEP, Staff observation</p>

Objectives	Major Tasks, Activities	Support/ Resources	Responsibility Who Does It	Evaluation
<p><b>The school libraries will support the technology standards established for the school (2007-08)</b></p>	<ul style="list-style-type: none"> <li>• Automated library collection includes digital media, on-line reference products, databases and electronic books</li> <li>• Library webpages provide access to classroom projects, online materials, Internet databases, interlibrary loan, video streaming, BOCES services and PolyCom virtual field trips</li> <li>• Students will use computers to circulate materials, search the on-line public access catalog, and to initiate interlibrary loan</li> <li>• Computer stations in each library provide access to electronic sources and the Internet for research, learning unit launch activities, and multimedia projects</li> <li>• 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</li> </ul>	<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><b>Technology standards will be developed for faculty, staff and administration based on ISTE standards. (2008-09)</b></p>	<ul style="list-style-type: none"> <li>• Technology proficiencies will be identified for all district employees</li> </ul>	<p>Professional Development as provided by Model Schools, Teachers' Learning Center</p>	<p>Administration Technology Committee</p>	<p>The completed document</p>
<p><b>Professional development will be provided to assist teachers to achieve standards. (2007-08)</b></p>	<ul style="list-style-type: none"> <li>• Formal classes, offered to faculty, designed to teach specific software applications</li> <li>• 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</li> </ul>	<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.**

<b>Objectives</b>	<b>Major Tasks, Activities</b>	<b>Support/ Resources</b>	<b>Responsibility Who Does It</b>	<b>Evaluation</b>
<p><b>Computer related technology is increasingly integrated with instruction and encouraged in student projects (2007-09)</b></p> <p><b>Professional staff will integrate electronic resources in the instructional program. (2007-09)</b></p>	<ul style="list-style-type: none"> <li>• Students have access to selective courses delivered online or via distance learning with the PolyCom</li> <li>• Peripherals, such as digital cameras, digital video cameras, scanners, and digital projectors are readily available and in regular use by students and faculty</li> <li>• Access continues to improve for teachers and students: computer/ user ratio, open labs, scheduled labs, COW, COW and CPS, lap top availability, SchoolTool &amp; Network access from home, i-mail server, web server and editing rights from anywhere</li> <li>• Teachers facilitate students in research, creating multimedia presentations, publishing written work and a variety of other content-specific technology integration</li> <li>• Assistance available for digital video filming and editing</li> <li>• Teacher websites, rich in multi-media content, incorporate instructional materials, digital movies and other educational resources</li> <li>• On-line test preparation materials available</li> <li>• 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</li> </ul>	<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><b>Opportunities will be created to encourage awareness of emerging technologies (hardware, software, peripherals) (2007-09)</b></p>	<ul style="list-style-type: none"> <li>• Trained faculty available to assist with technology and to suggest integration ideas</li> <li>• Teachers will have an opportunity to share resources and best practices.</li> </ul>	<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
<b>Electronic recordkeeping of staff development (2007-08)</b>	<ul style="list-style-type: none"> <li>• Purchase, train, and use <i>My Learning Plan</i> software</li> </ul>	NERIC, IT Staff	Superintendent & Building Administrators	Survey, meeting discussions, actual teaching experience Administrators, staff & faculty
<b>Electronic administration of school media center (2008-09)</b>	<ul style="list-style-type: none"> <li>• School will purchase and maintain <i>OPALS</i> software to catalog and maintain circulation of the collection, and to provide web access to the library collection</li> </ul>	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
<b>Digital monitoring for student security, and to record data related to student achievement (2007-08)</b>	<ul style="list-style-type: none"> <li>• Purchase and train administrators and teachers with PDA (Personal Digital Assistant) palm hardware and appropriate software Less specificity for more flexibility</li> <li>• <b>DIBELS</b> and other AimsWEB monitoring programs, currently used in grades K-3, will be used to extend Response to Intervention for 4<sup>th</sup> and 5<sup>th</sup> grade students.</li> </ul>	Model Schools, Vendor trainers	Administrators	Administrative Reports
<b>Computerized databases to assist recordkeeping and reporting (2007-10)</b>	<ul style="list-style-type: none"> <li>• A significant amount of information is recorded and submitted to various institutions on-line. Administrators access student records daily. Attendance, grades and teacher records are maintained through the student database SchoolTool.</li> <li>• The District's assets (technology assets included) are managed in an inventory database with corresponding bar-coded labels applied to each piece of equipment</li> </ul>	IT Staff, Vendor support staff, NERIC	Administrators, staff	Meeting discussions, actual experience, School report card Administrative reports
<b>Research and piloting of emerging technology before district implementation (2008-10)</b>	<ul style="list-style-type: none"> <li>• District will support exploratory, demonstrative technology workshops.</li> <li>• District will support technology literature and resources outlining emerging technology.</li> </ul>	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.**

<b>Objectives</b>	<b>Major Tasks, Activities</b>	<b>Support/ Resources</b>	<b>Responsibility Who Does It</b>	<b>Evaluation</b>
<p><b>Professional development for technicians</b> <b>(2007-10)</b></p>	<ul style="list-style-type: none"> <li>• Attend technology conferences, workshops and training sessions</li> <li>• Identify and attend certification training for technology support</li> </ul>	<p>Vendors, NERIC Administration State, local and Federal Funding</p>	<p>IT Staff, Administration</p>	<p>Self-assessment Administrative observation</p>
<p><b>Enhanced communication through global access to technologies</b> <b>(2007-10)</b></p>	<ul style="list-style-type: none"> <li>• Appropriate members of the school community will continue to have access to SchoolTool, MWCS school website, e-mail and IP phone</li> <li>• The local public library system provides free Internet access</li> <li>• A community technology lending program will be explored</li> </ul>	<p>Staff NERIC Model Schools ISTE LRC NNLS</p>	<p>Administration, IT Staff</p>	<p>Internet usage reports via network software, public library statistics, teacher and parent feedback School Stakeholders</p>

## 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

	<b>2006- 2007</b>	<b>2007- 2008</b>	<b>2008- 2009</b>	
<b>Revenue:</b>				
<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	231,778.54	239,804.23	248,125.09	
Other Sources				
<i>Sub-Total: Annual Operating Budget</i>	\$257,169.54	\$265,195.23	\$273,516.09	
 <i>Other Funding Sources:</i>				
Bond Proceeds				
Reserve Funds				
Other: BOCES AID	150,677.46	156,683.47	162,959.76	
<i>Sub-Total: Other Funding Sources</i>	\$150,677.46	\$156,683.47	\$162,959.76	
 <b>Total Revenues</b>	 <b>\$407,847.00</b>	 <b>\$421,878.71</b>	 <b>\$436,475.85</b>	
 <b>Expenditures:</b>				
<i>Telecommunication Links:</i>				
Infrastructure-In District				
Infrastructure-Regional	36,000.00	37,620.00	39,312.90	DANC
Related Hardware				
<i>Sub-Total: Telecommunication Links</i>	\$36,000.00	\$37,620.00	\$39,312.90	
 <i>Networking:</i>				
Hubs, Routers, Servers, etc.(Equipment)				
Network Administrator Staffing	77,719.00	81,216.36	84,871.09	
<i>Sub-Total: Networking</i>	\$77,719.00	\$81,216.36	\$84,871.09	
 <i>Software:</i>				
Instructional (both network & stand alone)	\$19,836.00	\$19,836.00	\$19,836.00	STATE AID SOFTWARE
Administrative	51,463.00	53,778.84	56,198.88	My Learning Plan, IEP Direct, Mindex, EMAP, NutriKids
<i>Sub-Total: Software</i>	\$71,299.00	\$73,614.84	\$76,034.88	
 <i>Computers &amp; Peripheral Devices:</i>				
Computers (both PC & Mini mainframes)-				
Instructional	33,000.00	33,000.00	33,000.00	Local/BOCES Purchases
Administrative				
Peripherals (Printers, Monitors, etc.)				
Instructional	1,300.00	1,300.00	1,300.00	ESTIMATED
Administrative				
<i>Sub-Total: Computers &amp; Peripherals</i>	\$34,300.00	\$34,300.00	\$34,300.00	
 <i>Technical Computer Support Staffing</i>	 \$188,529.00	 \$195,127.52	 \$201,956.98	
<i>Staff Training &amp; Conference Expense</i>				
<b>Total Expenditures</b>	<b>\$407,847.00</b>	<b>\$421,878.71</b>	<b>\$436,475.85</b>	

## Classrooms & Offices Inventory

	Classrooms	Business Tech Labs	Admin Offices	Planned Acquisitions		
				2007- 08	2008- 09	2009- 2010
<b>Computers/Handhelds*</b>						
Dell OptiPlex GX755				59	175	0
Dell OptiPlex GX620		25	20			
Dell OptiPlex GX280		25				
Dell OptiPlex GX270	25	10	2			
Dell OptiPlex GX260	40		4			
Dell OptiPlex GX240	26					
Dell OptiPlex GX150	14					
Dell OptiPlex GX110	38					
Dell OptiPlex GX1	76					
Apple eMac	2	18				
Apple Mac G4	2	6				
Dell Latitude Laptop	8	1	2	2		
Palm Tungsten E2				16		
My Pal ASUS Pocket PC's				25		
Fujitsu Tablet PC					2	
Apple Powerbook Laptop					20	
<b>Printers</b>						
Xerox Phaser 8200DP Color Laser		1				
HP Color LaserJet 4650DN			1			
HP Color LaserJet 4600dn			1			
HP Color LaserJet P3505dn				3		
HP Color LaserJet 2605DN	1			3		
HP LaserJet P3005dn				53		
HP Color LaserJet 3600DN			1			
HP LaserJet 4250N+D		2				
HP LaserJet CP4005 - Julie Bresett			1			
HP LaserJet 2420DN			1			
HP LaserJet 4300dtn			3			
HP LaserJet 2300dn	1					
HP LaserJet 2200dn		2				
HP LaserJet 6MP	2	1	1			
HP LaserJet 5		1				
<b>Projection Equipment</b>						
NEC	6				55	
InFocus	2	2				
HP	1	1				
Optoma		1				
Toshiba		2				
Dell 2300MP	1					
<b>Peripherals</b>						
CPS Clicker Response System	2				20	
Kodak Digital Cameras	6					
SONY Mavica Cameras	4					

	Classrooms	Business Tech Labs	Admin Offices	Planned Acquisitions		
				2007- 08	2008- 09	2009- 2010
<b>Computers/Handhelds*</b>						
SONY Digital Camcorders	3				2	
SONY Camcorders	2					
Scanners	3	5	1	3	5	5
Electronic Whiteboard (Promethean)	1				20	
Document Camera	1				20	
<b>Software</b>						
Microsoft Windows Vista						
Microsoft Windows XP	231	85	28	59	175	25
Microsoft Office 2007**		8				
Microsoft Office 2003**	231	85	28			
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
Ipswitch iMail	District Site License			Renew	Renew	Renew
<b>IP Phones</b>						
Cisco 7960			2		10	
Cisco 7940			15		75	
Cisco 7920 Wireless			5			
Cisco 7912	2		3			
Cisco 7905	2		1			
<b>Cell Phones</b>						
Verizon			3			
<b>Network Copiers</b>						
Canon			3	3		
Xerox			1			

## 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.

<b>Type</b>	<b>Number</b>	<b>Subject</b>
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

# 2006-2007 MWCS TECHNOLOGY COMMITTEE MEMBERS

Jeff Buckingham – Secondary Tech Teacher  
Michelle Burke – Elementary Teacher  
Anita Cafarella – Elementary Art Teacher  
Patricia Fisher – Parent/Community Rep  
Margaret Garner – Special Ed Teacher  
William Gotsch – Elementary Teacher  
Adam Huckle – Secondary Art Teacher  
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  
Sandra Steinberg – Library Media Specialist  
Tresa Wilson – Technology Committee Chair  
and Business Education Teacher  
Michael Zagrobelny – Secondary English Teacher

## PREVIOUS MEMBERSHIP INCLUDES:

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

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## Appendix A

**Available Upon Request**

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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. **The first violation will result in a 30-day loss of access.** 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 determined at the building level in the line with existing practice regarding inappropriate language or behavior.
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  
2007-2008 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. January 9, 2009



**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: \_\_\_\_\_

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*Shipped to BOCES LRC:* \_\_\_\_\_ *Returned from BOCES LRC:* \_\_\_\_\_

**PARTS REQUIRED**

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

**Comments:**

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## 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.

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#### 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.

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## 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

# Madrid-Waddington Technology Needs Assessment 2005-2006

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.

**Rating scale:** Please rate the following areas by circling the number that corresponds most closely according to the scale:

- 1 = I have no idea what this is, how it pertains to me, or how I can use it
- 2 = My current program needs are met
- 3 = My program would benefit if I had more of this
- 4 = My program definitely **needs** more of this

Highlight gray = highest percentage of responses from that question.  
 highlight yellow = results indicated a high need  
 highlight blue = results indicated a moderate need

**NOTE:** When this symbol appears between 3 and 4, the total responses that fell between "benefit" and "need" indicated an overall desire for that item.

### A. Hardware:

1. computers	1 <sub>(0%)</sub>	2 <sub>(58%)</sub>	3 <sub>(25%)</sub>	4 <sub>(17%)</sub>
2. printers	1 <sub>(0%)</sub>	2 <sub>(66%)</sub>	3 <sub>(20%)</sub>	4 <sub>(14%)</sub>
3. digital cameras	1 <sub>(1%)</sub>	2 <sub>(36%)</sub>	3 <sub>(46%)</sub>	4 <sub>(17%)</sub>
4. video cameras	1 <sub>(6%)</sub>	2 <sub>(60%)</sub>	3 <sub>(26%)</sub>	4 <sub>(8%)</sub>
5. LCD projectors	1 <sub>(18%)</sub>	2 <sub>(41%)</sub>	3 <sub>(15%)</sub>	4 <sub>(26%)</sub>
6. InterWrite tablet (School Pad)	1 <sub>(57%)</sub>	2 <sub>(25%)</sub>	3 <sub>(9%)</sub>	4 <sub>(9%)</sub>
7. access to scanners	1 <sub>(13%)</sub>	2 <sub>(58%)</sub>	3 <sub>(20%)</sub>	4 <sub>(9%)</sub>
8. wireless mobile lab	1 <sub>(37%)</sub>	2 <sub>(45%)</sub>	3 <sub>(16%)</sub>	4 <sub>(2%)</sub>
9. other hardware (please list): <b>wireless laptops , handheld software for gym, heart monitors - Fitness Center</b>				

### B. Software:

1. SchoolTool	1 <sub>(11%)</sub>	2 <sub>(82%)</sub>	3 <sub>(5%)</sub>	4 <sub>(2%)</sub>
2. IEP Direct	1 <sub>(14%)</sub>	2 <sub>(80%)</sub>	3 <sub>(5%)</sub>	4 <sub>(1%)</sub>
3. web-based calendar software for district webpage	1 <sub>(28%)</sub>	2 <sub>(35%)</sub>	3 <sub>(23%)</sub>	4 <sub>(14%)</sub>
4. webpage software:				
a. MS FrontPage	1 <sub>(27%)</sub>	2 <sub>(53%)</sub>	3 <sub>(17%)</sub>	4 <sub>(3%)</sub>
b. Dreamweaver	1 <sub>(58%)</sub>	2 <sub>(27%)</sub>	3 <sub>(11%)</sub>	4 <sub>(4%)</sub>
4. other software (please list): <b>Early Childhood, Finale, reading/writing, Kidspiration</b>				

### C. Student Instruction

1. personnel to instruct students in grades 6-12	1 <sub>(15%)</sub>	2 <sub>(58%)</sub>	3 <sub>(17%)</sub>	4 <sub>(10%)</sub>
2. on-line course offerings	1 <sub>(18%)</sub>	2 <sub>(63%)</sub>	3 <sub>(16%)</sub>	4 <sub>(3%)</sub>
3. use/requirement of USB Flash Drives	1 <sub>(47%)</sub>	2 <sub>(28%)</sub>	3 <sub>(18%)</sub>	4 <sub>(7%)</sub>
4. other areas of student instruction (please list): <b>Basic software instruction</b>				

**D. Staff Development/Instruction. What areas would you like to receive further training?**

**1. Software/web-based programs**

a. School Tool	1 <sub>(5%)</sub>	2 <sub>(68%)</sub>	3 <sub>(22%)</sub>	4 <sub>(5%)</sub>
b. IEP Direct	1 <sub>(14%)</sub>	2 <sub>(65%)</sub>	3 <sub>(14%)</sub>	4 <sub>(7%)</sub>
c. <b>Web page design/updating</b>	1 <sub>(3%)</sub>	2 <sub>(40%)</sub>	3 <sub>(40%)</sub> ←→	4 <sub>(17%)</sub>
e. E-mail	1 <sub>(3%)</sub>	2 <sub>(73%)</sub>	3 <sub>(17%)</sub>	4 <sub>(7%)</sub>
f. Web Quests for students	1 <sub>(25%)</sub>	2 <sub>(25%)</sub>	3 <sub>(43%)</sub> ←→	4 <sub>(7%)</sub>

g. other software training: **Advanced user instruction, video editing, Excel, Dreamweaver, Adobe Audition, Interlibrary Loan, on-line database**

**2. Peripherals**

a. digital camera/video use:

i.) taking pictures/videos	1 <sub>(5%)</sub>	2 <sub>(62%)</sub>	3 <sub>(23%)</sub> ←→	4 <sub>(10%)</sub>
ii.) <b>uploading pictures/videos</b>	1 <sub>(8%)</sub>	2 <sub>(47%)</sub>	3 <sub>(25%)</sub> ←→	4 <sub>(19%)</sub>
iii.) <b>editing pictures/videos</b>	1 <sub>(10%)</sub>	2 <sub>(36%)</sub>	3 <sub>(31%)</sub> ←→	4 <sub>(24%)</sub>

b. **using video cameras for class projects** 1<sub>(14%)</sub> 2<sub>(40%)</sub> 3<sub>(29%)</sub> 4<sub>(17%)</sub>

c. using USB Flash Drives 1<sub>(37%)</sub> 2<sub>(36%)</sub> 3<sub>(17%)</sub> 4<sub>(10%)</sub>

d. video conferencing 1<sub>(35%)</sub> 2<sub>(44%)</sub> 3<sub>(18%)</sub> 4<sub>(3%)</sub>

e. other areas you would like to have instruction (please list): **File management**

**3. Personnel**

a. **Technology Integration Coordinator** to assist and/or guide teachers in instructional use of available technology resources 1<sub>(0%)</sub> 2<sub>(34%)</sub> 3<sub>(47%)</sub> ←→ 4<sub>(19%)</sub>

**4. Staff Development**

a. What training logistics work best for you? This pertains to methods and times. Please circle one or more choices: after school, **staff days**, tutorials, summer sessions, or hard copies.

(15%) (37%) (18%) (15%) (15%)

**E. Other Questions**

1. What do you see as M.W.C.S.'s greatest *strength* in the area of technology/technology instruction?  
**Staff available (16; with 12 citing the Elementary Computer Lab Instructor); resources (16), labs (6), school web page (6), training available (1), current (1)**

2. What do you see as M.W.C.S.'s greatest *weakness* in the area of technology/technology instruction?  
**Not enough time for teachers to learn/master/use the resources available to them (16), no high school computer teacher (5), outdated equipment (3), not enough classroom resources**

3. Please list any other technology related comments: