

# **Marcellus Central School District**

## **Technology Plan**

Instructional Technology Team  
March 2007

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## **Acknowledgement**

The 2004 Marcellus Central School District's Technology Plan was developed by the District Instructional Technology Team. Information, for the plan, was reviewed from a variety of sources. Among those sources are the New York State Education Department MST Standards, the North Carolina State Public Schools Computer/Technology Skills Curriculum, the Mid-Continent Research for Education and Learning Technology, Benchmarks and Standards, Technology plans from surrounding school districts, ITT meeting minutes, and Marcellus Central School District Technology Plans. The ITT would like to acknowledge, and express our appreciation, for the plan elements that were utilized from these sources in the development of our Technology Plan.

The 2007 Marcellus Central School District Technology Plan was developed through a review and revision of the 2004 plan by the District's Instructional Technology Team.

# **Section I**

## **Executive Summary**

## **I. Executive Summary**

### **A. Mission Statement**

#### District Mission Statement

The mission of the Marcellus Central School District is to provide an education, which challenges, nurtures, and supports each child as a whole person.

The responsibility for the mission lies with the entire community including students, staff, parents, and community members.

It is our intent that each student will develop the responsibility, the confidence in his/her talents, and the knowledge necessary to function as a productive and contributing citizen in a diverse and changing world.

#### District Instructional Goals

1.0 To use the model of continuous improvement, using data analysis, to improve the achievement of all students.

2.0 To maintain a climate where all members of the school community are able to work in a setting that values an orderly learning environment, civility, and mutual respect.

3.0 To use our resources effectively and efficiently.

#### Marcellus Central School District Technology Plan Vision Statement

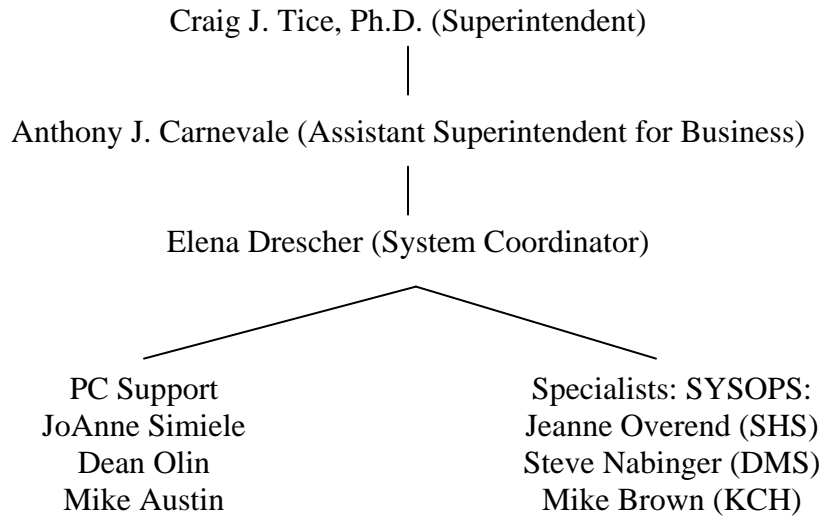
The vision of the Marcellus Central School District Instructional Technology program is to enhance the learning success of each student through an integrated instructional approach to the use of technology. We believe that all students will demonstrate information literacy through the ability to use instructional technology to access, analyze and communicate information and the ability to use the tool of technology to build success across all curriculum areas. The integrated use of educational technology will assist our students in becoming effective communicators, critical consumers, and innovative problem solvers in an ever changing and global world. It is the intent of our program to provide both equitable access and ethical usage. The focus of our program will be to provide the technological expertise for our students to simplify a complex world while at the same time discovering its many mysteries.

## B. Plan Summary

The Marcellus Central School District Instructional Technology Plan is developed by the District's Instructional Technology Team. The team is facilitated by the District's Curriculum Coordinators and the System Coordinator. Membership on the team is comprised of representatives from each District building, building system operators (SYSOPS), District technical support staff, the Director of Pupil Services, and building administrators. The team meets five times a year and is charged with overseeing the integration of instruction and technology across all District curriculum areas. That charge includes the development/implementation of instructional technology, competency goals, benchmarks, curriculum development, planning for equitable access for all students, staff development and the evaluation of programs. The Marcellus Central School District Instructional Technology Plan includes program objectives, student competency and benchmarks, a staff development plan, a process for reviewing and addressing equipment and infrastructure needs, and a process for the on-going assessment of Technology program implementation. Appendix <sup>B1</sup> of this section outlines the District's Instructional Technology Organizational Structure. Appendix <sup>B2</sup> of this section lists ITT members and provides minutes from a typical ITT meeting. The ITT process is one component of the District's Instructional Plan. The connection to the total District plan and the on-going evaluation from ITT meetings ensure that the technology plan is directly connected to student outcomes. Additionally, parent and community input into the planning process is facilitated through building site-based teams. A major emphasis of our instructional technology program has been increased parent/community communication through the use of technology and telecommunications such as the District website, e-mail, electronic report cards, and teacher Blackboard sites. Additionally, parents/community members can access District resources (i.e., homework resources, teacher newsletters, etc.) electronically through computer stations at the Marcellus Public Library. Plans are also in process for the implementation of curriculum mapping and MyGradeBook during the 2006/2007 school year.

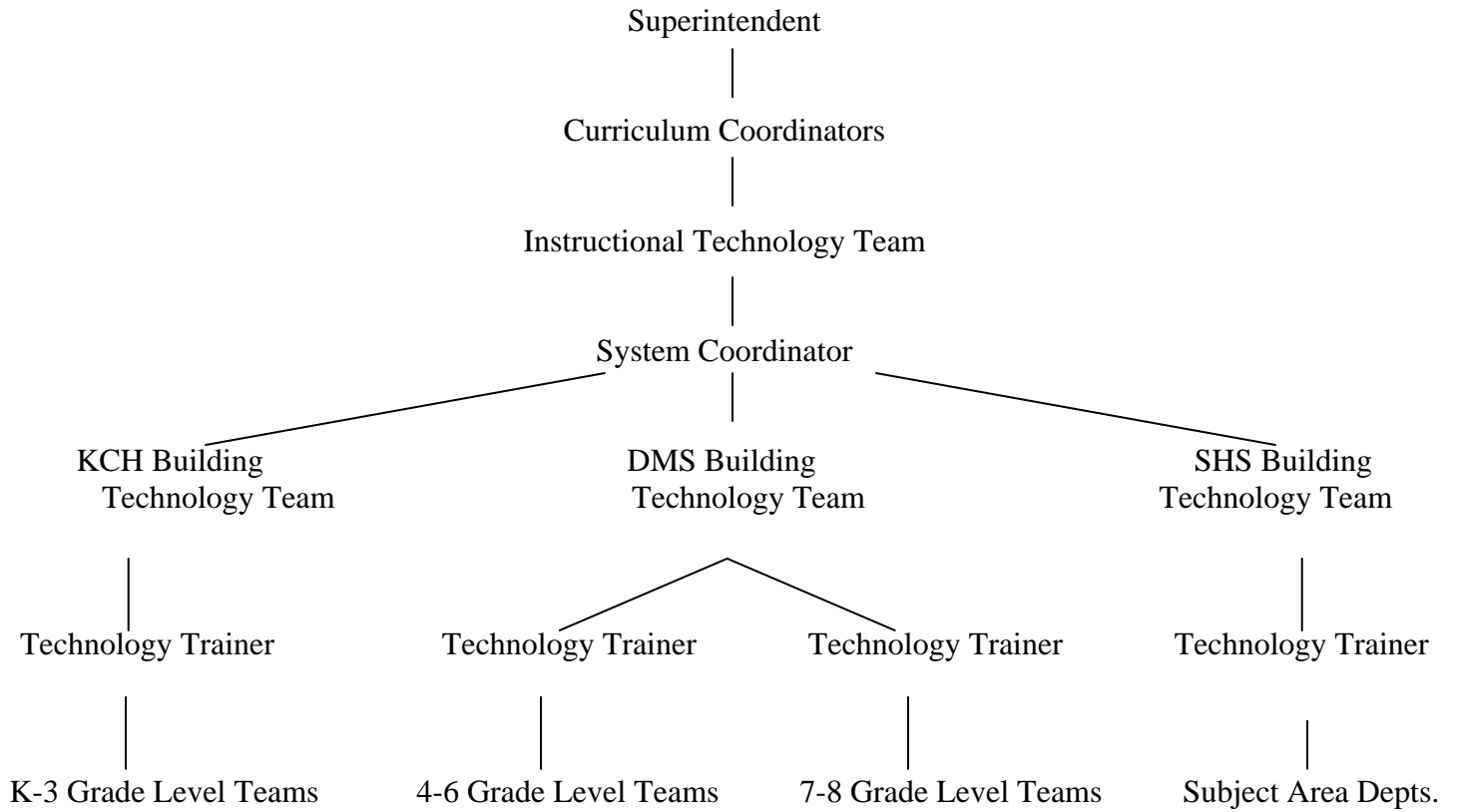
## Appendix I-B<sup>1</sup> – Instructional Technology Organizational Structure

### Technical Organization



- Technical decisions relative to our information system will go through System Coordinator.
- Needs relative to the system will be prioritized through System Coordinator.
- Workload for PC Support Specialist will be delegated through System Coordinator.
- Workload for Specialists will be dedicated to creating a faithful, functional network.
- Help requests go through SYSOPS – what cannot be handled at that level will be entered into the Technical Help Database.

**Instructional Organization**



## **Appendix I-B<sup>2</sup>**

### **Instructional Technology Team Members**

- Director of Pupil Services
- Public Information Consultant
- Curriculum Coordinators
- System Coordinator
- SYSOP from each building (K. C. Heffernan Elementary School, Driver Middle School, Senior High School)
- Two teacher representatives from each building
- Building administrator from each building

## Appendix I-B<sup>2</sup>

### Instructional Technology Team Meeting Notes 10/13/06

#### Building Updates

##### KCH

- Keyboards need cleaning
  - Whose responsibility is it to clean them?
  - Bring this up at Cabinet
  - Do not buy Dust-Off
- There is a build up of equipment in the lab
- There was concern about receiving email from parents-how will we know it is legitimate and not junk mail?

##### DMS

- Same keyboard cleaning problem as KCH
- Large number of obsolete computers
  - Starting to have break down issues
  - Went from 79 to 75 working computers in the library

##### SHS

- Still need air conditioning
- Could we have students new to the district sign an AUP form and get an account as part of the new student registration process?
- Could we also do the above with new staff?
- There are many old computers that are very slow
  - Elena is working on this, but people are very frustrated.
- Smartboards-Everything is in. The carts need to be put together. Who is responsible for this? What is the process for getting smartboards hooked up? The smartboards and projectors need to be hooked up. This would take about one hour for each hook-up.
- We need a Cabinet discussion to talk about responsibility and process with regard to technology and maintenance of technology.  
ITT proposes that the District hire a custodial person who would be specifically assigned to the tech. Department to do such things as computer cleaning, moving equipment, assembly of carts, etc. (This proposal is reflected in the budget proposal.)
- Teachers are still feeling pressure with all the new initiatives.
- Tech mentors have been notified that they have been appointed. Elena will send an email to MCS All to notify the entire staff of who the tech mentors are. Elena will also meet with the tech mentors.

## **Website Discussion**

- A sub-committee met and went through entire site. (Jessica Docteur, Elena Drescher, Jeanne Overend, Cathy Arvantides, Gary Bissaillon, Janet Schultz)
- ITT discussed who is responsible for what sections.
- District-wide things will be on the district page.
- Individual departments will be off each building's page (through blackboard or the template provided by BOCES.)
- We need a Cabinet discussion about the accountability for teachers with email(i.e, are teachers accountable for answering every e-mail that a parent sends).
  - Email should be discussed at faculty meetings before it is posted on the website.
  - Teachers need to be notified when email addresses are posted on the website.
  - There is a concern about the timing with other technology initiatives.
- Elena will look into how blackboard sites are listed on the new website.
- There will be a "student features" section
- For consistency and quality assurance, as few people as possible should be involved in uploading information to the website.
- There should be ONE person for each section of the website:
  - District information-Elena
  - Lunch menus-Elena
  - Athletics-Karissa
  - Fine Arts-Carmen Costa
  - Library-Mike Brown
  - KCH -Gary or Cindy???
  - DMS-Janet
  - SHS-Deb or John???

## **MyGradeBook.com**

- There was an issue with \*50. Teachers need to use 50 and the comment indicating that the student's true average is below 50. MGB will not take \*.
- Steve and/or Marsha will be here to assist with MGB on 11/6 at DMS and 11/7 at SHS. They will be available from 8:00-3:00. They will also be here on 1/23 (DMS) and 1/24 (SHS).
- Mary Thomas and Hannah Naczi will assist at DMS.
- 10/18 there is a MGB users meeting from 9:00-11:00 at BOCES. Mary and Elena are going.

## **Budget Discussion**

- Dave and Elena drafted a budget proposal.
- The group reviewed the proposal.
- Dave will make revisions and forward the proposal to Jessica for discussion at Cabinet.

### **Acceptable Use Policy**

- The group reviewed the current Acceptable Use Policy.
- We discussed “guided use” or “independent use.”
- Currently, only students in grades 7-12 get permission slip signed.
- We will keep the policy as “independent use” for grades 4-12, but we need to get permission forms signed from all students in grades 4-6, which we do not currently do.
- For kids in 4<sup>th</sup> grade, Elena will give copies of the AUP to teachers, who will
- distribute them to the students. Parents will sign them and the forms should ultimately get returned to Elena. These permission forms will be valid through the student’s graduation.
- It would be nice to have this information in SIS or some database for easy review.
- There was discussion about including something in the faculty handbooks about the need to review “netiquette” with students annually.
- Dave will revise the AUP per the discussion of the group.
- We will discuss at Cabinet whether or not the revised AUP needs to be reviewed by a lawyer.

### **Technology Plan**

- Dave handed out and discussed the existing technology plan. ITT members will read over the plan and be prepared to discuss and update it at the December ITT meeting. We would like to complete all revisions to the tech plan at the December meeting so that it can move forward in the approval process.

### **Software Request**

- Elena will change the dates on the current software request forms.
- Forms sometimes are submitted incompletely. This is a problem.

### **Next Meeting**

- Building Updates
- Smartboard Updates
- Technology Plan Review and Revisions
- Budget Proposal Update
- Website Update
- Software Purchases

### **Dates for Future ITT Meetings**

December 15, 2006

February 9, 2007

April 20, 2007

June 1, 2007

## **Section II**

# **Technology Objectives and Plans**

## II. Technology Objectives and Plans

### A. Overview

#### 1. Overall Objectives

*Goal #1* – Provide the instructional technology necessary for students to access, analyze and communicate information.

*Goal #2* – Enhance student learning through the integration of technology across all curriculum areas relative to New York State Education Department Standards and School Alliance for Continuous Progress (SACI) indicators.

*Goal #3* – Provide equitable access to technology, maintain the networking infrastructure, and provide the on-going technical support necessary to have a faithful, functional, instructional technology network. Improve and enhance technology programs by ensuring that support resources equal the needs of added technology initiatives and programs.

*Goal #4* – Develop and implement effective professional development programs relative to instructional technologies, management tools and communication.

*Goal #5* – Develop and implement policies that ensure the safe and ethical use of educational technology.

*Goal #6* – Provide access to telecommunication services that enhance the ability to communicate, effectively, in an information rich environment.

*Goal #7* – Use telecommunication services and technological innovations to increase our effectiveness in communicating with parents and the community.

*Goal #8* – Ensure that the Instructional Technology Plan is congruent with the District's Instructional Plan and the District budget.

#### 2. Grade Appropriate Curriculum Integration

Educational technology is integrated across all grade levels and across all curriculum areas by the establishment of District wide instructional technology, competency goals (standards) and grade level/subject level benchmarks. The District's Instructional Technology Team (ITT) oversees implementation in conjunction with Building level technology committees, District K-6 Curriculum Committees, Grade 7-12 Subject Area Departments and the District's Curriculum Council. Instructional technology curriculum integration and implementation has three components:

- The direct instruction of specific computer/technology skills within the context of classroom instruction.

- The use of technology, by both teachers and students, to access, analyze, manage, and communicate information.
- The use of technology to build student success across all curriculum areas and relative to improved student outcomes as measured by state subject area assessments and standards.

The integration of technology into our curriculum is on-going and will continue into the future. Timeline for that integration includes:

- Explore implementation of Office 2003
- Continued implementation of Competency Goals and Benchmarks
- Continued use of regularly scheduled computer labs and daily instructional use of computers in the classroom.
- Continued implementation of keyboarding instruction at grades 3 and 5.
- Continued software purchase and implementation into curriculum through ITT and expenditure of state software and equipment funds.
- Continued facilitation of both palm and GPS technology in classroom instruction (2004/2005).
- Enhance and upgrade CTE strand and improve facilities through the addition of a new CAD lab and new CAD software.
- Implement Smart Board technology in the classroom.
- Develop a comprehensive instructional technology “budget” approach that addresses both the obsolescence/replacement needs and the addition of new technologies.
- Enhance Assistive Technology programs.
- Explore global instructional technology program (i.e. off campus opportunities for students)

**Outlined below are the District's three Competency Goals:**

**Competency Goal 1** – The learner(students and staff) will understand important issues of a technology based society and will exhibit ethical behavior in the use of computer and other technologies.

**Competency Goal 2** – The learner will demonstrate knowledge and skills in the use of computer and other technologies.

**Competency Goal 3** – The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, manage and communicate information.

Outlined, on the following pages, are the grade level/subject area specific competency goals and benchmarks. These competency goals and benchmarks are designed to provide students with the skills necessary to meet not only our stated Technology Competency Goals but also the standards set by the New York State Education Department and the SACI indicators across all curriculum areas. The benchmarks, which follow, articulate the instructional focus at each grade level and the instructional focus for various subject areas at grade 7-12. For example, all the benchmark skills listed under Competency Goal 3 at Grade 8 are skills needed not only for technology success but also for success on a variety of state assessments.

# Computer/Technology Skills Curriculum

## **Grade Level: K**

### *Competency Goal 1*

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

1.1 Identify the computer as a machine that helps people work and play.

1.2 Demonstrate respect for work of others.

1.3 Understand the appropriate care of hardware/software.

### *Competency Goal 2*

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

2.1 Use a mouse to navigate through instructional programs.

2.2 Know when to ask for help.

2.3 Demonstrate how to start a program.

### *Competency Goal 3*

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, manage, and communicate information.**

3.1 Navigate through instructional programs

### *Grade Level Focus*

- Parts of a computer
- Keyboard familiarity
- Logging in/out

## **Grade Level: 1**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- 1.1 Understand and use password protection.
- 1.2 Demonstrate appropriate care of computers.
- 1.3 Demonstrate respect for the work of others.

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- 2.1 Demonstrate ability to log on and off.
- 2.2 Identify parts of computer (keyboard, CPU, mouse, monitor, disk drive, printer).
- 2.3 Demonstrate ability to print.
- 2.4 Demonstrate appropriate posture.

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

- 3.1 Navigate through instructional programs

### ***Grade Level Focus:***

- Use of computer
- Parts of computer
- Maintain K skills

## **Grade Level: 2**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- 1.1 Understand and use password protection.
- 1.2 Respect work of others.
- 1.3 Demonstrate appropriate care of hardware/software.
- 1.4 Demonstrate responsibility in use of printer and printing supplies

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- 2.1 Introduce toolbars/menu, insertion point, highlighting, and correcting text.
- 2.2 Demonstrate saving and retrieving a document.
- 2.3 Demonstrate hand placement, left/right keyboard orientation.
- 2.4 Demonstrate knowledge of primary keys (shift, space bar, arrow, cluster, numbers, tab, etc.).
- 2.5 Demonstrate the ability to print documents

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

- 3.1 Uses electronic information resources (on-line public access, catalog, data bases).

#### **Grade Level Skills**

- Knowledge of Keyboard
- Parts of Computer
- Maintain K-1 skills

## **Grade Level: 3**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- 1.1 Demonstrate an understanding of network etiquette (i.e., privacy, respect).
- 1.2 Demonstrate respect for work of others.
- 1.3 Demonstrate appropriate use.

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- 2.1 Properly boots up and shuts down.
- 2.2 Demonstrate care of discs and hardware.
- 2.3 Understand basic vocabulary (i.e., icon, click, button, double click, click and drag, dialog box, enter, software, hardware, program, space bar, launch, file, virus, highlight, desktop).
- 2.4 Complete 10 week keyboarding course.
- 2.5 Maintain skills taught at Grade 2.
- 2.6 Use calculator for basic mathematical function.

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

- 3.1 Conduct a simple search.
- 3.2 Demonstrate an understanding of telecommunications such as e-mail and Internet.
- 3.3 Develop a computer generated document

***Grade Level Focus:***

- Keyboarding introduction
- Information access introduction
- Use technology as a support for learning
- Maintain K-2 skills

## **Grade Level: 4**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- 1.1 Demonstrate an understanding of network etiquette.
- 1.2 Understand proper procedures for reporting problems.
- 1.3 Demonstrate respect for work of others.
- 1.4 Demonstrate appropriate use.
- 1.5 Understand acceptable use policy.

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- 2.1 Produce a formatted, computer generated document
- 2.2 Maintain keyboarding skills taught at Grade 3.

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

- 3.1 Demonstrate ability to complete a simple search.
- 3.2 Demonstrate ability to use and access Internet.

### ***Grade Level Focus:***

- Maintain Grade K-3 skills
- Introduction of problem resolution

## **Grade Level: 5**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- 1.1 Begin to discriminate between valid and invalid information.
- 1.2 Develop awareness of rules regarding copyright/licensing infringement.
- 1.3 Recognize the need to protect software/hardware against virus and vandalism.

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- 2.1 Maintain files and folders.
- 2.2 Use spell check.
- 2.3 Use undo/redo commands.
- 2.4 Delete text.
- 2.5 Indent with tabs.
- 2.6 Complete 10 week keyboarding course.
- 2.7 Use grammar check
- 2.8 Demonstrate speed and accuracy of 12 words a minute.

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

- 3.1 Expand the use of electronic resources.
- 3.2 Discriminate between valid and invalid information.
- 3.3 Demonstrate the ability to conduct a complex search

***Grade Level Focus:***

- Discriminating information
- Developing word processed document
- Using search strategies
- Understanding copyright issues
- Maintain K-4 skills

## **Grade Level: 6**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

1.1 Understand, and use, proper virus protection.

1.2 Understand and avoids plagiarism.

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

2.1 Use help menu.

2.2 Use functions of cut, paste and copy.

2.3 Demonstrate ability to change margins, use directional keys, set page break, use a thesaurus, insert objects, and use headers/footers.

2.4 Use touch-typing when keyboarding.

2.5 Demonstrate use of spreadsheets through creating charts, entering data in a cell, and using icon buttons.

2.6 Demonstrate the ability to save to an external source.

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

3.1 Use Internet for information gathering.

3.2 Demonstrate the ability to create a computer-generated presentation.

### ***Grade Level Focus:***

- Use of Internet for information gathering
- Spreadsheets
- Maintain Grade K-5 skills

## **Grade Level: 7**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- 1.1 Demonstrate ethical behavior relating to security, privacy, passwords, and personal information.
- 1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in paper and multimedia presentations.
- 1.3 Describe the impact of technology on the skills needed for the workplace.

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- 2.1 Enter and edit data into a prepared spreadsheet to test simple "what if" statements.
- 2.2 Select appropriate spreadsheet functions to solve problems.

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

- 3.1 Select and use technology tools to collect, analyze, and display data.
- 3.2 Use word processing/desktop publishing for assignments/projects.
- 3.3 Research, create, publish, and present projects related to content areas using a variety of technological tools.
- 3.4 Search and sort information using more than one criterion and explain strategies used to find information.
- 3.5 Create/modify and use a database relevant to a classroom assignment.
- 3.6 Choose charts/tables or graphs to best represent data and state reason.
- 3.7 Evaluate the information from electronic sources as to validity, appropriateness, content, and usefulness.

***Grade Level Focus Areas:***

- Using ethical behavior in the use of technology resources
- Using appropriate spreadsheet functions to solve problems related to content areas
- Selecting and using technology tools to collect, analyze, and display data
- Using a variety of technological tools to develop projects in content areas
- Maintain K-6 skills

## **Grade Level: 8**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- 1.1 Model ethical behavior relating to security, privacy, passwords, and personal information.
- 1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in paper and multimedia presentations.
- 1.3 Investigate occupations dependent on technology.

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

Non-Applicable

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

- 3.1 Select and use technology tools to collect, analyze, and display data.
- 3.2 Use word processing/desktop publishing for assignments/projects.
- 3.3 Research, create, publish, and present projects related to content areas using a variety of technological tools.
- 3.4 Use databases relevant to classroom assignments.
- 3.5 Apply search and sort strategies used in a database.
- 3.6 Explain the rationale for choosing charts/tables or graphs to best represent data.
- 3.7 Use spreadsheets to explore various formulas/functions and relationships.
- 3.8 Conduct online research and evaluate the information found as to the validity, appropriateness, content, and usefulness.

### ***Grade Level Focus Areas***

- Using spreadsheets and databases relevant to classroom assignments
- Choosing charts/tables or graphs to best represent data
- Conducting online research and evaluating the information found
- Using word processing/desktop publishing for classroom assignments/projects
- Using a variety of technological tools to develop projects in content areas
- Maintain K-7 skills

## **Grade Level: 9-12**

### ***Competency Goal 1***

**The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- 1.1 Practice ethical behavior in using computer-based technology.
- 1.2 Identify issues surrounding complex technology environments.

### ***Competency Goal 2***

**The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- 2.1 Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects.
- 2.2 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

### ***Competency Goal 3***

**The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.**

## **Arts Education**

- 3.1 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.2 Select and use appropriate technologies as a means of artistic expression.
- 3.3 Use electronic resources for research.
- 3.4 Use technological tools for class assignments, projects, and presentations.
- 3.5 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## **English**

- 3.1 Use word processing and/or desktop publishing for a variety of writing assignments/projects.
- 3.2 Use electronic resources for research.
- 3.3 Select and use technological tools for class assignments, projects, and presentations.
- 3.4 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## **Foreign Languages**

- 3.1 Select and use appropriate technologies to communicate in other languages with other cultures.
- 3.2 Select and use technological tools for class assignments, projects, and presentations.
- 3.3 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## **Health/Physical Education**

- 3.1 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.2 Use technology for experiments and/or research.
- 3.3 Use electronic resources for research.
- 3.4 Select and use technological tools for class assignments, projects, and presentations.
- 3.5 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## **Mathematics**

- 3.1 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.2 Use spreadsheets to solve problems and display data.
- 3.3 Use a calculator, scientific calculator, or graphing calculator for problem solving.
- 3.4 Select and use technological tools for class assignments, projects, and presentations.
- 3.5 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## **Science**

- 3.1 Use scientific instruments to perform experiments.
- 3.2 Use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.3 Use electronic resources for research.
- 3.4 Use spreadsheets and/or databases to collect, record, analyze, and present data.
- 3.5 Select and use technology tools for class presentations.
- 3.6 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## **Social Studies**

- 3.1 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- 3.2 Use databases to collect, record, analyze, and display data.
- 3.3 Use electronic resources for research.
- 3.4 Select and use technological tools for class assignments, projects, and presentations.
- 3.5 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.

## **Workforce Development**

- 3.1 Select and use appropriate technologies to prepare for the workplace.
- 3.2 Use electronic resources for research.
- 3.3 Select and use technological tools for class assignments, projects, and presentations.
- 3.4 Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations

### 3. Basic Technology Architecture and Infrastructure Plan

## B. Equipment and Service Components

### 1. Hardware/Software

a) Computer – Students, faculty, and staff have access to computer technology as follows:

- All District classrooms have at least one networked computer for student use. At primary level each classroom has at least one computer and most have two. All classrooms throughout the District are networked.
- KCH has one networked computer lab. Driver Middle School and the Senior High School each have two networked computer labs.
- All District library-media centers have networked computer stations and the media centers themselves are automated.
- All District buildings have networked computer-printer stations.
- The District operates an instructional network (teacher/student) system and an administrative network system.

See section IV for inventory of all computer hardware/software.

b) Telecommunications – Telecommunication systems include telephone services, e-mail, distance learning capacities, satellite dish, teacher Blackboard sites, MyGradeBook, and the District website.

c) Other – the District maintains a satellite receiver which facilitates distance learning opportunities.

### 2. Services

a) Computer and Internet Access – all District students, staff, and administrators have computer and Internet access. There are policies in place that govern the use of the Internet (see Appendix <sup>B</sup>1 of this section). There are also procedures in place for the management of District software (See Appendix <sup>B</sup>2 of this section). Appendix <sup>B</sup>3 covers the use of printers in the District. Internet services, at student level, enhance classroom instruction and increase information access. Internet services, at staff level, provide effective access to current educational research. Involvement with BOCES CRC also provides a variety of Internet services.

Steps are in place to ensure that all District students, regardless of functioning level or economic status have equitable access to instructional technology. These steps include:

- Regularly scheduled use of classroom computers

- Regularly scheduled time in computer labs
- Student need specific software and Assistive Technology in the areas of special education and AIS
- Use of District and Public Libraries computer resources
- Subject specific assignments/activities designed to facilitate use of instructional technology

The District has also mapped out plans for increased access to educational technology as follows:

- Continued implementation of keyboarding program for all students in grades 3 and 5.
- Continued implementation of Competency Goals and benchmarks at each grade level.
- Continued use of Presentation Stations for each District building.
- Facilitation of increased usage of resources from the BOCES Curriculum Resource Center
- Continued implementation of DANA programs in classrooms at grade 3 and 5.
- Increase of computer stations in classrooms.
- Increase of student specific software in special education classrooms.
- Continuation building computer equipment line in future budgets.
- Implementation of expanded CAD Lab technology at the high school level.
- Implementation of Smart Board Technology across the District.
- Implementation of Curriculum Mapper and MyGradeBook

It is understood in our planning process that inservices our faculty is receiving will generate additions to the above steps as we enhance our instructional program with technology.

b) Telecommunication services include telephone, e-mail, distance learning, and teacher Blackboard sites. District telecommunication capacities have greatly increased our ability to communicate information internally, communicate with the community, and share best practices within our faculty and the greater educational community. Examples of this are Blackboard sites, e-mail, MyGradeBook, websites, and inservicing activities. The District also maintains a web site that is accessible to the community both through home computers or public library resources.

c) Other – The District helps fund the Marcellus Public Library through the inclusion of a referendum on our District budget vote. The district has one presentation station at each building and one classroom set of DANA's at Grade 3 and Grade 5, as well as a class set of DANA's at the Middle School and High School for Special Education students

### 3. Infrastructure

a) Facility Construction and/or Renovation – The District hardware, software, and telecommunication infrastructure is assessed regularly through the ITT planning process and evaluations completed by BOCES and Progressive Expert Consulting (PEC.)

b) Telecommunications and Electrical Wiring – See attached infrastructure maps and outlines in Section A3.

### 4. Related Programs

a) Upgrades and Maintenance – The System Coordinator meets weekly with the PC Support Specialist to assign tasks for the on-going maintenance and upgrade of our system. There is a reporting system in place at all levels to highlight system problems. The system feeds into a database that allows the tech staff to identify and correct problems in a timely fashion. There is a system in place to report back to staff relative to maintenance issues.

b) Security and Privacy – The District uses a user account/password system to ensure privacy at all levels. Internet security is provided through X-Stop filtering system and firewall technology.

c) Inter-school Initiatives – The computer network allows for a variety of initiatives across all building levels. Prime examples are Blackboard sites, MyGradeBook, Curriculum Mapper, e-mail, and even District-wide web guest activities. Additionally several teachers/classrooms participate in electronic field trips and cross-school internet/e-mails links.

5. Deployment Schedule – Deployment of equipment is set by the ITT, PEC, and BOCES whenever upgrades are made. The District has a District-wide budget line for the replacement of computers and a building level budget line for adding new equipment. The System Coordinator facilitates deployment of the tech staff.

Personnel

**SUBJECT: INTERNET /NETWORK COMPUTING – AN INTRODUCTION**

The Internet is an electronic highway connecting computers in the District and thousands of computers all over the world with millions of individual subscribers. Depending on the school site, students, teachers, and other users have varying levels of access to:

- 1) Graphical access to the World Wide Web.
- 2) Information and news from agencies such as NASA, the U.S. Weather Bureau, Smithsonian Institution, universities and colleges as well as the opportunity to correspond with experts in many fields from around the world;
- 3) Many university library catalogs, The Library of Congress, and ERIC (a large collection of information relevant to educators and students);
- 4) Public domain software and graphics of all types for educational use;
- 5) Electronic mail (e-mail) communication with people all over the world; and
- 6) Discussion groups on a wide range of topics ranging from Aardvarks to Zen Buddhism.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Some of the precautions the Marcellus Central School District is taking to restrict access to inappropriate materials include:

*Internet Filtration System*  
*Password Protection*  
*Staff, student/parent authorization forms for independent usage*  
*Training for all users*

It must be noted that on a global network it is impossible to control all materials and an industrious user may discover information that some may find inappropriate, offensive, or controversial. We, the Marcellus Central School District, firmly believe that access to the valuable information and interaction available on this world-wide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

(Continued)

**SUBJECT: INTERNET /NETWORK– AN INTRODUCTION (Cont’d.)**

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, smooth operation of the network relies upon users exercising proper conduct and adhering to strict guidelines. These guidelines are provided here so that users are aware of their responsibilities. In general this requires efficient, ethical and legal utilization of the network resources.

There are two kinds of Internet /Network usage. *Guided Use* is available for all students. *Independent Use* is available for students with parental permission in Grades 4-12.

**Guided Use (Students, Grades K-12)**

Any student may use the Internet /Network under the direction of a teacher. Connection sites will be controlled by that teacher.

**Independent Use (Students, Grades 4-12)**

The student will be able to explore other educationally related sites on the Internet only with:

- A prior written permission form signed by the parent(s) or guardian(s).
- The student’s signature indicating his/her understanding of the appropriate use of the Internet.
- A specific educationally-related project to work on.

**The Following is Not Permitted But Not Limited To:**

- 1) Sending or displaying offensive messages or pictures.
- 2) Using obscene language or profanity.
- 3) Harassing, insulting or attacking others.
- 4) Engaging in the promotion of violence.
- 5) Engaging in racial, gender or other slurs.

(Continued)

## Personnel

**SUBJECT: INTERNET /NETWORK – AN INTRODUCTION (Cont'd.)**

- 6) Receiving or transmitting information pertaining to dangerous materials such as bombs, automatic weapons, or any illicit firearms, weaponry, or explosive devices.
- 7) Damaging computers, computer systems or computer networks.
- 8) Violating copyright laws.
- 9) Using anyone else's password(s).
- 10) Trespassing in anyone else's folder(s), work or files.
- 11) Intentionally wasting limited resources or requesting unnecessary or lengthy material that ties up system resources.
- 12) Employing the network for commercial purposes.
- 13) Accessing chat services.
- 14) Visiting inappropriate sites.
- 15) Unauthorized use of school name or affiliation
- 16) Misrepresentation of self or others

It is understood that an internet user may access a site which is inappropriate: at which time, the user must, without delay, back out of the site. A violation of this rule could result in a suspension from either Internet use or computer access.

**Sanctions**

Violations of this regulation may result in suspension or termination of access privileges, referral to the District Acceptable Use Policy Committee for further action, disciplinary action pursuant to the student conduct code and related policies, disciplinary action under personnel policies, and/or referral to law enforcement agencies.

Just as they are in classrooms or school hallways, students, staff, and other users are responsible for acceptable behavior on school computer networks. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students, teachers, and other users to conduct research and communicate with others. Access to network services will be provided to students, teachers, and other users who agree to act in a considerate and responsible manner and who obtain the necessary signatures on the *Internet /Network Acceptable Use Agreement Form*.

(Continued)

Personnel

**SUBJECT: INTERNET /NETWORK– AN INTRODUCTION (Cont’d.)**

The *Internet /Network Acceptable Use Agreement Form* is a written agreement, signed by students/parents, staff, and other users, outlining the terms and conditions of the Internet /Network Acceptable Use Regulations. Anyone wishing to use the District’s Internet /Network connection is required to sign the District’s *Internet /Network Acceptable Use Agreement Form*.

## Personnel

**SUBJECT: AUTHORIZED INTERNET /NETWORK USE REGULATIONS**

The System Coordinator works with the building principals to ensure that teachers, staff and students in his/her school are knowledgeable about the Regulation, *Authorized Internet /Network Use*, and for providing the Student and Employee *Authorized Internet /Network Use Agreement Forms*.

**Building principals** are also responsible for ensuring that all Marcellus Central School District Internet users under their supervision (employees and independent student users) have signed the Student and/or Employee *Authorized Internet /Network Use Agreement Forms* prior to receiving Internet access. The Employee *Authorized Use Agreement Forms* will be kept on file at the Marcellus District Office.

At least annually, **teachers** are responsible for explaining Netiquette (network etiquette) to all students (at Grades 4-12).

**Some examples of appropriate Netiquette are:**

- 1) Use only their own Internet account;
- 2) Be polite and use appropriate language in their messages to others;
- 3) Not reveal their own or anyone else's personal address, phone number, or password;
- 4) Use the network in ways that do not disrupt the use of the network by other users; and
- 5) Not harm or destroy data of another user including the uploading or creation of computer viruses to the Marcellus Central School District computers/networks, or to other computers/networks that are connected to any part of the Internet.

Teachers are also responsible for providing the System Coordinator with the signed student Authorized Internet/Network Use Agreement forms.

## Personnel

**SUBJECT: AUTHORIZED INTERNET /NETWORK USE REGULATIONS (Cont'd)**

**Parents/guardians** are responsible for discussing the *Student Authorized Use Form* with their students. By signing the agreement form, parents/guardians give their permission to the District to issue an Internet /Network account to their child.

All Marcellus School District Internet /Network Users (e.g., students, employees) are responsible for abiding by all the terms and conditions of this Regulation and accompanying regulations.

**STUDENT AUTHORIZED INTERNET /NETWORK USE AGREEMENT FORM**

*Please read this document carefully before signing.*

All Marcellus Central School District Internet /Network users are required to sign the *Authorized Internet /Network Use Agreement Form* and to abide by the terms and conditions of this Regulation and the corresponding regulations. The District does not authorize any use of the Internet /Network that is not conducted strictly in compliance with this Policy and/or Regulation. Your signature on this document indicates that you have read the terms and conditions carefully and understand their significance.

The District believes that the Internet /Network offers vast, diverse, and unique resources for students, teachers, and other users. The District's goal is providing this service to staff and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The District may not be able to technologically limit access to services through the District's Internet /Network connection to only those who have been authorized for the purpose of instruction, study, and research related to the curriculum. Parents/guardians are advised that a determined user may be able to gain access to services on the Internet /Network which the District has not authorized for educational purposes. Parents/guardians are also advised that communications on the Internet /Network are not censored by the District. By participating in the use of the Internet /Network, students may gain access to information and communications which they or their parents/guardians may find inappropriate, offensive, or controversial. Parents/guardians assume this risk by consenting to allow their students to participate in the use of the Internet /Network.

Users who disregard the District's *Authorized Internet /Network Use Policy* and Regulations may have their use of privileges suspended or revoked. Users granted access to the Internet /Network through the Marcellus Central School District assume personal responsibility and liability, both civil and criminal, for uses of the Internet /Network not authorized by District Policy and/or Regulation.

(Continued)

**STUDENT AUTHORIZED INTERNET /NETWORK USE AGREEMENT FORM**  
*Please read this document carefully before signing*

**Acknowledgement of Responsibilities**

**Student**

I understand and will abide by the Terms and Conditions for District Computer System usage including Internet /Network use. I further understand that any violation of the Policy and/or Regulations is unethical and may constitute a criminal offense.

Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

Name \_\_\_\_\_ Anticipated Graduation Year \_\_\_\_\_  
(Please Print)

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent or Guardian**

As the parent or guardian of this student, I have read the Terms and Conditions of the District Computer System for Internet /Network access. I understand that this access is designed for educational purposes and the Marcellus Central School District cannot guarantee restricted access to all inappropriate materials and communications, and I will not hold the Marcellus Central School District responsible for materials accessed and communications engaged in by my child on the Internet /Network.

I hereby give permission to issue access to the Internet /Network for my son/daughter and certify that the information contained on this form is correct.

Parent/Guardian Name \_\_\_\_\_  
(Please Print)

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**EMPLOYEE AUTHORIZED INTERNET /NETWORK USE AGREEMENT FORM**

*Please read this document carefully before signing.*

School/Department \_\_\_\_\_

Principal/Supervisor \_\_\_\_\_

*Please read this document carefully before signing.*

All Marcellus Central School District Computer Internet /Network users are required to sign the *Authorized Internet /Network Use Agreement Form*. The Board of Education does not authorize any use of the Internet /Network that is not conducted strictly in compliance with Policy and/or Regulations. Your signature on this document indicates that you have read the terms and conditions carefully and understand their significance.

As an employee of the Marcellus Central School District, I have been informed of the *Authorized Internet /Network Use Policy* and/or Regulations, and *Employee Agreement Form*, and hereby agree to abide by all of the terms and conditions of this Policy and/or Regulations and its accompanying regulations.

Name \_\_\_\_\_  
(Please Print)

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix II – B<sup>2</sup>**

### **Software Management Procedure**

#### **Acquisition of Software**

1. Software Request Forms are distributed to teachers.
  2. Request Forms are returned to building principal.
  3. Request Forms are prioritized by building Technology Committees
  4. Request Forms are submitted to the Instructional Technology Coordinator and the Technology Facilitator for final review.
  5. Software is ordered by and shipped to the Instructional Technology Coordinator.
  6. The Instructional Technology Coordinator makes a copy of the license. The original license is to be stored in the DO, the copy to be kept with the software bundle)
  7. Instructional Technology Coordinator gives the software to the Technology Facilitator for installation.
- If extra funds exist after initial requests have been filled, the Instructional Technology Team will determine how to allocate the balance.
  - All gifts/donations must follow the District Policy relative to acceptance of gifts/donations. Donated/Gifted materials will be accepted at the discretion of building specific Technology Committees, Instructional Technology Coordinator and Technology Facilitator.
  - The district will not install any personally purchased software unless it has gone through the above process.

#### **Installation of Software**

1. Only district-owned software (barcoded) may be installed and used on district computers.
2. Technology Facilitator will arrange for the installation of new software on the server or individual machines.
3. Software installation disks and manuals are filed securely in the Technology Office.
4. Software licenses are filed securely in the district safe.
5. Technology Facilitator will notify the Instructional Technology Coordinator, building principals and sysops of what software has been installed and how it can be accessed.

#### **Inventory**

- A software inventory will be maintained.
- An annual evaluation of software use will be completed. Based on the results of this evaluation/survey, decisions will be made annually regarding elimination or upgrading existing software.
- Individual software CD's will be housed and bar-coded in respective building library media centers.
- Teachers may borrow CD's on a short or long-term basis. CD's must be returned before the end of the school year for inventory.

## **Manuals**

- Teachers/staff may borrow manuals by submitting a request to the Instructional Technology Coordinator.

## **Notification**

- The Technology Facilitator will notify the Instructional Technology Coordinator, building principals and sysops of what software has been installed and how it can be accessed.
- Technology Facilitator will notify faculty as software is installed

## **File Management**

### C. Hard drives

- Cache folders and personal documents need to be cleared on a regular basis.

### D. Home Directories

- K-8 home directories will be wiped out during the summer months.
- Teachers will notify students 9-12 during the month of May, that they need to clean out their home directories.
- Essential files need to be backed-up on to a floppy disk or a CD before the last day of school. Students are responsible for purchasing and safeguarding their own disks. Directions on how to do this will be posted in the DMS Computer Lab, SHS Writing Center and all Library Media Centers.
- Teachers should also clean out home directories on a regular basis. Essential files should be backed-up on CD or floppy disks

## Appendix II – B<sup>3</sup>

### Printing Procedure

The following guidelines are intended to promote responsible use of our printing resources:

- Avoid Waste: Think before you print.
  - ❖ Can you use a smaller font?
  - ❖ Is this school-related?
  - ❖ Is this really necessary?
  - ❖ Is the document fully edited and ready to print?
- Printing costs include both paper and ink/toner.
- Edit online. Proofread before you print.
- Print a document once. Use the photocopier for multiple copies.
- If the print job does not print, ask for help; do not re-send the print job.
- Color printing/copying can cost up to six times as much as black and white printing – use color printers with discretion.
- Teachers are responsible for setting and enforcing printing limitations within the classroom.

Users who disregard the Printing Procedure may have their computer use privileges suspended or revoked.

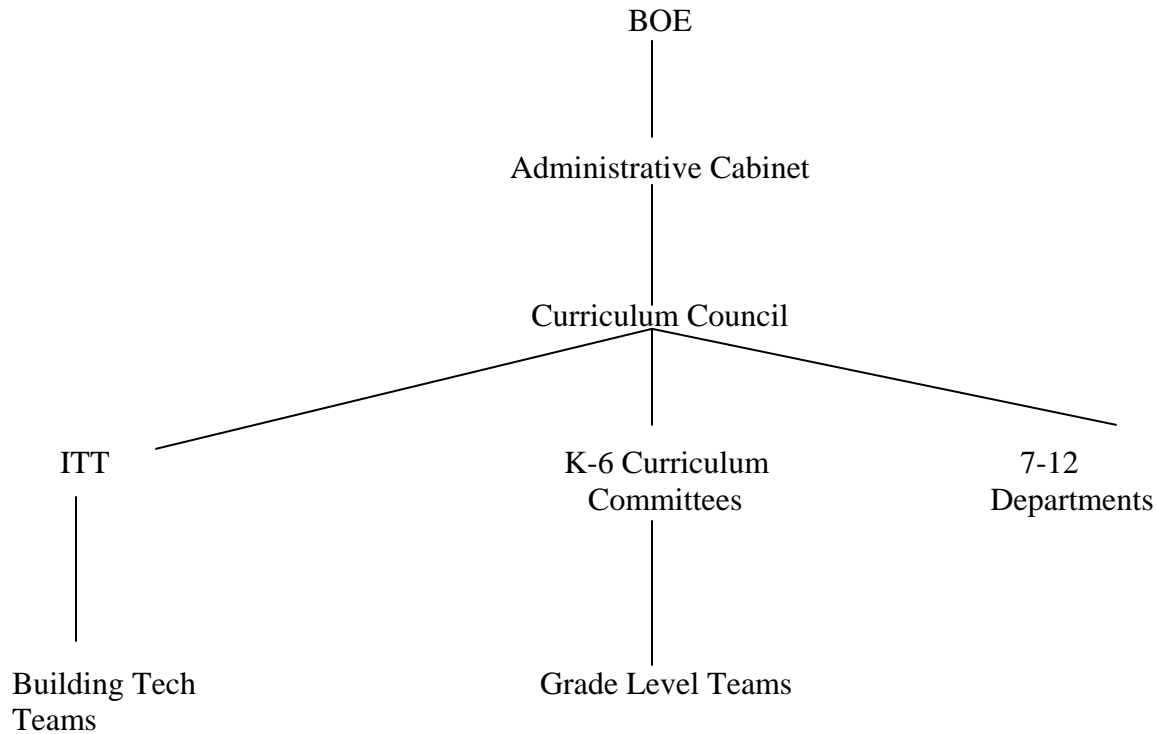
## C. Staffing and Training

1. Technology Coordination – The Marcellus Central School District develops a District-wide Instructional Plan, approved by the Board of Education. District Goals and instructional targets are developed at both building level and curriculum committee/department level to achieve these goals. The District Goals are articulated in Section I of this plan. The District also has a Professional Development Committee whose charge is to identify and address professional development needs based on enhancing student success in school. The District Instructional Technology Team works in conjunction with the PDC to address technology based professional development needs. Data is collected through staff surveys, feedback/evaluation from workshops, minutes from curriculum committees and department meetings, feedback from Curriculum Council and Administrative Cabinet, information from Site-based Teams, and Instructional Technology Team meetings. The System Coordinator works in conjunction with the Curriculum Coordinators and the ITT is responsible for developing a Technology Staff Development Program. That program includes:

- Teacher/Administrator/Library-Media workshops tailored to individual need
- Superintendent's Conference Day workshops for faculty administration/library-media
- Out of District Conferences (i.e., library-media/SYSOP attendance at NYSCATE)
- BOCES workshops
- On-site support to individual teachers or grade levels, administrators, and library-media
- Annual Professional Performance Review Plans
- Teacher center workshops
- Library Media specialist participation on school library council and CRC advisory Board
- School Library systems annual fall conference

Funding for staff development activities is provided through federal grants (Title I, IIA, IID), BOCES contracts, and District Budget lines.

2. Curriculum Planning – The flow chart below outlines the process for curriculum development/implementation in the Marcellus Central School District.



All curriculum decisions flow through this process. The Competency Goals and benchmarks listed in Section II of this plan are approved at Curriculum Council, Cabinet and BOE level before being implemented through the Curriculum Committees/Subject Area Department level. In this way all constituencies have input into assessing student need and developing appropriate programs. Student achievement data is reviewed at all levels in conjunction with District Goal #1.

3. Staff Training – Appendix <sup>c</sup>1 of this section outlines the one-day staff development offerings in the Marcellus Central School District over the past year for each faculty member. In addition to the outlined list, staff training is also provided through:

- Superintendent’s Conference Day Workshops (i.e., Internet Resources, CRC resources, Smart Boards, Mail Merge, Digital Camera)
- On-site before and after school inservices (i.e., e-mail, Blackboard, electronic keyboard, DANA, keyboarding, use of classroom monitor)
- Participation at outside conferences (i.e., NYSCATE, School Library Systems, Distance Learning)

- Planning Days for individual grade levels and subject area departments.

Essentially, all faculty/administrators in the Marcellus Central School District have the opportunity for one full day of training plus additional on-site support, as well as, the opportunity to attend technology based conferences. It is also important to note that Library-Media Specialists are involved in all of the above as well as topic specific staff development activities.

4. Other Resources – Listed below are other staff development opportunities at MCSD:

- BOCES Training Sessions
- Center for Learning Technologies
- Title II D Grant Money
- Outside Conferences
- Model Schools

5. Support and Maintenance – The Marcellus Central School District provides support and maintenance of its instructional technology program through the employment of a System Coordinator to oversee the program on both the technical and instructional sides of the house. The System Coordinator supervises a staff of 3 District level PC Support Specialists, 3 System Operators (SYSOPS) at the building level, and the technology mentors. Additionally, the network is supported by PEC and BOCES. Funding for the PC support specialists is provided in part through the Title IID grant. We also use funding in the Title IID grant to facilitate inservicing for our ITT team (i.e., NYSCATE). Future plans for the acquisition of support and maintenance services call for:

- Continuation of involvement with BOCES CRC
- Continued computer replacement through District budget allocation
- Continued use of BOCES staff development personnel
- Continued use of BOCES help desk
- Continued use of Munis and SIS systems
- A Technology referendum to be voted on in May of 2007. The proposition, if approved by the voters, would provide monies for an expansion of the CAD lab and computer replacement.

Appendix II - C<sup>1</sup>

2005-2006 Technology Staff Development – Full Day Offerings

Dates	Class
<p><b>April 27, 2006</b> <b>May 18, 2006</b></p>	<p><b>United Streaming – Video Streaming</b></p> <ul style="list-style-type: none"> <li>◇ Digital video-on-demand service brought to you by Discovery Education.</li> <li>◇ The largest and most current K-12 digital video/video clip library available today</li> </ul>
<p><b>March 20, 2006</b></p>	<p><b>Internet Strategies for the Classroom</b></p> <ul style="list-style-type: none"> <li>◇ Including Virtual Field Trips, SCORE Cyberguides, Scavenger Hunts and more.</li> </ul>
<p><b>March 2, 2006</b> <b>March 30, 2006</b></p>	<p><b>Blackboard - Levels 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>◇ Create your own online learning and communication portal.</li> </ul>
<p><b>March 22, 2006</b></p>	<p><b>Blackboard - Levels 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>◇ Advanced features.</li> </ul>
<p><b>March 31, 2006</b></p>	<p><b>Technology Integration in the Content Areas</b></p> <ul style="list-style-type: none"> <li>◇ Design and develop an instructional activity that effectively integrates technology.</li> </ul>
<p><b>May 5, 2006</b></p>	<p><b>Developing WebQuests</b></p> <ul style="list-style-type: none"> <li>◇ "A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet." – San Diego State University</li> </ul>
<p><b>April 28, 2006</b></p>	<p><b>Websites that Support the NY State Standards</b></p> <ul style="list-style-type: none"> <li>◇ Look at a variety of web sites that correlate the standards to lessons or learning experiences.</li> <li>◇ Create a learning experience using a variety of resources and technology tools.</li> </ul>
<p><b>April 26, 2006</b></p>	<p><b>Tips and Tricks for Microsoft Word &amp; Microsoft Excel</b></p> <ul style="list-style-type: none"> <li>◇ Use tabs to create lines that won't mess up when you print the document.</li> <li>◇ Conquer Tables and Bullets!</li> <li>◇ Mail Merge and labels</li> <li>◇ Graphs and Simple formulas</li> <li>◇ Your suggestions:</li> </ul>
<p><b>March 10, 2006</b></p>	<p><b>Quia for Foreign Language Department</b></p>
<p><b>TBD</b></p>	<p><b>Graphing Calculator and Smart Board for Math Department</b></p>
<p><b>April 4, 2006</b></p>	<p><b>Blackboard Development</b></p>
<p><b>TBD</b></p>	<p><b>Finale for Music Department</b></p>

## **Section III**

# **Plan Administration and Budgeting**

### **III. Plan Administration and Budgeting**

#### **A. Current Plan Approval Status**

1. Internal – The Marcellus Central School District Technology Plan is developed and approved by the District Instructional Technology Team. The plan is then presented and approved at District Curriculum Council, District Administrative Cabinet, and the Board of Education.
2. Independent review and approval is completed at BOCES.

## B. Budgeting

### 1. Equipment purchases and service schedule:

The purchasing of equipment and services is reflected in the annual budget outline listed below. Purchases of equipment and services are made on a yearly basis based on an on-going review of our technology plan by the Instructional Technology Team, in conjunction with the Superintendent and the Assistant Superintendent for Business. Funding for equipment and services comes from a variety of sources: district budget lines, state aid allocations, BOCES Technology Support, and Federal Grant Allocations. The yearly timeline is outlined below:

September-January: Technology needs identified by Instructional Technology Team, Technology Support Personnel, and Assistant Superintendent for Business.

January-April: Recommendations, based on a review of Technology Plan and student needs, are formulated and included in the annual district budget, the annual BOCES budget as well federal grant applications where appropriate.

May: Budget put before voters

July-August: Purchasing of equipment and services

September: The process begins anew

This timeline for technology purchases is an on-going component of our District Technology Plan. Examples of how this process works are as follows:

- ✓ The ITT identified the need for Technology Mentor at each grade level and for each subject area department. A proposal was developed and presented to the Board of Education. The proposal was approved and monies were provided for the implementation for the Technology Mentor Program
- ✓ The ITT identified the need for Smart Board technology to enhance classroom instruction. A proposal was developed and grant monies were identified to support and implement the project for Math and Science programs.

These are just two of many examples of how the technology plan and budgeting are interwoven. The goal is the Marcellus Central School District is that the instructional planning process will drive all budgeting decisions.

The actual budget cost of equipment and services is outlined in number 2 below.

## 2. Annual Budget

2005-2006

<b>Source</b>	<b>Item</b>	<b>Amount</b>
Per Pupil State funding	Hardware	\$34,000.00
Per Pupil State funding	Software	\$36,000.00
Local Budget Line	Learning Technology Support	\$31,526.00
Local Budget Line	Technology Upgrades	\$122,000.00
Local Budget Line	Computer Replacement	
Grant	611 Grant (SmartBoards and Projectors)	\$53,000.00
<b>Total</b>		<b>\$276,526.00</b>

2006-2007

<b>Source</b>	<b>Item</b>	<b>Amount</b>	<b>E-rate Funded</b>
Per Pupil State funding	Hardware	\$35,000.00	
Per Pupil State funding	Software	\$36,000.00	
Local Budget Line	Learning Technology Support	\$47,246.00	
Local Budget Line	Technology Upgrades		
Local Budget Line	Computer Replacement	\$50,000.00	
Local Budget Line	BOCES Coser 601 TLC – 03 Telecommunications	\$12,420.00	Yes

Local Budget Line	BOCES Coser 602 TIC – 02 and 03 Telecommunications Interconnect Services	\$14,500.00	Yes
Local Budget Line	BOCES Coser 620 INT – 01, 02, 03 Internet Services	\$7,200.00	Yes
<b>Total</b>		<b>\$168,246.00</b>	

2007-2008

Source	Item	Amount	E-rate Funded
Per Pupil State funding	Hardware	\$35,000.00	
Per Pupil State funding	Software	\$36,000.00	
Local Budget Line	Learning Technology Support	\$44,098.20	Yes
TECH. GRANT	Senator DeFrancisco	\$50,000.00	
Local Budget Line	BOCES Coser 541 TSR – 01, 02	\$46,866.40	Yes
Local Budget Line	BOCES Coser 601 TLC – 03 Telecommunications	\$12,420.00	Yes
Local Budget Line	BOCES Coser 602 TIC – 02 and 03 Telecommunications Interconnect Services	\$14,500.00	Yes
Local Budget Line	BOCES Coser 620 TIS – 01, 02, 03, 19	\$38,650.00	Yes
Local Budget Line	BOCES Coser 620 INT – 01, 02, 03 Internet Services	\$7,200.00	Yes
Local Budget Line	Technical Support		
Local Budget Line	Cell Phone and Pagers	\$9,200.00	Yes
<b>Total</b>		<b>\$293,934.60</b>	

In addition to the above monies the district is in the process of developing a referendum/proposition for technology that, if approved by the voters, would support an expansion of CAD lab facilities at the high school level and provide hardware replacement monies.

It should also be noted that the Marcellus Central School District belongs to the Model Schools network. Model School dollars support substitute coverage for members of our ITT team. The ITT is the foundation for our instructional technology planning process.

### 3. Special Bond Issues – Not applicable

#### 4. Other funding sources:

##### a) Grants

As articulated above the Marcellus Central School District supplements the activities in our Technology Plan through Federal Grant Title II D and Title I monies. Coordination of grant activities and District budget lines is handled through the ITT, the Assistant Superintendent for Business and the Director of Pupil Services. The process calls for the ITT to identify the instructional need and for the District administrative staff to filter the cost of addressing the needs into the District Budget or the various grants.

##### b) E-Rate

The Marcellus Central School District uses E-Rate discounts to support the cost of District telecommunications. The telecommunications system is the hub that drives all of our technology initiatives therefore the E-Rate discounts are essential to plan success.

### C. On-going Planning and Review

1. Plan Review and Revision Plans – Review and revision of District Technology Plan is on-going through the Instructional Technology Team. The ITT meets five times a year to review District Technology programs on a continual basis. Feedback is reviewed from building technology teams, curriculum committees, building site-based teams, and Administrative Cabinet. Additionally, data on student achievement and faculty/student usage is reviewed regularly. The ITT can make plan adjustments at any point in the process. This process of review and adjustment is imbedded in our Technology planning process.
2. Technology program monitoring and evaluation process – The Technology program is monitored and evaluated on a regular basis by the ITT. Data is continually looked at in this process. In addition to the ITT the System Coordinator meets on a weekly basis with PC Support Specialist and SYSOPS to monitor technology program and trouble shoot problems. The System coordinator also meets on a regular basis with the Technology Mentors. On the curriculum side the District has undergone School Alliance for Continuous Improvement (SACI) evaluations in all core curriculum areas. The SACI evaluations include technology and telecommunications as a major factor in its review.

## **Section IV**

# **Information Technology Assessment**

## **IV. Information Technology Assessment**

Assessment of our Information Technology Program and System is on-going through our Instructional Technology Team. The ITT meets five times a year to review effectiveness of the program. Factors reviewed in the process are student achievement data, student/faculty usage, effectiveness of the system, and internal and external communication. A simple example here would be the increased number of students effectively using PowerPoint to present Senior Projects.

### **A. Current Inventory of Equipment and Services**

1. Computer Inventory  
(See attached Appendix IV A1)
2. Telecommunication services are provided through telephone services, e-mail, Internet services, distance learning/satellite dish technology, Blackboard sites, and websites.
3. Internet access and services are provided through the District Windows 2000 network, the Curriculum Resource Center at BOCES, the School Library System, Blackboard sites, and a wide variety of other services.

Appendix IV – A<sup>1</sup>

**Computer Inventory  
January 2007**

<b>Model</b>	<b>Year Purchased</b>	<b>Number of these machines in district</b>
VEi7	(donated in 2004)	6
IBM 300PL	1999	111
VL 400	2000	16
VL 420 (DT and SFF)	2001	38
Compaq	2002	36
HP Compaq	2002	16
White NexLink	2003	41
Black NexLink	2004 - 2006	144
Seneca Data Nexlinks	2006	71
Lunchbytes POS	2006	6
<b>Total machines in district:</b>		<b>485</b>