Dutchess County Board of Cooperative Educational Services

Alternative and Special Education Division

Technology Plan

Submitted April 2007 by:

Dutchess County BOCES
Special Education and Alternative Education
Technology Committee

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Alternative and Special Education Division
Technology Plan

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DUTCHESS COUNTY BOCES
VISION STATEMENT

Dutchess County BOCES will be recognized for its premier educational and support services providing quality and cost-effective solutions for our community. We will promote an organizational culture fostering collaboration, innovation, efficiency, excellence and leadership that is embraced by BOCES and its community.

DUTCHESS COUNTY BOCES
MISSION STATEMENT

Dutchess County BOCES will provide leadership in raising all Dutchess County students' academic performance to a level that meets or exceeds the New York State Standards. This will be done through focusing available resources in new ways that enhance leadership in our schools, promote strategic, data driven decision-making and provide services and programs needed by county schools to fulfill this mission. We shall also continue in our mission of collaborating with other community agencies for the betterment of county residents to meet the educational needs of all citizens.

DUTCHESS COUNTY BOCES
BELIEF STATEMENT

- Learning is a lifelong endeavor.
- Teaching and learning are at their best in a diverse environment that fosters cooperation and understanding through collaboration and communication.
- Mutual respect, fairness, support, and honesty create quality relationships.

SPECIAL EDUCATION AND ALTERNATIVE EDUCATION TECHNOLOGY VISION STATEMENT

Dutchess County BOCES will embrace the concept of *Universal Design for Learning* and will consistently practice "beginning with the end in mind." By designing instructional strategies differentiated for each student, we will tap into all available instructional tools. Our professional staff will be proficient in this practice. We will maximize each student's opportunity to learn by creating and building flexible curriculum methods and materials.

SPECIAL EDUCATION AND ALTERNATIVE EDUCATION TECHNOLOGY MISSION STATEMENT

Technology is an instructional and administrative tool that can improve our ability to access and learn new information and to accomplish tasks in a more efficient manner. Our mission is to ensure that all students and staff within our Division have equitable access to the potential benefits of this technology.

SPECIAL EDUCATION AND ALTERNATIVE EDUCATION TECHNOLOGY BELIEF STATEMENT

"Barriers to learning are not, in fact, inherent in the capacities of learners, but instead arise in the learners' interactions with inflexible educational materials and methods. The key to helping all students is identifying and removing these barriers from our teaching methods and curriculum materials."

David H. Rose and Anne Meyer
Teaching Every Student in the Digital Age

DEMOGRAPHICS

The Dutchess County Board of Cooperative Educational Services (BOCES) Special Education and Alternative Education Division provides various educational programs to 500 students from the thirteen component Local Education Agencies.

The Special Education programs are divided into programs which are located at the Salt Point Center School, the BETA Alternative High School, and various classes which are housed in district classrooms throughout the county.

DISTRICT CLASSES

- In the Spackenkill Union Free School District there are two BOCES classes located at Nassau Elementary and one BOCES class located at the Spackenkill High School.
- There is one BOCES class located at a shopping plaza in Red Oaks Mill.
- In the Arlington Central School District there are three BOCES classes located at Union Vale Middle School, three BOCES classes at Vail Farm Elementary, and four BOCES classes at the Arlington High School.
- There is one BOCES classroom located on the campus of Vassar College in the Town of Poughkeepsie.
- In the Pine Plains School District, there is one BOCES class in the Pine Plains Jr. /Sr. High School.
- In the Pawling School District there is one class in the Pawling High School.
- In the Red Hook School District, there is one class located in the Linden Ave. Middle School and one classroom located in the Red Hook High School.
- There is one classroom located in St. Francis Hospital.

The demographic information for the students in BOCES classes in district classrooms includes the following:

- Student / Staff Ratio
  - 1-12-1 (1 Teacher, 12 Students, 1 Paraprofessional) = 1 class
  - 1-8-1 (1 Teacher, 8 Students, 1 Paraprofessional) = 10 classes
  - 1-6-1 (1 Teacher, 6 Students, 1 Paraprofessional) = 1 class
  - 1-6-2 (1 Teacher, 6 Students, 2 Paraprofessionals) = 7 classes
  - 1-12-4 (1 Teacher, 12 Students, 4 Paraprofessional) = 1 class

- Classification of Disability
  - Learning Disabled 2%
  - Emotionally Disturbed 3%
  - Traumatic Brain Injured 2%
  - Multiply Disabled 54%

- Mentally Retarded 8%
- Autistic 20%
- Speech Impaired 7%
- Other Health Impaired 7%
- Visually Impaired 0%

- Gender
  - 69% Male
  - 31% Female
- Age
  - Birth dates run from 1986 to 2001 across all classes
- Ability Levels
  - Across programs in the Elementary Buildings ability levels range from K - 8
  - Across programs in the High School Buildings ability levels range from K - 12

SALT POINT CENTER

The demographic information for the students in BOCES Salt Point Education Center classes includes the following:

- Student / Staff Ratio
  - 1-8-1 (1 Teacher, 8 Students, 1 Paraprofessional) = 10 classes
  - 1-6-1 (1 Teacher, 6 Students, 1 Paraprofessional) = 5 classes
  - 1-6-2 (1 Teacher, 6 Students, 2 Paraprofessionals) = 8 classes
- Classification of Disability
  - Learning Disabled 6.5%
  - Emotionally Disturbed 51%
  - Multiply Disabled 11%
  - Mentally Retarded 1%
  - Autistic 23%
  - Other Health Impaired 4%
  - Speech Impaired 2%
  - Visual Impaired .5%
  - Non-classified 9 %
- Gender
  - 81% Male
  - 19% Female
- Age
  - Birth dates run from 1992 to 2001 across all classes
- Ability Levels
  - Across all programs ability levels range from pre-K - 8
- Lunch Program
  - Free: 33%
  - Reduced: 7%

ALTERNATIVE EDUCATION PROGRAMS-BETA

The Alternative Programs are comprised of Adolescent Day Treatment, the Alternative High School, BOCES Center Based classrooms, and Intensive Day Treatment. The total population served is approximately 250 students. Adolescent Day Treatment is a special education program. The Alternative High School and Intensive Day Treatment are regular education programs.

- Student/Staff Ratio
  - 1-6-1 (1 Teacher, 6 Students, 1 Paraprofessional)= 1 class
  - 1-8-1 (1 Teacher, 8 Students, 1 Paraprofessional) = 15 classes
  - 1-8-2 (1 Teacher, 8 Students, 2 Paraprofessional) = 1 class
  - 1-12-1 (1 Teacher, 12 Students, 1 Paraprofessional) = 3 classes
  - 1-15-1 (1 Teacher, 15 Students, 1 Paraprofessional) =6 classes
- Classification of Students
  - Emotionally Disturbed 40%
  - Learning Disabled 20%
  - Other Health Impaired 2%
  - Non-classified 38%
- Gender
  - Male 70%
  - Female 30%
- Age
  - Age range is from 14 to 21
- Ability Level
  - High School
- Lunch Program
  - Free: 35%
  - Reduced: 25%

TECHNOLOGY COMMITTEE MEMBERSHIP

- Mr. Michael Sowul– Coordinator of Special Education
- Ms Kristen Stephan- Teacher, Salt Point Center
- Ms. Randi Morf- Teacher, Salt Point Center
- Ms. Ann Banas- Teacher, BOCES Class at Vail Farm Elementary School
- Ms. Joan O'Neill- Teacher, BOCES Class at Vail Farm Elementary School
- Ms. Susannah Renzi- Teacher, Alternative High School @ BETA
- Ms. Kathy White- Teacher, Alternative High School @ BETA
- Ms. Laura Cahill- Assistive Technology Specialist, Salt Point Center
- Mr. Gary Calcagni- Instructional Technology Specialist, Salt Point Center

DATA COLLECTION PROCESS

To help define the student population which is served in the various programs, and to delineate the types of technologies which would best serve these students, it was necessary to gather student demographics including district of origin, disability classification, age, ethnicity, socioeconomic status as reported through the free and reduced lunch program, gender and ability levels.

A critical aspect of data collection for this Technology Plan includes producing an inventory of all existing hardware, telecommunications, and software which is currently in use across all programs. With the assistance of the Instructional Services Technology Staff we assess the configuration of program sites for emerging technology. This inventory includes any existing Assistive Technology input and output devices. Sites include Dutchess County BOCES BETA site and the Salt Point Education Center, and BOCES District classes. Additionally, we are looking at BOCES district class infrastructure for equal access. Continual review of emerging technology will take place.

Recognizing that technology carries embedded student and staff responsibilities, user agreements are in place.

This plan is an evolutionary plan which allows for continued data collection as the plan is implemented. The District-wide Professional Development Plan regularly surveys the staff and the integration of technology into all curriculum areas. Our administrative support staff receives regular training as new information systems are implemented to better support our instructional staff and students.

PRIOR GOAL ATTAINMENT

Over the past three years, the Alternative and Special Education Division of Dutchess County BOCES made substantial progress in improving its technology and how its technology is used for instructional and administrative purposes. The following is a list of the major accomplishments, acquisitions and improvements:

- Wireless networks installed at Salt Point Center and BETA
- Web-based email system (Novell GroupWise 7) for the entire BOCES
- Laptop mobile carts for instructional purposes at Salt Point Center and BETA
- Video Conferencing Units at Salt Point Center and BETA
- Additional SmartBoards and projectors at BETA, Salt Point Center and District Based Classes
- Implementation of IEPDirect and BOCESDirect for planning, scheduling, and documentation
- Updated technology inventory
- Updated technology survey
- Acquisition of PLATO
- Acquisition of Compass Learning Odyssey
- Began a 5 year upgrade plan for classroom computer workstations
- Established an Assistive Technology Lending Library
- Established online professional development opportunities for staff
- Acquired MyLearningPlan.com
- Networked laser printers at Salt Point Center
- Established program specific websites for Salt Point Center and the Alternative High School
- Established an electronic security badge system for staff at Salt Point Center and BETA

TECHNOLOGIES INTEGRATED INTO THE CURRICULUM

The Dutchess County BOCES is committed to the optimization of student learning and teaching and encourages the use of computers and networked resources, including the Internet. The BOCES encourages computer network use as an integral part of the curriculum. Through software applications, on-line resources, video conferencing, bulletin boards and electronic mail, the network will enhance educational experience and provide statewide, national, and global communication opportunities for staff and students. With the adoption of Board Policy #7161 an acceptable use policy is in place.

Teachers will increasingly use technology to support student-centered approaches to instruction so that students can conduct their own scientific inquiries, their own writings, information gathering, analysis, synthesis and reporting through a variety of resources such as Internet access, and others. Students will engage in collaborative activities while the teacher assumes the role of facilitator or coach.

Through participation in the CAIT Council, including public and nonpublic districts, county-wide standards have been developed for grades K-12 integrating the New York State Learning Standards. There is continuing evaluation between all participating districts in the consortium. The consortium continually assesses and evaluates the telecommunications services, WAN, and LANs of the districts.

The Division participates in the Dutchess BOCES Schools Library Services. The students access local libraries in their home communities for research. District-based classes work cooperatively with the local library systems. Staff can access the Mid-Hudson Teacher's Centers library materials. As a part of classroom curriculum, teachers take students on field trips to the community library systems.

Community, business, and parent involvement in technology planning is accomplished by input through the CR 100.11 Committee and the CAIT Council.

Specific student outcomes:

Integration of technology in the classroom on a daily basis is used to provide and support a challenging curriculum through instructional practices. Within a sound educational setting, technology will enable students to:

- Communicate using a variety of media & formats
- Access & exchange information in a variety of ways
- Compile, organize, analyze, & synthesize information
- Draw conclusions & make generalizations based on information gathered
- Use information & select appropriate tools to solve problems
- Know content & be able to locate information as needed
- Become self-directed learners
- Collaborate & cooperate in team efforts
- Interact with others in ethical & appropriate ways

In accordance with the New York State Learning Standards:

Dutchess County technology standards for students are divided into the following six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators found within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

1. Basic Operations and Concepts
   Students demonstrate a sound understanding of the nature and operation of technology systems.
   Students are proficient in the use of technology.

2. Social, Ethical, and Human Issues
   Students understand the ethical, cultural, and societal issues related to technology.
   Students practice responsible use of technology systems, information, and software.
   Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology Productivity Tools
   Students use technology tools to enhance learning, increase productivity, and promote creativity.
   Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. Technology Communications Tools
   Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology Research Tools
   Students use technology to locate, evaluate, and collect information from a variety of sources.
   Students use technology tools to process data and report results.
   Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. Technology Problem-Solving and Decision-Making Tools

Students use technology resources for solving problems and making informed decisions.

Students employ technology in the development of strategies for solving problems in the real world.

GRADES Pre K – 2

Profile for Technology Literate Students

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology Productivity Tools
4. Technology Communications Tools
5. Technology Research Tools
6. Technology Problem-Solving and Decision-Making Tools

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., including adaptive devices when necessary monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies. (1)

2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)

3. Communicate about technology using developmentally appropriate and accurate terminology. (1)

4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)

5. Work cooperatively and collaboratively when using technology. (2)

6. Practice positive social and ethical behaviors when using technology. (2)

7. Practice responsible use of technology systems and software. (1)

8. Create developmentally appropriate multimedia products. (3)

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

10. Gather information and communicate with others using telecommunications. (4)

GRADES 3 - 5

Profile for Technology Literate Students

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology Productivity Tools
4. Technology Communications Tools
5. Technology Research Tools
6. Technology Problem-Solving and Decision-Making Tools

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

2. Articulate common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)

3. Articulate basic issues (e.g., copyright laws) related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)

4. Use general-purpose productivity tools to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

5. Use multimedia-authoring, presentation, Web tools, digital cameras, scanners, etc. for individual and collaborative writing, communication, and publishing

activities to create & share knowledge products for audiences inside and outside the classroom. (3, 4)

6. Use telecommunications efficiently and effectively to access information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing & sharing solutions or products for audiences inside and outside the classroom. (4, 5)

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities. (5, 6)

9. Determine when technology is useful (as well as when it is not) and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)

10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

GRADES 6 - 8
Profile for Technology Literate Students

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology Productivity Tools
4. Technology Communications Tools
5. Technology Research Tools
6. Technology Problem-Solving and Decision-Making Tools

Prior to completion of Grade 8 students will:

1. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)

2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)

3. Exhibit safe, legal, and ethical behaviors (including respect for copyright laws) when using information and technology, and discuss consequences of misuse. (2)

4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)

5. Apply productivity/multimedia tools to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)

6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)

7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)

8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)

9. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

GRADES 9 - 12
Profile for Technology Literate Students

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked.

The categories are:
1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues
3. Technology Productivity Tools
4. Technology Communications Tools

5. Technology Research Tools
6. Technology Problem-Solving and Decision-Making Tools

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)

2. Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole. (2)

3. Demonstrate legal and ethical behaviors regarding the use of technology and information. (2)

4. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)

5. Evaluate technology-based options for lifelong learning. (5)

6. Efficiently and routinely use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)

7. Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning. (4, 5)

8. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

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NETS PROJECT

STAFF DEVELOPMENT

To ensure ongoing sustained professional development for teachers, administrators, support staff, and other personnel the following steps are being taken. Needs assessment of all staff will be conducted on a regular basis. The purpose of this assessment process is to determine the current level of computer literacy among staff, the current integration of computer technologies into existing classroom instruction, hardware and software needs, and define topics for staff development.

PHASE I

This beginning level technology training is for staff who are novices in all aspects of computer usage. General Competencies for Phase I include:

Basic Computer Operation

Word Processing/Spreadsheets

Student Information Systems

Printing

Email

Multimedia Presentation

World Wide Web

Other

PHASE II

Teachers are expected to become proficient at other technology capabilities that they have identified as complimentary to their curriculum and teaching style. These competencies may include, but are not limited to:

Digital Drawing

Composing Music

Scanning

Digital Photography

Digital Audio Recording

Smart boards

Digital Video Recording

Multimedia Books

Guided Exploration

Simulation

Scientific Interface

Discussion Groups

Video Conferencing

Task Automation Programs

Video Streaming

The aforementioned staff development provides opportunities for staff to achieve instructional technology standards. These standards include the ability to infuse technology into the classroom to facilitate teaching and learning, to promote problem-solving and critical-thinking and to improve student achievement as assessed through standardized norm referenced test. These standards include:

- Ability to apply technology to help manage the various learning strategies required to meet the needs of a diverse student population.
- Ability to use technology in support of the instructional process in classroom planning and classroom organization.
- Ability to use telecommunications resources and networks to enhance instructional activities, personal and professional development, and communication among all stakeholders.
- Ability to apply appropriate assessment of learning practices in a technology rich environment.
- Understanding of equality, ethical, legal, and human issues of technology use as they relate to an ever changing information society.
- Ability to discuss these issues with students and to model appropriate behaviors.
- Understanding of basic computer hardware and the terminology associated with technology, telecommunications, and networking.
- Understanding of the types, sources, and usages of quality instructional technologies related to one's subject area and/or grade level.
- Knowledge of resources available for staying current in the application of educational technologies.

There are many sources of ongoing training and technical assistance available to Dutchess County BOCES which would help to ensure sustained professional development for teachers, support staff, administrators, and parents. The New York State Education Department, The Office of Elementary, Middle, and Secondary Education as well as the Office of Vocational Education Services for Individuals with Disabilities offers regional training; state level meetings; and information related to technology, higher learning standards, students with disabilities; and more. At the local level the Educational Resources Division of Dutchess County BOCES offers staff training and technical assistance through the Distance Learning Network, Model Schools Co-Ser, School Improvement Co-Ser, Assistive Technology Co-Ser, and SETRC (Special Education Training and Resource Center). Additionally, a collaborative partnership has been established with Dutchess County BOCES and the Mid-Hudson Teacher Center, Regional Information Center, and Joint Management team. Area Community Colleges and Universities offer training opportunities to local staff members. Included in this list are Marist College, Dutchess Community College, Bard College, Vassar College, SUNY New Paltz, Mercy College, and Fordham University.

Dutchess BOCES instructional technology is enhanced with the following grants and initiatives, including but not limited to:

- Learning Technologies Grant
- School to Work Grant
- Additionally SETRC, and Federal Grant from IDEA will also be used
- Model Schools

Combined, all of these resources may be used for:

- Staff development
- Purchasing of hardware and software
- Agency and community training
- Projects to demonstrate how technology is used with students
- Collaborative interaction among school, business, and community
- Curriculum models
- Internally developed database behavior tracking program
- Networking IEP preparation
- Network-based guidance record access for administrators
- Development of Speech/Language Goals & Objectives database tied to the NYS Learning Standards

A concerted effort will be made to involve parents in the learning and technology integration process. This will include but not be limited to:

- Science Fair
- Book Fair
- Career Day
- Math Fair
- Parents as Reading Partners
- Open House
- Parent Day

TECHNOLOGY GOALS FOR 2007 – 2010

1. Infuse the use of technology into all Special Education and Alternative Education Classrooms

    - Expand the utilization of Compass Learning Odyssey educational software in K-8 classrooms to enhance technology education and literacy
    - Increase the current application of Plato Learning software in the Alternative High School
    - Write and distribute to all staff specific procedures on how to access available technology and software
    - Develop and distribute a resource compendium of available educational software and educational websites
    - Create and maintain a Technology Committee, with staff representation from each program, to address ongoing planning issues and to monitor progress

2. Replace all currently outdated technology and maintain an "industry standard" replacement/upgrade of all classroom computers (3-5 years)

    - Create and maintain an annually updated inventory list of all current hardware
    - Within the next year, replace all classroom workstations that are 7-9 years old
    - Within the following year, replace all classroom workstations that are older than 5 years
    - Develop and maintain an annual upgrade/replacement rate of 20% of all existing classroom workstations within the Division
    - Create and maintain a Technology Committee, with staff representation from each program, to monitor progress in this process

3. Ensure that all staff are adequately trained in the use of technology.

    - Continue to assess professional development needs through online and paper survey instruments
    - Create and maintain a Technology Committee, with staff representation from each program, to advise administrative staff and the Superintendent's Conference Planning Committee in this area.
    - Through this committee process, explore and implement strategies to improve collegial sharing of technological knowledge and skills
    - Through this committee process, identify staff leaders and staff members willing to provide consultation and training in technology use
    - Encourage administrative staff to address technology use within the context of staff evaluations

4. Establish a revenue stream for technology.

    - The Division's Technology Committee will be charged with exploring varied and creative funding mechanisms for technological acquisitions and training. All Division staff will be encouraged to explore all possible funding opportunities and to communicate grant opportunities and proposals to the Committee. The Committee will work with the other Divisions within the BOCES in seeking and obtaining both public and private grants to further our mission.

Dutchess County BOCES
Special Education and Alternative Education
Technology Acquisitions Plan
Years 2007-2009

Introduction:

This technology acquisition plan is based on a five (5) year technology hardware replacement cycle recommended in the Special Education's technology plan. The year 2007, would represent the third year of this cycle, and would call for replacements to computers and printers at the Salt Point Center, Alternative High School and district classrooms. Included in this plan will be hardware additions, separate from the direct one to one replacements to current inventories that are requested.

This three (3) year plan acts as a framework for the technology director and technology committee to plan future expenditures based on current hardware inventory for the Special Education and Alternative Education Division's component departments.

As of this year, most IBM computers have been cycled out of our inventory and we currently have a majority of computers purchased from Dell Computer Inc. and printers from Hewlett Packard and Dell Computer Inc. These computers and printers have proven to show excellent reliability through out the component school districts of Dutchess County and are recommended by our Dutchess County BOCES Education Resources Division. This committee recommends continuing to acquire products from these corporations by this organization, but a review of this practice should be done yearly.

Note: Windows XP was released 2001, 2007 is year 6 of this operating system. Windows Vista has been released 1st Q 2007 so by 2009 Microsoft should be phasing out WinXP. There is a good chance that older computers, ex.GX150 would not be able to be updated to the newer operating system.

The following table is an example of current desktop hardware and age.

Dell Model	acquisition date	age in years
GX1	1/1/1998	9
GX110	1/1/2000	7
GX150	1/1/2002	5
GX260	1/1/2003	4
GX270	1/1/2004	3
GX280	4/1/2005	2
GX620	4/1/2006	1

DESKTOP REPLACEMENT PLAN 2007-2009

Salt Point Center

Year 3 - 2007

Room #	Notes
107	replace GX1, add to GX150
108	add new to GX270
109	add new to GX150
110	add new to GX150
111	add new to GX150
122	add new to GX150
124	replace IBM Netvista, add to GX150
127	add new to GX280
129	replace IBM Netvista, add to GX280
130	replace GX1, add to GX280

Total: 10 new

Year 4 - 2008

Room #	Notes
110	replace GX110
114A	replace GX110
114E	replace GX110
114F	replace GX110
114H	replace GX110
114I	replace GX110
115	add new to GX620
116	replace GX110
123	add new to GX620
125	add new to GX280
126	replace GX1
132	add to GX620
Nurse	replace GX110
Rm 18	replace GX110
Rm19	replace GX110

Total: 13 new

Year 5 - 2009

Room #	Notes
103	replace GX150
105	replace GX150
106	replace GX150
107	replace GX150
109	replace GX150
110	replace GX150
111	replace GX150

113	replace GX150
118	replace GX150
119B	replace GX150
120	replace GX150
121	replace GX150
122	replace GX150
123	replace GX150
124	replace GX150
128	replace GX150
131	replace GX150
132	replace GX150
133	

Total: 17 new

SPC notes:
1. All HP printers model 692, 810, 840 should be replaced.
2. SPC's and Alt-Hs's IBM servers with the Novell 5.1 operating system installed should be retired, (slow and no space) and consolidated to a single large server with the updated Novell operating system to support, the SPC and Alt-Hs Staff and students under a BOCES site tree.
3. A network interface card should be installed into the Savin Printer/Copier in the Teachers Work room to allow teachers the ability to print large documents from their classrooms to the copier at a lower cost than using network color laser printers.

Alternative High School/BETA Site

Year 3 – 2007

Room #	Notes
104	replace GX1
116B	replace GX1, add to GX280
117	replace GX1
207	replace GX110, add new to GX110
246	replace GX110, add new to GX110
122N	replace GX1
Nurse	replace GX1
122H	replace GX110
121	replace GX110
210C	replace GX110

Total: 10 new

Year 4 – 2008

Room #	Notes
102	replace GX1, add new to GX270
105	replace GX1, add new to GX280
106	add new to GX260
122E	replace GX150
210A	replace GX150
137	replace GX1, add to GX110
141	replace GX1, add to GX270

245	replace GX1, add to GX620
239	replace GX110

Total: 9 new

Year 5 – 2009

Room #	Notes
104	add new to 07 new
107	replace GX1, add to GX280
116A	replace GX110, add to GX270
135	replace GX110, add to GX620
137	replace GX110, add to new 07
139	replace GX110, add to GX270
203	replace GX110, add to GX280
209	replace GX110, add to new 07
211	replace GX110, add to GX620
239	replace GX110
247	replace GX110, add to GX620
220H	replace GX110
122L	replace GX1

Total: 13 new

Alt-Hs Note:

1. As SPC has network Color Lasers so should Alt-Hs, 1 per hallway, all printers configured to print from all workstations.
2. Copier/Laser should be network accessible to all teachers.

Districts Classrooms

Year 3 – 2007

Location	Room #	Notes
1. Arlington H.S.	2104	Replace GX1
2.	2106	Replace GX1
3.	2108	Replace GX1
4.	2108	Replace GX1
5.	2110	Replace GX1
6.	2110	Replace GX1
7. Spackenkill H.S.	108	Replace GX110
8.	108	Replace GX110
9. Red Hook H.S.	260	Replace GX110
10.	260	Replace GX110
11. Red Oak Mill		Replace GX110

Total: 11 new

Year 4 – 2008

Location	Room #	Notes
1. Arlington H.S.	114 suite	Replace GX1
2.	114 suite	Replace GX1
3.	114 suite	Replace GX1
4. Red Hook M.S.		Replace GX1
5.		Replace GX150
6. Vail Farm Elem	speech	Replace IBM
7.	37	Replace GX1
8.	38	Replace GX1
9.	39	Replace GX1
10.Union Vale M.S.	225	Replace GX110
11.	227	Replace GX110

Total: 11 new

Year 5 – 2009

Location	Room #	Notes
1. Pine Plains H.S.	164	Replace GX150
2.	164	Replace GX150
3. Pawling H.S.		Replace GX150
4. Nassua Elem	speech	Replace GX110
5.	speech	Replace GX150
6.	49	add new to GX620
7.	51	Replace GX150
8.	51	Replace GX150
9. Union Vale M.S.	114	Replace GX150
10.	114	Replace GX150
11. Red Oak Mill		Replace Dell Dimen

Total: 11 new

DUTCHESS COUNTY BOCES
ALTERNATIVE AND SPECIAL EDUCATION
TECHNOLOGY BUDGET

To support this plan over the next three year cycle, an annual technology budget of between $30,000 and $35,000 would be required. This is based upon current market price quotes. As the market rapidly changes, planning for technology acquisitions over a three year period is challenging.

To upgrade the existing classroom workstations with Dell GX 620's, an approximate annual budget of $23625.00 would be required. This is based on a price quote of $675.00 per workstation. The plan calls for a total of 105 new machines over the three period, with some fluctuations from year to year.

To consolidate and upgrade the two servers at BETA and the Salt Point Center, a new server and software installed would cost approximately $12000.00.

To consolidate the current inefficient and costly printers at the BETA site, we would need at least three Dell Model # 5150's at an approximate cost of $900 each—total cost of $2700.00 for the a minimum of three networked laser printers.

Additional technology acquisitions should include digital cameras for each program. Our current cameras are obsolete and cameras are required for the documentation of student alternate assessments. The approximate cost of 10 Nikon "point and shoot" digital cameras plus 2 Nikon digital SLR cameras would be $4500.00

If the budget permits, additional acquisitions should include laptop "carts" for some of the District Based Classes (15 Dell laptop computers would cost approximately $15000.00), additional SmartBoards for the District Based (a SmartBoard with projector and stand costs approximately $2170.00), and additional assistive technology software, such as Intellitools Classroom Suite, Intellikeys, Bookworm Literacy Tool, Alphasmart Neo, and Laureate Learning Disabilities Package (approximate cost of $2960.00).

Appendix A

Computer Hardware Inventory

Salt Point Center

Dutchess County Boces SPED Computer Inventory

Salt Point Center March,2007

Quantity	*Classroom*	*Teacher*	*Computer Model*	*Operating System*	*Memory Ram*	*BOCES #*	*Dell #*	*Age?*	*Printer*
1	*103*	*Fitzpatrick*	*GX620*	*WinXP*	*1G*	*106403*	*H81RS91*	*0*	*HP 6122*
2			*GX150*	*WinXP*	*256MB*	*669*	*H8YF911*	*5*	
3	*105*	*Silverman*	*GX620*	*WinXP*	*1G*	*106402*	*571RS91*	*0*	*HP 690*
4			*GX150*	*WINXP*	*256MB*	*671*	*7MQZK11*	*5*	
5	*106*	*Lindberg*	*GX620*	*WinXP*	*1G*	*106406*	*B81RS91*	*0*	*HP 692*
6			*GX150*	*WinXP*	*256MB*	*746*	*49YF911*	*5*	
7	*107*	*Sheehan*	*GX150*	*WinXP*	*256MB*	674	*F8YF911*	*5*	*HP 840*
8			*GX1 P3*	*Win98*	*256MB*	*691*	*00ZJU*	*7*	
9	*108*	*McCarthy*	*GX270*	*WinXP*	*512*	*679*	*4JV6351*	*2*	*HP 1100*
10	*109*	*Colden*	*GX150*	*WinXP*	*256MB*	*680*	*B6YF911*	*5*	*HP710*
11	*110*	*Starger*	*GX150*	*WinXP*	*256MB*	*681*	*784f911*	*5*	*HP960*
12	*111*	*DelGreco*	*GX150*	*WinXP*	*256MB*	*709*	*B49XD11*	*5*	*HP810*
13	*112*	*Cahill*	*GX110*	*WinXP*	*256MB*	*794*	*7WZ7901*	*7*	
14			*Laptop*	*WinXP*				*1*	
15	*113*	*Reiichlin*	*GX620*	*WinXP*	*1G*	*106405*	*H61RS91*	*0*	*HP810*
16			*GX150*	*WinXP*	*256MB*	*686*	*17YF911*	*5*	
17	*114a*	*Campbell*	*GX110*	*WinXP*	*256MB*	*3124*	*GTFAM*	*7*	*HP810*
18	*114b*	*Cabibo*	*GX150*	*WinXP*	*256MB*	*690*	*37YF911*	*5*	*HP692*
19	*114c*	*Wolf*	*GX620*	*WinXP*	*1G*	*106411*	*781RS91*	*0*	*HP810*
20	*114d*	*Pinello*	*GX620*	*WinXP*	*1G*	*106410*	*C61RS91*	*0*	*HP840*

21	*114e*	*Stanmyer*	*GX110*	*Win98*	*256MB*	*693*	*43ETB*	*7*	*HP840*
22	*114f*	*Koeing*	*GX110*	*WinXP*	*256MB*		*GTFAM*	*7*	
	114g								
23	*114h*	*Bank*	*GX110*	*Win98*	*256MB*	*815*	*9W27901*	*7*	*HP692*
24	*114i*	*Austin*	*GX110*	*WinXP*	*256MB*			*7*	
25	*115*	*DiBartolo*	*GX620*	*WinXP*	*1G*	*106413*	*881RS91*	*0*	*HP840*
26	*116*	*BRR*	*GX110*	*WinXP*	*256MB*	*71*	*3S25F01*	*7*	*1700*
27	*118*	*Tauro*	*GX620*	*WinXP*	*1G*	*106409*	*861RS91*	*1*	*HP 692*
28			*GX150*	*WinXP*	*256MB*	*726*	*57YF911*	*5*	
	119A								
29	*119B*		*GX150*	*WinXP*	*256MB*	*727*	*G6YF911*	*5*	*HP 680*
30			*GX620*	*WinXP*	*1 G*	*106408*	*D71RS91*	*0*	
31	*120*	*Delahoyde*	*GX150*	*WinXP*	*256MB*	*697*	*58YF911*	*5*	*HP 950*
32			*GX620*	*WinXP*	*1G*	*106407*	*D81RS91*	*0*	
33	*121*	*Sita*	*GX150*	*WinXP*	*256MB*	*729*	*D3GZK11*	*5*	*HP950*
34			*GX620*	*WinXP*	*1G*	*106404*	*D61RS91*	*0*	*HP6122*
35	*122*	*Strangwayes*	*GX150*	*WinXP*	*256MB*	*732*	*B9YF911*	*5*	*HP692*
36	*123*	*Miller*	*GX620*	*WinXP*	*1G*	*106412*	*C71RS91*	*0*	*HP840*
37	*124*	*Watterson*	*GX150*	*WinXP*	*256*	735	*C7YF911*	*5*	*HP692*
38			*NetVista*	*WinXP*				*7*	
39	*125*	*Favia*	*GX280*	*WinXP*	*512*	*105114*	*9SZKQ71*	*1*	
40	*126*	*Hart*	*GX280*	*WinXP*	*512*	*105114*	*GRZKQ71*	*1*	*HP692*
41			*GX1*	*Win98*			*FW405*	*9*	
42			*GX1*	*Win98*				*9*	
43	*127*	*Rivera*	*GX280*	*WinXP*	*512*	*105118*	*GSZKQ71*	*1*	
44	*128*	*Morf*	*GX280*	*WinXP*	*1G*	*105115*	*4TZKQ71*	*1*	
45			*GX150*	*WinXP*	*256MB*	*745*	*5JJZK11*	*5*	
46	*129*	*Smith*	*GX280*	*WinXP*	*512MB*	*105111*	*9RZKQ71*	*1*	*HP810*
47			***Netvista***	*WinXP*	*256MB*	*94701*	*23PPC97*		
48	*130*	*Campanero*	*GX280*	*WinXP*	*512MB*		*2ZXHY51*	*1*	*HP692*
49			*GX1*	*Win98*	*128MB*	*743*	*FW4CY*	*9*	
50	*131*	*Art*	*GX150*	*WinXP*	*256MB*	*741*	*19YF911*	*5*	*HP950*
51	*132*	*Stephan*	*GX620*	*WINXP*	*1G*	*106399*	*J61RS91*	*0*	
52	*133*	*OT/PT*	*GX150*	*WINXP*	*256MB*	*749*	*929XD11*	*5*	
53	*134*	*Shop*	*GX280*	*WinXP*	*512*		*6BYHY51*	*1*	*HP 810*

54	135	Careers	GX280	WINXP	512MB	105116	1SZKQ71	1	
54	Media Ctr Off	Calcagni	GX620	WINXP	1G	106400	G71RS91	0	
55	Circ Rm	Dolan	GX270	WinXP	512MB	731	689PT41	2	1700
56	APR	Coach	GX280	WinXP	1G			1	1700
57	Recept	Miller	GX280	WinXP	1G			1	HP6122
58	Main Office	Raviart	GX270	WinXP	512MB	797	979PT41	1	Inkjet 1200
59	9	Mike Sowul	GX620	WinXP	1G	106419	B61RS91	0	hp960
60	1	Doug	GX270	WinXP	512MB		1BYHY51	1	HP 6122
61	3	Fran	GX270	WinXP	512MB	804	189PT41	1	HP 6122
62	4	Irene	GX270	WinXP	512MB	807	4BYHY51	1	Inkjet 1200
63	5	Norah	GX270	WinXP	512MB	812	3BYHY51	1	HP 6122
64	8	Carol	GX620	WinXP	1G	106401	F81RS91	0	HP 1100
65	6	Denise	GX280	WinXP	512MB	105135	3VZKQ71	1	HP 840
66	7	Annette	GX260	WinXP	700	818	56S0N21	3	HP laser
67	Nurse	Morton	GX110	WinXP	256MB				
68	Nurse Assist	Ampy	GX280	WinXP		105112	35ZKQ71	1	1700 Laser
69	20	Maria	GX280	WinXP		105109	DTZKQ71	1	HP950
70	Lap Cart A	A1	D610	WinXP	512MB			1	new
71		A2	D610	WinXP	512MB			1	2005
72		A3	D610	WinXP	512MB			1	
73		A4	D610	WinXP	512MB			1	
74		A5	D610	WinXP	512MB			1	
75		A6	D610	WinXP	512MB			1	
76		A7	D610	WinXP	512MB			1	
77		A8	D610	WinXP	512MB			1	
78		A9	D610	WinXP	512MB			1	
79		A10	D610	WinXP	512MB			1	
80		A11	D610	WinXP	512MB			1	
81		A12	D610	WinXP	512MB			1	
82	Lap Cart B	B1	D610	WinXP	512MB	105155	2J8LQ71	0	new
83		B2	D610	WinXP	512MB			0	2006
84		B3	D610	WinXP	512MB	105160	3N8LQ71	0	
85		B4	D610	WinXP	512MB	105152	958LQ71	0	
86		B5	D610	WinXP	512MB	105159	DC8LQ71	0	
87		B6	D610	WinXP	512MB	105161	1F8LQ71	0	
88		B7	D610	WinXP	512MB	105156	7D8LQ71	0	
89		B8	D610	WinXP	512MB	105157	188LQ71	0	
90		B9	D610	WinXP	512MB	105149	8X7LQ71	0	
91		B10	D610	WinXP	512MB	105162	9K8LQ71	0	
92		B11	D610	WinXP	512MB	105158	7M8LQ71	0	
93		B12	D610	WinXP	512MB	105147	8L8LQ71	0	

Computer Hardware Inventory

Alternate High School Beta Site

Dutchess County Boces ALT-HS Computer Inventory									
Alternate High School - Beta Site									
No.	*Classroom*	*Teacher*	*Computer Model*	*Operating System*	*Memory Ram*	*Boces Tag #*	*Dell Tag #*	*Age?*	*Printer*
1	*102*	*Moran*	*GX1-P3*	*WinXP*	*256*		*CJ23A*	*7*	*HP 692*
2			*GX270*	*WinXP*		*988*	*J79PT41*	*2*	
3	*104*	*Lee*	*GX1*	*Win98*	*192*	*1039*	*00ZJR*	*8*	*HP692 ?*
4	*105*	*Gray*	*GX280*	*WinXP*	*512*	*105138*	*DRZKQ71*	*1*	*HP692*
5			*GX1*	*Win98*	*256*	*1042*	*OOZGN*	*8*	
6	*106*	*Schultz*	*GX260*	*WinXP*	*256*	*1058*	*2YQDN21*	*4*	*HP 692*
7	*107*	*Straebler*	*GX280*	*WinXP*	*512*	*105134*	*7WZKQ71*	*1*	*HP6122*
8			*GX1*	*Win98*	*256*		*00ZHY*	*8*	
9	*116A*	*King*	*GX110*	*WinXP*	*256*	*1047*	*D0BRK01*	*6*	*HP692*
10			*GX270*	*WinXP*	*256*	*986*	*F89PT41*	*2*	*HP810*
11	*116B*	*D'Arcy*	*GX280*	*WinXP*	*512*	*105119*	*3TZKQ71*	*1*	*1700*
12			*GX1-P3*	*Win98*	*256*	*1049*	*00ZJG*	*7*	
13	*117*	*Fraser*	*GX270*	*WinXP*	*512*		*989PT41*	*2*	*HP810*
14			*GX1*	*Win98*	*256*	*959*	*00VZN*	*8*	
15	*131*	*ALR*	*GX280*	*WinXP*	*512*		*1ZXHY51*	*1*	*1700*
16	*133*	*Rivais*	*GX280*	*WinXP*	*512*	*105127*	*JTZKQ71*	*1*	*HP960*
17			*GX280*	*WinXP*	*512*	*105129*	*2WZKQ71*	*1*	
18	*135*	*Coleman*	*GX620*	*WinXP*	*1 GIG*	*106420*	*871RS91*	*0*	*HP810*
19			*GX110*	*WinXP*	*256*	*1068*	*5Z9RK01*	*6*	

20	*137*	*VanWagner*	*GX110*	*Win98*	*256*	*94311*	*6WZ7901*	*6*	*HP6122*
21			*GX1*	*Win98*	*192*	*1343*	*00VZ0*	*8*	
22	*139*	*Grady*	*GX270*	*WinXP*	*512*	*1050*	*B79PT41*	*2*	*HP6122*
23			*GX110*	*WinXP*	*256*		*FSMY401*	*6*	
24	*141*	*Reed*	*GX270*	*WinXP*	*512*	*105128*	*7TZKQ71*	*2*	*HP692*
25			*GX1*	*Win98*	*256*	*998*	*00ZIY*	*8*	
26			*GX1*	*Win98*	*192*	*1069*	*EY3CM*	*8*	
27	*201*	*Traudt*	*GX620*	*WinXP*	*1 GIG*	*106414*	*481RS91*	*0*	*HP6122*
28			*GX620*	*WinXP*	*256*	*106428*	*C91RS91*	*0*	
29	*203*	*Plant*	*GX280*	*WinXP*	*1 GIG*	*105131*	*5WZKQ71*	*1*	*HP692*
30			*GX110*	*WinXP*	*256*	*1023*	*CWZ7901*	*6*	*HP810*
31	*205*	*LeClair*	*GX280*	*WinXP*	*512*	*105132*	*CSZKQ71*	*1*	*HP1000*
32			*GX280*	*WinXP*	*512*	*105130*	*BVZKQ71*	*1*	*HP810*
33	*207*	*Petschko*	*GX110*	*WinXP*	*192*	*95204*	*GT8RK01*	*6*	*HP692*
34			*GX110*	*WinXP*	*192*	*1014*	*JZ9RK01*	*6*	
35	*209*	*Renzi*	*GX280*	*WinXP*	*512*	*105125*	*GWZKQ71*	*1*	*1700*
36			*GX280*	*WinXP*	*512*	*105124*	*7VZKQ71*	*1*	
37	*211*	*Hazel*	*GX620*	*WinXP*	*1 GIG*	*106422*	*281RS91*	*0*	*HP692*
38			*GX110*	*WinXP*	*256*	*996*	*BZ9RK01*	*6*	
39	*smartboard*	*cart*	*GX270*	*WINXP*	*512*	*980*	*489PT41*	*2*	
40	*213*	*Borchers*	*GX280*	*WinXP*	*512*	*105121*	*45ZKQ71*	*1*	*HP6122*
41			*GX280*	*WinXP*	*512*	*105120*	*9WZKQ71*	*1*	
42	*237*	*Mulcahy*	*GX620*	*WinXP*	*1 G*	*106417*	*761RS91*	*0*	*HP890*
43	*239*	*McCann*	*GX110*	*WinXP*	*256*	*93255*	*GTFCI*	*6*	*HP6122*
44	*241*	*Babb*	*GX280*	*WinXP*	*512*	*105133*	*6TZKQ71*	*1*	*1700*
45			*GX280*	*WinXP*	*512*	*105123*	*7SZKQ71*	*1*	
46			*GX280*	*WinXP*	*512*	*105128*	*DVZKQ71*	*1*	
47	*243*	*Brown*	*GX620*	*WinXP*	*1 G*	*106423*	*791RS91*	*0*	*1700*
48			*GX620*	*WinXP*	*1G*	*106426*	*D91RS81*	*0*	*Laser*
49			*GX1*	*Win98*	*192*	*969*	*1GBPL*	*8*	
50	*244*	*Lloyd*	*GX280*	*WinXP*	*512*	*105137*	*5VZKQ71*	*1*	*Dell 1700*
51			*GX110*	*WIN98*	*256*	*962*	*7Z9RK01*	*6*	
52			*GX1*	*Win98*	*192*	*964*	*8BW4A*	*8*	
53	*245*	*Health*	*GX620*	*WinXP*	*1 GIG*	*106427*	*891RS91*	*0*	*HP950*

54			*GX1-P3*	*WinXP*	*256*	*974*	*00ZGX*	*7*	
55	*246*	*Desruisseau*	*GX110*	*WinXP*	*256*	*960*	*43ETD*	*6*	*HP ?*
56			*GX110*	*WinXP*	*256*	*961*	*43ET7*	*6*	
57	*247*	*Adkins*	*GX620*	*WinXP*	*1G*			*0*	*Hp692*
58			*GX110*	*WinXP*	*256*			*6*	
59	*140K*	*McCabe*	*GX110*	*WinXP*	*256*		*GTFIK*	*6*	
60	*140J*	*Repinz*	*GX1*	*Win98*	*256*	*1340*	*00ZHT*	*8*	*HP692*
61	*134*	*Nurse*	*GX1*	*Win98*	*256*		*1GBQB*	*8*	*HP6122*
62	*210B*	*Pat*	*GX260*	*WinXP*	*768*	*1019*	*3650N21*	*4*	*HP6122*
63	*220H*	*Frank*	*GX110*	*Win98*	*128*	*93334*	*D3TB9*	*6*	*HP1000*
64	*121*	*John*	*GX110*	*WinXP*	*256*	*93338*	*D3TAM*	*6*	*HP950*
65	*210C*	*Anthony*	*GX110*	*WinXP*	*256*	*1017*	*8WZ7901*	*6*	*HP950*
66	*220C*	*Norah*	*GX620*	*WinXP*	*1G*	*106430*	*391RS91*	*0*	*HP6122*
67	*220L*	*Corrine*	*GX270*	*WinXP*	*512*	*1022*	*F79PT41*	*2*	*HP6122*
68	*122N*	*Reid*	*GX1*	*Win98*		*999*	*1GBPF*	*8*	
69	*122L*	*Risko*	*GX1*	*Win98*		*92646*	*8BWAX*	*8*	
70	*122H*	*McGaulley*	*GX110*	*WinXP*	*256*	*94525*	*J0ZJ901*	*6*	
71	*122C*	*Marge*	*GX620*	*WinXP*	*1 G*	*106415*	*671RS91*	*0*	*HP6122*
72	*210A*	*Garrison*	*GX150*	*WinXP*	*256*	*1002*	*96644*	*5*	*HP1000*
73	*122E*	*Sandy*	*GX150*	*Win98*	*256*	*1338*	*87YF911*	*5*	*HP6122*
74	*café closet*	*Calcagni*	*GX280*	*WinXP*	*512*	*105136*	*CWZKQ71*	*1*	
75	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105150*	*518LQ71*	*1*	*1700*
76	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105144*	*3K8LQ71*	*1*	
77	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105151*	*348LQ71*	*1*	
78	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105146*	*9H8LQ71*	*1*	
79	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105139*	*4G8LQ71*	*1*	
80	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105154*	*BF8LQ71*	*1*	
81	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105143*	*C28LQ71*	*1*	
82	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105140*	*F68LQ71*	*1*	

83	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105153*	*DJ8LQ71*	*1*	
84	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105145*	*3C8LQ71*	*1*	
85	*Cart-A*	*Laptop*	*D610*	*WinXP*	*512*	*105141*	*4B8LQ71*	*1*	
86	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106308*	*5JXKS91*	*0*	
87	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106315*	*GHXKS91*	*0*	
88	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106304*	*2JXKS91*	*0*	
89	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106312*	*7LXKS91*	*0*	
90	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106311*	*6MXKS91*	*0*	
91	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106313*	*DJXKS91*	*0*	
92	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106314*	*CHXKS91*	*0*	
93	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106310*	*1HXKS91*	*0*	
94	*Cart-**B***	*Laptop*	*D610*	*WinXP*	*512*	*106305*	*HLXKS91*	*0*	
95	*Laptop*		*Apple*	*OSX*		*105113*	*W851605MRG4*	*1*	
96	*Laptop*		*Apple*	*OSX*		*105102*	*W851604BRG4*	*1*	
97	*233*	*White*	*GX260*	*WinXP*		*979*	*JQR0N21*	*3*	
98	*233*	*White*	*GX260*	*WinXP*		*978*	*5YQ0N21*	*3*	
99	*233*	*White*	*GX260*	*WinXP*		*984*	*17S0N21*	*3*	
100	*233*	*White*	*GX260*	*WinXP*		*980*	*HXQ0N21*	*3*	
101	*233*	*White*	*GX260*	*WinXP*		*977*	*8YQ0N21*	*3*	
102	*233*	*White*	*GX260*	*WinXP*		*983*		*3*	
103	*233*	*White*	*GX260*	*WinXP*		*987*	*C6S0N21*	*3*	
104	*233*	*White*	*GX260*	*WinXP*		*982*	*3YQ0N21*	*3*	
105	*233*	*White*	*GX270*	*WinXP*		*989*	*B89PT41*	*2*	
106	*233*	*White*	*GX280*	*WinXP*		*105113*	*JSZKQ71*	*1*	
107	*233*	*White*	*GX620*	*WinXP*	*1 G*	*106426*	*461RS91*	*0*	
108	*233*	*White*	*GX620*	*WinXP*	*1 G*	*106424*	*371RS91*	*0*	
109	*233*	*White*	*GX620*	*WinXP*	*1 G*	*106421*	*681RS91*	*0*	
110	*233*	*White*	*GX620*	*WinXP*	*1 G*	*106418*	*291RS91*	*0*	
Total		***Average Age of Alternate High School Computer Inventory***							
110							***2.94***	***years***	
		note: # Units Age > 3 years = 40							

Appendix B

DUTCHESS COUNTY BOCES
ALTERNATIVE AND SPECIAL EDUCATION
TECHNOLOGY COMMITTEE'S
STAFF SURVEY
2006

Toward the end of the 2005-2006 academic year, a survey instrument was distributed to the teaching staff of the Salt Point Center, the Alternative High School, and the District Based Classrooms. The survey instrument contained eight statements that staff was requested to rate on a four-point Likert scale. The survey instrument also contained six additional open-ended questions. The rating questions focused on overall staff satisfaction with the current classroom technology, the adequacy of the installed software and peripherals, the adequacy of the Internet access, the responsiveness of the technical support, and whether or not the current technology helps or hinders their current job performance. The open-ended questions prompted staff for improvement suggestions as well as new technology software/applications suggestions.

A total of 110 surveys were distributed with 62 being returned, for an overall return rate of 56%. The following is a narrative analysis of the survey.

Overall satisfaction with the quality, reliability and speed of the classroom computers

The Salt Point Center staff was the most satisfied, with 75% indicating that they agreed or strongly agreed with the survey statement. 20% of the SPC staff disagreed with the statement and 5% strongly disagreed.

The Alternative High School staff was somewhat less positive, with 55% agreeing or strongly agreeing with the survey statement. However, 23% of the AHS strongly agreed with the statement (compared to 15% of the SPC staff) and 23% strongly disagreed with the statement (compared with 5% of the SPC staff). This outcome may be due to more variability in the adequacy of the hardware at the Alternative High School.

The District Based staff was the least satisfied, with only 42% agreeing or strongly agreeing with the survey statement.

Adequacy of the software installed

84% of the Salt Point Center staff either agreed or strongly agreed with the survey statement, with 16% disagreeing and 0% strongly disagreeing.

The Alternative High School staff was also positive about the current software, with 76% either agreeing or strongly agreeing with the survey statement.

The District Based staff was much less positive, with only 29% agreeing or strongly agreeing with the survey statement. 59% of the District Based staff disagreed with the statement, with an additional 12% strongly disagreeing.

Adequacy of the peripherals

75% of the Salt Point Center staff either agreed or strongly agreed with the survey statement, with only 10% strongly disagreeing.

The Alternative High School staff was again somewhat less positive, with 50% agreeing or strongly agreeing with the survey statement.

The District Based staff was much less positive, with only 18% agreeing or strongly agreeing with the survey statement.

Responsiveness of the Technical Support

The Salt Point Center staff was overwhelming positive in their response to the survey statement, with 90% either agreeing or strongly agreeing with the survey statement.

The Alternative High School staff was also positive, with 77% either agreeing or strongly agreeing with the survey statement.

Once again, the District Based staff was somewhat less positive, with only 56% agreeing or strongly agreeing with the survey statement.

Sufficient Internet Access and Speed

65% of the Salt Point Center staff either agreed or disagreed with the survey statement.

The Alternative High School staff was less positive, with only 36% of the staff surveyed either agreeing or strongly agreeing with the survey statement.

The District Based staff was much more positive in their response to this survey statement, with 78% indicating that they agreed or strongly agreed.

Frequency of Computer Problem Hindering Job Performance

Only 10% of the Salt Point Center staff indicated that computer problems frequently hindered their job performance, with 80% indicating that computer problems occasionally hindered job performance.

18% of the Alternative High School staff indicated that computer problems frequently hindered their job performance, with 64% indicating that computer problems occasionally hindered job performance.

Only 11% of the District Based staff indicated that computer problems frequently hinder their job performance, with only 50% indicating that computer problems occasionally hindered job performance.

Helpfulness of Support Staff

The Salt Point Center staff was overwhelming positive in this area, with 50% rating the helpfulness as “excellent” and an additional 35% rating support staff as “good.”

The Alternative High School staff was also positive, with 32% rating this area as “excellent” and an additional 50% rating the support staff as “good.”

The District Based staff was also positive, with 39% rating support staff as “excellent” and an additional 44% rating the helpfulness as “good.”

Of all the surveys returned, only one survey respondent rated this area as “poor.”

Respectfulness of Support Staff and Taking Problems Seriously

The Salt Point Center staff was overwhelming positive in this area, with 90% responding “always.”

The Alternative High School staff and District Based staff were also positive, with 73% and 72% respectively responding “always.”

Of all the surveys returned, only one survey respondent responded “never.”

Summary and Implications for Planning

In reviewing the survey results, the Technology Planning Committee clearly recognized that District Based Classrooms require attention, especially in the area of technology upgrades. The Alternative High School may also require some attention in this area.

The helpfulness of the support staff is a clear strength in our organization and needs to be applauded.

In regard to planning, it became clear that outdated machines and software need to be upgraded or replaced as soon as possible, as the promise of technology in education becomes extraordinarily frustrating if staff does not have adequate tools.

The Technology Committee found that this survey instrument provided a good baseline for planning purposes and will use the same instrument to measure progress over the next three year cycle.

The following is the Survey Distributed to Staff.

Dutchess BOCES

COLLABORATION, INNOVATION, EFFICIENCY, EXCELLENCE AND LEADERSHIP

Fellow Teachers and Staff,

This survey is a tool we want you to use to help us in our ongoing effort to enhance the technology of our SPED Division here at Dutchess County BOCES, we ask you spend a few minutes in your busy day to complete.

You as a group need to voice where you feel we are at, and the direction we need to be moving to best utilize our present technology and help plan our future expenditures. This year another significant purchase of new technology will be expedited and deployed into our classrooms. The last two years additively will create a strong foundation for our division from which to integrate technology into the instructional process. Your voices will determine its future, and as you fill out this survey remember where we were, and envision where you see us making use of technology in the future.

This survey will be extremely helpful to administration and our IT Specialist in our efforts to continue moving in a positive direction supporting your technology.

A technology committee is in the planning stages and we will be looking for staff members who are looking to the future and are excited about integrating instructional technology. Please make a note on this form that you would be interested in joining this committee.

All comments and input is welcomed and encouraged,

Thank you for your time,

Gary D. Calcagni

Instructional Technology Systems Specialist

2006 DCBOCES SPED Division Technology Survey

Please return to main offices, Pat or Marge

Place an X mark in box provided

1. I am satisfied with the quality, reliability, and speed of the computer I use.

a) Strongly agree ☐

b) Agree ☐

c) Disagree ☐

d) Strongly disagree ☐

2. The software currently installed on my computer is adequate for my job function.

a) Strongly agree ☐

b) Agree ☐

c) Disagree ☐

d) Strongly disagree ☐

3. The peripherals (e.g., printers, scanners, camera, LCD) available to me are adequate for my job function.

a) Strongly agree ☐

b) Agree ☐

c) Disagree ☐

d) Strongly disagree ☐

4. I am satisfied with the responsiveness of the Computer Technical Support when I request assistance.

a) Strongly agree ☐
b) Agree ☐
c) Disagree ☐
d) Strongly disagree ☐

5. I have sufficient Internet access and speed to perform my job function.

a) Strongly agree ☐
b) Agree ☐
c) Disagree ☐
d) Strongly disagree ☐

6. How often does a computer problem hinder the performance of your job function?

a) Frequently ☐
b) Occasionally ☐
c) Seldom ☐
d) Never ☐

7. How would you rate the helpfulness of Support Staff in dealing with your questions, or concerns in relation to the technology you currently use?

a) Excellent ☐
b) Good ☐
c) Fair ☐
d) Poor ☐

8. Does the support staff treat you with respect and take your problems seriously?

a) Always ☐
b) Sometimes ☐
c) Never ☐

9. Are there any areas in which you'd like to see the technology support roved?

10. Are there any computer applications or emerging technologies for which you see would assist you in the use of technology in the classroom? What training would help in the integration of technology in your classroom?

12. What is the most positive aspect about our network/computer system?

13. What is the most negative aspect about our network/computer system?
14. Please add any additional comments, ideas, suggestions or compliments here and feel free to write on back if you need more room.

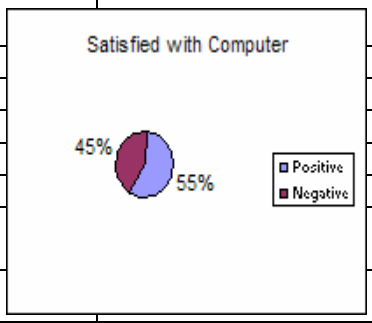
The Following is Survey Results from:

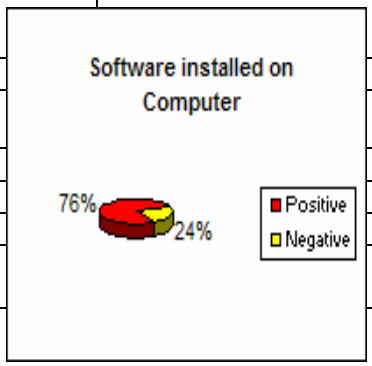
1. Alternative High School
2. District Classrooms
3. Salt Point Center

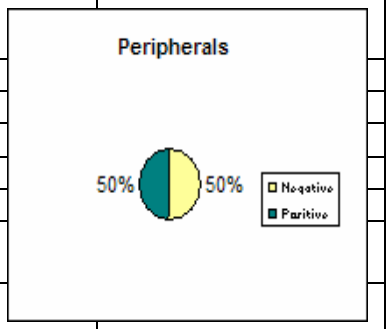
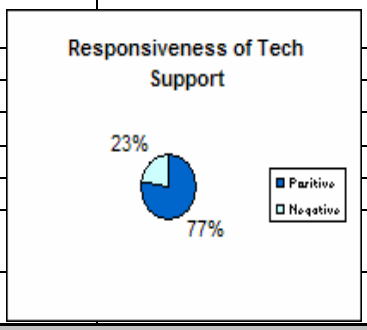
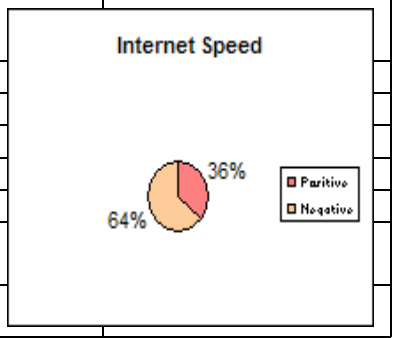
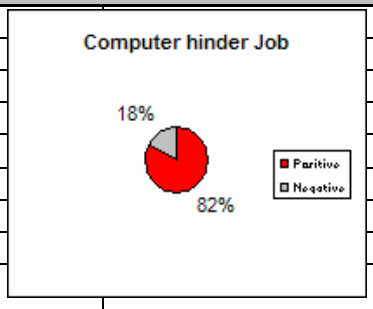
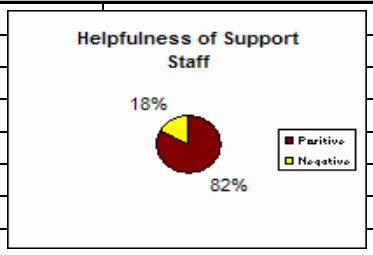
DCBOCES ALT HS SURVEY RESULTS

Surveys	35
Surveys Returned	22
Percentage	**62.9%**

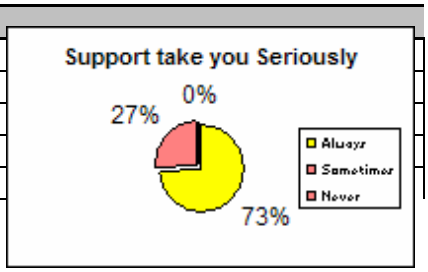
Selections	Results	Total	Percentage	Pos/Neg
Satisfied with Computer				
Strongly Agree	*5*		23%	
Agree	*7*		32%	*Positive*
				55%
Disagree	*5*		23%	
Strongly Disagree	*5*		23%	*Negative*
Total Responses		*22*		***45%***
Software installed on Computer				
Strongly Agree	*3*		14%	
Agree	*13*		62%	*Positive*
				76%
Disagree	*3*		14%	
Strongly Disagree	*2*		10%	*Negative*
Total Responses		*21*		***24%***





Peripherals					
Strongly Agree	*4*		18%		
Agree	*7*		32%	*Positive*	
				50%	
Disagree	*8*		36%		
Strongly Disagree	*3*		14%	*Negative*	
Total Responses		*22*		***50%***	
Responsiveness of Tech Support					
Strongly Agree	*4*		18%		
Agree	*13*		59%	*Positive*	
				77%	
Disagree	*4*		18%		
Strongly Disagree	*1*		5%	*Negative*	
Total Responses		*22*		***23%***	
Internet Speed					
Strongly Agree	*0*		0%		
Agree	*8*		36%	*Positive*	
				36%	
Disagree	*10*		45%		
Strongly Disagree	*4*		18%	*Negative*	
Total Responses		*22*		***64%***	
Computer hinder Job					
					
Frequently	*4*		18%		
Occasionally	*14*		64%	*Positive*	
				82%	
Seldom	*4*		18%		
Never	*0*		0%	*Negative*	
Total Responses		*22*		***18%***	
Helpfulness of Support Staff					
Excellent	*7*		32%		
Good	*11*		50%	*Positive*	
				82%	
Fair	*4*		18%		
Poor	*0*		0%	*Negative*	

Support take you Seriously				
Always	*16*		73%	
Sometimes	*6*		27%	
Never	*0*		0%	
Total Responses		*22*		



ALTHS Staff Survey Comments:

Want Hardware/Peripherals

1. More Projectors.
2. Printer is slow.
3. Better printers.
4. Scanner.
5. Discs to save on.
6. More Smart Boards.
7. More Laptops!
8. Not enough equipment.
9. Computers are old and slow, can't print progress notes.
10. Would like to have my own smart board.

11 Digital Cameras.

12. Projector to show my frequent Power Point Presentations.

Want more control over computer

1. Too many restrictions on downloading.
2. Too many access denied areas.

Software wanted

1. Better filter to prevent inappropriate sites.
2. Still running Windows 98 have asked for upgrade for several years.
3. Would like to be able to access our network from home particularly to use Plato.

Workshops for tech hardware and software usage

1. Want more training.
2. Offer some classes after school or on conference days with some instruction and practice time.
3. Training on Smart Board and Digital Camera, Projector.

IEP Direct

1. Computers are old, and makes taking attendance difficult.
2. Condense IEP Direct attendance.
3. When we are doing reports on IEP Direct the system seems slow.
4. Doing attendance is time consuming, and difficult under less than ideal circumstances.
5. IEP Direct leaves a lot to be desired. It is time consuming, cumbersome and incomplete at times. There is room for much improvements there.

Positives

1. The programs available via internet.
2. Being connected Bldg and BOCES wide Server and Internet.
3. The wireless Laptops.
4. Thank you, Gary for straightening out my printing problems!
5. Gary is a Godsend!
6. Gary goes above and beyond and stays late to help me with my computer problems.
7. I like the way our computer network adds different interactive options to the classrooms.
8. Thanks Gary!
9. Having Internet and Staff E-Mail in every classroom.

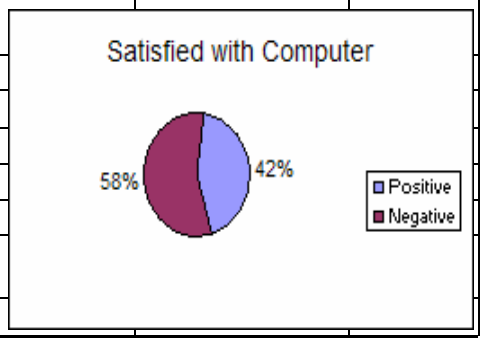
Negatives

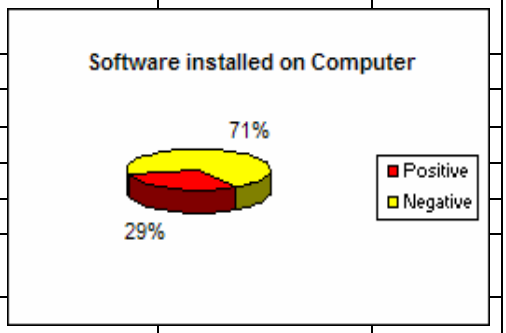
1. If BOCES is going to move into the "computer age" and use programs like "Plato", "United Streaming" and others, it would be wise to upgrade the computers.
2. Why do you mess with computers when there's nothing wrong with them? Is it up to Tech Staff to remove things on the computer? If so, no one ever told me.
3. Until recently I was able to access most anything I wanted as a teacher; not a student. One day, poof, everything is gone. No more games, etc. Why is this happening? Students are still able to access "My Space" and Porn in the computer lab. I feel my hands are tied to tight. Not a good way to treat staff.

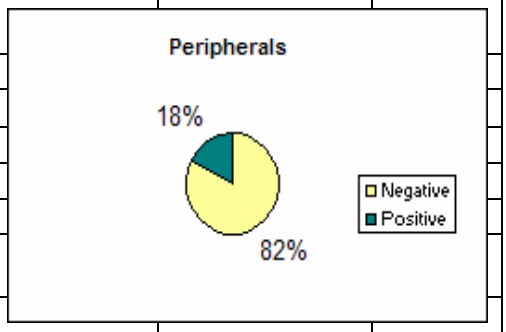
DISTRICTS STAFF SURVEY RESULTS

Surveys	*40*
Surveys Returned	*20*
Percentage	***50.0%***

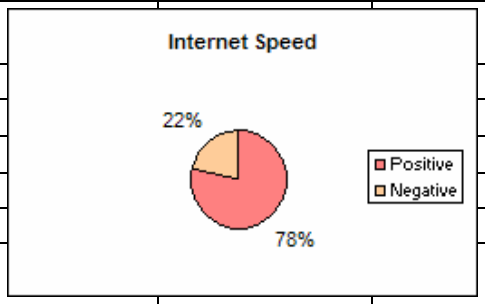
Selections	*Results*	*Total*	*Percentage*	*Pos/Neg*
Satisfied with Computer				
Strongly Agree	*2*		11%	
Agree	*6*		32%	*Positive*
				42%
Disagree	*7*		37%	
Strongly Disagree	*4*		21%	*Negative*
Total Responses		*19*		***58%***
Software installed on Computer				
Strongly Agree	*1*		6%	
Agree	*4*		24%	*Positive*
				29%
Disagree	*10*		59%	
Strongly Disagree	*2*		12%	*Negative*
Total Responses		*17*		***71%***
Peripherals				
Strongly Agree	*1*		6%	
Agree	*2*		12%	*Positive*
				18%
Disagree	*8*		47%	
Strongly Disagree	*6*		35%	*Negative*
Total Responses		*17*		***82%***
Responsiveness of Tech Support				
Strongly Agree	*3*		17%	
Agree	*7*		39%	*Positive*
				56%
Disagree	*7*		39%	
Strongly Disagree	*1*		6%	*Negative*
Total Responses		*18*		***44%***



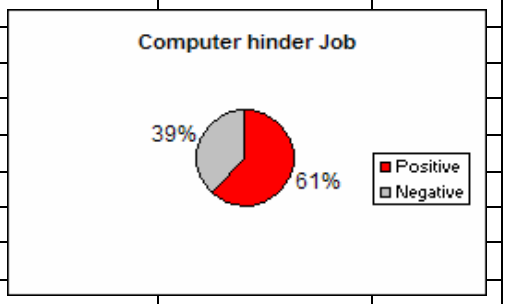




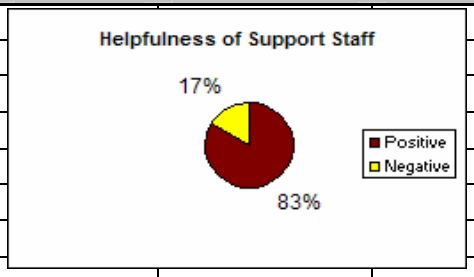
Internet Speed					
Strongly Agree	*4*		22%		
Agree	*10*		56%	*Positive*	
				78%	
Disagree	*2*		11%		
Strongly Disagree	*2*		11%	*Negative*	
Total Responses		*18*		***22%***	



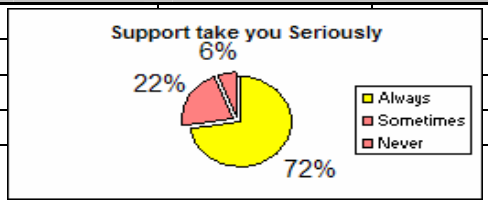
Computer hinder Job					
Frequently	*2*		11%		
Occasionally	*9*		50%	*Positive*	
				61%	
Seldom	*6*		33%		
Never	*1*		6%	*Negative*	
Total Responses		*18*		***39%***	



Helpfulness of Support Staff					
Excellent	*7*		39%		
Good	*8*		44%	*Positive*	
				83%	
Fair	*2*		11%		
Poor	*1*		6%	*Negative*	
Total Responses		*18*		***17%***	



Support take you Seriously					
Always	*13*		72%		
Sometimes	*4*		22%		
Never	*1*		6%		
Total Responses		*18*			



District Staff Comments:

Limited Access to Web Sites

1. What is the procedure for reporting computer difficulties?
2. Blocks on many activities which would be appropriate.
3. Not networked.

Computer is out dated,Sluggish

1. Need updated computers.
2. Antiquated equipment.
3. Update computer stations/Windows XP
4. We just want a fully working computer, no disc disk drive since beginning of year.
5. Laptop I use is Windows 98
6. One computer per room does not meet needs.

Want Hardware/Peripherals

1. Touch Screens

2. Not enough machines per classroom
3. Newer Printers
4. Low tech overhead projector
5. Scanners, Cameras, Digital Video Cameras, CD/DVD burners.
6. Laptops for teachers
7. Projector for computer.
8. Ability to use thumbdrive.
9. Laptops, wireless for smartboard.
10. I had 3 students this year with alternate assessments- a digital camera was necessary, what was available thru BOCES was incompatible w/computers. I had to supply my own camera and printing.
11. Smartboard and be able to learn to use it.
12. More computers
13. More smartboards in district classrooms w/training.

Want more control over computer

1. There are too many things locked out -clip art for word, etc.

Software wanted

1. Internet
2. Jaws
3. Zoomtext
4. Scientific Notebook for Math
5. Compass Learning
6. Boardmaker
7. Because computer is supplied by Arlington, we only have software provided by Arlington installed for students to use.
8. Greater availablity to software for students use
9. Need more software, what does BOCES offer. Would like to see a list of computer software that BOCES has available for teachers to use with students. A brief description would be helpful.
10. Compass learning licenses.

Workshops for tech hardware and software usage

1. More Smartboard training.
2. More training.
3. Laptop training

Comments

1. Hope you'll be able to to help improve classrooms technology for BOCES CLASSROOMS.
2. Free up more time so the sysop can come to the district classes in a more timely manner.
3. To be actively involved in the district classes. Regularly scheduled visits should be implemented.
4. Please don't forget us out in the districts traveling all day from place to place
5. New programs installed in school computers no guides to use, have to print out, copies should be provided.
6. Gary knows what he's doing.
7. I think all forms that we need; incident reports, personnel forms field trip requests should be available as PDF files to print out instead of having to call and ask clerical staff to send w/courier.

Technology Calls

1. Would be helpful to have more staff available to respond to problems quickly.
2. Having tech 2 times during the year, waiting for him on a Friday, staying until 4:00pm when class ends at 1:45pm. Too long between visits.
3. Our heat connection does not work so we rely on our messages to Fran/Irene.

Positives

1. Computer hardware is adequate at present time
2. Speedy Internet access.
3. Provides accessibilty to online educational instructional material resources for teachers as well as learning and research resources for students.
4. Really appreciate a survey like this!, It’s a long time coming.
5. Gary is very informative.
6. New laptops
7. Support from Gary.
8. Being able to apply for conferences online is wonderful.

Negatives

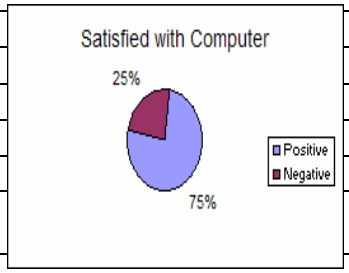
1.Help provided out in district.
2. The inability to block web sites.

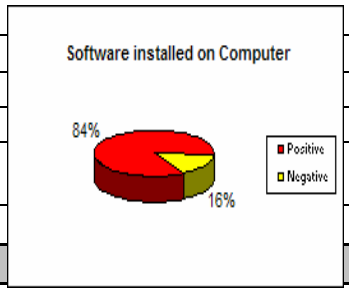
3. Hard time logging on to heat support site.
4. Have requested speakers but have not received, and am still using teachers personal property.
5. Observing the wealth of technology at various school districts that's offered to their teachers and students.
6. Outdated in many aspects.
7. Staff limitations/knowledge.

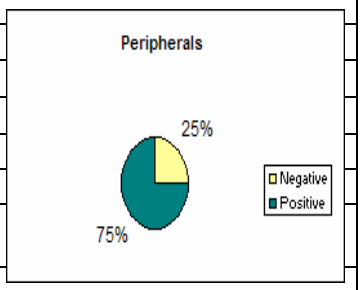
SPC STAFF SURVEY RESULTS

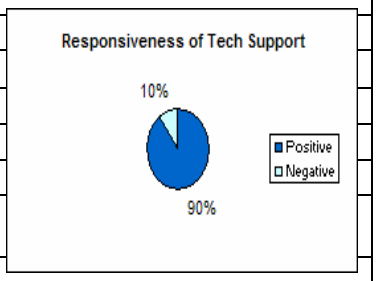
Surveys	*35*
Surveys Returned	*20*
Percentage	***57.1%***

Selections	*Results*	*Total*	*Percentage*	*Pos/Neg*
Satisfied with Computer				
Strongly Agree	*3*		15%	
Agree	*12*		60%	*Positive*
				75%
Disagree	*4*		20%	
Strongly Disagree	*1*		5%	*Negative*
Total Responses		*20*		***25%***
Software installed on Computer				
Strongly Agree	*4*		21%	
Agree	*12*		63%	*Positive*
				84%
Disagree	*3*		16%	
Strongly Disagree	*0*		0%	*Negative*
Total Responses		*19*		***16%***
Peripherals				
Strongly Agree	*3*		15%	
Agree	*12*		60%	*Positive*
				75%
Disagree	*3*		15%	
Strongly Disagree	*2*		10%	*Negative*
Total Responses		*20*		***25%***
Responsiveness of Tech Support				
Strongly Agree	*8*		40%	
Agree	*10*		50%	*Positive*
				90%
Disagree	*1*		5%	
Strongly Disagree	*1*		5%	*Negative*
Total Responses		*20*		***10%***

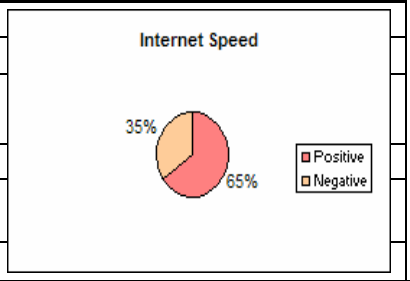


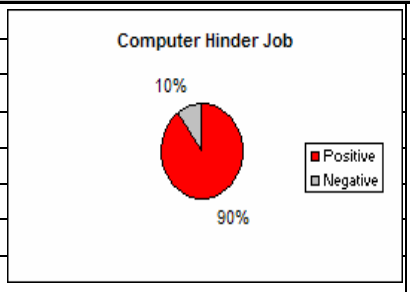


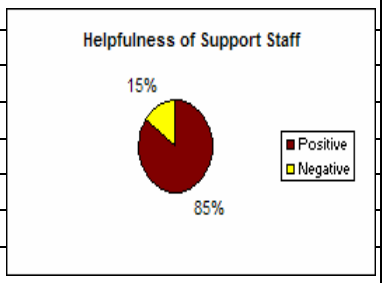


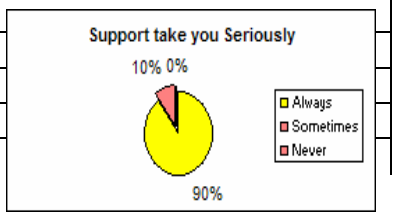


Internet Speed					
Strongly Agree	*5*		25%		
Agree	*8*		40%	*Positive*	
				65%	
Disagree	*2*		10%		
Strongly Disagree	*5*		25%	*Negative*	
Total Responses		*20*		***35%***	
Computer Hinder Job					
Frequently	*2*		10%		
Occasionally	*16*		80%	*Positive*	
				90%	
Seldom	*2*		10%		
Never	*0*		0%	*Negative*	
Total Responses		*20*		***10%***	
Helpfulness of Support Staff					
Excellent	*10*		50%		
Good	*7*		35%	*Positive*	
				85%	
Fair	*3*		15%		
Poor	*0*		0%	*Negative*	
Total Responses		*20*		***15%***	
Support take you Seriously					
Always	*18*		90%		
Sometimes	*2*		10%		
Never	*0*		0%		
Total Responses		*20*			









Salt Point Center Staff Survey Comments:

<u>Limited Access to Web Sites</u>

1. Filter is a bit too intense.
2. Can't access anything on the internet.
3. Would like access to person E-Mail for access to lessons, ideas info, parents.
   Input from Gary ----> A web based E-Mail System is greatly needed for all staff.

Options: BOCES IMAP Server, Microsoft Exchange Server(works with outlook), Novell Groupwise.

4. Can't get classical commercial free online music stations, but kids can access MTV.
5. Constricting filtering, Its horrible.
6. Sites related to certain Social Work/Social Skills topics are not accessible (STD's. Drug and Alcohol info, etc) This hinders my job and makes us staff feel like children.
7. I see no reason why I can't double check my finances on my lunch break. Finances are filtered, hurt staff morale.

Computer is out dated
1. Additional updated computers for classroom.
2. Updates for monitors and computers
Want Hardware/Peripherals
1. Scanners
2. CD RW Drives
3. Wireless keyboards and mice.
4. Digital Cameras.
5. Indestructable computer hardware, more durable headphones, hidden CDROMs.
6. Continue to upgrade computers in classrooms.
Software wanted
1. Want more science and reading programs
2. A-Z Reading Website.
3. Intellitools.
4. Frustrated because of attending Model Schools classes, being exposed to software like Compass, Reading A-Z, and Internet Activities and not having it available to use.
5. Online planbooks/gradebooks
6. Need to be able to download templates from Mayer-Johnson and Edmark.
7. Graph Club (Graphics?) Software.
Workshops for tech hardware and software usage
1. Want ongoing workshops on technology.
2. Gary to teach software installed and new programs.
3. How to use word,digital cameras,powerpoint.
4. Using a Scanner successfully.
5. Classes for Teachers - so they know what is available to them and how to use it.
Technology Calls Response Time
1. Quicker response to problems.
2. Not enough support staff for all locations.
3. Delays in respose time.
4. Gary is always very prompt about resonding to my heat issues.
5. He doesn't walk away from problem until fixed.
6. Sysop is a doll and always responsive to questions or problems.
7. I'm very happy with the assistance I receive when I need it.
8. Tech Support responsiveness much better this year!
9. Another staff available on days Gary isn't assigned to building, also cut down on wait time for some issues.
Positives
1. Color Laser Printer access.
2. Reliability.
3. Good Job!
4. Gary has always been very helpful and takes time to explain things I don't understand.
5. Having one.
6. People able to setup their own web pages.
6. Computers are uniform from classroom to classroom, know where things are in desktop.
7. Happy we have computers.
8. Speed of internet and other programs has been really good.
9. Don't see viruses or spyware/malware anymore.
Negatives
1. Software brought in by teachers to be installed must be donated to BOCES.
2. Lack of adequate Bandwidth/Internet Speed.
3. Filtering system blocks almost everything.
4. Locked stations (Frozen), Things in control panel can not be changed quickly for students.
5. Need faster Server, new computer, easier and faster way to get ink and paper for printer.
6. Network/computer to slow.

Appendix C

Dutchess County BOCES Board Polices

Policy 7160

SUBJECT: INSTRUCTIONAL TECHNOLOGY

The Board recognizes its responsibility to further the BOCES educational goals through the use of appropriate and high quality technological materials and equipment. For the purpose of this policy, technology refers to computers, interactive videodiscs, Compact Disc-Read Only Memory (CD-ROM) devices, local area networks, satellite transmission and other telecommunications equipment.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the BOCES is committed to:

a) A comprehensive staff development program to ensure appropriate and effective use of technology.

b) The preparation of students to utilize multiple types of technology.

c) The integration of technology within and across all curriculum areas.

d) The equitable distribution and access to technological equipment and materials for all students.

e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.

f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the BOCES Superintendent or his/her designee to assess the technological needs of the BOCES instructional program, research and review current materials and make recommendations to the Board.

Adopted: July 2003

Policy 7161

SUBJECT: USE OF COMPUTERS AND NETWORKED INFORMATION RESOURCES (INTERNET USE)

The Dutchess County BOCES is committed to the optimization of student learning and teaching and therefore encourages the use of computers and networked resources, including the Internet (a global network made up of smaller contributing networks). The BOCES encourages computer network use as an integral part of the curriculum. Through software applications, on- line databases, bulletin boards and electronic mail, the network will enhance educational experience and provide statewide, national, and global communication opportunities for staff and students.

Technology protection measures (i.e. filtering software) have been installed on networked computers with access to the Internet in order to protect against user access to images and materials that are obscure and child pornography (as those terms are defined under federal law), and in the case of users who are under age 17, additionally protect against access to images and materials that are harmful to minors as the term is defined under federal law. When access is needed for bona fide research or other lawful purposes, these technology protection measures may be disabled.

The use of school computers, software, network resources and/or the Internet for noneducational purposes such as for profit activity, personal business or illegal activity is prohibited.

Each student or staff member who wishes to use the various schools' networks must establish a user (ID) account in order to assure the integrity of the network and Internet in Dutchess County BOCES. Each account holder must agree to act responsibly and to comply with this Policy and the Administrative procedures promulgated by the District Superintendent regarding access to and use of computers and networked information resources.

Any account user who, after due process has been afforded, is determined to have used BOCES ' computers, networked information resources and/or the Internet in violation of this Policy and its administrative procedure may have his/her user account suspended and/or revoked. Also, a breach of the terms of this Policy and Administrative procedures may result in disciplinary action consistent with applicable laws and regulations, the Student Code of Conduct and collective bargaining agreements. A breach of the terms of this Policy and Administrative procedures may further result in a referral to appropriate law enforcement officials where the breach involves suspected illegal or criminal activities.

Users acknowledge that in the course of using the Internet, there may occur interruptions in service beyond the control of the BOCES, which may result in the loss of data, information or files. The BOCES disclaims any and all responsibility for loss of data, information or files, caused by such service interruptions.

Users shall not use the Internet for any purpose that would violate any BOCES policy and/or regulation, or that would violate any State or Federal law or regulation.

Adopted: July 2003

Policy 7162

SUBJECT: INTERNET CONTENT FILTERING

The BOCES, in accordance with the provisions of the Children's Internet Protection Act, requires all BOCES computers with Internet access that are used by elementary and secondary students and staff to be equipped with filtering or blocking technology. Once this filtering/blocking technology is in place, newly acquired computers with Internet access used by elementary or secondary students and staff must be linked to this technology within 10 days of installation.

No filtering technology can guarantee that users will be prevented from accessing all inappropriate locations. Proper supervision must be provided while accessing the Internet to further ensure appropriate usage. Under certain supervised circumstances, authorized personnel may override the filtering/blocking technology for a limited, prescribed period of time to assist students and staff with special projects or research. BOCES guidelines will be developed to implement this component of the policy.

The BOCES shall provide certification to document the installation of filtering/blocking technology for its computers with Internet access for students and staff. This certification will fulfill the requirements under the Children's Internet Protection Act to ensure the continuation of federal Universal Service Discounts.

17 United States Code (USC)
Section 1701 et seq.
47 United States Code (USC)
Section 254(h)(5) and (6)
Adopted: July 2003

Policy 7231

SUBJECT: COMPUTER SOFTWARE COPYRIGHT

It is the intent of the Dutchess County BOCES to adhere to the provisions of copyright laws in the area of microcomputer programs. Though there continues to be controversy regarding interpretation of those copyright laws, the following procedures represent a sincere effort to operate legally. We recognize that computer software piracy is a major problem for the industry and that violations of computer copyright laws contribute to higher costs and greater efforts to prevent copies and/or lessen incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

a) The ethical and practical problems caused by software piracy will be taught in BOCES buildings.

b) BOCES employees will be expected to adhere to the provisions of Public Law 96-517, Section 7(b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that "… it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation or that computer program provided:

1. That such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or
2. That such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."

c) When software is to be used on a disk sharing system, efforts will be made to secure this software from copying.

d) Illegal copies of copyrighted programs may not be made or used on school equipment.

e) The legal or insurance protection of the BOCES will not be extended to employees who violate copyright laws.

f) A designated copyright officer is the only individual who may sign license agreements for software in the BOCES. (Each school using the software also should have a signature on a copy of the software agreement for local control.)

g) The principal of each school site is responsible for establishing practices which will enforce this policy at the school level.

Adopted: July 2003