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# Town of Wethersfield



## Strategic Technology Plan

March 8<sup>th</sup> 2005

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## **Wethersfield Technology Vision**

Wethersfield shall develop, provide and maintain comprehensive and secure systems that encourage and support access to the vast resources of information technology and services to residents, students, Town, Library and Education Staff, businesses and the community.

## **Wethersfield Technology Mission**

Wethersfield is committed to provide, maintain, and enhance secure and reliable technological systems to provide high quality information and services to internal and external customers.

Wethersfield will strive to achieve excellence in our systems in order to provide cost effective services, innovative systems and information to our customers through:

- organized leadership
- innovation
- a commitment to provide the financial resources necessary to maintain and enhance the information and technological systems; and
- continued education for each member of our team

## **Introduction**

In today's world, Technology holds a key role in our lives. Therefore, we need to ask, are we satisfied with the current level of technology within the Town of Wethersfield? If the answer is no, then we need to determine technology goals for Wethersfield, develop and implement a technology vision and plan to get there.

The plan must have clearly defined Goals, Strategies, Actions, and cost estimates. Without a technology plan, we will continue to drift in a sea of technology, focusing on the emergency of the day and not focusing on the core technology issues. In short, the technology focus needs to transform from fixing individual problems to a global technology vision for the entire Town.

The Plan must:

- align Information Technology spending with Town Priorities
- design solutions to meet Wethersfield's future, not it's past
- employ business cases using consistent evaluation criteria
- utilize empowered advisory groups to assist in developing the strategic plan
- use a structured decision process to select information technology projects & investments
- tie funding to Information Technology achievements and competitive advantage gains

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## Overview

On November 17, 2003, the Town Council passed a resolution creating the Citizens Advisory Committee on Information and Technology. The Committee was charged to evaluate and make recommendations on where the Town should be heading with regard to technology.

Unfortunately, amid a few technological bright spots, isolated successes, and in some cases the Herculean efforts of Town employees and citizens, the Committee has uncovered several deficiencies, and systemic problems. These include a lack of centralized planning and oversight, inconsistent procedures, unclear policies and standards, and a lack of the consistent financial commitment required to manage the Town's information technology systems and infrastructure.

While the Town is much further ahead than it was only a few short years ago, as illustrated by projects such as the Silas Deane Middle School (SDMS) and others, we are still far behind other comparable towns in the areas of systems planning, management, and utilization. Security and disaster recovery issues, reliance on outdated equipment, and a growing demand for services dictate that the Town must take steps now to avoid even more costly problems in the future. The separate efforts of individual Town agencies have not of themselves led to unify strategic planning, or the potential benefits to be gained from shared services.

Despite the deficiencies alluded to, we have seen several improvements, and an openness to be a part of the process of improving. Only with the cooperation of all Town agencies shall a healthy future of technology in Wethersfield be realized. Outlined in the following plan are our recommendations. They include maintaining appropriate funding streams, reevaluating and centralizing the information technology management structure of the town, creating a standardized network infrastructure, and others. As decisions makers, citizens, and employees of the town, please give consideration to these strategies and recommendations, and also please consider becoming involved in the process. It was only through the cooperation and efforts of interested individuals that we were able to identify our town's strengths and weaknesses, as well as target the "neediest" priorities.

Our intention is that this plan will serve as a living and active document. It will continue to be revised and updated as goals are realized, and will simultaneously provide a steady course for the Town to follow towards a bright future in technology.

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## Executive Summary

The Wethersfield Citizens' Advisory Committee on Information Technology is an eight member commission of volunteers appointed by the Town Manager of Wethersfield. The length of appointment on the Committee is currently indefinite. Meetings are usually held bi-monthly. The meetings times and locations are posted in Town Hall and are open to the public. Additional meetings that focus on specific topics are held as needed.

Wethersfield Citizens' Advisory Committee members are:

Donna Brown, Tom Brown, Brian Clement (Chair), Matthew Daskal (non voting student representative), William Giuliano, Pete Kuzma, Jeffrey Rotatori, Anthony Teti

Town of Wethersfield staff liaisons to the Committee are:

Dennis Colclough (Supervisor of Information Technology, Board of Education), Paul Dudley (Data Services Coordinator), Judith Golden (Assistant Superintendent of Schools), Laurel Goodgion (Library Director), Lisa Hancock (Finance Director), Bill Holler (Information Specialist/GIS Administrator), Liz Kirkpatrick (Assistant Library Director), Julie Montinieri (Town Council), Bonnie Therrien (Town Manager)

The role of the Wethersfield Citizens' Advisory Committee is to:

- Advise the Town Council, the Town Manager, the Board of Education, and the Library Board of Directors with respect to issues pertaining to computers, networking, connections, telephone systems, and associated infrastructure and software
- Establish and maintain a long-term integrated technology plan for the Town, the Board of Education and the Library
- Recommend changes to operations in order to coordinate and share such integrated technology and infrastructure
- Oversee the establishment and maintenance of a complete inventory of such infrastructure hardware and software
- Seek to avoid unnecessary duplication of costs and infrastructure within its constituent groups

To gain an understanding of the information technology issues confronting the Town of Wethersfield, the Citizens' Advisory Committee conducted site tours of the following Wethersfield facilities:

- Town Hall
- Library
- Police Station
- Public Works facility
- High School
- Silas Deane Middle School
- Emerson-Williams Elementary School
- Pitkin Community Center

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Additional information technology needs were identified via:

- Fact gathering sessions with all Wethersfield town agencies
- A public forum with residents from the Town of Wethersfield

As a result of the information gathered by the activities noted above, information technology needs have been classified into the following 6 goals or areas:

- Staffing
- Funding
- Infrastructure
- Professional Development/Training
- Strategic/Long Range Planning
- Customer Service

The specific needs identified for each of these areas are fully defined later in this paper.

The Wethersfield Citizens' Advisory Committee has made the following initial observations that require remedial action:

- The town-wide Information Technology organization structure is too decentralized
- Absence of "standards" (hardware, software, network infrastructure, renovation or new construction)
- Antiquated hardware and software exists throughout the town
- Lack of coordinated town wide information technology planning
- Limited controls in place over technology acquisitions
- Insufficient web enabled services for town residents

These issues will be addressed as part of the Strategic/Long range plan.

The initial focus of the Wethersfield Citizen's Advisory Committee on Information and Technology (The Committee) has been to gain an understanding of the Information technology issues relevant to the Town and to respond to any immediate needs. This will always be a focal point; however, our initial concentration has been to develop an actionable plan that can be implemented by the Town of Wethersfield to improve its long range information technology capabilities and assets.

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## Recommendations

The Committee has identified the following list of critical technology issues for fiscal year 05/06 (FY06). This list is organized in priority order, with the most important issues and recommendations appearing first. Please be aware that the estimated costs indicated below are preliminary in nature (Ball Park) and need to be refined in order to obtain more accurate numbers. These recommendations for FY06 in no way minimize the importance of the subsequent Goals and Recommendations that follow, and should be considered a logical “first action step” towards achieving the overall goals we’ve identified for the future of technology in Wethersfield.

### Priority #1

Currently there are two Information Technology support groups in Town. These support groups report through the Superintendent and Town Manager. The preliminary research conducted by the Committee leads us to believe that there is the potential for significant improvement in the overall levels of technology, technology support and technology funding across all divisions within the Town. We believe that there is sufficient information available to consider the creation of a shared services Information Technology support structure reporting to a Director of Technology.

The Committee realizes that this is a sensitive subject and will be a challenging project from a governance perspective, but we feel strongly that the consolidation of services under a Director of Technology is essential to the creation of a premier technology environment.

#### Cost Estimate

Depending on the organizational structure selected, a Director of Technology position may be recommended. Therefore, we decided to take the approach of identifying as many potential costs as possible.

\$80,000 - \$100,000      Director of Technology (Estimate)

### Priority #2

Evaluate the Library/Town Hall Wide Area Network and phone system to determine the upgrades and/or replacements required to accommodate expanding needs. With the renovation of this space in progress, now is the time to ensure that the data and telecommunication wiring is installed to address the existing wiring shortcomings. It would be advantageous to consider the consolidation of data and telecommunications equipment in a central location.

Review the current phone system capacity and seriously consider an upgrade or replacement. The current system is placing limitations on the efficiency and customer service capabilities of Library staff, as well as anticipated security related issues in the Library’s new configuration.

Examine options for replacing obsolete Town Hall/Library network hubs with network switches to improve performance.

#### Cost Estimate

\$260,000 - \$500,000	Wiring (data & phone) and Telecommunication Equipment (Switches, Routers)
<u>\$25,000 - \$60,000</u>	Phone/Voice Mail Upgrade/Replacement Solution
\$285,000 - \$560,000	Total (Estimate)

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**Priority #3**

Define and implement a solution to address the existing data communication issues from the Data Center in the Town Hall to:

- Community Center
- Town Garage
- Nature Center (new location)

It appears as though the existing circuits and service arrangements are no longer adequate to handle the traffic being routed over these links. Based on this, it is clear that an interim solution should be developed to address this issue this year.

*Cost Estimate*

\$18,000	Annual telecommunication cost
<u>\$12,000</u>	One-time equipment cost
\$30,000	Total (Estimate)

**Priority #4**

Lifecycle Planning (hardware/software)

One critical process in the strategic technology planning process is to plan for the obsolescence of all technology equipment (desktops, servers, network switches and routers, office suite software, database upgrades, etc.). Without this type of planning, the strategic plan becomes a year to year “wish list” that is focused on the most recent piece of failed equipment or software.

*Cost Estimate*

\$10,000 - \$15,000	Plan Development (required in absence of a technology director)
\$96,000 - \$115,000	Replace 8 servers per year (WPS ~20, Town ~12, Library 1)
\$216,000 - \$270,000	Replace approximately ¼ of desktop inventory per year (~270 desktops @ ~\$800-\$1,000)
<u>\$322,000-\$400,000</u>	Total (Estimate)

**Priority #5**

In today’s challenging environment, reducing costs and obtaining adequate funding are major concerns. Years of economic downturns, shrinking allocations and rising healthcare and energy costs have forced municipalities to examine all aspects of funding, including IT. Therefore the Committee recommends that we:

- Develop and maintain consistent funding streams to support technology
- Engage in efforts to obtain funding for long term technology improvement plans and for maintenance and enhancements to existing technological infrastructure

*Cost Estimate*

\$0	This will require a commitment from the Town Council, Board of Education and the Library Board.
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**Priority #6**

Establish Physical Network Infrastructure Standards - All town facilities shall adhere to industry standards for network backbone and horizontal cabling and testing, pathways, spaces, grounding and bonding, identification and labeling.

*Cost Estimate*

\$1,500                      Purchase Building Industry Consulting Service (BICSI) documentation

**Priority #7**

Develop and maintain the necessary instruments that promote standardized equipment and equipment acquisition. Promote standardization and thorough analysis prior to production deployment.

*Cost Estimate*

\$10,000 - \$15,000              Plan Development (required in absence of a technology director)

**Priority #8**

Annual review, comment and support of the Strategic Technology Plan by all relevant Town agencies and respective parties (e.g. Town Council, Board of Education, Library Board, Town Manager, Wethersfield Public Schools, etc.)

*Cost Estimate*

\$0                                      This will require a commitment from the Town Council, Board of Education and the Library Board

**Priority #9**

Evaluate the need for a Web-Based form of e-Government to improve access to Town services. Enhance timely communication of information and provide capabilities of "One Stop Shopping" (e.g. online registration for Parks & Recreation programs with a credit card) and Integrated Services.

*Cost Estimate*

\$???                                      Dependant upon identified needs

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## Goals

### **Goal #1 – Information Technology Staff and Organization Review**

Redefine the Technical Support Organization structure to enhance connectedness across the Town organization, build new capabilities and confidence, and improve teamwork and professionalism.

#### **Strategy #1.1**

Determine the optimal operation and organization structure for Wethersfield's Information Technology Support Services. Consider integrating Information Technology management through the creation of a single town-wide Information Technology department. This department would provide:

- support
- guidance
- consistency
- repository of standards
- institutional knowledge
- best practices for the town

#### **Activities:**

- 1.1.1 Identify benchmarks for Information technology staffing levels and staff qualifications for towns of similar demographics and towns designated as having exemplary technology levels.
- 1.1.2 Review organization structures and responsibilities.
- 1.1.3 Identify weaknesses and technical functions not being performed.
- 1.1.4 Determine staffing, training and funding needs to address weaknesses.
- 1.1.5 Based on the information gathered in 1.1.1 – 1.1.4 design a customer focused, high quality, performance based information technology support organization to address Wethersfield's technology needs and requirements.
- 1.1.6 Generate organization charts.
- 1.1.7 Recommend organization changes as determined.

#### **Strategy #1.2**

Evaluate the knowledge base of the technology professionals in relation to what services and knowledge employees, students and the people of Wethersfield are to be provided.

#### **Activities:**

- 1.2.1 Review the qualifications and expertise of the current technology staff.
- 1.2.2 Understand what services are being provided and to what customers.
- 1.2.3 Determine what services are not being provided effectively and how to improve them.
- 1.2.4 Recommend changes or training to meet these service needs.

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### **Strategy #1.3**

Consider the creation of a centralized Information Technology department to oversee the human resources, equipment and infrastructure for Wethersfield Information Services Departments.

#### **Activities:**

- 1.3.1** Review and analyze the impact of a Director of Technology overseeing the Information Technology department for the Town, Library and Schools.
- 1.3.2** Define the Director of Technology's scope of responsibility.
- 1.3.3** Identify and review organizational structures of other towns that presently have a Director of Technology. Evaluate the effectiveness of each structure.
- 1.3.4** Make recommendations pertaining to the advantages and disadvantages of the identified Director of Technology reporting structures.

### **Goal #2 –Technology Funding**

Develop and maintain consistent funding streams to support technology. Engage in efforts to obtain funding for a long term technology improvement plan and for maintenance and enhancements to existing technological infrastructure.

#### **Strategy #2.1**

Promote the development and use of effective performance measures in the governmental budget process.

#### **Activities:**

- 2.1.1** Identify benchmarks for Information technology for towns of similar demographics and towns designated as having exemplary technology levels.
- 2.1.2** Compare Wethersfield's technology levels to towns of similar demographics and towns designated as having exemplary technology levels.
- 2.1.3** Compare these benchmarks to Wethersfield's Information technology spending over the last five years.
- 2.1.4** Keep abreast of technological advances of other Towns, Schools and Libraries and integrate best practice standards.

#### **Strategy #2.2**

Communicate the need for advancement in technology use, the benefits derived therein, and gain consensus from policy-makers to provide financial resources.

#### **Activities:**

- 2.2.1** Educate Residents on the importance of technology.
  - Elicit assistance from Town, School & Library employees.
  - Search out alternative venues to discuss Information technology in Wethersfield.
- 2.2.2** Ensure that all Stakeholders (Residents, Town Council, various committees and Town employees) are kept informed of Information technology issues, projects and requirements.

#### **Strategy #2.3**

Identify and establish appropriate Information Technology spending levels for Wethersfield.

#### **Activities:**

- 2.3.1** Based on information gathered in goal performance measures and benchmarks create an Information Technology base budget. This should include funding for Personnel, Equipment Maintenance, Software licensing, technology based consumables, etc. and a modest expense line to cover approved Information Technology related projects (including, but not

- 
- limited to, software/hardware lifecycle upgrades, etc.) and leave room to address emerging requirements and technology.
  - 2.3.2** Develop a multi year Information Technology funding plan.
  - 2.3.3** Research Grant opportunities.
  - 2.3.4** Establish an Information Technology funding stream.
  - 2.3.5** Consider the consolidation of all Information Technology funding streams including, but not limited to, software/hardware lifecycle upgrades, etc) and allow latitude to address emerging requirements and technology.

### **Goal #3 – Information Technology Infrastructure**

Develop and maintain a secure Information technology environment (including infrastructure, telecommunications, servers, end user technology, etc..) to ensure pre-eminent delivery of service to our customers.

#### **Strategy #3.1**

Establish Physical Network Infrastructure Standards - All Town facilities shall adhere to industry standards for network backbone and horizontal cabling and testing, pathways, spaces, grounding and bonding, identification and labeling.

##### **Activities:**

- 3.1.1** Identify industry standards.
- 3.1.2** IT and Facilities staff shall periodically review and update standards as needed.

#### **Strategy #3.2**

Design and Implement Town Wide Communication Network - Placement of all Town facilities to a private town wide network would result in increased bandwidth and lower long term costs over leased circuits.

##### **Activities:**

- 3.2.1** Conduct a feasibility study to delineate costs of comparable solutions.

#### **Strategy #3.3**

Standardize Active Network Core Components and Common Interactive Devices - All Town facilities shall standardize on one manufacturer of active network components (routers, switches, etc.). Common end user devices (phones, PCs, printers) should also be standardized where practical. Standardization will limit interoperability issues, enhance technical support, reduce spare parts inventory and allow for purchasing discounts.

##### **Activities:**

- 3.3.1** A converged communication network (voice, data, and video) should be designed and planned to serve all Town facilities. All new construction and upgrades should adhere to this plan. Consideration and execution of phasing out of existing equipment and technology should be included.

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### **Strategy #3.4**

Centralization of Data Services - Move all data storage and central processing to one (or two for Disaster Recovery) properly equipped data center(s). These centers would be designed and built to Town and industry standards with adequate space, HVAC and power protection.

#### **Activities:**

- 3.4.1** Town decides whether to pursue MUNIS as an ASP or try to host system internally. Depending on the answer, further strategies will need to be articulated.
- 3.4.2** Identify optimum location. Consider various solutions.

### **Strategy #3.5**

Develop and maintain the necessary instruments that promote consistency and discipline with respect to leveraging equipment acquisition, product standardization and thorough analysis prior to production deployment.

#### **Activities:**

- 3.51** Create an extensive Hardware and Software Standards List. This list will articulate certified and approved components as well as software; thereby ensuring consistency and provide maximum leveraging of cost.
- 3.52** Create and maintain an Approved Vendor list reflecting establishments which the Town deems to be reliable and fair in product quality, supply and technical support.
- 3.53** Design and create a Test Lab. This lab would be engineered to provide certification of new hardware and software in a test environment prior to Production deployment.
- 3.54** Maintain / update as needed.

### **Strategy #3.7**

Develop a *cradle to grave* equipment lifecycle plan that provides guidelines for re-deployment of hardware/software that ensures full utilization of assets.

#### **Activities:**

- 3.7.1** Determine a target life expectancy for all critical technology (PCs, printers, servers, routers, switches, Phone systems, etc.)
- 3.7.2** Create and maintain a comprehensive listing of department specific inventory. List shall include hardware/software specifications, dates of purchase as well as problematic issues.
- 3.7.3** Flag troublesome devices and peripherals.
- 3.7.4** Develop a deployment plan. Prioritize departments. Speak with department heads/managers to forecast hardware/software re-deployment. Discuss chargeback costs (if applicable).
- 3.7.5** Identify devices requiring component upgrade(s) and forecast accordingly.
- 3.7.6** Maintain parts inventory of commonly used devices and peripherals. Parts derived from marginal devices.
- 3.7.7** Identify and foster a relationship with a third party resale corporation for equipment disposal. Negotiate sale of equipment to the highest bidder.
- 3.7.8** Write a financially sound Technology Lifecycle Plan for the Town of Wethersfield.

### **Strategy #3.8**

Create a Disaster Recovery Plan / Business Continuity Plan (DR/BC) with the objective to restore critical systems within X Hours and essential systems within X weeks of the disabling event.

#### **Activities:**

- 3.8.1** Identify champions for this project. These individuals must be at an Executive Level and at least one from each division.

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- 3.8.2** Define the scope of the DR/BC Plan.
  - 3.8.3** Organize a DR/BC team (not the champions) to design and create the plan. Select the participants from all areas and levels.
  - 3.8.4** Organize Division (location, departmental, etc.) based teams to gather data, present concerns, offer recommendations to the DR/BC team.
  - 3.8.5** Identify all systems and assign risk categories to each system (i.e. Critical, Essential, Necessary, Desirable).
  - 3.8.6** Develop DR/BC Plan.
  - 3.8.7** Test the DR/BC Plan periodically.
  - 3.8.8** Maintain/Update as needed.

### **Strategy #3.9**

Plan for technology system integration, consistency and security.

Make a commitment to: 1) integrate technology considerations in the planning stages of all future projects; 2) maintain compatibility and security with internal and external systems; and 3) promote increased efficiency in the use of resources.

#### **Activities:**

- 3.9.1** Develop policies and procedures for technology review to be used by Town employees and officials such as building committees during the project planning stages.
- 3.9.2** Standardize platforms, operating systems, hardware, software, protocols, and deployment of technology as appropriate, while planning for future upgrades and the phasing out of older systems. (In some cases legitimate justifications for specialized systems may outweigh the benefits of standardization).
- 3.9.3** Maintain compatibility with essential statewide systems and provide all customers with access to information technology and digitized information.
- 3.9.4** Purchase hardware, software and other technology that is consistent with installed systems where it is feasible to do so.
- 3.9.5** Identify an equipment relocation plan for the identification and reallocation of hardware and software resources on a town wide basis, thus extending the functional life of all purchases.
- 3.9.6** Plan both proactive and reactive security scenarios, as well as a comprehensive security plan that includes disaster recovery of vital data.
- 3.9.7** Implement and maintain security systems including updates in security software being upgraded on a constant basis.
- 3.9.8** Assemble and update (as required) information relating to hardware, software, and infrastructure requirements to provide essential, current, and desirable services to “customers” now and in the future.

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## **Goal #4 – Professional Development/Training**

Wethersfield will strive to achieve excellence in our systems through appropriate continued education for staff. This will optimize the use of technology and provide cost effective services and information to our customers.

### **Strategy 4.1**

Identify technology skills needed by staff to effectively perform their work.

#### **Activities:**

- 4.1.1 Identify skills needed in terms of hardware, peripherals and network use that enable staff to perform their job tasks and meet the needs of the public.
- 4.1.2. Identify software used and skills needed by department.
- 4.1.3 Determine and develop skill levels for basic, intermediate, proficient users and for information technology support staff.
- 4.1.4 Identify ethical and social issues related to the use of information technology resources.

### **Strategy 4.2**

Assess current technology skill levels of staff and determine training needs.

#### **Activities:**

- 4.2.1 Assess staff to determine levels of proficiency in technology using self-assessment and review by supervisory staff.
- 4.2.2 Review staff assessments and determine staff needs.
- 4.2.3 Coordinate training needs when possible on specific hardware and software.
- 4.2.4 Develop plan for training program to meet a diverse range of training needs to ensure that staff needs are met and that staff acquire information technology skills relevant to their work and meet the needs of their customers.
- 4.2.5 Include plan for training on hardware and software updates and changes.
- 4.2.6 Determine training needs for the public's use of Library and Town Hall technology resources.
- 4.2.7 Ensure that ethical and social issues related to the use of information resources are included in training sessions.

### **Strategy 4.3**

Establish and maintain regular funding for ongoing technology training.

#### **Activities:**

- 4.3.1 Determine technology training costs.
- 4.3.2 Establish ongoing technical training line item in budgets.
- 4.3.3 Develop a procedure for annual review and update of budget.

### **Strategy 4.4**

Assess effectiveness of training on a regular basis and identify new training needs.

#### **Activities:**

- 4.4.1 Develop evaluation form for technology training and a review procedure to evaluate and improve instruction.
- 4.4.2 Establish a procedure to identify and plan for new training needs.

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## **Goal #5 – Strategic/Long Range Planning**

Establish and maintain a financially responsible plan for improving the Town Of Wethersfield's technology assets and infrastructure through the identification and implementation of short-term and long-term objectives. These include:

- Staffing and Organization Structure
- Continued Technology Funding
- Training
- Infrastructure Upgrades
- Standardization
- Customer Service Improvement

### **Strategy 5.1**

Formalize a standard proposal process for technology planning.

#### **Activities:**

**5.1.1** Create Information Technology Planning Standards. These standards are to include considering the following: Business need, cost/benefit analysis, measurable objectives, milestones and estimated timelines must be considered throughout the development of these standards.

**5.1.2** Review and update the Strategic Plan on a regular basis.

### **Strategy 5.2**

Develop an immediate needs plan.

#### **Activities:**

**5.2.1** Identify areas of improvement that require little or no capital expenditure.

### **Strategy 5.3**

Develop a long term Information Technology plan.

#### **Activities:**

**5.3.1** Identify and establish a realistic strategy for upgrading and implementing information technology to improve Town services in an incremental, prioritized fashion.

**5.3.2** Include sufficient budget to upgrade the towns' infrastructure, hardware and software.

**5.3.3** Develop a sufficient budget to maintain the plan including infrastructure, hardware and software expenditures, professional development, and other services that will be needed to implement the strategy.

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## **Goal #6 – Improve Customer Service.**

### **Strategy #6.1**

Differentiate the Town of Wethersfield as a leader in providing Information technology to internal and external customers.

#### **Activities:**

- 6.1.1** Raise citizen awareness on information technology related benefits and associated issues.
- 6.1.2** Gather information technology needs data from Residents, School System, Town and Library employees.
- 6.1.3** Differentiate Customer Service needs into separate and distinct areas (i.e. Residents, Schools, Library, Town).
- 6.1.4** Solicit current Customer Service capabilities and needs from each area. Identify gaps in capabilities and needs.
- 6.1.5** Identify hardware/software deficiencies (if any) for each Customer Service need.
- 6.1.6** Prioritize Customer Service list of needs by area and overall.
- 6.1.7** Prioritize and contrast list of Customer Service needs with Goal # 3 (IT Infrastructure) and against constraints within Goal # 5 (Strategic/Long Range Plan).
- 6.1.8** Refine Customer Service list of needs resulting from Step 7 (i.e. Develop a Customer Service Plan). Include Customer Service Plan in Goal #5 (Strategic/Long Range Plan).
- 6.1.9** Provide funding for Customer Service needs in the budget process.
- 6.1.10** Implement Customer Service capabilities as part of the execution of Goal #5 (Strategic/Long Range Plan).
- 6.1.11** Integrate where possible, functions of the Town, Schools and Library and provide system, software applications, intranet and internet shared services for staff and internal and external customers (IECs).
- 6.1.12** Provide teachers and administrators with the necessary technology to appropriately and efficiently manage, organize, secure, and disseminate information, as well as comply with record keeping mandates.
- 6.1.13** Consider the use of adaptive technologies, and other strategies in expanding and/or facilitating Information Technology accessibility to internal and external customers with disabilities.

### **Strategy #6.2**

Update technology to provide access to information and services.

#### **Activities:**

- 6.2.1** Identify specific services and determine what the desired function of technology will be in providing those services.
- 6.2.2** Identify specific information and determine what the desired accessibility level is for both internal and external customers.
- 6.2.3** Prioritize the results from 6.2.1 & 6.2.2.
- 6.2.4** Based on 6.2.3, phase in and upgrade new technologies to accomplish goals set in 6.2.1. and 6.2.2.
- 6.2.5** Establish a realistic life-cycle/upgrade-cycle for software products and their underlying platforms, so that critical applications will remain available and up-to-date.
- 6.2.6** Continually assess emerging technologies and plan for their future integration into municipal services and procedures.

### **Strategy #6.3**

Develop methods for internal and external customers to communicate their needs.

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**Activities:**

- 6.3.1** Conduct regular information gathering sessions with each area and update Customer Service Plan accordingly.
- 6.3.2** Include Customer Service Plan updates in Goal #5 (Strategic/Long Range Plan).
- 6.3.3** Obtain Customer Service funding as part of Goal # 2 (Funding Streams).
- 6.3.4** Implement Customer Service updates as part of the execution of Goal #5 (Strategic/Long Range Plan).

**Strategy 6.4**

Evaluate the need for a Web-Based form of e-Government to improve access to Town Services.

**Activities:**

- 6.4.1** Enhance timely communication of information and provision of fostering “One Stop Shopping” and Integrated Services.

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## Glossary

- A -

### Active Network Core Components

Active (powered) components that are part of the network infrastructure. Examples would be:

- Workgroup switches - connect user workstations, printers, videoconferencing units, security cameras, etc. to the building network backbone
- Core switches - connect workgroup switches, servers and other core devices to form a building network
- Routers - connect building networks to the Town Wide Network
- Firewalls - connect/protect the Town Wide Network to/from the outside world (Internet, State Networks, vendors).

### Application

Is short for application program, which is a computer program designed to perform a specific function. Examples include word processors, Web browsers, database tools, and graphics programs.

### ASP

This is an acronym for Application Service Provider. An application is provided by a company that may be hosted offsite.

- B -

### Bandwidth

The maximum amount of data, over a given timeframe, that can be sent from one computer to another via a communications path. Bandwidth is usually measured in bits per second, kilobits (thousand bits) per second, or megabits (million bits) per second. For visual purposes consider the communications path as a pipe, bandwidth represents the diameter of the pipe which determines how much data can flow through it.

### Benchmark

Reference point or standard against which performance or achievements can be compared. A benchmark might refer to what has been achieved in the past, by other comparable organizations, or what could reasonably have been achieved under the circumstances.

### Best Practice Standards

A superior method that contributes to the improved performance of an organization, usually recognized as "best" by other peer organizations.

### Bonding

Telecommunications shorthand for Bandwidth on Demand Interoperability Group. A method for combining two Channels into a single logical connection.

### Business Continuity Plan

A Business Continuity Plan is put in place to ensure the uninterrupted delivery of critical goods and services to customers in the event of a disaster, either natural or man-made. This is a proactive planning process that identifies the necessary resources, including key personnel, information, equipment and infrastructure.

Critical goods and services would fall into one or all of the following categories:

- Must be delivered to ensure survival

- 
- Must be delivered to avoid injury
  - Must be delivered to meet legal or other obligations of the organization  
<http://www.gov.ns.ca/emo/AbsPage.aspx?ID=1078&siteid=1&lang=1>

### **Business Need**

Policies and careful definition of business and organizational priorities to guide the choice of standards, pace and degree of integration.

- C -

### **Cascade**

Cascade refers to the process used to deploy new equipment. New equipment must be targeted to users and/or locations where it will have the most impact. New equipment must not be used as replacements for the oldest equipment.

### **Centralized Data Services**

Collocating Data Services systems and personnel serving multiple groups in one physical location.

### **Common Interactive Devices**

Any device connected to the network that is operated or controlled by an end user. Examples would be desktop personal computers, portable laptop computers, personal digital assistants (PDAs), workgroup printers, network attached security and monitoring devices, etc.

### **Compatibility**

Refers to the interaction between systems, applications or devices that are designed to work together under specific conditions to fulfill requirements without causing unacceptable interactions.

### **Consumables**

The regular minor purchases which consist of those materials or components which are depleted or require periodic replacement through normal use.

### **Converged Communication Network**

The use of a single infrastructure and protocol to transport variety of network traffic, including data, voice, and video. This approach enables greater level of collaboration, simplifies network management, and reduces operating costs.

### **Cost/Benefit Analysis**

An examination of the relationship between the monetary cost of implementing an improvement and the monetary value of the benefits achieved by the improvement.

### **Customer**

A person, company, or other entity which buys, utilizes or receives services from agencies of the Town of Wethersfield. A customer may be internal or external (IEC).

- D -

### **Data storage**

This includes the various mechanisms by which data is stored and archived. Examples include, but are not limited to Computer "Disks", Zip Drives, Flash Drives, Hard Drives, CD-ROMS, and External Data Storage Services.

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### **Digitized Information**

Information such as text documents that have been converted into a form, (i.e. a “computer number code”), allowing it to be stored, retrieved, manipulated, processed, and/or analyzed by a computer.

### **Disaster Recovery**

The plans, procedures, and contingencies that enable your company or support organization to set up, reconfigure, and continue to work after a disaster or during a work disruption such as a power outage. It describes how an organization is to deal with potential disasters. Just as a disaster is an event that makes the continuation of normal functions impossible, a disaster recovery plan consists of the precautions taken so that the effects of a disaster will be minimized, and the organization will be able to either maintain or quickly resume mission-critical functions. Typically, disaster recovery planning involves an analysis of business processes and continuity needs; it may also include a significant focus on disaster prevention.

- E -

### **External Customer**

A person or organization that receives a product, service or information but is not part of the Town organization. Examples of external customers include library patrons, students, residents, businesses, and others that have interests and/or business within or with our town.

- F -

### **Funding Streams**

Mechanisms by which funding is acquired, sustained, and directed towards a project, goal, system, or maintenance thereof. This may include, but not be limited to tax revenue, service fees, and grants.

- H -

### **Hardware**

The physical components of a computer system, including but not limited to, the central processing unit, monitor, keyboard, and mouse, as well as other peripheral equipment like printers and speakers.

### **Horizontal cabling**

The portion of a building's cabling system which extends from the wiring closets to the individual workstations, servers, telephones, and other devices. This is generally copper twisted pair cable.

- I -

### **IEC**

Internal and External Customers.

### **Industry Standards**

A standard that has been accepted and adopted by an entire industry for common usage.

### **Information Gathering Session**

These sessions were run by the Committee to gather data concerning the “state of technology within the Town of Wethersfield”. In preparation for these sessions, each attendee was given a series of questions to reflect upon (see Appendix 2). During the sessions the attendees were asked to formalize their thoughts by creating a small list (5 to 10) of critical technology related issues for the Town.

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### **Information Technology**

The hardware and software that processes information, regardless of the technology involved, whether computers, telecommunications, or other automated systems.

### **Infrastructure**

The network interconnecting computers and communications systems. Essential elements include wiring, fiber optics, radio, video and/or cellular broadcast signals.

### **Internal Customer**

A person or department within the Town organization which receives products or services from another agency of the town. Examples of Internal Customers include the Town Manager, Police Officers, the Nature Center Director, the Superintendent of Schools, Teachers, Librarians, the Town Clerk, and others.

### **Interoperability**

The ability of different types of computers, networks, operating systems, and applications to work together effectively, without prior communication, in order to exchange information in a useful and meaningful manner. There are three aspects of interoperability: semantic, structural and syntactical.

[library.csun.edu/mwoodley/dublincoreglossary.html](http://library.csun.edu/mwoodley/dublincoreglossary.html)

- L -

### **Leased Circuits**

Are the telecommunications wiring plant that is owned by an outside vendor or company. These “wires” (data transmission lines, phone, etc.) are made available for use for a fee.

### **Lifecycle**

The useful lifetime of a resource or product including the series of states through which it passes during its use.

- M -

### **Maintenance (Hardware & Software)**

The ongoing care and support of hardware and software. Includes preventative maintenance, normal repairs, replacement of parts, infrastructure, and other activities needed to prolong the useful life of the assets. Software maintenance includes updates and program fixes.

- N -

### **Network Backbone**

Cabling and equipment used to connect multiple areas and workgroups to form a network.

### **Networking**

A group of computers and associated devices connected by communications facilities (both hardware and software) to share information and peripheral devices, such as printers and modems. There are many types of computer networks, including: Local-area networks (LANs), Wide-area networks (WANs), etc.

- O -

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## **Operating System**

A collection of programs that manages the basic functions of a computer. The operating system runs other programs (such as a word processor or graphics editor), manages the storage of your own documents, and coordinates the functions of the computer itself and all the devices connected to the computer. Windows, Mac OS and Linux are three examples of operating systems.

- P -

## **Pathways**

### Intra-building Pathways

The conduits, trays, sleeves or slots, and ceiling pathways that connect the entrance room or space, telecommunications rooms, equipment rooms or the main terminal space within a building.

### Inter-building Pathways

The cable routes which extend between buildings. These may consist of conduit, aerial, or direct buried pathways.

## **Performance Measure**

A measure, such as a standard used to assess the performance or progress toward achieving a strategic or tactical objective. It is a measure of how well we are doing.

## **Physical Network Infrastructure**

The portion of a building's cabling system that is comprised of cabling (fiber and copper) and active components (routers, switches, etc.) that enable devices to communicate with each other.

## **Platform**

The type of computer or operating system on which software application run. For example, some common platforms are Windows/Intel, Macintosh, and UNIX.

## **Professional Development**

The systematic maintenance, improvement and broadening of knowledge and skill together with the development of personal qualities necessary for the execution and continued improvement of one's professional, managerial and technical duties.

## **Protocols**

A formal set of rules and descriptions of information formats that allow two computers to exchange information. Examples of protocols include HTTP (Hypertext Transfer Protocol) and FTP (File Transfer Protocol).

- S -

## **Security**

Work that involves ensuring the confidentiality, integrity, and availability of systems, networks, and data through the planning, analysis, development, implementation, maintenance, and enhancement of information systems security programs, policies, procedures, and tools. This includes but is not limited to Security techniques such as encryption, passwords, and firewalls are designed to prevent unauthorized access to information, to protect the integrity of computing resources, and to limit the potential damage that can be caused by attackers and intruders.

## **Service**

Any activity or benefit that one party can offer to another that is essentially intangible and does not result

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in the ownership of anything.

### **Service Level Agreement**

Performance objectives reached by consensus between the user and the provider of a service. A service level agreement specifies a variety of performance standards.

### **Software**

A generic term used to describe the spectrum of computer programs. Computer programs are a Set of instructions and/or data that instructs computers, by defining its next task(s). Computer programs vary widely, they can be extremely simple (simple arithmetic functions), moderately complex (applications such as word processor, spreadsheet, etc.), or they can be extremely complex (Operating Systems).

### **Software Licensing**

In general, software packages are not “purchased” in the conventional sense; rather you license the right to use it and the software stays the property of the developer. Usually Software Licensing refers to Usage Rights being given for a particular software version or for any version of the software for a predetermined period of time. Ultimately, it is an agreement allowing an individual or group to legally use a software program.

### **Stakeholders**

A stakeholder is any individual or group which can affect or is affected by agencies of the Town of Wethersfield.

### **Standardize**

The process used to minimize variation within hardware, software and infrastructure inventories. The objective is to create a consistent technical environment that provides cost savings on a variety of levels (e.g. acquisition, maintenance, support, training, etc.).

### **SWOT**

An acronym standing for **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats. A SWOT analysis is a thorough and objective study of an organization's internal strengths and weaknesses and external opportunities and threats. This method is used to create an overview of how a company is positioned in the current market, as well as how it is poised for the future.

### **System Integration**

The progressive linking and testing of systems and programs resulting in the merger of their functionality into a comprehensive, interoperable system. This integration of data systems allows data existing on disparate systems to be shared or accessed across functional or system boundaries.

- T -

### **Technology**

Broadly defined, includes processes, systems, models and simulations, hardware, and software. 2) All hardware and software, connectivity, countermeasures and/or safeguards that are utilized in support of the core process.

### **Town of Wethersfield**

This phrase is used to represent all constituencies (people, groups, ...) within the town. For example: All Town employees (Town, School System, Library), Residents, Businesses, etc.

### **Town Wide Communication Network**

A single converged communications network to connect all Town facilities, for the transportation of data,

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voice, video and security traffic. This Consists of one physical network that can be virtually separated for privacy and cost allocation.

**Training**

Instruction which emphasizes job-specific, near-transfer learning objectives; traditionally skills-based instruction focusing on workplace learning and performance.

- U -

**Upgrade**

A new release (or version) of a software or hardware product, that contains new functionality, designed to replace an older version of the same product. The process of installing a newer and more powerful version of a software package or a piece of hardware.

- W -

**Web-based**

Refers to an Application(s) (computer programs and services) that is accessible primarily over a network or the internet.

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## Appendices

### *Appendix 1 - Citizen's Advisory Committee on Information Technology*

#### **Committee Members:**

Donna Brown  
Tom Brown  
Brian Clement (Chair)  
Matthew Daskal (non-voting student representative)  
William Giuliano  
Pete Kuzma  
Jeffrey Rotatori  
Anthony Teti

#### **Non-Voting Council/Staff Liaisons:**

Julie Montinieri	Council Liaison
Bonnie Therrien	Town Manager
Judith Golden, Ph.D.	Asst Superintendent of Schools
Dennis Colclough	Supervisor of Information Technology, Board of Education
Laurel Goodgion	Library Director
Lisa Hancock	Finance Director
Paul Dudley	Data Services Coordinator, Town
Bill Holler	Information Specialist/GIS Administrator, Town
Liz Kirkpatrick	Assistant Director, Library

***Appendix 2 - Town Staff Who Attended The 9/20/04 Brainstorming Session At Town Hall***

Bonnie Therrien	Town Manager
Laurel Goodgion	Library Director
Liz Kirkpatrick	Assistant Director Library
Andrew Power	Police Lieutenant
James Cetran	Chief of Police
Nancy Stilwell	Director of Social & Youth Services
Jan Neumuth	Assessor
Regina Aleksandravicius	Library Children's Room
Brian O'Connor	Building Inspector
Lisa Hancock	Finance Director
Bill Holler	Information Specialist/GIS Administrator Town
Paul Dudley	Data Services Coordinator Town
Tom Hemphill	Info Specialist/Internet Data Services
Pam Rapacz	Elections Department
Peter Gillespie	Town Planner
Kathy Bagley	Director of Recreation & Parks
Sal Cucia	Assistant Director Recreation & Parks
Nancy DiGirolamo	Tax Collector
Pam Kelley	Library

### ***Appendix 3 – Town Council Minutes Approving Information Technology Board***

Council Minutes 10/20/2003 (motion introduced):

#### **RESOLUTION CONCERNING THE CREATION OF AN ADVISORY COMMITTEE ON INFORMATION AND TECHNOLOGY**

WHEREAS, the Town, the Board of Education and the Library are all attempting to modernize and improve their information technology systems; and

WHEREAS, there will be financial and operational benefits to each of these participants if their efforts are coordinated; and

WHEREAS, there are Town employees and residents with substantial real-world experience in the field of information technology; and

WHEREAS, it is in the best interests of the Town to avail itself of this expertise and experience by forming an advisory committee to allow and encourage suggestions and direction from such individuals.

BE IT RESOLVED, that the Town Council does hereby form an Advisory Committee for Information and Technology. Such committee shall consist of seven members appointed by the Town Council for a term of two years and the members shall have background, education and/or experience in the fields of information technology, engineering or computer education, or such other background as may further the purposes of the Committee.

BE IT FURTHER RESOLVED, that the Committee shall: (1) advise the Town Council, the Town Manager, the Board of Education, and the Library Board of Directors with respect to issues pertaining to computers, networking, connections, telephone systems, and associated infrastructure and software; (2) establish and maintain a long-term integrated technology plan for the Town, the Board of Education and the Library; (3) recommend changes to operations in order to coordinate and share such integrated technology and infrastructure; (4) oversee the establishment and maintenance of a complete inventory of such infrastructure hardware and software; and (5) seek to avoid unnecessary duplication of costs and infrastructure within its constituent groups.

BE IT FURTHER RESOLVED, that the Town Council, in consultation with the Board of Education and the Library Board of Directors, shall re-examine the scope of the duties and responsibilities of the Committee no less often than every two years in order to ensure that its mission and structure permit it to provide the most current and effective advice to the Town.

**Council Minutes 11/17/2003 (Motion amended and passed):**

Councilor Cascio moved "TO APPROVE THE RESOLUTION CONCERNING THE CREATION OF AN ADVISORY COMMITTEE ON INFORMATION AND TECHNOLOGY", seconded by Deputy Mayor O'Connor.

Councilor Gardow said that the issues of technology arose during the rebuilding of the Silas Deane Middle School. There has been a lot of input provided by Principal Menzo and the ad hoc committee. A report was provided by Walker Services along with add-ons by Town Staff. The proposed Tech Committee will focus on the integration of the Town, Board of Education and Library. There are many Wethersfield residents who could offer wonderful insight and would be a big asset to this committee.

Councilor Gardow moved "TO AMEND THE RESOLUTION LANGUAGE TO READ THAT THE COMMITTEE MEMBERS BE APPOINTED BY THE TOWN MANAGER RATHER THAN THE TOWN COUNCIL", seconded by Councilor Cascio. All Councilors present, including the Chairperson, voted AYE. The motion passed 9-0-0.

All Councilors present, including the Chairperson, voted AYE. The motion passed 9-0-0.

## Mission

The Wethersfield Library will be the community's gateway to ideas and information for anyone from anywhere at any time.

**Vision:** The Wethersfield library bridges the digital divide between those who have private access to technology and those who do not, and equalizes access. Technology is not the goal but the method. Current electronic technology is a resource, just as the traditional technology of the physical book is a resource. The library will provide all library customers with equitable, quality, cost effective access to appropriate resources regardless of format. Library staff will assist customers to help them make the best use of resources regardless of format. Library staff will be equipped with the best quality and most cost effective technology possible to aid them in serving the public, and will receive the training needed to use the technology most productively.

**Purpose of the Plan:** This plan is intended to guide the development of technology in the library for the next two years in order to better serve the community.

- It will describe current technology and its use.
- It will identify areas most in need of change to fully further the vision.
- It will provide structure for planning and budgeting in the next two years.
- It should stimulate thought and discussion about the technological needs of the community now and into the future.

**Background:** Technology is vital to everything that the Wethersfield Library does. It must:

- provide the means for the staff and public to know what is in the library collection and to keep track of it, from ordering through cataloging, checking items in and out, reserving items, and retrieving them.
- provide the tools for staff to produce print and electronic publications to guide the public the information maze.
- provide a strong website to help the public understand, use and enjoy the library and serve as a portal to

information beyond the library walls.

- provide the means for two-way communications between staff and all internal and external customers by phone, by email, and by printed notices.
- provide the means to count, document and report on our services. It needs to provide a means to find information to answer patron questions.

The satisfaction of the library's customers is determined to a large part by the speed, availability and quality of the Library's technology.

### **Current Environment:**

#### ***Strengths (Appendix X is an diagram of the network within the building)***

- 10 public internet workstation.
- Catalog is online and includes the ability for the public to reserve items and review and renew their loans from any internet computer.
- Website has links to a wealth of information. The website includes several powerful databases. It is hosted by our outside vendor.
- The circulation system is fully automated, includes email notification, and is linked to 24 other libraries.
- Ordering and cataloging of materials is done online with vendors and with Library Connection, our local consortium.
- We offer regular instruction through public classes and school visits to help them make optimal use of the library's resources.
- We have strong outsourced technical support knowledgeable about the library circulation system and public workstations available on a 24/7 basis and the security needed to maintain equipment in that environment.
- We have wireless access for the public in the building.
- The server for the circulation system is offsite, firewalled and backed up daily. The library intranet is backed up locally by staff on a daily basis.
- 18 staff members have full internet access and email accounts which they can access at work or through the internet. These are supported by an outside vendor that also hosts our webpage.
- Our internet access is provided on a dedicated T-1 line from Library Connection, our computer connection.

#### ***Weaknesses (Appendix Y is the current inventory of equipment)***

Existing technology is inadequate to provide necessary service to the community.

- Half of the library's current computers are more than 4 years old.
- The telephone system does not include all staff and does not provide voicemail for most staff, does not cover all three levels of the building, presenting a safety hazard.
- Our website needs more flexible navigation. The website needs to provide forms and other interactive means of communicating with the public.
- We do not have an adequate intranet to efficiently maintain schedules, forms, calendars, policies and procedures as well as maintain and back up individual staff files.
- Printing at public computers is expensive, slow, and hard to support.
- Computer access for children is limited and outdated.

#### **Relation to Town technology.**

- The Director, Assistant Director, and administrative assistant are the only library staff on the town system. This means other staff do not receive general notices except through these three people.
- The office manager enters the payroll into the MUNIS system.
- The office manager has access to financial information and enters budget figures for the annual town report.

### **Review and Assessment**

This plan is in effect from July 2005 through June 2008, but will be reviewed and adjusted as needed by the Administrative Team and approved by the Library Board yearly.

### **Goals and Strategies**

#### Technology Plan – Goal #1

*Library users will know what items the library owns and the status of those items, will know what is on their own borrowers account and will be confident that the library collection and their personal information are secure because the library will:*

- make available a web based local and regional catalog;
- make collections accessible in the library and over the internet;
- market to targeted audiences the books, and electronic materials such as CD's, videocassettes, DVDs and digital databases that are part of the collection; special emphasis will be placed on delivering information to town schools, book clubs, businesses, and other organizations.
- allow library users to reserve and renew items and see their own record;
- produce and deliver print and email notices to patrons;
- preserve the confidentiality of borrower's records; and
- provide a materials security system.

### Technology Plan – Goal #2

Library users' need for service will be satisfied with the most fast, efficient, and reliable technology because the library will:

- *design and maintain a library webpage to serve as the gateway to library services and collections including high quality subscription databases, links to useful and reliable websites organized by subjects, information about the library, and interactive reference service and program registration;*
- *expand the capability for users to subscribe to information products that will be delivered to them on a regular basis, such as Bookletters, new book lists, subject highlights.*
- *use email to deliver information about services and collections to patrons and among staff;*
- *design and maintain a telephone system that allows the public to reach staff quickly, have their calls routed appropriately, and leave messages as needed and that allows staff to communicate with the public and with each other easily;*
- *provide free public internet access on capable and sturdy equipment;*
- *provide wireless access throughout the building for users with laptops;*
- *provide for current, up-to-date hardware, and consistent versions of operating systems and software on all computers, staff and public;*
- *provide productivity software for public use on capable and sturdy equipment*
- *provide computers, software, internet and intranet for all staff to enable them to provide service, to maintain records, and to produce and distribute the electronic and paper publications the library creates.*

### Technology Plan – Goal #3

Library users and taxpayers will be confident that library technology is available in sufficient quantity, well maintained, up-to-date, and secure because the board and administration will:

- work with Town Council to ensure that the funding required to carry out this program is sufficient and ongoing;
- develop a regular replacement schedule and redeployment plan for equipment and upgrade all computers as needed to support the required software;
- maintain security software and practices that protect the confidentiality of users' information;
- install robust security on public computers to protect against deliberate or inadvertent damage to hardware or software;
- provide for routine on-site hardware and software maintenance by technicians familiar with library systems and agency specific external networks;
- ensure that on-call technical support is available to staff during all work hours;
- ensure that the website, and internet service to it, are available 24/7/365, since much of library service is internet based;

### Technology Plan – Goal #4

Library users will know that the library is the technology information resource for the community because library staff members are knowledgeable about databases, collections, and equipment and regularly provide public instruction in their use. To ensure this the library will

- continuously research new products and evolving technology;
- provide ongoing training for staff on productivity software, databases and internet searching;
- provide ongoing training for staff on basic equipment troubleshooting;
- provide appropriate instructional opportunities for the public of all ages; this will include coordination with town schools, book clubs, businesses, and other organizations.
- provide adequate documentation of equipment, infrastructure, and software.

#### Technology Plan – Goal #5

Library users will be confident that the library acquires collections and equipment based on demonstrated public needs and interests because the staff will:

- analyze reports produced by the integrated library system that document circulation of items in the physical collection;
  - analyze reports produced by the information databases that document their use in the library and over the web through library portals;
  - maintain records of the use level and waiting time at the public computers; and
  - respond to reported wishes, compliments, and complaints registered on the “How are we doing” forms.
- 

The following priorities identify the areas most in need of action in the next two years to fully further the vision:

- Planning and budgeting for installation and ongoing maintenance of new purchases.  
This is a yearly activity beginning immediately, and necessary to achieve Goal # 3.
- Telephone system.  
This is a 2005-2006 activity and is necessary to achieve Goal # 2.
- Resolve printing issues on the public computers  
This is a 2005-2006 activity and is necessary to achieve Goal #2.
- Plan for increased public computers in the children’s area and teen area post renovation  
Planning is a 2005-2006 activity and implementation a 2006-2007 activity and is necessary to achieve Goal #3
- Materials security system  
Purchase of supplies for tagging materials is a 2005-2006 activity, equipment a 2005-2006 activity and continuing purchase of supplies is a yearly activity. All are necessary to achieve Goal #1.
- Webpage redesign.  
This is a 2005-2006 activity and is necessary to achieve Goal #2,
- Revise Internet policy (public)  
This is a 2005-2006 activity and is necessary to achieve Goals #2 and #3
- Send OD notices by email  
This is a 2005-2006 activity and is necessary to achieve Goal #1.

- Systemwide holds for patron generated ILL.  
This is a 2005-2006 activity and is necessary to achieve Goal #1.
- Get improved statistical counts for physical and electronic resources.  
This is a 2005-2006 activity and is necessary to achieve Goal #5.
- Upgrade staff computers not used for workflows.  
This is a 2005-2006 activity and is necessary to achieve Goals #2 and #3

## **Appendix 5 - Town Technology Priorities FY2005-2006**

### **TOWN OF WETHERSFIELD - INTEROFFICE**

**TO:** Brian Clement, Chairman  
Citizens Advisory Committee on Information Technology

**FROM:** Paul Dudley, Data Services

**DATE:** January 21, 2005

**SUBJECT:** Technology priorities for 2005-06 budget

Brian -

At your request, I'll try to articulate my priorities for Information Technology for the coming budget year. In keeping with the mission and scope of the Committee, I'll try to address this organization-wide, but also, as you've requested, indicate areas which are critical for maintaining my piece of the operation, the Town Data Services Division.

On an organization-wide scale, I think the biggest challenges are:

1. Establishing and maintaining a realistic replacement cycle for computers (both PCs and servers)
2. Improving data network and telecommunications between Town sites
3. Consolidating computer platforms (eliminating obsolete/proprietary systems)
4. Improving delivery of support to the end-user.

We made some important headway on item #1 in the past two fiscal years, with the installation of new servers at the Police Dept. and in Town Hall. Client PCs remain an issue, as we gradually phase out pre-XP operating systems.

The most significant step we could make toward #3 is migrating the Board of Education financial applications off the obsolete MicroVax platform. With the Shared Services Committee's study of financial software packages this year, I think we can anticipate a decision one way or another on this in the coming months.

Under #2, the biggest improvement I think we could make in the short term is to improve data communications and phone links between Town Hall and the Garage and Community Center. Our existing circuits and service arrangements are no longer adequate to handle the traffic being routed over these links. While this might be resolved as a by-product of a town-wide fiber networking initiative, I believe an interim solution should be developed if we are not going to go a town-wide fiber network this year.

Another anticipated improvement under #2 will be upgrades to the Town Hall local area network as part of the current Town Hall renovation project. In conjunction with the consolidation of data and telecommunications equipment in a central basement location, we should examine options for replacing our obsolete network hubs with network switches to improve performance. Given the plummeting prices of switches, this should be a relatively inexpensive proposition.

Issue #4 can only be addressed in the context of some desired level of service. It's universally understood that all parts of the Town organization are using computers in increasingly diverse ways, and becoming more dependent on automated processes and on our IT infrastructure. This has translated into a steadily increasing volume of requests for service from user departments. Recognition of this increasing demand was a major factor in adding a third position to Data Services staff three years ago.

Historically, our approach to support staffing has been to take a finite resource (e.g. 2 or 3 IT support positions) and extend it as far as it will go. We've approached staffing from the standpoint of what the budget will bear, rather than what

degree of effectiveness and responsiveness we want from IT support.

Aside from increasing numbers of staff, I think the most promising means of improving support levels is through upgrading our systems and infrastructure to eliminate chronic support headaches. The Town Manager recognized this last year when she proposed a major upgrade of our Internet e-mail system, which had been a support "black hole" for several years. If we can eliminate or upgrade chronically failing or burdensome parts of our computing environment, we can free up support resources to address less wasteful problems. I would look to significant improvements of this type by the elimination of support-intensive MicroVax/ADMINS applications and network improvements that would eliminate repetitive complaints of connection problems, particularly from the remote sites.

To sum up, I think the best technology investments the Town could make right now would be to improve wide-area networking, push the migration of the Board's financial applications onto a modern computing platform, and accelerate our replacement of the oldest generation of PCs. These three initiatives would not only be productive in themselves, but in each case would contribute, in the long run, to easing support demands on the IT staff.

In terms of the Data Services Division budget, I'd start by offering the caveat that this Division represents only part of our organization-wide support activity, which includes staff in the Board of Ed., Library, and innumerable local "gurus" in user departments. Also, the Data Services Division operating budget has historically included central systems, staffing, and support contracts, and supplies, but NOT computers used by individual departments. As the Committee proceeds with its work, we may wish to rethink this budgeting approach, but these are the parameters of the existing budget as discussed here.

The Data Services Division budget is a rather static budget year-to-year, unless a specific technology project gets built into it, as occurred in the 2003-04 budget when Town Hall servers were upgraded. Aside from some supplies and equipment accounts, the major spending areas are salaries & benefits and maintenance contracts. The most "discretionary" spending areas are Conferences & Training and Reference Materials/Books, which are sometimes sacrificed to compensate for increases in other areas.

Aside from salary & benefits, which I would not advocate reducing if we are at all serious about support, the most important area to me is maintenance contracts. This area has expanded in recent years as our platforms have diversified, and it has assumed increasing importance as we bring more services such as e-mail under our own roof. To the extent that we bring these increasingly critical services in-house, we increase our dependency on networking and firewall consultants to assure the security of our network and respond to problems. This is another area where shedding older platforms could reduce expense - we pay about \$14,000 annually for hardware support and software licensing on the MicroVax/ADMINS platform, which could be better invested in more current systems.

Along with this memo I'll send a PC Inventory listing in Word format and a copy of my last year's (2004-05) budget request, in Excel format.

Hope this will be helpful. Feel free to call me for any clarification, or if you would like to discuss in more detail.  
Paul

**Appendix 6 - Wethersfield Public Schools – Technology Acquisition Plan**

Hardware and Infrastructure

	<b>Current Status</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<p><b>Pre-K</b></p> <p><b>K-Center</b></p> <p>T-1</p>	<ul style="list-style-type: none"> <li>• 1 computer w/printer</li> <li>• 9 computers w/printers</li> <li>• 2 digital cameras</li> <li>• 1 multimedia station</li> <li>• 1 teacher station</li> <li>• 1 computer w/printer</li> </ul>	N/A	N/A	N/A
Elementary Schools	<p>Student-to-computer ratio 6.8:1</p> <ul style="list-style-type: none"> <li>• Every classroom has at least one Type V computer with internet access</li> <li>• Most computers on appropriate carts</li> <li>• Access to keyboard instruction at all schools</li> <li>• 2 digital cameras per school</li> <li>• 1 scanner per school</li> <li>• At least 10 networked computers in each media center</li> <li>• 1 digital projector/school</li> <li>• Electronic whiteboard at HC (PTO)</li> </ul>	<ul style="list-style-type: none"> <li>• 20 new computers *with 38 computers reallocated from Deane, student-to-computer ratio will be 5.5:1</li> <li>• 7 computers w/printers for Reading consultants</li> <li>• Additional costs</li> <li>• Digital projector</li> <li>• 2 electronic whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>• 20 new computers *with 11 computers reallocated from the Kindergarten Center and 5 from Reading Consultants, student-to-computer ratio including Pre-K, K, and T-1 will be 5.8:1</li> <li>• Webb School computers and related equipment (not covered by renovation project)</li> <li>• 2 electronic whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>• 20 new computers</li> <li>• Student-to-computer ratio will be 5.5:1</li> </ul>

	<b>Current Status</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
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Middle School	<p>Student-to-computer ratio 2.6:1</p> <ul style="list-style-type: none"> <li>• 42 classroom computers</li> <li>• 12 computers in Media Center with automated card catalog</li> <li>• 10 computers for Music Technology with midi-interface</li> <li>• 20 Tech Ed computers</li> <li>• 2 29-station and 1 30-station interdisciplinary labs</li> <li>• 43 digital projectors</li> <li>• 10 electronic whiteboards</li> <li>• 1 digital video cameras</li> <li>• 3 digital cameras</li> <li>• 4 scanners</li> <li>• 10 networked printers</li> <li>• Media retrieval system</li> <li>• TV studio</li> </ul>		<ul style="list-style-type: none"> <li>• 30 computers for Tech Ed lab</li> <li>• 6 laptops</li> <li>• 42 carts for classroom computers</li> </ul>	<ul style="list-style-type: none"> <li>• 12 computers for Art Education</li> <li>• 20 computers for TV studio</li> </ul>
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	<b>Current Status</b>	<b>2004-05</b>	<b>2005-06</b>
High School	<p>Student-to-computer ratio 4.7:1</p> <ul style="list-style-type: none"> <li>• All high school classrooms equipped with computers (66)</li> <li>• 4 computers in Mathematics Lab</li> <li>• 4 computers in Reading Center</li> <li>• 16 networked computers in Media Center, laser printer, viewing area w/projector, and automated card catalog</li> <li>• 2 25-station interdisciplinary computer labs, each with a scanner, laser printer, color printer, digital projector, electronic white board and 2 or 3 computers with CD-RW</li> <li>• 1 mobile digital projector</li> <li>• 2 mobile computer stations with a projector and electronic whiteboard</li> <li>• 3 digital still cameras</li> <li>• 1 digital video camera</li> <li>• 2 computers w/printers in the teachers workroom</li> <li>• 10 networked laser printers</li> </ul>	<ul style="list-style-type: none"> <li>• Replace 26-station Interdisciplinary Lab: 26 student computers, 1 teacher station, 2 printers</li> <li>• Rewire Room 220 (Business Ed), add electronic whiteboard, LCD projector</li> <li>• Add 8 LCD projectors for department use</li> </ul>	<ul style="list-style-type: none"> <li>• Replace 24-station Business Education Lab: 24 student computers, 1 teacher station, 2 printers, 1 scanner</li> <li>• 2 computers and printer for Art Education</li> <li>• Add LCD projectors and interactive whiteboards</li> </ul>

	<b>Current Status</b>	<b>2004-05</b>	<b>2005-06</b>
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High School (continued)	<ul style="list-style-type: none"> <li>• 20-station Business Ed labs with presentation system, scanner, printer</li> <li>• 18-station Graphics Lab with color laser printer, large format inkjet printer, black and white laser printer, 2 digital still cameras, 4 digital video cameras</li> <li>• 20-station Computer Assisted Design lab</li> <li>• 2 computers in Applied Technology</li> </ul>		
Special Education	<ul style="list-style-type: none"> <li>• 2 sets of 5 Dream Writers – DMS</li> <li>• 5 DreamWriters – WHS</li> <li>• Computers in all Special Ed classrooms</li> <li>• 3 computers in ADP</li> <li>• 3 computers in APEX</li> <li>• Computers in two pre-school classrooms</li> <li>• All special education teachers, school psychologists, social workers, speech and language consultants have computers (6 new)</li> <li>• Assistive technology provided as specified in students' IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>• 7 laptops for PPTs</li> <li>• Continue replacement of specialists' computers</li> <li>• Replace 5 counselors' computers at WHS</li> </ul>	<ul style="list-style-type: none"> <li>• Continue replacement of specialists' computers</li> </ul>

	<b>Current Status</b>	<b>2004-05</b>	<b>2005-06</b>
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<p>District</p>	<ul style="list-style-type: none"> <li>• Internet Access provided through proxy servers</li> <li>• CEN is internet service provider including filtering, fiber connection</li> <li>• All offices connected to school LANs and district WAN</li> <li>• Browser-based K-12 student management system</li> <li>• District web page, part-time web master</li> <li>• All staff have email access</li> <li>• Firewall</li> <li>• 5-year replacement cycle for administrative technology</li> </ul>	<ul style="list-style-type: none"> <li>• Replace student server with Windows 2003 server</li> <li>• Upgrade 4 Apple OS9 servers to OSX</li> <li>• Provide laptops to designated staff as needed</li> <li>• Continue administrative replacement cycle</li> <li>• Investigate data warehousing needs</li> </ul>	<ul style="list-style-type: none"> <li>• Install fiber link between DMS and WHS</li> <li>• Continue administrative replacement cycle</li> <li>• Relocate administrative data storage to one Windows 2003 server located at WHS</li> <li>• Replace remaining hubs with 100 Mbps fiber switches</li> <li>• Implement data warehousing system; train staff</li> </ul>
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{curric/technology/acquisitionplan}

*Appendix 7 - Wethersfield Public Schools – Technology Acquisition Plan*

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**EDUCATIONAL TECHNOLOGY PLAN TEMPLATE**



Published: February 2003  
Revised April 2003  
Due: September 5, 2003

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# OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

## Vision

“ ‘Fifty years ago, high school students graduated knowing perhaps 75 percent of what they would need to know to be successful in the workplace, family, and community. Today, the estimate is that graduates of our schools leave knowing perhaps 2 percent of what they will need to know in the years ahead – 98 percent is yet to come.’<sup>1</sup>

Society has undergone a fundamental shift from an industrial economy to a knowledge economy. Schools based on the industrial model expect students to be compliant and dependent learners. In today’s knowledge economy students must be empowered to become self-directed, interdependent and self-assessing learners. This shift requires a significant change in teaching and learning and technology is a vital tool for accomplishing this shift in teaching and learning.

In order to help students be successful in a knowledge economy,

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences.
- learners and their families must have equal access to tools that support their learning.
- the locus of control for learning must shift from teacher directed to student directed learning.
- learners must master the information literacy skills to access, investigate, and apply information.
- every classroom in Connecticut must be connected to the statewide network with access to a digital resources and curricula.
- learners must demonstrate their understandings and skills relative to measurable performance standards.
- technology must be a vital link among the staff, students, parents, and expanded community.”<sup>2</sup>

This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum, professional development, infrastructure, hardware, technical support, and software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

These high-quality comprehensive educational technology plans must be collaborative and include ideas and suggestions from all members of the educational community. These stakeholders may include: faculty, staff, parents, students, and others. The planning process needs to be a shared activity that not only involves schools and school districts, but also the community at large. Resources and links have been provided in the appendices to assist in the development of local educational technology plans. Please refer to them as you begin the planning process.

<sup>1</sup> Barth, Learning By Heart, 2001

<sup>2</sup>CAPPS Technology Position Statement, 12/14/01

## EDUCATIONAL TECHNOLOGY PLAN REQUIREMENTS

Technology Plan Component Requirements	Connecticut General Statutes  CGS 10-262(n)	No Child Left Behind Act of 2001	Universal Service Program (USP)
	<b>As a prerequisite for state technology infrastructure funding, the plan must:</b>	<b>As a prerequisite for federal educational technology funding, the LEA must have a new or updated long-range strategic educational technology plan that addresses the following areas:</b>	<b>As a prerequisite for USP discount eligibility, the plan must:</b>
<b>1. Goals and Strategies</b>	Establish clear goals and a strategy for using telecommunications and information technology to improve education.	Goals and strategies for improving academic achievement and teacher effectiveness;  Steps to increase accessibility;  Parental involvement; and  Collaboration with adult literacy service providers.	Establish clear goals and a realistic strategy for using telecommunications and information technology to improve education.
<ul style="list-style-type: none"> <li>• <b>Infrastructure, Technical Support, Hardware and Software</b></li> </ul>	Include an assessment of the telecommunication services, hardware, software and other services that will be needed to improve education.	Technology type and costs.	Include an assessment of the telecommunication services, hardware, software and other services that will be needed to improve education.
<ul style="list-style-type: none"> <li>• <b>Curriculum</b></li> </ul>		Promotion of curricula and teaching strategies that integrate technology;  Integration of technology with curricula and instruction; and Innovative delivery strategies.	
<ul style="list-style-type: none"> <li>• <b>Professional Development</b></li> </ul>	Include a professional development strategy to ensure that teachers know how to use the new technologies to improve education.	Professional development.	Have a professional development strategy to ensure that staff knows how to use the new technologies to improve education.
<ul style="list-style-type: none"> <li>• <b>Data Management</b></li> </ul>	Per Connecticut General Statute 10-10a – all school districts shall participate in the public school information system designed for the purpose of establishing a standardized electronic data collection and reporting protocol that will facilitate compliance with state and federal reporting requirements, improve school-to-school and district-to-district information exchanges and maintain the confidentiality of individual student and staff data.		
<ul style="list-style-type: none"> <li>• <b>Fiscal Planning/Resources</b></li> </ul>	Provide for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.	Coordination with other resources; and  Supporting resources.	Provide for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.
<ul style="list-style-type: none"> <li>• <b>Monitoring and Evaluation</b></li> </ul>	Include an evaluation process that enables the school to monitor progress towards the specified goals and make adjustments in response to new developments and opportunities as they arise.	Accountability measures.	Include an evaluation process that enables the school to monitor progress towards the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Technology Plan Component Requirements	Connecticut General Statutes <b>CGS 10-262(n)</b>	No Child Left Behind Act of 2001	Universal Service Program (USP)
<b>2. Educational Technology Policies</b>	As a prerequisite for state technology infrastructure funding, the plan must:	As a prerequisite for federal educational technology funding, the LEA must have a new or updated long-range strategic educational technology plan that addresses the following areas:  LEA certification that elementary and secondary schools that do not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet have adopted and are enforcing Internet safety policies as required under the Children’s Internet Protection Act (CIPA).	As a prerequisite for USP discount eligibility, the plan must:  Certification that CIPA requirements have been met for schools that receive e-rate discounts.

## **EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS**

1. Utilizing the template that follows on pages 1-7, complete and submit your local technology plan to the following RESC staff for an initial review\*:

<b>RESC Region</b>	<b>Staff</b>	<b>Phone</b>	<b>Fax</b>	<b>Email</b>
ACES	Karen Kaplan	203-407-4445	203-407-4590	<a href="mailto:kkaplan@aces.k12.ct.us">kkaplan@aces.k12.ct.us</a>
CES	Esther Bobowick	203-365-8883	203-365-8878	<a href="mailto:bobowice@ces.k12.ct.us">bobowice@ces.k12.ct.us</a>
CREC	Scott Nierendorf	860-524-4042	860-246-3304	<a href="mailto:snierendorf@crec.org">snierendorf@crec.org</a>
EASTCONN	Jim Huggins	860-455-0707	860-455-0691	<a href="mailto:jhuggins@eastconn.org">jhuggins@eastconn.org</a>
Education Connection	Sean Kavanaugh	860-567-0863	860-567-3381	<a href="mailto:kavanaugh@educationconnection.org">kavanaugh@educationconnection.org</a>
LEARN	Dorothy B. Dugas	860-434-4800	860-434-4871	<a href="mailto:dbdugas@learn.k12.ct.us">dbdugas@learn.k12.ct.us</a>

\*Note: See Appendices A-E when developing your local plan.

2. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off as recommended for approval on the cover page by RESC regional staff, submit an electronic version of your plan for final review/state certification to Travis Rose at [travis.rose@po.state.ct.us](mailto:travis.rose@po.state.ct.us) and mail a hard copy by September 5, 2003 to:

Travis Rose

Connecticut State Department of Education

Room 231 - State Office Building

P.O. Box 2219

Hartford, CT 06145-2219

3. Upon review and approval by the CSDE, a letter of approval/state certification will be sent by the CSDE to the Superintendent of Schools with a copy to the educational technology plan contact.

**Cover Page**

**EDUCATIONAL TECHNOLOGY PLAN  
2003-2006**

District/Agency:	Wethersfield Public Schools	
District Code:	159	
Technology Plan Contact:	Judith A. Golden, Assistant Superintendent Louisa Graver, Instructional Supervisor	
Phone:	860-571-8142 860-571-8273	
Fax:	860-5718130 860-571-8214	
Email:	Jgolden@wethersfield.k12.ct.us Lgraver@wethersfield.k12.ct.us	
Address:	51 Willow St. 411 Wolcott Hill Road	
Plan Components:	Section One: Goals and Strategies	
	Section Two: Educational Technology Policies – CIPA Certification	
Name of Superintendent:	Dr. Patrick Proctor	
Email:	Pproctor@wethersfield.k12.ct.us	
Signature of Superintendent: <i>(use blue ink)</i>		Date
Board of Education Approval Date:		

**For RESC/SDE Use Only:**

RESC Regional Reviewer:		Date:
Regional Recommendation for Approval:		Date:
SDE Reviewer:		Date:
SDE Approval:		Date:

## ***Educational Technology Plan Components***

### **LEA/Agency Vision/Mission Statement for Educational Technology:**

The Technology mission of the Wethersfield Public Schools is to provide each student with the appropriate kinds of technological knowledge, skills and creative abilities for the world in which they will live. Technology is used to support active, involved, self-directed learning as well as provide opportunities for collaborative and cooperative projects, real-world problem solving, communication, and presentation skills. The plan enables all staff to be more effective in meeting changing student needs. The plan coordinates instructional goals with the appropriate use of technology which is implemented in each curriculum area to improve student learning.

### **SECTION ONE: GOALS AND STRATEGIES**

#### **State Infrastructure Goal:**

To provide sufficient number of computers and devices, with sufficient technical support, connected to the Connecticut Education Network (CEN), to enable all students to use technology as a key element of instruction.

#### **LEA/Agency Narrative:**

Among the goals included in the Wethersfield Public Schools Technology Plan are providing facilities, equipment, and training equitably to all students and staff both instructional and administrative throughout the district and providing support staff to assist in the acquisition, use and maintenance of technology equipment and related materials. The Wethersfield Public Schools have been assessed by DOIT and complied with the requirements for connectivity to CEN.

Information on the CEN is located at <http://www.ct.gov/cen/site/default.asp>. Planners should describe their infrastructure, hardware, software and technical needs and 3-year projections. Update the district information that can be accessed at <http://www.catalog.state.ct.us/cen/CENAdminLogin.asp?cenNav=1> and use this information to assist in the completion of this section. Contact John Vitner at (860) 622-2241 or [john.vitner@po.state.ct.us](mailto:john.vitner@po.state.ct.us) for your **USER ID and PASSWORD**.  
Check one:

District information has been updated on the Department of Information Technology website

District information has not been updated (information is current)  X

Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Projected Costs	Fiscal Resources			
				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Fed</td> <td style="width: 33%; text-align: center;">State</td> <td style="width: 33%; text-align: center;">Local</td> </tr> </table>	Fed	State	Local
Fed	State	Local					

<ul style="list-style-type: none"> <li>The District Technology Committee assesses the technology needs of the district on an on-going basis, participates in the development of the technology budget, and contributes information for the annual Status Report to the Board of Education. In addition, a comprehensive program review of the computer education program was completed in 2003 which included the use of the Taglit survey of all staff (K-12) and representative students. The information from these sources was used to develop objectives/activities/strategies for this plan.</li> <li>Currently the student-to-computer ratio in the elementary schools is 7:1 and in the middle and high schools it is 5:1. Our goal is to improve this ratio to be consistent with the state ratio in all schools over the next three years.</li> <li>Currently there are three certified computer resource teachers, four computer lab assistants, three technical support staff and a part-time technology coordinator. Our goal is to employ a full-time technology coordinator, increase the number of computer resource teachers and technicians, and have a computer lab assistant in every interdisciplinary lab and media center.</li> <li>Currently Wethersfield Public</li> </ul>	<p>2003-04:</p> <ul style="list-style-type: none"> <li>Work toward improving student-to-computer ratio to be consistent with the state ratio</li> <li>Improve infrastructure as needed (wiring, number of drops, servers, routers, switches)</li> <li>Continue to provide appropriate maintenance and support of hardware and infrastructure</li> </ul>	<p>Monitored and evaluated by the District Technology Committee, Superintendent or designee, and the Board of Education</p>	<p>84,000 (equipment) 5,000 (infrastructure) 131,127 (salaries) 30,000 (Consultant Salary) 31,000 (repairs and maintenance)</p>	<p>X X X</p>
<ul style="list-style-type: none"> <li>Currently Wethersfield Public</li> </ul>	<p>2004-05:</p> <ul style="list-style-type: none"> <li>Work toward improving student-to-computer ratio to be consistent with the state ratio</li> <li>Provide a full-time technology coordinator</li> <li>Increase the number of computer lab assistants as needed to provide a full-time assistant in each computer lab and the elementary media centers.</li> <li>Improve infrastructure as needed (wiring, number of drops, servers, routers, switches)</li> <li>Continue to provide appropriate maintenance and support of hardware and infrastructure</li> </ul>	<p>Monitored and evaluated by the District Technology Committee, Superintendent or designee, and the Board of Education</p>	<p>80,000 (carryover equipment) 75,000 (new equipment) 75,000 (salary) 95,000 (salary) 10,000 (infrastructure) 135,127 (salaries) 33,000 (repairs and maintenance)</p>	<p>X X X X X</p>

<p>Schools have been assessed by DOIT to evaluate our readiness to connect to CEN. The fiber has been laid and the equipment installed. As of June 5, 2003, Wethersfield Public Schools was connected to CEN.</p> <ul style="list-style-type: none"> <li>• Currently the Wethersfield Board of Education budget supports appropriate maintenance of the existing hardware and infrastructure. Improvements to the infrastructure will be necessitated by an increasing number of computers being installed on the network.</li> </ul>	<p>2005-06:</p> <ul style="list-style-type: none"> <li>• Work toward improving student-to-computer ratio to be consistent with the state ratio</li> <li>• Provide an additional computer resource teacher</li> <li>• Provide an additional media center assistant (Webb School)</li> <li>• Provide an additional technician</li> <li>• Improve infrastructure as needed (wiring, number of drops, servers, routers, switches)</li> <li>• Continue to provide appropriate maintenance and support of hardware and infrastructure</li> </ul>	<p>Monitored and evaluated by the District Technology Committee, Superintendent or designee, and the Board of Education</p>	<p>80,000 (carryover equipment)</p> <p>75,000 (equipment)</p> <p>55,000 (salary)</p> <p>13,900 (salary)</p> <p>35,000 (salary)</p> <p>10,000 (infrastructure)</p> <p>139,127 (salaries)</p> <p>35,000 (repairs and maintenance)</p>	<p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
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**State Curriculum Goal:**

To infuse the state student technology competencies across all curriculums used in the district.

**LEA/Agency Narrative:**

**One of the goals of the Wethersfield Public Schools Technology Plan is to develop guidelines and learning objectives to include technology as an instructional tool in all curriculum areas. The student learning objectives are modeled on the CT student technology competencies.**

The purpose of this section is for planners to define, demonstrate, and apprise how they are utilizing educational and instructional technology to support curricular goals that align with the Connecticut Common Core of Learning and Curriculum Frameworks to create a successful learner-centered environment to accommodate a diverse learning community.

**Planners must consider how instructional and educational technology can be seamlessly integrated into the teaching and learning process to support curriculum goals and objectives.**

Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Projected Costs	Fiscal Resources		
				Fed	State	Local
<ul style="list-style-type: none"> <li>The District Technology Committee assesses the technology needs of the district on an on-going basis, participates in the development of the technology budget, and contributes information for the annual Status Report to the Board of Education. In addition, a comprehensive program review of the computer education program was completed in 2003 which included the use of the Taglit survey of all staff (K-12) and representative students. The information from these sources was used to develop objectives/activities/strategies for</li> </ul>	<p>2003-04:</p> <ul style="list-style-type: none"> <li>Curriculum writing utilizing the new locally designed template including technology integration will occur in the following curriculum areas: Social Studies, K-6; Earth Science, Grade 9, Level 3; Pre-Algebra, Grade 9, Level 3; Psychology, Sociology, and Human Relations; Italian; Language Arts, Grades 7 and 8</li> <li>Develop a student assessment instrument to evaluate the acquisition of technology skills</li> </ul>	Monitored and evaluated by principals and the Director of Curriculum and Instruction	30,000	X		X
	<p>2004-05:</p> <ul style="list-style-type: none"> <li>Curriculum writing will continue in additional areas: Social Studies, Grades 7 and 8; Math, K-8; Art, Grades 9-12; World Language, tbd; English, Grade 10-11</li> <li>Develop teacher assessment of technology skills</li> </ul>	Monitored and evaluated by principals and the Director of Curriculum and Instruction	30,000 2,000	X X		X X

<ul style="list-style-type: none"> <li>• this plan. Currently the student competencies are included in most curriculum areas. As new curriculum writing takes place, technology integration has been included in the design template and recognized as a key component of the curriculum in all areas. Computer resource teachers participate in all new curriculum writing projects.</li> <li>• Currently computer resource teachers include technology integratio in all staff training. In the future computer resource teachers will participate in all curriculum writing committees to ensure that appropriate technology is included in the curriculum and that student competencies are consistently applied and teachers receive the training they need to implement all aspects of the curriculum.</li> </ul>	<p>2005-06:</p> <ul style="list-style-type: none"> <li>• Curriculum writing will continue in additional areas: World Language, tbd; Music, K-12; Science, Grades 9-12; Art, K-8</li> </ul>	<p>Monitored and evaluated by principals and the Director of Curriculum and Instruction</p>	<p>30,000</p>	<p>X</p>	<p>X</p>
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**State Professional Development Goal:**

To provide technology skill training to teachers and administrators to enable them to use technology as an instructional tool, to integrate technology into the curriculum and to provide leadership in using technology as an educational reform strategy.

**LEA/Agency Narrative:**

**Among the goals in the Wethersfield Public Schools Technology Plan are providing an on-going professional development program for teachers in the use of both hardware and software and in the appropriate use of technology across the curriculum and evaluating, on an ongoing basis, the effective use of technology in both instructional and administrative areas.**

The plan must have a professional development strategy for ongoing, sustained professional development for teachers and administrators to ensure that staff knows how to use these new technologies to improve education. The plan must describe the method(s) used to determine technology professional development needs of certified and non-certified staff and include an explanation of how the acquired technologies will be integrated into the curriculum to enhance teaching, training and student achievement.

Results of Needs Assessment  
(where you are now and where you would like to be in three years)

Objectives/Activities/Strategies

Monitoring and Evaluation Procedure

Projected Costs

Fiscal Resources

Fed

State

Local

<ul style="list-style-type: none"> <li>The District Technology Committee assesses the technology needs of the district on an on-going basis, participates in the development of the technology budget, and contributes information for the annual Status Report to the Board of Education. In addition, a comprehensive program review of the computer education program was completed in 2003 which included the use of the Taglit survey of all staff (K-12) and representative students. The information from these sources was used to develop objectives/activities/strategies for this plan.</li> <li>Over the past five years, a very effective professional development model has been implemented to train elementary teachers in skills and applications appropriate to their grade level in all curriculum areas. This model</li> </ul>	<p>2003-04:</p> <ul style="list-style-type: none"> <li>Continue the current model of professional development for elementary teachers: Teachers in alternate grades K-6 attend four half-day (released time) for training provided by CR teachers on curriculum-related, grade-level applications; all other teachers have one half-day (released time) for training. All K-6 teachers, including SpEd, receive some training every year.</li> <li>Support teachers attendance at training opportunities provided by RESCs.</li> <li>Develop and implement a plan for professional development for secondary teachers that provides for sustained, ongoing training in technology skills and applications and is guided by appropriate models of curriculum integration.</li> <li>Provide email for all staff, August 2003</li> </ul>	<p>Monitored and evaluated by the District Technology Committee, Director of Curriculum and Instruction, and Instructional Supervisors</p>	<p>140,326 (2 CR teacher salaries) 6,500 (substitute salaries) 1,500 (Title IID) 71,771 (1 CR teacher salary)</p>	<p>X X X</p>
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<p>will be continued with increased input from the teachers regarding their needs and with information from the formal needs assessment (Taglit)</p> <ul style="list-style-type: none"> <li>Secondary teachers have received professional development in the area of technology on an individual basis, as part of building professional development plans, or as requested by departments. While effective, a plan needs to be formalized to assure consistent implementation of technology integratio across all curriculum areas.</li> <li>Administrators have received professional development training provided by the district and have taken advantage of opportunities provided by the RESCs. Continued training is necessary in order that principals are well informed about the integration of technology into the curriculum, the appropriate use of a variety of</li> </ul>	<p>2004-05:</p> <ul style="list-style-type: none"> <li>Continue the current model of professional development for elementary teachers; expand model to include alternate delivery methods (online courses, cd-based training action research).</li> <li>Implement the plan for professional development for secondary teachers.</li> <li>Provide professional development for administrators in the use of a data warehouse.</li> <li>Encourage and fund professional development training in technology applications provided by the RESCs</li> </ul>	<p>Monitored and evaluated by the District Technology Committee, Director of Curriculum and Instruction, and Instructional Supervisors and principals who directly evaluate teacher performance.</p>	<p>141,589 (2 CR teachers salaries) 6,500 (substitute salaries) 73,924 (1 CR teacher salary) 1,000 1,500</p>	<p>X X X</p>
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<p>newer technologies, increased personal productivity, and the use of student information systems and data warehousing.</p>	<p>2005-06:</p> <ul style="list-style-type: none"> <li>Continue the current model of professional development for elementary teachers. Continue to expand model to include alternate delivery methods (online courses, cd-based training action research)</li> <li>Continue model of professional development for secondary teachers. Continue to expand model to include alternate delivery methods (online courses, cd-based training action research)</li> <li>Provide professional development for administrators based on needs assessment.</li> <li>Encourage and fund professional development training in technology applications provided by the RESCs</li> </ul>	<p>Monitored and evaluated by the District Technology Committee, Director of Curriculum and Instruction, and Instructional Supervisors</p>	<p>145,836 (2 CR teacher salaries) 6,500 (substitute salaries) 76,141 (1 CR teacher salary) 1,000 1,500</p>	<p>X X X</p>	<p>X X X</p>
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**State Data Management Goal:**

To develop a data management system, compatible with the SDE student database, that enables school leaders to make quality policy and instructional decisions.

**LEA/Agency Narrative:**

**At this time the Wethersfield Public Schools has a student information system in use at the middle school and high school (Grades 7-12). Individual elementary schools have developed their own student databases but conforming to the SDE system of reporting has been problematic.**

The purpose of this section is for planners to develop a strategy, which supports interorganizational relationships, quality information system planning, and proposed outcomes for informational and knowledge sharing networks. The developed data management and data-mining strategies should serve as a catalyst to make quality leadership and instructional decisions to enhance the learning community.

Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Projected Costs	Fiscal Resources		
				Fed	State	Local
<ul style="list-style-type: none"> <li>The District Technology Committee assesses the technology needs of the district on an on-going basis, participates in the development of the technology budget, and contributes information for the annual Status Report to the Board of Education. In addition, a comprehensive program review of the computer education program was completed in 2003 which included the use of the Taglit survey of all staff (K-12) and representative students. The information from these sources was used to develop objectives/activities/strategies for</li> </ul>	<p>2003-04:</p> <ul style="list-style-type: none"> <li>Implement a K-12 student information system that is compatible with the SDE student database.</li> <li>Provide training to appropriate staff on its use and applications.</li> <li>Investigate and evaluate data warehousing systems.</li> </ul>	Monitored and evaluated by principals and the Superintendent or designee	<p>20,000 (initial cost) 8,900 (annual fee)</p> <p>20,000 (clerical)</p> <p>no cost</p>			<p>X</p> <p>X</p> <p>X</p>

<ul style="list-style-type: none"> <li>• this plan.</li> <li>• Currently iPass is the student information system utilized by the middle school and high school for management of student data, scheduling, and reporting. Elementary schools have each developed their own student databases using Access but all information is recorded similarly making input into the SDE database problematic. There is a clear need to provide a K-12 student information system.</li> <li>• Currently there is no data warehousing system in place. There is an identified need to adopt a data warehousing system to inform planning and decision making.</li> </ul>	<p>2004-05:</p> <ul style="list-style-type: none"> <li>• Implement a data warehousing system.</li> <li>• Train appropriate staff on the input of data and the process of data mining to inform planning and decision making.</li> <li>• Continue to provide K-12 student information system</li> </ul>	<p>Monitored and evaluated by principals and the Superintendent or designee</p>	<p>18,000 (annual fee) 20,000 (clerical) 8,900 (annual fee)</p>	<p>X  X</p>	<p>X X</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>2005-06:</p> <ul style="list-style-type: none"> <li>• Continue to improve the use of student information system and data warehouse to improve planning and decision making; provide on-going staff training; encourage more sophisticated use of date.</li> <li>• Continue to provide K-12 Student information system</li> </ul>	<p>Monitored and evaluated by principals and the Superintendent or designee</p>	<p>18,000 (annual fee) 5,000 (clerical) 8,900 (annual fee)</p>	<p>X  X</p>	<p>X X</p>

**SECTION TWO: POLICIES**

**State Policy Goal:**

To develop educational technology policies in the areas of confidentiality, the Connecticut Education Network, content management, copyright, education software: licenses, posting of student work/pictures, purchasing, security/filtering, student acceptable use policies, technology competencies, technology construction, technology hardware replacement and intellectual property.

**LEA/Agency Narrative:**

**The Wethersfield Public Schools has in place Board of Education Policies 6141.321 (a-f) and 6141.323 (a-d) which apply to all users of the district's technology equipment and the network, including the district's responsibility to provide appropriate filtering. A comprehensive review of these policies is ongoing.**

The purpose of this section is to examine current policies and procedures and develop/revise them as necessary.

Results of Needs Assessment (where you are now and where you would like to be in three years)	Objectives/Activities/Strategies	Monitoring and Evaluation Procedure	Projected Costs	Fiscal Resources	
				Fed	State Local
<ul style="list-style-type: none"> <li>The District Technology Committee assesses the technology needs of the district on an on-going basis, participates in the development of the technology budget, and contributes information for the annual Status Report to the Board of Education. In addition, a comprehensive program review of the computer education program was completed in 2003 which</li> </ul>	<p>2003-04:</p> <ul style="list-style-type: none"> <li>Review policies and procedures as identified.</li> <li>Keep students and staff informed of existing policy.</li> <li>Make recommendations for changes to Board of Education as needed</li> <li>Revise and create additional administrative procedures as needed.</li> <li>Monitor student and staff use for compliance with all established policies.</li> </ul>	<p>Monitored and evaluated annually by the District Technology Committee and the Superintendent or designee; principals will monitor through the teachers evaluation process.</p>	<p>1,000</p>		<p>X</p>

<p>included the use of the Taglit survey of all staff (K-12) and representative students. The information from these sources was used to develop objectives/activities/strategies for this plan.</p> <ul style="list-style-type: none"> <li>Currently there are Board of Education policies (6141.321 (a-f) and 6141.323 (a-d) which cover all use by students, staff, and any other users of the district's hardware or network. It includes the Acceptable Use Policy, the district's responsibility to provide filtering, use of email, copyright laws and other aforementioned safeguards. A comprehensive review of these policies is ongoing. The existing policy was updated September 19, 2001.</li> </ul>	<p>2004-05:</p> <ul style="list-style-type: none"> <li>Conduct an annual review of policies and procedures that apply to technology issues.</li> <li>Keep students and staff informed of existing policy.</li> <li>Revise policies and procedures as needed.</li> <li>Monitor student and staff use for compliance with all established policies.</li> </ul>	<p>Monitored and evaluated annually by the District Technology Committee and the Superintendent or designee; principals will monitor through the teachers evaluation process.</p>	<p>1,000</p>	<p>X</p>
	<p>2005-06:</p> <ul style="list-style-type: none"> <li>Conduct an annual review of policies and procedures that apply to technology issues.</li> <li>Keep students and staff informed of existing policy.</li> <li>Revise policies and procedures as needed.</li> <li>Monitor student and staff use for compliance with all established policies.</li> </ul>	<p>Monitored and evaluated by the District Technology Committee and the Superintendent or designee; principals will monitor through the teachers evaluation process.</p>	<p>1,000</p>	<p>X</p>

## **CHILDREN’S INTERNET PROTECTION ACT (CIPA) CERTIFICATION:**

Schools and libraries that plan on receiving E-rate discounts on Internet access and/or internal connection services after July 1, 2002, need to be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety Policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at [http://e-ratecentral.com/help/cipa\\_policy\\_primer.pdf](http://e-ratecentral.com/help/cipa_policy_primer.pdf)

I, \_\_\_\_\_, certify that one of the following conditions (as indicated below) exists in  
 Superintendent/Director

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LEA

- My district/agency is e-rate compliant; or  
 My district/agency is not e-rate compliant (check one additional box below):

<input type="checkbox"/>	Every “applicable school*” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
<input type="checkbox"/>	Not all “applicable schools*” have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
<input type="checkbox"/>	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

\*An applicable school is an elementary or secondary school that does *not* receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

\*\*<http://www.ed.gov/legislation/ESEA02/pg37.html>

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Signature

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*Date*

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## **APPENDICES**

(For Information/Planning Purposes Only)

Appendix A: Guiding Questions

Appendix B: Educational Technology Planning Toolkit

Appendix C: CAPSS Technology Position Statement

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## **APPENDIX A: GUIDING QUESTIONS**

The following guiding questions were designed to stimulate your conversation surrounding your agency's status along a continuum of technology integration. While you need not respond to each question, they are intended to be used in the planning process to facilitate the development of local educational technology plans.

### ***Infrastructure, Hardware, Software and Technical Support***

1. What is the technology infrastructure of each school in your district?
  - a. Include schematic drawings that show the location of wiring closets, classrooms with Internet access, and identify the types of LAN and WAN connectivity
2. What type of data and video networking and Internet access is available?
3. What is the effectiveness of the present infrastructure and telecommunication services that have been provided by the district?
4. How will your district provide supporting resources to ensure successful and effective uses of technology?
5. How has your district implemented the appropriate Internet safety measure in compliance with state and federal laws?
6. What educational technology policies have been developed/adopted?
7. What is the type and level of technical support that exists within your district?
8. What software exists within your district including networking, instructional, office production, and technology education?
9. How does your plan leverage interoperability?

### ***Curriculum***

1. How does your plan promote curriculum and teaching strategies that integrate technology?
2. How does your plan integrate technology into the Connecticut Common Core of Learning?
3. How does your plan promote innovative delivery strategies, which include e-learning?
4. How does your plan support global connectivity?
5. What are your innovative strategies that include special needs learners and the use of assistive technology?
6. How does your plan address the creation and utilization of digital content and networked applications to increase learner performance?
7. How does your plan integrate e-learning into the curriculum frameworks?
8. How does your plan address the additional time requirements for planning teams to reflect upon new pedagogical practices?
9. What are the learning theories that support your instructional goals?

### ***Professional Development***

1. What are the specific resources and strategies that you plan to implement to ensure that your staff is ready to use and maintain the telecommunications and information technologies?
2. Who will be in charge of coordinating the professional development activities?
3. Are there in-service slots set aside for technology-related professional development?
4. Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills?
5. What models of professional development would work in your organization to train your staff?
6. What professional development opportunities and resources exist for your technical staff?

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7. Do you have the resources in house to train these staff members or do they need to go to outside courses, or a combination of the two?
  8. What financial and time resources exist to keep the staff up-to-date in learning about new technologies?
  9. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored by the State Department of Education)?
  10. What professional development opportunities and resources exist for your professional staff (i.e., teachers or librarians) to ensure that they cannot only use the new technologies, but to use them to deliver improved teaching and learning or improved library service?
  11. What classes or seminars are available to your staff on an ongoing basis within your organization?
  12. Can your staff meet with others who are already further along in implementing technology in another school or library?
  13. What professional development is available from service providers?
  14. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet: courses sponsored)?

### ***Data Management***

1. How does your organization collect data?
2. What types of data does your district use to make instructional decisions?
3. What policies are implemented to protect sensitive data?
4. What policy measures are used to ensure the appropriate management of data?
5. How does your district utilize a student information management system?
6. What is the relationship between district databases? (district data map)
7. What is the specific methodology that your district uses to analyze and report data?
8. What specific measures has your district made to interface with various state agencies?
9. What are your district's business rules that govern database application development for vendors?
10. What accountability measures will be used to evaluate the extent to which activities are effectively integrating technology into curricula and instruction, increasing the ability of instructional staff to teach, and enabling students to reach Connecticut's challenging academic standards?

### ***Fiscal Planning/Resources***

1. What are the technology types and associated costs?
2. What is the fiscal coordination with other resources?

### ***Educational Technology Policies***

1. What educational policies currently exist?
2. Is your district in compliance with the CIPA requirements? If not, what steps must be taken in order to ensure compliance?

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The Connecticut Association of Boards of Education, in partnership with the Connecticut Department of Education, has developed a number of educational technology policies. These policies are located at: <http://www.state.ct.us/sde/dsi/technology/techpolicies.htm> and may be used to assist local technology planners in the development of local educational technology policies.

Confidentiality	Purchasing
Connecticut Education Network	Security/Filtering
Content Management	Student Acceptable Use Policies
Copyright	Technology Competencies
Education Software: License	Technology Construction
Posting of Student Work/Pictures	Technology Hardware Replacement

## APPENDIX B: Educational Technology Planning Toolkit

It is recommended that the following companion documents be utilized when developing local educational technology plans:

- Educational Technology Position Statement – Connecticut State Board of Education (<http://www.state.ct.us/sde/board/tech.pdf>);
- Technology Position Statement – adopted December 2001 - Connecticut Association of Public School Superintendents (<http://www.capss.org/>); and
- Strategic Educational Technology Plan – adopted December 2002 – Commission for Educational Technology (<http://www.ctedtech.org/>).

Educational Technology Planning	Site
Connecticut Administrator Technology Standards	<a href="http://www.state.ct.us/sde/dsi/technology/CATSv2.pdf">http://www.state.ct.us/sde/dsi/technology/CATSv2.pdf</a>
Connecticut Teacher Technology Competencies	<a href="http://www.state.ct.us/sde/dsi/technology/CTTct.pdf">http://www.state.ct.us/sde/dsi/technology/CTTct.pdf</a>
Connecticut Prekindergarten Through Grade 12 Computer Technology Competency Standards for Students	<a href="http://www.state.ct.us/sde/dsi/technology/StudentCompv2.pdf">http://www.state.ct.us/sde/dsi/technology/StudentCompv2.pdf</a>
Connecticut Education Network	<a href="http://www.ct.gov/cen/site/default.asp">http://www.ct.gov/cen/site/default.asp</a>
Connecticut Commission for Educational Technology	<a href="http://www.ctedtech.org/">http://www.ctedtech.org/</a>
Educational Technology Policies	<a href="http://www.state.ct.us/sde/dsi/technology/techpolicies.htm">http://www.state.ct.us/sde/dsi/technology/techpolicies.htm</a>
CAPSS Technology Position Statement	<a href="http://www.capss.org/">http://www.capss.org/</a>
E-rate Central	<a href="http://e-ratecentral.com">http://e-ratecentral.com</a>
A GUIDE FOR ASSESSING TECHNOLOGY A guide prepared by the National Forum on Education Statistics under NCES's Cooperative Education Statistics System	<a href="http://nces.ed.gov/pubs2003/2003313.pdf">http://nces.ed.gov/pubs2003/2003313.pdf</a>
A Critical Issue: Developing a School or District Technology Plan	<a href="http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te300.htm">http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te300.htm</a>
National Center for Technology Planning	<a href="http://www.nctp.org">http://www.nctp.org</a>
TechSoup – The Technology Place for Non-Profits	<a href="http://www.techsoup.org">http://www.techsoup.org</a>
Educational Technology Planning	<a href="http://www.tcet.unt.edu/tek-plan.htm">http://www.tcet.unt.edu/tek-plan.htm</a>
WestEd	<a href="http://www.wested.org">http://www.wested.org</a>
North Central Regional Educational Laboratory	<a href="http://www.ncrel.org">http://www.ncrel.org</a>
Distance Learning Resource Network	<a href="http://www.dlrn.org">http://www.dlrn.org</a>
Southwest Educational Development Laboratory	<a href="http://www.sedl.org/pubs/tec26/flash.html">http://www.sedl.org/pubs/tec26/flash.html</a>
Theory Into Practice	<a href="http://tip.psychology.org/">http://tip.psychology.org/</a>

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## APPENDIX C: CAPSS Technology Position Statement

### Visions and Beliefs

“Fifty years ago, high school students graduated knowing perhaps 75 percent of what they would need to know to be successful in the workplace, family, and community. Today, the estimate is that graduates of our schools leave knowing perhaps 2 percent of what they will need to know in the years ahead – 98 percent is yet to come.”<sup>1</sup>

Society has undergone a fundamental shift from an industrial economy to a knowledge economy. Schools based on the industrial model expect students to be compliant and dependent learners. In today’s knowledge economy students must be empowered to become self-directed, interdependent and self-assessing learners. This shift requires a significant change in teaching and learning and technology is a vital tool for accomplishing this shift in teaching and learning.

In order to help students be successful in a knowledge economy,

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences.
- learners and their families must have equal access to tools that support their learning.
- the locus of control for learning must shift from teacher directed to student directed learning.
- learners must master the information literacy skills to access, investigate, and apply information.
- every classroom in Connecticut must be connected to the statewide network with access to a digital resources and curriculum.
- learners must demonstrate their understandings and skills relative to measurable performance standards.
- technology must be a vital link among the staff, students, parents, and expanded community.

<sup>1</sup> Barth, Learning By Heart, 2001

## **Leadership**

Educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences.

Strong statewide leadership is critical to transforming teaching and learning. Leaders must articulate and co-ordinate a statewide vision for technology that is supported by sufficient resources.

Multiple state organizations and agencies must speak with a common voice and move with coordinated action.

### **What we need:**

- ◆ Dissemination, understanding, and acceptance of statewide vision
- ◆ Predictable, sustainable, ongoing sources of funding
- ◆ Statewide economies of scale
- ◆ Rapid completion of Connecticut Education Network (CEN)
- ◆ Action based research to identify and expand successful classroom practice
- ◆ State Department of Education leadership in the transformation of teaching and learning that will:
  - Transform learning between and within disciplines
  - Co-ordinate work of divisions and bureaus
  - Establish technology as a priority for staff and resources
  - Remove boundaries in law, regulation, and practice
  - Model management practices and interactions with districts

## **Equity**

Learners and their families must have equal access to tools that support their learning.

Access to and interaction with available technology resources for learning is fundamental to PreK – 12 public education. All students and their families are entitled to this access regardless of school district and family economic status.

### **What we need:**

- ◆ Equal access to technology resources for learning
- ◆ Implementation of a state plan for funding equitable access to schools and families and community partners
- ◆ Equal opportunity for all students to develop and apply the identified information literacy skills

## **Teacher Growth and Development**

The locus of control for learning must shift from teacher directed to student directed learning.

Teachers must acquire and apply instructional competencies that utilize current and emergency technologies to enhance student-directed learning through the use of both current and emerging technologies. Educators must apply these skills to their own learning and that of their students.

### **What we need:**

- ◆ Dissemination of best practices that use technology to encourage self-directed learning
- ◆ Dialogue and agreement among stakeholders regarding teacher preparatio, certification, and induction processes
- ◆ Identified demonstratio sites of excellence

## **Information Literacy**

Learners must master the information literacy skills to access, investigate, and apply information.

Information literacy is a basic skill. Information is the new currency of our society. Everyone engaged in the education process must be able to find, filter, evaluate, retrieve, and utilize information as needed.

As technology evolves, content standards for teaching and learning must be continuously monitored, adjusted, and enhanced. All other aspects of the system (e.g., teacher certification, infrastructure) must be aligned.

### **What we need:**

- ◆ A comprehensive set of statewide information literacy standards
- ◆ On-line opportunities for all learners to develop and master these standards
- ◆ Alignment of standards with all aspects of the educational and economic development processes
- ◆ Continuous review of instructional strategies, assessments, and on-going research and evaluation to reflect the best use of emerging technologies

## **Infrastructure and Digital Content**

Every classroom in Connecticut must be connected to the statewide network with access to a digital resources and curriculum.

This statewide infrastructure must provide every school, district, and student with efficient and effective access to curriculum and methods of sharing information, data, and opportunities.

### **What we need:**

- ◆ A comprehensive statewide digital infrastructure and content that supports this vision of teaching and learning
- ◆ Clearly defined roles and responsibilities among Technology Commission, DOIT, State Department of Education and Legislature
- ◆ State funding to complete the infrastructure and digital content

## **Expanding Learning Opportunities**

Learners must demonstrate their understandings and skills relative to measurable performance standards.

Technology resources expand the opportunities for learning that transcend the need for boundaries such as course, grade, and school levels. All students must have the opportunity to enroll in on-line activities that match their learning needs and to participate in on-line assessment of their learning.

### **What we need:**

- ◆ District policy for granting credit for on-line learning
- ◆ Infrastructure capacity in every school
- ◆ Common standards and frameworks for assessing on-line learning
- ◆ Content specific course equivalents for on-line learning linked to Connecticut standards and local exit criteria
- ◆ Professional development for teachers to coach students participating in on-line learning
- ◆ A statewide consortium to develop Connecticut based on-line courses for all learners.

## **Community**

Technology must be a vital link among the staff, students, parents, and expanded community.

Technology enables the sharing of information for the purposes of communication, understanding, accountability, and it reduces the boundaries that inhibit achievement. The broader community must have access to an interactive communication system with the schools.

Technology must be available to provide authentic learning opportunities by linking to other workforce professionals. The professional teaching community will benefit from the ability to share and develop together best practices, unit and lesson plans, and student work.

### **What we need:**

- ◆ Professional learning communities among teachers that allow them to share best practices, unit and lesson plans, and student work
- ◆ Opportunities for students to engage in authentic learning opportunities that link them with other workforce professionals
- ◆ A shared structure critical to information and services among constituents
- ◆ Opportunities for parents to be connected to the school in support of student learning

*Adopted 14 December 2001*

**Appendix 8 - Wethersfield Library PC Inventory**

**Computer Inventory  
January 22, 2005**

	Workstation Location	Mhz	RAM	HD	Oper Sys	YrPurchased	CD	DVD	CDRW	IP address
9	Childrens Games	450	96	6.0GB	WIN 98	1999	Y			10.129.97.233
10	Spare Games	450	96	6.0GB	WIN 98	1999	Y			10.129.97.227
13	Childrens Games	450	96	6.0GB	WIN 98	1999	Y			10.129.97.197
17	Pub 3	700	128	10GB	WIN 98	2001	Y			10.129.97.241
18	Pub 7	700	128	10GB	WIN 98	2001	Y			10.129.97.245
19	Pub 8	700	128	10GB	WIN 98	2001	Y			10.129.97.246
20	Childrens Internet	700	128	10GB	WIN 98	2001	Y			10.129.97.251
21	Adult OPAC2	700	128	10GB	WIN 98	2001	Y			10.129.97.229
22	Pub 6	700	128	10GB	WIN 98	2001	Y			10.129.97.236
23	Pub 5	700	128	10GB	WIN 98	2001	Y			10.129.97.237
24	OPAC-Mezz	700	128	10GB	WIN 98	2001	Y			10.129.97.234
25	Andrea	700	128	10GB	WIN 98	2001	Y			10.129.97.235
26	Ellen	700	128	10GB	WINXPPRO	2001	Y			10.129.97.231
27	Childrens OPAC2	700	128	10GB	WIN 98	2001		Y	Y	10.129.97.242
28	Adult OPAC1	700	128	10GB	WINXPPRO	2001	Y			10.129.97.230
29	Kathy	700	128	10GB	WIN 98	2001	Y			10.129.97.228
31	Pub 4	900	128	20MB	WIN 98	2001	Y			10.129.97.249
32	Pub 1	900	128	20MB	WIN 98	2001	Y			10.129.97.244
33	Childrens Internet	900	128	20MB	WIN 98	2001	Y			10.129.97.240
34	Childrens OPAC1	900	128	20MB	WIN 98	2001	Y			10.129.97.151
35	Alice	1.0	256	40.0GB	WINXPHome	2001		Y	Y	10.129.97.226
36	Laurel	1.7	512	40.0GB	WIN XP	2002		Y	Y	10.129.97.254
37	Liz	1.7	512	40.0GB	WIN XP	2002		Y	Y	10.129.97.252
38	Laptop	1.7	256	40GB	WINXPPRO	2002			Y	10.129.97.253
39	Spare	450	96	10GB	WINXPPRO	1999	Y			10.129.97.164
40	Games/Childrens	1.15	253	40	WIN 98SE	2003	Y			10.129.97.99
41	Regina	2.0	1024	40	WINXPPRO	2003	Y		Y	10.129.97.143
42	RefDesk 1	2.0	1024	40	WINXPPRO	2003		Y	Y	10.129.97.50



# Appendix 9 – Town PC Inventory

Town of Wethersfield - Data Services Division

## Inventory of PCs supported by Data Services

Printed: 01/21/2005

O/S	Processor	Dept	Mfr	Model	MHz	RAM	User
<b>Win2K Pro</b>							
Win2K Pro	P3	420 Police	Gateway	E4000	800	256	Michael Fisher
Win2K Pro	P3	420 Police	Dell	Optiplex GX240	733	192	Patrol Report Room 1
Win2K Pro	P3	420 Police			733	256	Mercom Recorder
Win2K Pro	P3	420 Police			600	256	James Mull
Win2K Pro	P3	420 Police			800	256	Mark Poisson
Win2K Pro	P3	420 Police			650	192	Craig Davis
Win2K Pro	P4	062 Data Services	Gateway	E4000	800	256	Andrew Power
Win2K Pro	P4	067 Central Office Services	Dell	Optiplex GX240	1.8 GHz	260	Ellen Walsh
Win2K Pro	P4	420 Police			2 GHz	512	Tom Hemphill
Win2K Pro	P4	420 Police			1.8 GHz	256	Phone System
Win2K Pro	P4	420 Police			1.6 GHz	256	Booking
Win2K Pro	P4	420 Police			1.6 GHz	256	Patrol
Win2K Pro	P4	420 Police			1.6 GHz	256	David Scales
Win2K Pro	P4	420 Police			1.6 GHz	256	Support Service
Win2K Pro	P4	420 Police			1.6 GHz	256	David Warriner
Win2K Pro	P4	420 Police			1.6 GHz	256	Kevin Dillon
Win2K Pro	P4	420 Police			1.6 GHz	256	Patrol Sergeants
Win2K Pro	P4	420 Police			1.6 GHz	256	Rob DeRoehn
Win2K Pro	P4	420 Police			1.8 GHz	384	James Cetran
Win2K Pro	P4	420 Police			1.6 GHz	256	Tanisha Murray

*Town of Wethersfield - Data Services Division*

***Inventory of PCs supported by Data Services***

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<b>O/S</b>	<b>Processor</b>	<b>Dept</b>	<b>Mfr</b>	<b>Model</b>	<b>MHz</b>	<b>RAM</b>	<b>User</b>
Win2K Pro	P4	420 Police			1.8 GHz	256	David Gove
Win2K Pro	P4	420 Police			1.6 GHz	256	JoAnn Bjorkman
Win2K Pro	P4	420 Police			1.6 GHz	256	James Darby
Win2K Pro	P4	420 Police			1.6 GHz	256	Thomas Dillon
Win2K Pro	P4	420 Police			1.6 GHz	256	Michael Godart
Win2K Pro	P4	420 Police			1.6 GHz	512	Disp. Pos. 3
Win2K Pro	P4	420 Police			1.6 GHz	512	Disp. Pos. 2
Win2K Pro	P4	420 Police			1.6 GHz	640	Disp. Pos. 1
Win2K Pro	P4	420 Police			1.6 GHz	256	Sonia Betz
Win2K Pro	P4	420 Police			1.6 GHz	256	Patrol Report Room 2
Win2K Pro	P4	420 Police			1.6 GHz	256	Evidence
Win2K Pro	P4	430 Fire	Gateway		2.2 GHz	512	Gary Santoro

**Total Win2K Pro 32**

**WIN95**

WIN95	P1	050 Elections Department	Acer	Power		32	Shared
WIN95	P1	062 Data Services	Gateway	GP5-200	200	64	Paul Dudley
WIN95	P1	062 Data Services	Acer		233	32	Dialout PC
WIN95	P1	063 Tax Collection	Gateway	GP5-200	200	32 MB	MUNIS-only
WIN95	P1	550 Physical Services	HP	Vectra 515		80	Automated Fuel Pump console
WIN95	P1	550 Physical Services	Dell	OptiPlex GXi	166	64 MB	Paula Gilroy

**Friday, January 21, 2005**

*Town of Wethersfield - Data Services Division*

***Inventory of PCs supported by Data Services***

*Printed: 01/21/2005*

<b>O/S</b>	<b>Processor</b>	<b>Dept</b>	<b>Mfr</b>	<b>Model</b>	<b>MHz</b>	<b>RAM</b>	<b>User</b>	
WIN95	P1	810 Recreation & Parks	HP	Vectra 500	120	48	Carly Warriner	
WIN95	P1	820 Community Center	Gateway	GP5-200	200	32	Mary Thibeault	
<b>Total WIN95</b>							<b>8</b>	
<b>Win98</b>								
Win98	P2	040 Town Clerk	Gateway	GP6-333	333	256	Counter	
Win98	P2	063 Tax Collection	Gateway	GP6-300	300	64	Nancy DiGirolamo	
Win98	P2	430 Fire	Uptech		866 MHz	192	Will Clark	
Win98	P2	530 Building Inspection	Dell	XP5 D333	333		J. Claude Jean	
<b>Total Win98</b>							<b>4</b>	
<b>Win98SE</b>								
Win98SE	AMD	530 Building Inspection	Systemax				Diane Matrone	
Win98SE	Duron	430 Fire	Uptech		700 MHz	224 MB	Charlie Varca	
Win98SE	Celeron	430 Fire	Uptech		1.7 GHz	224 MB	Mark Console	
Win98SE	Celeron	430 Fire	Uptech		1.7 GHz	224 MB	Lynn Fleming	
Win98SE	Celeron	430 Fire			433 MHz	288 MB	Chuck Flynn	
Win98SE	P1	061 Finance	Gateway	GP5-200	200	32	Kathy Natale	
Win98SE	P1	420 Police			200	64	Dispatch Temp NCIC	

*Town of Wethersfield - Data Services Division*

***Inventory of PCs supported by Data Services***

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Win98SE	P1	550 Physical Services	Gateway	GP5-200	200	160 MB	Bob Doucette
Win98SE	P2	510 Engineering	Dell	Dimension XP5 D333	333	333	Lonnie Davis
Win98SE	P2	510 Engineering	Dell	Dimension XP5D333	333	333	Don Oliver
Win98SE	P2	625 Social & Youth Services	Gateway	GP6	300	64	Brenda Moore
Win98SE	P2	810 Recreation & Parks	Gateway	GP7	450	64	Barbara Arre
Win98SE	P2	820 Community Center	Gateway	GP6	300	64	Natalie Morrison
Win98SE	P3	020 Town Manager	Gateway	GP	666	192	RaeAnn Palmer
Win98SE	P3	040 Town Clerk	Gateway	GP	600	64	Dolores Sassano
Win98SE	P3	061 Finance	Gateway	GP		63	Denise Villalba
Win98SE	P3	063 Tax Collection	Gateway	V1000		127	Counter
Win98SE	P3	063 Tax Collection	Gateway	V1000		127	Marlene Desjardins
Win98SE	P3	182 Planning	Systemax	Ventura T10	255	256	Robert Cook
Win98SE	P3	510 Engineering	Gateway	GP		63	Tony Martino
Win98SE	P3	530 Building Inspection	Acer	Travelmate 734 TXV		64	Brian O'Connor
Win98SE	P3	530 Building Inspection	Gateway	Solo 5300		64	Fred Valente
Win98SE	P3	530 Building Inspection	Gateway	GP7-450	450	128	Debbie Picard
Win98SE	P3	550 Physical Services	Gateway	GP	400	64	Sign Machine
Win98SE	P3	550 Physical Services	Gateway	GP		256	Jim McDonald
Win98SE	P3	625 Social & Youth Services	Dell	Latitude C610 I	1 GHz	512	Chris Taylor
Win98SE	P3	810 Recreation & Parks	Gateway	GP7	450	64	Kathy Bagley
Win98SE	P4	050 Elections Department	Gateway	E3600		256	Pam Rapacz
Win98SE	P4	430 Fire	Uptech		1.8 GHz	512 MB	Mark Mahder
Win98SE	P4	510 Engineering	Gateway			256	Chris Zibbideo

*Town of Wethersfield - Data Services Division*

***Inventory of PCs supported by Data Services***

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<b>O/S</b>	<b>Processor</b>	<b>Dept</b>	<b>Mfr</b>	<b>Model</b>	<b>MHz</b>	<b>RAM</b>	<b>User</b>
Win98SE	P4	510 Engineering	Gateway	E-3600	1.5 GHz	256	Don Moisa
Win98SE	P4	625 Social & Youth Services	Dell	Latitude		256	Jane Johnson
Win98SE	P4	625 Social & Youth Services	Gateway	E3600		256	Lori Schroll
Win98SE	P4	625 Social & Youth Services	IBM	Aptiva		255	Donna Mattison
Win98SE	P4	810 Recreation & Parks	Gateway	E3600	1.5 GHz	255	Sal Cucia
Win98SE	P4	820 Community Center	Gateway	E3600	1.5 GHz	256	Joselyn Valente
Win98SE	P4	821 Nature Center	Gateway	E3600	1.5 GHz	256	Chris Shepard

**Total Win98SE 37**

**WinME**

WinME	Celeron	710 Library	Gateway	Professional	700	127 MB	Dolores Gawitt [position vacant]
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**Total WinME 1**

**XP Home Edition**

XP Home	AMD	430 Fire	Uptech		1.3 GHz	256	Lara Nangle
XP Home	Duron	430 Fire	Uptech		2.8 GHz	256 mb	Video PC

**Total XP Home Edition 2**

*Town of Wethersfield - Data Services Division*

***Inventory of PCs supported by Data Services***

Printed: 01/21/2005

<b>O/S</b>	<b>Processor</b>	<b>Dept</b>	<b>Mfr</b>	<b>Model</b>	<b>MHz</b>	<b>RAM</b>	<b>User</b>
XP Pro		610 Central CT Health District	Dell	Dimension			Paul Hutcheon
XP Pro		625 Social & Youth Services	Via Technologie	VT8367-8233	1.47 GHz	512	Laptop - Youth
XP Pro	AMD Athlon	710 Library	ASUSTek	A7N8X-X	2 GHz	255	Laurel Goodgion
XP Pro	AMD Athlon	710 Library	ECS	K7S5A	1.1 GHz	256	Elaine Zieler
XP Pro	AMD Athlon	710 Library	ECS	K7S5A	1.1 GHz	256	Liz Kirkpatrick
XP Pro	P4	020 Town Manager	Dell	Dimension 4600	450	1 GB	Gale Diluzio
XP Pro	P4	020 Town Manager	Gateway	LX450	450	512	Bonnie Therrien
XP Pro	P4	040 Town Clerk	Dell	Dimension 4550	1.9 GHz	512	Tammy Ohanesian
XP Pro	P4	040 Town Clerk	Gateway	E4650	2 GHz	512	Lynn Schiessl
XP Pro	P4	050 Elections Department	Dell	Dimension4550	2 GHz	256	Norma Bielenda
XP Pro	P4	061 Finance	Dell	Dimension 4550	2 GHz	256	Janice McDonald
XP Pro	P4	061 Finance	Dell	Dimension 4600		128	Lisa Hancock
XP Pro	P4	062 Data Services	Dell	Dimension 4550	2.4 GHz	512	Bill Holler
XP Pro	P4	064 Assessor	Dell	Dimension 4600	2.66 GHz	512	Marilee French
XP Pro	P4	064 Assessor	Dell	Dimension 4600	2.66 GHz	512	Diane Tully
XP Pro	P4	064 Assessor	Dell	Dimension 4550	2 GHz	512	Jan Neumuth
XP Pro	P4	064 Assessor	Dell	Dimension 4600	2.66 GHz	512	Counter
XP Pro	P4	182 Planning	Dell	Dimension 4600	2.6 GHz	512	Peter Gillespie
XP Pro	P4	420 Police	Dell	Dimension 4600	2.6 GHz	512	Tom Regan
XP Pro	P4	510 Engineering	Dell	Dimension 4550	2.9 GHz	256	Mike Turner
XP Pro	P4	510 Engineering	Dell	Dimension 4550	2 GHz	512	Mike Turner

**XP Pro**

*Town of Wethersfield - Data Services Division*

***Inventory of PCs supported by Data Services***

*Printed: 01/21/2005*

<i>O/S</i>	<i>Processor</i>	<i>Dept</i>	<i>Mfr</i>	<i>Model</i>	<i>MHz</i>	<i>RAM</i>	<i>User</i>
XP Pro	P4	550 Physical Services	Dell	Dimension 4600	2.6 GHz	512	Heather Vargas
XP Pro	P4	550 Physical Services	Dell	Dimension 4600	2.6 GHz	512	Rose Pagella
XP Pro	P4	625 Social & Youth Services	Dell	Dimension 4550	2 GHz	256	Becca/Tom
XP Pro	P4	625 Social & Youth Services	Dell	Dimension 4550	2 GHz	256	Nancy Stilwell
XP Pro	P4	810 Recreation & Parks	Dell	Dimension 4550	2 GHz	255	Mary Dalesandro
XP Pro	P4	810 Recreation & Parks	Dell	Dimension 4550	2 GHz	255	Marty Sittler

***Total XP Pro 26***

***Total, all Operating Systems: 110***

## Appendix 10 – Wethersfield Public School Information Gathering Session Data

### Telephone System

- **System Features:**
  - With voice mailboxes, conference call capabilities etc.
  - Caller ID on telephone system as well as on voice mail for all staff
  - Individual voice mail boxes
- **Increased Access:**
  - Improve telephone system – teachers need access with privacy (classrooms)
  - Phones with outside line access
  - Phones in the classroom (elementary)
  - More access to telephones by staff

### Hardware

- **SmartBoards:**
  - Smart board mounted in room – could slide over to use rest of white board
  - Smart boards in the classrooms
  - Need multiple projectors to put computer screen onto wall – SmartBoards?
  - Additional interactive whiteboards K-12
  - SmartBoards (although white boards (low tech) would be nice in all classrooms)
  - SmartBoards or promethium technology
  - More SmartBoards for teacher/student/administrative use
  - More smart boards
- **Computers:**
  - Student Use (Lab & Classroom)
    - More computers for student use (in the classrooms and/or in the lab)
    - Computers for art and music department
    - World Language Lab at middle school with staff and programs
    - Portable labs (laptops)
    - Mobile labs
    - Need additional computer lab in High School – Portable?

- More wireless technology
- Continue use of Mac Platform @ E.S.
- Continue use of Mac Platform at elementary level
- Staff (Faculty & Administration)
  - One computer for teacher use in each classroom
  - Many special area teachers (music, art, gym) do not have access to computers or internet in their classrooms
  - Computers for all certified staff in their teaching area
  - Laptops available to administrator (P.P.T. minutes are handwritten etc.) also need them for presentations
  - Lap tops for all teachers – work at home
  - Lap top computers for staff/administrative use
  - Teacher lap tops
  - A real teacher station for our Bank of Computers
- Infrastructure
  - Upgrade infrastructure (servers)
- Display Technology
  - Digital microscopes and probes for science and math
  - Digital video camera
  - Projectors connected to DVD/VCR
  - Mounted TV with DVD and VCR in each room
- Peripherals
  - Flash drives available to all teachers
  - CD-R Drives
  - More scanners for labs and classrooms
  - Printer for each computer
- Miscellaneous
  - Larger computer banks (25 min.) with teacher station
  - Class sets of PALMS with probes

## **Professional Development**

- Continued staff training with accountability
- Special Education needs regular education teachers and paraprofessionals trained in “assistive” technology
- More built in training time for teachers so they can learn to use new hardware software and integrate it into curriculum
- Training

- Ongoing Professional Development
- File transfer against different platforms

## Personnel

- **General Comments:**
  - More technology support and instructional support
  - Technology support
  - Technology support
  - Technology support
  - Resource staff
- **Technology Director:**
  - Full-time director of technology
  - Increase staff support:<sup>1</sup> Full-time technology coordinator
- **Computer Lab Support:**
  - Staff! Labs must have personnel people available to troubleshoot, train, and assist with applications
  - Lab assistants in elementary schools to support teachers
  - Full-time computer lab personnel
  - Full time support staff at elementary and middle schools<sup>2</sup> (...; lab ...)
- **Computer Resource Teachers:**
  - One computer resource teacher per building
  - Full time support staff at elementary and middle schools<sup>2</sup> (... resource teachers)
- **Computer Technician:**
  - A full time technology specialist at each school
  - Increase staff support:<sup>1</sup> Additional technician
  - Increase staff support:<sup>1</sup> Full-time support at each elementary school
  - Full time support staff at elementary and middle schools<sup>2</sup> (tech's...)
  - We need more than 2 tech persons for our town.<sup>3</sup>

## Other

- **Space/Furniture**
  - A place for the computers to be located rather than in the media center
  - Furniture
  - Carts for all the computers we have or some sort of appropriate tables
- **Software Applications**
  - Formatting of documents in report cards
  - Daily classroom attendance on iPass
  - Software published by textbook company
  - HTML report cards for elementary
  - Textbooks on line
  - Digital format paper trail for update<sup>3</sup>
- **Curriculum Development**
  - Time to work on applications for our own curriculum
- **Process/Procedures**
  - more streamlined repair procedures would help everyone<sup>3</sup>

## Appendix 11 – Town Information Gathering Session Data

XFR	Category	Priority	Description
3	Staffing	1	Upgrade expertise + enhance the capabilities of the Data Svcs Staff
4	Staffing	1	Hire a certified career tracked data processing manager to take pressure off of data services (see 1.5)
14	Telecommunications	1	A phone/voicemail system that: A) enables us to reach all exchanges; B) allows interoffice communication (intercom); C) caller ID; D) Allows us to know of incoming call while on the phone; E) allows receptionist to know if we are "in session"
20	Funding	1	Sustained, coordinated multi-year funding for technology.
21	Funding	1	A) Develop, follow + fund a Master Plan for Technology; B) Funding
29	Software	1	To be user friendly
32	Public Service & Communication	1	Recognize that the ability to communicate with public through is as important using it to do our work. Push technology.
34	Communication	1	Web-site On-line, Tax payments and query of Tax information for income tax information.
52	Hardware	1	A plan that includes routine updating of hardware - a) on a regular schedule, b) hardware = up to date, state of the art - speed is of concern to our patrons.
53	Hardware	1	Up to date equipment, Windows XP e.g. computer one on every desk
54	Hardware	1	Computer equipment that is up to date and reliable and is replaced at least every 4 yrs. for all staff and (at the library) for the public + software upgrades. Money earmarked every year for replacement + upgrade.
75	Integration	1	Central Data Base - same one used by all Depts. Each dept has specific area for entry - rest would be read only. Or at the very least - Read only for all
76	Integration	1	Convert index card filing system (permits) into digital database.
80	Integration	1	Everyone on same software & hardware
84	Planning	1	That the different needs of different town departments be fully considered prior to implementing any technology plan - the BOE, Town Hall + library each have unique needs
86	Purchasing	1.5	Data services becomes tech clearing house (serves all divisions equally)
8	Telecommunications	2	Phone system that is big enough to handle communication with each other + with public
10	Telecommunications	2	Telephone access to all staff and in all rooms in the building
16	Funding	2	Technology improvement plan that will be funded + updated annually. Update hardware/software annually.
19	Funding Public Service & Communication	2	Priority - Funding for replacement + updating of both hardware + software, + for sufficient staffing to service the system.
38	Communication	2	We need Cell Phones for Election Day, Phone on every desk

42	Public Service & Communication	2	Improve Town Web Site functionality and appearance
44	Public Service & Communication	2	Better Technology for public use 24-7
47	Hardware	2	GIS needs space & equipment.
48	Hardware	2	PC replacements/upgrade on a shorter cycle than release of new Microsoft Operating System and Office releases.
56	Hardware	2	Consistency in software + hardware for computers throughout town
67	Training	2	Staff development regarding software/programs (make for a more productive work flow/environment)
68	Integration	2	Seamless inter-departmental input of information - eliminate duplicate data entry
70	Integration	2	Each Dept also tied into GIS with layers for zoning, ownership, images, special conditions, etc.
79	Integration	2	Computer system w/ a) enough space for server; b) standardized PCs or software; c) email that works efficiently (now takes hours at times); d) ability to access email from remote sites; e) facilitates scheduling of meetings (software) - develop replacement schedule
9	Telecommunications	3	Build a better backbone for electronic communication
35	Public Service & Communication	3	Systems that allow access to external databases
46	Public Service & Communication	3	Interactive software - allow purchasing or paying fees on-line
51	Hardware	3	Equipment ie. PCs, Printers
55	Hardware	3	Retire older computing platforms to reduce maintenance burden
59	Training	3	Training Money
60	Training	3	Staff MS Suite training
66	Training	3	More availability (time + \$) for training - specific + general
69	Integration	3	Intranet ? working on it. Ability to access files from any staff computer
71	Integration	3	System to allow data to be entered and retrieved by all inspectors and secretaries and at the same time
74	Integration	3	Be able to access other depts data e.g. Assessor, Finance
77	Integration	3	Integrate permit records into GIS system
82	Support	3	Tech Support
83	Support	3	Timely support available seven days a week and evenings when needed
88	Disaster Recovery	3	Disaster Recovery Plan
11	Telecommunications	4	High speed, reliable Internet access and email access for all staff.
12	Telecommunications	4	Use of computers from home.
17	Funding	4	Buildup technical support part of budget in all departments.

30	Software	4	Timely investments in technology (upgrades)
36	Public Service & Communication	4	That software/hardware be user-friendly, end users (both town staff + residents) must be considered. Public access needs to be regarded as a service + made as easy as possible.
37	Public Service & Communication	4	Webpage - Create a dynamic one - updated
43	Public Service & Communication	4	Develop Public Web based access to GIS
49	Hardware	4	Replace 95/98 PCs (put \$ aside for 2006)
57	Hardware	4	Equipment to facilitate group presentations
63	Training	4	Training
64	Training	4	Training on Software
72	Integration	4	System to be able to be used with PDAs
78	Integration	4	Consistent network storage practices
81	Integration	4	Interconnectivity between depts internal + external to Town Hall - financial software - GIS - email, with speed + dependability
1	Staffing	5	Better use of IS staff time
2	Staffing	5	In house software Guru
7	Telecommunications	5	Better e-mail capability. lost messages, duplicate messages.
15	Telecommunications	5	Fix "weak links" in existing network - WAN to Garage, Community Centers, etc. Streamline processes using advancements in technology - - software enhancements - hardware enhancements i.e., check printing, signing etc.
24	Software	5	
39	Public Service & Communication	5	Town website, school and library websites which are linked, upto date and interactive, with forms and subscriptions (push technology) to newsletters, minutes, agenda when selected
45	Public Service & Communication	5	Prepare for WI-FI access nodes 802.11 g or i
65	Training	5	Staff training
73	Integration	5	System to be accessed by other depts. i.e. engineering, planning, fire
85	Planning	5	Build R+D into the governmental approach to technology
87	Security	5	Systems that allow external (public) access as needed + preserve end-users confidentiality.
13	Telecommunications	6	Speed connection for Internet - Faster
18	Funding	6	Consider PC's printer cartridges etc. as operating expenses, not capital.
27	Software	6	Entice + offer to departments streamlined electronic purchase requisitions, acct. inquiry
31	Software	6	Easy access and quick response to Help Source Hot Line, Trouble Shooting.
40	Public Service & Communication	6	Smart cards for public and credit cards for town purchasing on the internet

50	Communication			
	Hardware	6	Need a color copier (saves on ink & paper for plotter)	
5	Telecommunications	7	Look at VOIP (Voice Over Internet Protocol) for in-house telecommunications	
22	Funding	7	Better understanding of Computer Benefits by Elected Officials.	
33	Public Service & Communication	7	More interactive website more quickly updated and emphasizing content.	
41	Public Service & Communication	7	Software for booking library + town meeting rooms with schedule available to the public	
61	Training	7	Staff training for hardware & software (continuous)	
6	Telecommunications	8	Embrace emergency operations (EOC) as communications paradigm	
23	Funding	8	Annual upgrade money in budget	
62	Training	8	Better utilization of Microsoft Office for room scheduling + meeting planning	
26	Software	9	Move away when possible from expensive proprietary software	
28	Software	9	Standardization of equipments Spec's + software by various needs to create easier problem solving	
58	Hardware	9	Remove obsolete equipment: replace with new	
25	Software	??	Encourage open standards, open source software	

## Appendix 12 – Resident Information Gathering Session Data

Category	Priority	Description
Funding	1	Ongoing financial support from the town
Planning	1	Develop detail implementation plans for each of school district's technology goals. The plan should have measurable objectives assessment criteria.
Funding	2	<p>Potential cost reduction impacts            - (Cost Benefit Analysis)            - Productivity gains</p> <p>New phone system for the library.            - staff share phones            - 3rd floor opening up next year making communications more challenging            - Need messaging capabilities for calls from public</p>
Infrastructure	2	Standardize platforms, operating systems, network software through school systems.
Infrastructure	2	Standardize platforms, operating systems, network software through school systems.
Planning	3	Continued migration as technology progresses
Staffing	3	Library needs its own 24/7 maintenance support with knowledge of library systems - use outsourcing - town tech staff too busy
Funding	4	Resident buy in and ability to utilize technology ie. Information Availability
Training	4	Funding needed to train library staff on library systems, data bases & productivity
Physical Security	5	Security system needed at library for materials & equipment
Planning	n/a	Type/range of standards
Planning	n/a	Is the committee involved in educational goals? (students)
Customer Service	n/a	Agendas + minutes of all town boards + commissions available in timely manner on town website.
Customer Service	n/a	Detailed budget information on town website
Funding	n/a	Sufficient funding provided to hire + retain strong I.T. staff
Infrastructure	n/a	Standardize operating systems + major application products throughout town government
Infrastructure	n/a	<p>Apple Computers            - When is the school system going to stop buying these computers?            - Most people have PC's @ home.            - most businesses use PC's</p>

Infrastructure	n/a	<p>WiFi for town Hall/Library Schools + other public places</p> <ul style="list-style-type: none"> <li>- is this in the plan?</li> <li>- cost</li> </ul>
Infrastructure	n/a	<p>Where does the town get its internet access from; what is the total monthly cost of internet access; and are any town facilities currently connected together to share internet access?</p> <p>New computers for the library</p> <ul style="list-style-type: none"> <li>- 2/3 &gt; 3 years old</li> <li>- 1/4 &gt; 5 years old</li> <li>- 2/3 use Win 95 or 98</li> </ul> <p>Provide WiFi internet access for/along the Silas Deane and @/in public facilities town-wide.</p> <p>Lifting the quality of the Internet service which the town now uses. It is a concern to Wethersfield Seniornet because we would like to Seniornet's computers with the Town Internet service provider, but this is not possible at this time. If the town carved up - grade its Internet service it could become a possibility. It would help Wethersfield Seniornet to cut its costs and be self-sustaining from sustained by a grant. It would help the town by helping our work with seniors in the town in teaching computer skills.</p>
Infrastructure	n/a	
Infrastructure	n/a	
Infrastructure	n/a	