

Wellsville Central School District

*Our mission is to prepare our students to be successful,
contributing members of their communities through excellence in education.*

Technology Plan July 2015 – June 2018

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MISSION STATEMENT

Mission:

Wellsville Central School District- Our mission is to prepare our students to be successful, contributing members of their communities through excellence in education.

INTRODUCTION TO THE PLAN

Introduction:

Wellsville Central School District is located in Allegany County, which is in the Southern Tier of western New York State. Allegany County is one of only two in New York that does not have a central city to help provide economic support or offer varied extracurricular and cultural experiences. The closest small cities are 25 miles away, with major cities almost 100 miles in travel from Wellsville. The district is comprised of an elementary school (PK-5), middle school (6-8) and high school (9-12) with approximately 1,350 students. The school district is identified as a high needs district and has been continuously improving its professional practices through focused professional development as identified in district and school improvement plans. As the district continues to offer opportunities for professional growth to all staff and additional supports for new staff, we also try to maintain programs for students with the reduced educational funds. The district's goal is to provide the best instructional and extracurricular programs with its available resources for students. The district continues to hold class sizes between 18-23 students to maintain classroom populations that are conducive to learning. It offers universal pre-kindergarten and full-day kindergarten programs, and inclusion of special education students at all grade levels to name a few of the programs as vital to improve chances of academic and future career-choice and employment successes for all Wellsville students.

1:1 Mobile Learning in Wellsville CSD

The district's 1:1 mobile, ubiquitous computing plan began in 2010 with the awarding of the Enhancing Education Through Technology (EETT) grant. This grant provided the elementary school with sixty Apple MacBook Pro computers, and six carts, one per grade level, of Apple iPod Touch devices. During the 2011-12 school year, administrators and teachers were provided with iPads. To support and ensure a viable network and wireless infrastructure, the district completed a multi-year building project that included updating core switches, wireless access points and technology infrastructure. By the end of the project, each classroom was outfitted with an interactive whiteboard/projector combo and AppleTV. Planning for and implementation of 1:1 mobile learning for students began in 2012-13 when the sixth grade piloted iPads; each student received and used iPads as part of everyday learning. Preparation for deploying iPads to all students in grades 3-12 for the 2013-14 school year began during the spring of 2013. In September 2013, all students in grades 3-12 received an iPad. As part of the deployment process, parents and students attended an information night focused on learning expectations with iPads and digital citizenship. Class sets of iPads for grades PK-2 were deployed in December 2013. For the 2014-15 school year, the district, as part of its 3 year technology purchase and device rotation plan, deployed iPads to each student in grades K-2 and maintained the number of iPads in PK classrooms.

TECHNOLOGY PLAN TEAM

Stakeholders

Kim Mueller, Superintendent

Dave Foster, Director of Finance & Operations

Emory Roethel, Coordinator of Curriculum, Instruction & Technology

Tony Fountain, Director of IT

Dean Giopulos, Elementary School Principal

Mary Ellen O'Connell, Middle School Principal

Jeffery White, High School Principal

Kate Green: Technology Integration Coach

Robert Griffith: Instructional Support Specialist (BOCES)

Christie Waterman, Middle and High School Media Specialist/Library

ES Teacher: Stephanie Viglietta

ES Teacher: Dan Allen

MS Teacher: Jan Edwards

MS Teacher: Andrea Haskins

HS Teacher: Maddie Figura

HS Teacher: Ross Munson

HS Student: Brandon Masterson

HS Student: Dakota Dickerson

Jeff LaBenne: BOE Representative

Kyle Lyons: Parent

Jim Wixon: Parent

Steve Sanders: Parent

Adam Sorochin: Community

Michelle LaVoie: Community

VISION

Wellsville CSD Vision

The Wellsville Central School District is committed to sustaining a system where technology is dynamic in the instructional and learning processes.

The major focus of the plan is to integrate and implement technology into the instructional program to improve learning achievement and prepare students for college and career readiness. The district is committed to offering a broad range of technologies and access that will provide engaging, student-centered lessons and activities. In doing so, students, teachers, administration, staff and the community can reach new levels of intellectual achievement through the seamless integration of educational technology. The district is committed to technologies that develop student creativity, critical thinking, communication, and collaboration supported by the practice of digital citizenship in a safe, legal and ethical environment. The plan demonstrates Wellsville CSD's commitment to merging the rapid growth in technology, information consumption and sharing, with instruction that is also changing and learning that is becoming more individualized.

GOALS

Curriculum Goals: the goals and strategies are aligned with challenging state and national standards, for using telecommunications and technology to improve teaching and learning.

- 1. Assure comprehensive learning:** Quality education means providing students with the means to acquire mastery over basic skills and extend each one of them into deeper learning and application. These skills and knowledge are implied within the curriculum and opportunities to shape and apply skills, and construct meaning around the declarative knowledge associated with technology utilization, must be afforded all students. Through instruction and learning, students will demonstrate how to retrieve, organize, and utilize information to create and present solutions to problems that allow them to grow academically and become college and career ready in the 21st century.
- 2. Professional Development Goal:** Provide ongoing support to teachers and students to be able to effectively integrate technology daily in classroom instruction and learning. The technology team will provide support through a technology coordinator, technology manager, technology integration coach, and support technicians. This team's actions/vision will include providing learning opportunities for teachers, staff, administrators and students to expand their knowledge, application and integration of technology.
- 3. Technology Resources Goal:** The continuing advance of technology has changed the way people learn and interact with their world. To keep pace with the rapidly changing skills and knowledge vital for students and teachers to know and apply, the district will assess, evaluate and provide hardware, software and network infrastructure to support these needs.
- 4. Communication Goal:** To facilitate productive and safe communication and collaboration among students, parents, teachers, staff, administration and the community the district will continue to promote acceptable use of electronic communication networks.
- 5. Safety:** District users will advocate and practice safe, legal and responsible use of information and technology.

Goal 1: Assure comprehensive learning for all students

Goal 1: Assure comprehensive learning for all students--- Technology will be used to pursue academic excellence for every student by supporting instruction that is within and beyond the school walls.				
Actions and Targets	Examples	Person(s) Responsible	Timeline	Indicators of Success
Educational technology will be infused across all curricular areas and instruction and content delivery will be universally designed to assure access for all learners.	<ul style="list-style-type: none"> Lessons and units demonstrate alignment with NYS CCSS, ISTE standards and are focused on student centered, problem-based, real-world curricula to attain 21st century skills. Model, maintain and share lesson plans demonstrating the infusion of technology and 21st century skills into daily school activities. 	Teachers Administrators Coord. Of C, I & T Tech Integration Coach	July 2015- June 2018	<ul style="list-style-type: none"> Observations Walk-throughs Evaluation practices address the effective use of educational technology Curriculum (technology is explicitly embedded in appropriate, purposeful ways)
All educators, including administrators, will use technology tools and applications to provide opportunities for authentic, student-centered, inquiry-based learning with a real-world focused curriculum.	<ul style="list-style-type: none"> Provide and maintain a 1:1 mobile learning environment for all students. Provide means for ongoing assessment of student progress in the use of technology literacy skills. Provide students with opportunities to demonstrate proficiency with educational technology, information literacy, expert decision making and complex communications Form partnerships with education and business communities to 	Teachers Administrators Coord. Of C, I & T Tech Integration Coach Director of IT	July 2015- June 2018	<ul style="list-style-type: none"> 100% of users connected to digital learning environment Ongoing assessment through: student interviews, portfolio, LMS (My Big Campus), performance-based assessments Evaluation practices address the effective use of

	<p>develop projects and provide resources that enhance teacher PD and student achievement and digital literacy skills</p>			<p>educational technology</p> <ul style="list-style-type: none"> • Use of mobile device App request form
<p>All students will have ubiquitous, equitable and barrier free access to on-line resources and other learning technologies</p>	<ul style="list-style-type: none"> • Use Active Directory to create and grant secure access to school-based network resources. • Provide and maintain a 1:1 mobile learning environment for all students • Provide and maintain computer lab environment to meet high end computer based courses • Provide access to innovative educational technologies • Provide students access to Internet and school tech resources during off-hours 	<p>Teachers Administrators Coord. Of C, I & T Tech Integration Coach</p>	<p>July 2015- June 2018</p>	<ul style="list-style-type: none"> • All students have a network ID and password • All students (K-12) are assigned a mobile learning device • All students are granted, based on grade level, access to programs requiring a login account • Network infrastructure support wireless demands of mobile devices • Use of mobile device App request form

Goal 2: Professional Development

Goal 2: Professional Development will support professional staff to integrate technology daily in classroom instruction and learning--- each will attain, use and model the 21 st century skills and knowledge necessary for students to achieve the goals of the core curriculum and experience success in a global society.				
Actions and Targets	Examples	Person(s) Responsible	Timeline	Indicators of Success
All professional staff participate in ongoing, sustained, high-quality professional development activities focused on infusing 21st century skills into curricula and instructional practices	<ul style="list-style-type: none"> Continue partnering with CA BOCES, CSLO and other consultants who provide professional development Develop initiatives in support of in-service professional staff and integrate them into PD offerings Attend workshops, conferences and online opportunities regarding the implementation and modeling of 21st century skills and disseminate pertinent knowledge gained 	Teachers Administrators Coord. Of C, I & T Tech Integration Coach CA BOCES CSLO	July 2015- June 2018	<ul style="list-style-type: none"> Observations Walk-throughs Curriculum (technology is explicitly embedded in appropriate, purposeful ways) Faculty and grade-level/content area meetings District Professional Development Log
All professional staff will model 21 st century skills necessary to provide effective and informed infusion of educational technology and encourage learning beyond school walls	<ul style="list-style-type: none"> Identify and use emerging and innovative practices in educational technology and disseminate information to others. Identify, recognize and promote established resources, projects and programs that demonstrate exemplary practices for the application of technology in teaching, learning and collaboration. Form partnerships with education and business communities to develop projects and provide resources that enhance teacher PD and student achievement and digital literacy skills 	Teachers Administrators Coord. Of C, I & T Instr. Tech Integration Coach	July 2015- June 2018	<ul style="list-style-type: none"> Observations Walk-throughs Evaluation practices address the effective use of educational technology
Instr. Tech Integration coach will offer timely, onsite guidance and	<ul style="list-style-type: none"> The Instr. Tech Integration coach researches, plans and delivers ongoing PD that models and promotes effective integration and use of 	Coord. Of C, I & T Instr. Tech Integration Coach	July 2015- June	<ul style="list-style-type: none"> Observations Walk-throughs Evaluation practices

Wellsville CSD Technology Plan 2015-2018

<p>modeling to enhance teacher and administrator proficiency in using and managing technology-based resources.</p>	<p>educational technology and digital literacy</p> <ul style="list-style-type: none"> • Form partnerships with education and business communities to develop projects and provide resources that enhance teacher PD and student achievement and digital literacy skills 		<p>2018</p>	<p>address the effective use of educational technology</p> <ul style="list-style-type: none"> • Curriculum (technology is explicitly embedded in appropriate, purposeful ways) • Evaluation of Instr. Tech Integration Coach is conducted by Coord. of C, I & T
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Goal 3: Technology Resources

Goal 3: Technology Resources: the district will assess, evaluate and provide hardware, software and network infrastructure to support the needs of all district users--- Educational technology will be accessible by students, teachers and administrators and utilized for instructional and administrative purposes in all learning environments.				
Actions and Targets	Examples	Person(s) Responsible	Timeline	Indicators of Success
Students and professional staff have access to consistent, equitable, barrier free technology that is appropriate to learning.	<ul style="list-style-type: none"> • The Tech team will identify devices, resources and programs that promote innovative technology use. • The Tech team maintains a consistent infrastructure that supports 1:1 initiative and mobile computing (0% downtime=fully operational) • Email notification of core technology infrastructure failure to Director of IT • Maintain and use mobile device App request form • Tech Team provides, supports and updates: <ul style="list-style-type: none"> ○ high speed LANs (Local Area Network) ○ high speed WANs (Wide Area Network) ○ Wireless access points ○ E-mail use ○ Phones and phone system (VoIP) ○ Verizon wireless/data/broadband services for mobile devices ○ Productivity software ○ Inventory of hardware and software ○ Monitoring network use and end user needs to target technical support activities ○ Administrative software ○ A safe Internet environment ○ Acceptable Use Policies (AUP) for all users ○ Maintenance of records that authorize 	Administrators Coord. Of C, I & T Director of IT ERIE 1 BOCES (WNYRIC Shared Services)	July 2015- June 2018	<ul style="list-style-type: none"> • 100% Operational network infrastructure • Tech Team answers and completes all requests • All students and professional staff have appropriate, working technology and access to digital learning environments • All district users practice ethical use of district owned devices and means of intra and inter-online access • Accurate records of hardware, software and peripheral systems • Use of mobile device App request form

	<p>use of a student’s personal information on district- or school-based web sites.</p> <ul style="list-style-type: none"> ○ Lists of resources for students and parents/legally designated caregivers through Web-based information, community centers, homework hot lines, teacher e-mail, teacher-developed web sites and training/workshops provided by various districts. ○ Education of administrators, teachers, and students in the ethical use of computers. 			
<p>All district users will have access to technical support via a technician and/or other means as necessary to maintain equipment and infrastructure</p>	<ul style="list-style-type: none"> ● The district will contract with WNYRIC to utilize a shared services help desk as the first layer of support ● The Tech Team will maintain and use a Que Centre support system that provides a means of communication for district users to report technical issues and seek assistance; the Team will respond to each incident in a timely manner (downtime within 24 hours) 	<p>Administrators Coord. Of C, I & T Director of IT ERIE 1 BOCES (WNYRIC Shared Services)</p>	<p>July 2015- June 2018</p>	<ul style="list-style-type: none"> ● Existence of Tech Team schedule and 24/7 availability ● 100% of incidents are answered and corrected satisfactory in a timely manner
<p>School administration and Technology Team will conduct a review of the technology implementation plan and use the results to budget for the effective ongoing implementation and support of educational technology systems</p>	<ul style="list-style-type: none"> ● Develop and maintain an ongoing needs assessment and inventory of technology systems; timely replacement of obsolete equipment and software (i.e. – iPads, desktop computers, softwares/iPad Apps, printers, network/wireless access points) ● Plan, secure and monitor an adequate annual technology budget 	<p>Administrators Coord. Of C, I & T Director of IT ERIE 1 BOCES (WNYRIC Shared Services)</p>	<p>July 2015- June 2018</p>	<ul style="list-style-type: none"> ● Existence of 3-year budget projection and procurement plan that ensures sustainable funding sources ● Maintenance of asset tracking system and inventory of technology resources

Goal 4: Communication

Goal 4: Communication: Facilitate productive and safe communication and collaboration among students, parents, teachers, staff, administration and the community. The district will continue to promote acceptable use of electronic communication networks.				
Actions and Targets	Examples	Person(s) Responsible	Timeline	Indicators of Success
Use electronic means of communication to promote district vision and expectations and resources for learning	Disseminate and collaborate with information using: <ul style="list-style-type: none"> • Website and Smartphone App • Email system (Microsoft Outlook) • District Facebook and Twitter pages • Youtube and Photobucket • School Messenger communication system • eSchoolData: Parent and Student Portals • Learning Management System: My Big Campus 	Teachers Administrators Coord. Of C, I & T Instr. Tech Integration Coach	July 2015- June 2018	<ul style="list-style-type: none"> • Through the website, all students, parents and professional staff have access to pertinent resources • Monthly review of Google Analytics, Facebook, Twitter and other forms of communication services
Provide website that is functional for its users	The website is: <ul style="list-style-type: none"> • Informative, interactive and timely • Relevant to school and community • Allows access to information and programs (email, assessment systems, plans, resources, etc.) • Meets accessibility standards 	Coord. of C, I & T Tech Team	July 2015- June 2018	<ul style="list-style-type: none"> • Monthly review of Google Analytics and website statistics
The district provides systems to monitor and record use of hardware, software, communication systems and network infrastructure	<ul style="list-style-type: none"> • Continue to provide a robust system (Lightspeed) to monitor and report web filtering; the system ensures compliancy, student safety, flexible policies, reporting and access to the web • Conduct inventory audits and report issues to Tech team • iPads are managed and monitored via mobile-device-management system 	Director of IT WNYRIC	July 2015- June 2018	<ul style="list-style-type: none"> • 100% uptime and monitoring of web filter system backed by 24/7 response time for issues

Goal 5: Safety

Goal 5: Safety: District users will advocate and practice safe, legal and responsible use of information and technology.				
Actions and Targets	Examples	Person(s) Responsible	Timeline	Indicators of Success
The district enforces the Acceptable Use Policy (AUP) and other means to ensure that all members of the learning community can use technology in a safe and secure manner. able to use technological systems	<ul style="list-style-type: none"> District users demonstrate through the use of technology, that each understands how to appropriately use technology, its systems, online resources and software. The district and schools provide parent-student nights to review AUP and essential components of digital citizenship District provides access to the AUP through website and 1:1 devices (all iPads have a link to AUP) Provide means for students to report abuse of technology and systems Tech Team and administrators provide direct discussion focused on digital citizenship and technology expectations with each grade level. Teachers follow this with ongoing modeling of acceptable use and behaviors AUP is included in the student Code of Conduct at each building level 	Teachers Administrators Coord. of C, I & T Director of IT	July 2015- June 2018	<ul style="list-style-type: none"> 100% of parents and students review and sign AUP Conduct periodic tests of Internet filter system to ensure policies are functional Reference filter report and discipline referral system Reports are reviewed by administrators on a periodic basis

CURRICULUM

Student Achievement and Technology Curriculum

Strategies are based on research and integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for that integration. The Wellsville CSD will use the NYS Common Core Learning Standards (CCLS) and ISTE Standards to guide the integration and implementation of technology into the instructional program that improves learning achievement and prepare students for college and career readiness. The SAMR Model demonstrates how, as one moves from Substitution to the higher levels, instruction and learning supported by technology is gradually released from teachers to students and the importance of technology becomes more evident.

Common Core Standards

The **Common Core State Standards (CCSS)** align what is happening in classrooms with what is happening in real-life applications. With the goal of preparing all students to be college and workforce ready, the CCSS require students to question, reason, read, and write at a high levels. They assume that all students will be technologically literate and critically choose and use information and technology tools appropriately.

The CCLS expect that each teacher will teach literacy and all students are exposed to learning opportunities that: focus on critical thinking, focus on using informational texts and write and provide evidence that supports arguments. Technology plays a major role in providing access and tools for students and teachers to accomplish these foci.

Technology skills are blended into the CC standards. Students who are college and career ready use technology and digital media strategically and proficiently. To be ready for college, workforce, and life in a technological society, students need the ability to

- Gather, comprehend, evaluate, synthesize, and report on information and ideas,
- Conduct original research in order to answer questions or solve problems and
- Analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.

When students are strategic and proficient with technology they are able to:

- Tailor their searches online to acquire useful information efficiently,
- Integrate what they learn using technology with what they learn offline and
- Are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communications goals

Technology in writing standards

- Students need to be able to use technology strategically when creating, refining, and collaborating on writing.
- Students have to become adept at gathering information, evaluating sources, and citing material accurately.

Technology in the Speaking and listening Standards

- New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication.
- Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Technology in Reading in History/Social Studies, Science and Technical Subjects

- Students need to be able to use technology strategically when creating, refining, and collaborating on writing.

Additional explanation of CCLS and alignment are in Appendix A

ISTE National Educational Technology Standards and Performance Indicators

For Students

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

For Teachers

1. Facilitate and Inspire Student Learning and Creativity:
2. Design and Develop Digital-Age Learning Experiences and Assessment:
3. Model Digital-Age Work and Learning:
4. Promote and Model Digital Citizenship and Responsibility:
5. Engage in Professional Growth and Leadership:

For Administrators

1. Visionary Leadership:
2. Digital Age Learning Culture:
3. Excellence in Professional Practice:
4. Systemic Improvement:
5. Digital Citizenship:

Additional explanation of ISTE-NETS Standards are in Appendix B

SAMR Model

The **Substitution Augmentation Modification Redefinition** Model offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology. Ruben R. Puentedura, Ph.D.

Substitution: Computer technology is used to perform the same task as was done before the use of computers.

Augmentation: Computer Technology offers an effective tool to perform common tasks.

Modification: This is the first step over the line between enhancing the traditional goings-on of the classroom and transforming the classroom. Common classroom tasks are being accomplished through the use of computer technology.

Redefinition: Computer technology allows for new tasks that were previously inconceivable.

CURRICULUM: TECHNOLOGY DELIVERY

Technology Delivery

Wellsville CSD continues to integrate and leverage technology as a support for instruction and learning. The district is currently in year five of its 1:1 mobile learning program. During the 2013-14 school year, over 1,000 iPads were deployed to all students in grades 3-12 and class level sets were deployed in PK-2. For the 2014-15 school year, students in grade levels K-2 received an iPad and the PK classrooms each have four. One purpose of the mobile learning program was to be able to provide on-demand Internet access for students so they could research and grab content to support their learning; each student now is able to connect to knowledge when-ever, where-ever. To support the mobile computing deployment plan, the district completed a major network infrastructure upgrade during the 2012-13 school year. New core switches, switches, wireless access points and infrastructure were installed. As a result, each building has 100% wireless coverage. To have every classroom with a projector, included in the 2012-13 building project was the purchase and installation of additional projectors (Epson Britelinks). The district also purchase AppleTV's for each projector-outfitted classroom so teachers and students could project their iPads. The district conducted an audit of classroom projectors (Epson Britelinks) and completed the upgrade and installation of 60 projectors in November 2014. During the 2013-14 school year additional upgrades to the wireless infrastructure (Bonjor Gateway) provided better facilitated use of Apple TV's. During the 2014-15 school year RADIUS authentication was added to the wireless network to give staff and students single sign on access to the network and filter.

The district's plans for 2015-16 school year, dependent upon successful eRate Application and/or use of Smart Schools Bond Act, is to upgrade the wireless access points to the new IEEE 802.11ac wireless standard; the goal is to have one access point per classroom, library, computer lab, gymnasium, auditorium and additional learning areas resulting in 100% wireless coverage in all district buildings.

As part of the professional development process, every teacher was provided an iPad in May 2012. The purpose was to expose each teacher and have them begin to implement iPads as support and tools for instruction and learning in a 1:1 mobile computing environment. Professional development at various levels throughout the 2012-13 and 2013-14 school years has been an ongoing process. For the 2014-15 school year, the district interviewed and hired a new position, Technology Integration Coach. This person serves teachers and administrators by providing "just in time", embedded and ongoing technology-focused professional development. The district contracted with CA BOCES (first year- 2014-15 SY) to provide curriculum and instruction support by hiring an Instructional Support Specialist. This person is expected to have working knowledge and experience integrating and using technology in instruction and learning.

With the work completed and still ongoing, Wellsville CSD is able to provide students access to learning and information outside classroom walls.

Wellsville CSD has two distance learning labs (ES and MS/HS). The MS/HS lab was updated in 2012-13 with a high-definition projector and computer system. These labs are used to provide Polycom and other distance learning opportunities. High school students also use this room for distance learning courses offered by other school districts. iPads are also available to be used as 1:1 distance learning devices using the Polycom App; the district purchases and participates in the distance learning Coser through CA BOCES. During the 2013-14 school year, the high school implemented credit recovery

courses for students; Apex Learning is the main online platform for credit recovery. In 2014-15 the district added an Apple TV and Skype to the DL.

Teachers have received training on learning managements systems (LMS). The district purchased an LMS through Erie1 BOCES in 2012-13 called My Big Campus. Teachers now use this system as a portal to broaden learning and provide students central access to information, documents, videos and discussion boards to promote collaboration. Student iPads include the App- Notability: a tool to view and mark-up pdf documents they receive as well as create documents. Once completed, students are able to email and/or upload these into MBC. The district has also included the Microsoft Office for iPads Suite on all student iPads and purchased the license to extend this option on faculty iPads. This software extends the ability to collaborate and share documents. Students and faculty also have Microsoft OneDrive (for business) storage accounts.

As part of providing up-to-date technology, the district continues to assess inventory and make budget and purchase decisions to ensure the network and peripheral devices are able to support the purchase-rotation plan for mobile devices.

CURRICULUM: PARENTAL COMMUNICATION AND COMMUNITY RELATIONS

Parental Communications & Community Relations

The Wellsville Central School District Technology Plan is available on the district's website. It can be accessed at: www.wellsvilleschools.org

Wellsville Central School District effectively communicates with parents using technology in a number of ways. Communication with parents is done by, but not limited to:

- Website (transition to responsive design Spring 2015)
- Smartphone App (updated version January 2015)
- Email
- Telephone
- School Messenger communication system (phone, text message and email)
- eSchoolData Parent Portal and Student Portal
- My Big Campus (using their child's account)
- Wellsville CSD Facebook page
- Wellsville CSD Twitter page
- Wellsville CSD YouTube Channel
- Wellsville CSD Photobucket
- School open house
- School Parent-Teacher Conferences
- Printed district newsletter (4 times a year)
- Digital version of newsletter (monthly posted on website)
- "The Parent Institute" online newsletter service (accessible through website)
- Marquee sign in front of the middle and high schools

The website is updated with daily announcements and other pertinent information. Facebook and Twitter are additional communication channels for parents who rely on mobile access to information. The district has also provided parents and the community with a smartphone app to make their experience with Wellsville CSD more streamlined. Parents are encouraged to monitor their child's learning and progress through eSchoolData Parent Portal and their child's MBC page. Students in grades 6-12 have access to the Student Portal. Teachers also communicate using e-mail to keep parents up to date on class assignments and grades. School open houses communicate information to parents and students.

PROFESSIONAL DEVELOPMENT

The NYS Standards and Assessments system has been used as the foundation of district's plan for continuous improvement. The district also uses its SCEP and DCIP plans as well as DTSDE Rubrics to complete the needs and data analysis to assess the impact of professional development on student achievement and teacher practice. Each (school's) SCEP and (district) DCIP articulate the alignment of a plan in key areas and priorities. Wellsville CSD Professional Development Plan available at: www.wellsvilleschools.org.

The Board of Education has adopted 5 goals. The first goal centers on Student Achievement:

- Continue to monitor the attainment of measurable progress in overall student, building and sub-group performance, including HS graduation rate and K-12 growth necessary to be removed from the state's Focus District status list.
- Maintain a focus on the increased use of instructional technology to further the district's mission.
- Increase family engagement

These goals, along with the DTSDE Rubrics were the foundation for the district plan and school's plans for improvement. In accordance with DCIP and SCEP goals and target, activities for staff/professional development are aligned, target improvement in instruction across all grade levels and will be sustained to reach the identified goals and targets by end of each school year. Each school level SCEP team identified areas of need and activities that would support the growth of professionals. The district level team identified fiscal, staff, outside-providers and other resources that would be used to help meet each school level and district level goals and targets.

We will continue to focus on meeting our goals and targets by:

- Continuously analyzing student data
- Continuously auditing and adjusting our curriculum and instructional priorities.
- Providing time for teachers and administration to collaborate in developing curriculum and instructional strategies
- Providing activities that demonstrate and time for teachers to become proficient in "best practices."

We believe that:

1. Through professional dialogue, collaboration, and reflection teachers can maximize their students' and their own individual potential.
2. Teaching is a complex process that requires specialized skills and constant updating.
3. Learning can occur anytime, anywhere and at any pace.
4. In order to optimize learning for all students, the district must provide time and on-going professional development opportunities.
5. To maximize student achievement, teachers need to take advantage of professional development opportunities.

Professional development focused on technology will be aligned to the district's professional plans and goals for each school as outlined in the DCIP and each SCEP. Though specific workshops and trainings are provided to professional staff, professional growth using technology is expected to be an ongoing, embedded process within instruction and learning. As a result:

- Educational technology will be infused across all curricular areas and instruction and content delivery will be universally designed to assure access for all learners.
- All educators, including administrators, will use technology tools and applications to provide opportunities for authentic, student-centered, inquiry-based learning with a real-world focused curriculum and,
- All students will have ubiquitous, equitable and barrier free access to on-line resources and other learning technologies.

The focus of professional growth with technology will include:

- Providing a means of accessing, analyzing, interpreting, synthesizing, and applying data to support teaching and learning with the use of technology.
- Using technology to demonstrate how teachers instruct and students learn and apply 21st century skills and the four-C's: creativity, critical thinking, communication and collaboration.
- Assisting teachers in how to implement technology so they can manage information to make decisions about learners and learning.
- Supporting the instruction by teachers to students in the use of technology to further the learning process.
- Assisting teachers to integrate technology to manage the teaching and learning environment.

Technology Integration Coach

As part of the district's commitment to provide on-going support to teachers, the district interviewed and hired a new position, Technology Integration Coach to assist the Coordinator of Curriculum, Instruction & Technology and technology team. This person serves Wellsville CSD by providing "just in time," embedded, and ongoing professional development of teachers, staff, and administration. The Instructors' primary focus will be to assist classroom teachers to innovate their classrooms and to successfully integrate the use of effective strategies and multiple technologies in order to differentiate and enhance student learning. Effectively integrating technology into the 21st century classroom can help teachers implement advanced teaching techniques and provide students with the kind of personalized attention that results in significant levels of student success. This person's essential duties and function include:

1. Fostering student and educator growth in the use of learning technologies.
2. Working directly with teachers and students - and partner with other staff and administration- to develop and facilitate exemplary technology-infused learning environments for all students.
3. Facilitating school-based high-quality professional development, by working with teachers in teams or individually to refine their knowledge and skills. Training would include in-class coaching, peer observing and/or modeling of technology integration strategies and multiple technologies; guiding teachers in looking at student work; developing lesson plans with teachers based on student needs, etc.
4. Collaborating with teachers, staff, school personnel, and others to support initiatives related to learning and productivity technologies.
5. Modeling exemplary practices regarding technology implementation and integration.

6. Modeling what it means to be an empowered and connected learner through the use of digital technologies.
7. Creating resources through sharing and dissemination channels that support technology-related learning and teaching by others.
8. Fostering the development of online and face-to-face learning communities for both students and educators that are focused on creativity, innovation, cognitive complexity, and the effective integration and implementation of learning technologies.
9. Assisting with the development and implementation of effective instructional technology programs

CA BOCES Instructional Support Specialist (ISS)

The district contracted with CA BOCES (first year- 2014-15 SY) to provide curriculum and instruction support by hiring an Instructional Support Specialist. This person is expected to have working knowledge and experience integrating and using technology in instruction and learning. The ISS assists the Coordinator of Curriculum, Instruction & Technology and technology team by providing a bridge between technology and curriculum and instruction development and implementation. This person serves Wellsville CSD by providing "just in time," embedded, and ongoing professional development of teachers, staff, and administration.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Infrastructure Needs/Technical Specifications and Design

The MS/HS building is wired with Cat6 Ethernet cable and Cat5e Ethernet runs. The building currently has a switch port capacity of 1536 ports across 7 wiring closets. These ports are capable of providing 10/100/1000 Ethernet and PoE to client devices. Wiring closets are linked together with 10GB fiber connectivity. Broadband connectivity for internet and data is demarked out of the MS/HS. This broadband connectivity is a 1GB connection on the WNYRIC fiber network which provides primary redundant internet access. Broadband utilization at this time is between 6% and 10% of available bandwidth.

The ES building is wired with Cat6 Ethernet cable and some Cat5e runs. The building has a switch port capacity of 912 ports across 5 wiring closets. These ports are capable of providing 10/100/1000 Ethernet and PoE to client devices. Wiring closets are linked together with 10GB fiber connectivity. The ES building is connected to the MS/HS building by two 10GB redundant fiber connections which provide access to local resources as well as the broadband network.

Wireless service exists throughout the district. Wireless coverage is provided by 100 Access Points managed by a wireless controller. The access points are 2x2 MIMO wireless n with a maximum throughput of 300Mbps.

Tech Support and Staff

On-site tech support is provided by 4 individuals. Support calls are placed and routed via a web-based ticket system managed by on-site tech support staff.

Staff

IT Dept Manager (School Employee) – Full time.

Normal hours: 7:30 AM to 4:00 PM

Emergency hours: 24-7

Responsibilities: Manage IT Dept

Micro Computer Network Administrator (School Employee) – Full Time

Normal Hours: 8:00 AM to 4:30 PM

Responsibilities: Phone system, Security Camera System, Badge Access System, Desktop Support, Printer Support, Smart Board Support, User Accounts Management, Inventory/Ordering

Micro Computer Technical Support Specialist (Eire1 BOCES Contract Employee) – Full Time

Normal Hours: 8:00 AM to 4:00 PM

Responsibilities: Desktop Support, Printer Support, iPad Management and Support, Smart Board Support, User Accounts Management, Inventory

Senior MCTSS (Eire1 BOCES Contract Employee) – Part Time

Normal Hours: 1 Day a week

Responsibilities: Base LAN/Break Fix, Network Consulting

Replacement and Maintenance Cycle

Mobile devices – See attached mobile device Rotation and Purchase Plan

Interactive White Board Projectors – All projectors in the school district are under 1.5 years old. Life cycle is expected 5-8 years. A regular stock of replacement bulbs and spare projectors are maintained for replacement as needed.

PC – The district continues to maintain 100% of the computer labs to meet the needs of applications and learning that requires PC based computing.

Apple TV’s – Will have software updated as needed. Upgrades to the Apple TV’s may be done as new ones are released and are needed.

Hardware Inventory

Computer and Mobile Hardware			
	26	Dell Optiplex 990	Desktop
	110	Dell Optiplex 780	Desktop
	200	Dell Optiplex 745	Desktop
	40	Dell Optiplex 620	Desktop
	24	HP Elite 8300 Desktop	Desktop
	40	OptiPlex 760	Desktop
	14	OptiPlex GX280	Desktop
	5	OptiPlex GX270	Desktop
	65	Mac Book	Laptop
	30	Dell Latitude D620	Laptop
	890	iPad with Retina Display	Tablet
	285	iPad2	Tablet
	250	iPad Air	Tablet
Totals			
	Desktops	Laptops	Tablet
Student	85	95	1305
Lab	180		
Teacher	135		120
Admin	59		
	459	65	1425

Additional Hardware			
Interactive White Boards	102	Promethean or Epson	IWB
Projectors	106	Epson or InFocus	Projectors
Printers	40	Various HP Laserjet models	Laser Printer
High Speed Copier/Scanner/Fax	11	Toshiba and Xerox	High Capacity Copier

Mobile Device Rotation and Purchase Plan

	2014/15		2015/16		2016/17		2017/18	
	Purchase 220 iPad Air		Purchase 200 Device X		Purchase 600 Device X ²		Purchase 400 Device X ³	
Pre K	8	iPad 2	8	iPad 4	8	iPad 4	8	
K	104	iPad 2	103	iPad 2	103	iPad 4	103	Device X ³
1st	95	iPad 2	89	iPad 4	96	iPad 4	96	Device X ³
2nd	79	iPad 2	94	iPad 4	88	iPad 4	94	iPad X ²
3rd	92	iPad 4	75	iPad 4	93	iPad 4	87	iPad X ²
4th	95	iPad 4	92	iPad 4	72	iPad Air	89	iPad X ²
5th	94	iPad 4	86	iPad 4	91	iPad X ²	71	iPad Air
6th	86	iPad 4	92	Device X	87	Device X ²	92	Device X ³
7th	80	iPad 4	91	iPad 4	92	Device X	87	Device X ²
8th	116	iPad 4	90	iPad 4	93	iPad X ²	94	Device X
9th	127	iPad Air	128	Device X	110	Device X ²	114	Device X ³
10th	96	iPad 4	95	iPad Air	117	Device X	100	Device X ²
11th	99	iPad 4	80	iPad 4	84	iPad Air	103	Device X
12th	89	iPad 4	99	iPad 4	78	iPad X ²	82	iPad Air
	1252		1222		1212		1220	
Teachers	120	iPad Air	120	iPad Air	120	Device X ²	120	Device X ²

 To be recycled

Software Inventory

iOS Platform

Purchased Apps:

Rocket Trac, Notability, iMovie (iPad 2 and 4 generations, free with iPad Airs), How to Write a Paragraph, Speak for Yourself, Book Creator, Apraxia Picture Sound, Green Screen

Free Apps:

HS- Grades 9-12

123D Creature Accelerated Reader Adobe Reader Audio Memos Book Creator Calculator Pro Discovery Channel DocAS Lite PDF Converter eTextbooks Find My iPhone Flashcards+ Follett Enlight K-12 Edition Free Graphing Calculator	Garage Band Haiku Deck iBooks iTunes U Microsoft Excel for iPad Microsoft PowerPoint for iPad Microsoft Word for iPad My Big Campus myHomework Student Planner OneDrive for Business PBS for iPad	Prezi Show Me Interactive Whiteboard Sketchpad Explorer STAR Student Clicker – Socrative SwipeSpeare TED TED Books Videolicious VoiceThread
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MS- Grades 6-8

6 th	7 th	8 th
Sudoku Accelerated Reader Adobe Reader Barcode Scanners BrainPop	Accelerated Reader Adobe Reader Barcode Scanners Book Creator Free BrainPop	Accelerated Reader Adobe Reader Barcode Scanners Book Creator Free BrainPop

<p>Calculator Pro Deep Flare: Lander Discovery Channel Educreations Follett BryteWave K-12 Edition gFlash+ Flashcards Gravity Launch Guess the Code Interactive Minds iTunes U Mad Math MathLands My Big Campus myHomework Student Planner Nearpod Notability PBS Raz-Kids Rocket Trac Space Team STAR Subtext Videolicious VoiceThread Luminosity overdrive Microsoft Word Microsoft PowerPoint MicrosoftExcel Microsoft OneNote OneDrive for Business iBooks</p>	<p>Calculator Pro Discovery Channel Educreations Follett BryteWave K-12 Edition gFlash+ Flashcards Google Earth Guess the Code iBooks iTunes U Khan Academy Kidblog Learn French by MindSnacks Luminosity Mad Math Make Beliefs Comix MathLands Microsoft OneNote Microsoft PowerPoint Microsoft Word MicrosoftExcel My Big Campus myHomework Student Planner Nearpod News in Levels Notability Number Pieces Basic Office Apps OneDrive for Business Overdrive Poll Everywhere Raz-Kids Scratch Jr Socrative Student Space Race Card Match</p>	<p>Calculator Pro Discovery Channel Educreations Follett BryteWave K-12 Edition gFlash+ Flashcards Google Earth Guess the Code iBooks InstaGrok iTunes U Khan Academy Kidblog Learn French by MindSnacks Luminosity Mad Math Make Beliefs Comix MathLands Microsoft OneNote Microsoft PowerPoint Microsoft Word MicrosoftExcel My Big Campus myHomework Student Planner Nearpod News in Levels Notability OneDrive for Business Overdrive Overdrive Poll Everywhere Raz-Kids Scratch Jr</p>
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Wellsville CSD Technology Plan 2015-2018

Khan Academy Google Earth Poll Everywhere Socrative Student News in Levels Scratch Jr Tynker Google Earth Wellsville Mobile App Book Creator Free tellagami Sweet Search Wellsville Mobile App	Spaceteam STAR StoryKit Subtext Sudoku Sweet Search tellagami Tynker Videolicious Wellsville Mobile App	Socrative Student Space Race Card Match STAR StoryKit Subtext Sudoku Sweet Search tellagami Tynker Videolicious VoiceThread Wellsville Mobile App
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ES-Intermediate- Grade 3-5

3rd	4th	5th
Accelerated Reader addition/subtraction Adobe Barcode Scanner Congas (free) Cram Dictionary Fast Calm flash to pass add, sub, mul, div Follett BryteWave K-12 Edition fractions Frontier Heroes – A Planet H Garage Band Google Earth Google Maps Grammar Wonderland McGraw hill Grammaropolis	Adobe Barcode Scanners Reader Cargo Bot Congas (free) Divisibility Dash Fast Calm Follett BryteWave K-12 Edition Food Chains Frontier Heroes – A Planet H Garage Band Grammar Wonderland iBooks IXL Math Mad Math Lite Mayan Multiplication Multiplication Genius Multiplication Table	Shortcut To WLSV Lib 5 Dice 5th Grade Common Core: Math, 5th Grade Friendly Academy Accelerated Reader adobe Barcode Scanners Congas (free) Dictionary Flash to pass Follett BryteWave K-12 Edition Frontier Heroes – A Planet H Garage Band Handouts: Simple classroom workflow Homeroom I thesaurus

Handouts	Music Journal (free)	iBooks
iBooks	Music Tutor (free)	Khan Academy
IXL Math	MusiciansKit (free)	Library-Enlight K-12
Mad Libs	Nearpod	Library-Follet Digital
Mad Math	News in Levels	Mad Libs
Magnetic ABC	notability	Magic ABC
Math Academy	One Drive	Magnetic ABC
Math vs Zombies	One Note	Math Academy
multiplication/division	Overdrive	Math Splash Bingo : Fun Num
Music Journal (free)	PBS	Music Journal (free)
Music Tutor (free)	PBS kids	Music Tutor (free)
MusiciansKit (free)	Powerpoint	MusiciansKit (free)
my Homework	QuickVoice (free)	My Big Campus
News in Levels	Raz Kids	My Blee Math
One Drive	Relax Sounds	My Journal
One Note	Rhythm Cat LITE (free)	Nearpod
Overdrive	Sail through Math	News in Levels
PBS	Scholastic Magazine	News O'Matic
PBS kids	Scratch Jr	Notability
Phonics Genius	Shortcut to WLSV Library	OndeDrive for Business
PopWords!	Site	One Drive
Powerpoint	SnapType	One Note
Quick voice	Socrative Student	Onenote
QuickVoice (free)	Spelling City	Overdrive
Quizlet	Star	PBS
RAZ kids	Storyworks	PBS kids
Relax Sounds	Thesaurus and Dictionary	Poplet lite
Rhythm Cat LITE (free)	Thinking Blocks	Powerpoint
Scratch Jr	Treble Cat Lite (free)	Quick Voice
Show Me	Typing Fingers	QuickVoice (free)
Side By Side	Word	Razz Kids
Sight Word ninja		Rhythm Cat LITE (free)
Sight Words		Scratch Jr
Socrative		SnapType

Spelling City STAR Sticky Notes Study Blue Ten Marks (Math) Thinking Blocks Treble Cat Lite (free) Typing Fingers Whiteboard App Word		socrative Socrative Student Spelling City Star StoryBuddy 2 Lite Storyworks Sushi Monster TenMarks Free That's Baloney! Kids Quiz Game Thinking Blocks (+/-, x and /) TIME for Kids Classroom timer Treble Cat Lite (free) Typing Fingers Virtual Lung White Board Word Word Clouds by ABCYa.com Xtra Math
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ES-Primary- Grades PK-2

Pre K	K	1 st	2 nd
ABC Alphabet Phonics ABC Alphabet Phonics ABC Cards - Alphabet, Shapes & numbers Momory Match ABC Circus Free JP Game Free Yes ABC I23 Neo Finger Free Yes ABC Magic Phonics Abc phonics word family free Abitalk inc Free Yes	ABC Alphabet Accelerated Reader Accelerated Reader Barcode Scanners BrainPop Jr Congas (free) Discovery Channel Educreations Interactive Whiteboard Endless Reader Follett Enlight K-12 Garage Band	Adobe Accelerated Reader Barcode Scanners Reader Brain Pop jr. Congas (free) Educreations Follett BryteWave K-12 Edition Garage Band iBooks Jumbled Sentences 1 Jumbled Sentences 2 Jumbled Sentences 3	A PLUS MATH.COM SHORTCUT ABCya.com Link Accelerated Reader Adobe Barcode Scanners READER BRAIN POP JR Congas (free) Dictionary EDUCREATIONS INTERACTIVE WHITEBOARD Fast Calm

Wellsville CSD Technology Plan 2015-2018

<p> Abc Pocket Phonics Accelerated Reader Animal Fun Animal Puzzle Free Baby Finger HD Balloons Tap and Learn BrainPop Jr Build A Word Express Build-it-up Counting & Addition Tribal Nova Free yes Counting Ants Lite Discovery Channel Educreations Interactive Whiteboard First Words Sampler Follett Enlight K-12 Goodnight Safari Hideout Early Reading iTunes U iWRITE WORDS Kids learning – my first #s Innovative investment ltd Free Yes Kinder Zoo LEGO Juniors Create & Cruise Little reader 3 Innovative investment Ltd Free Little Speller Little Writer Match it up 1 Match it up 2 Match it up 3 </p>	<p> Geoboard, by The Math Learning iBooks iTunes U Little Writer Math Slide: tens Music Journal (free) Music Tutor (free) MusiciansKit (free) Number Rack Overdrive PBS for iPad PBS Kids popplet lite QuickVoice (free) Raz-Kids Reading Eggs App Rhythm Cat LITE (free) Rocket Speller Scribble My Story ShowMe Interactive Whiteboard Sight Words Skitch SnapType Sock Puppets Socrative Student Spelling City STAR Teaching Number Lines Todo Math Treble Cat Lite (free) Typing Fingers Whiteboard Lite </p>	<p> Jumbled Sentences 4 Jumbled Sentences 5 Jumbled Sentences 6 Music Journal (free) Music Tutor (free) MusiciansKit (free) Overdrive PBS PBS kids Quick Voice QuickVoice (free) RAZ-Kids Reading Eggs App Rhythm Cat LITE (free) Socrative Student Solfege! (free) Spell Grid Spelling City (paid) Splash Math Free STAR TabTale Cinderella TabTale Jack and the Beanstalk TabTale Little Red Riding Hood TabTale Princess and the Pea TabTale Puss In Boots TabTale Sleepnbeauty TabTale Snow White TabTale The Ant and The Grasshopper TabTale The Emperor’s Clothes TabTale The Fisherman and the Golden Fish TabTale The Fox and Crow TabTale The Princess and the Frog TabTale The Shoemaker and the Elves TabTale The Tortoise and the Hare </p>	<p> Flash to Pass Follett BryteWave K-12 Edition Garage Band HANGMAN iBooks IXL MATH PRACTICE JUMBLED SENTENCES 3 JUMBLED SENTENCES 4 JUMBLED SENTENCES 5 JUMBLED SENTENCES 6 Music Journal (free) Music Tutor (free) MusiciansKit (free) Overdrive PBS PBS kids PowerPoint QuickVoice (free) Quizlet RAZ KIDS READING EGGS APP Relax Sounds Rhythm Cat LITE (free) Socrative Student SPELL GRID SPELLING CITY STAR Tic tac toe phonics Treble Cat Lite (free) Typing Fingers WHITE BOARD Word </p>
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<p>MY ABC Tracer Muhammad Salman Free My First Words Number Rack PBS for iPad PBS Kids Phonics Awareness 1st grade Bugbrained, LLC free Planet Boing Tribal Nova Free PreK Letters and Numbers Preschool Learning Fun Preschool Learning: Activities, QR Reader Raz-Kids Rocket Speller Scribble My Story Seasons and weather Tribal nova Free yes Shapes Toddler Preschool Toddler Teaser Free Yes ShowMe Interactive Whiteboard Sight Words Sight words Pre-k Free On target apps Free Skitch Sock Puppets Socratic Student STAR Starfall Typing Fingers</p>		<p>TabTale The Ugly Duckling Treble Cat Lite (free) Typing Fingers Whiteboard</p>	
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Web Based

Renaissance Place/STAR, Accelerated Reader, Reading Eggs, Scholastic Reading Inventory (SRI), Lightspeed/My Big Campus, AIMS Web, Castle Learning, Study Island, Reading A-Z & Raz Kids, Office 365 Online(Email, Office Web Apps, Office iPad Apps, One Drive), eDoctrina

PC and Mac Platforms

OS – *Windows 7, OSX Yosemite and Lion, *Office 2013, Auto Desk Design Academy, Adobe CS 5.5 Suite, Glencoe Accounting Peachtree, West Point Bridge Designer, Adobe Reader, Endpoint, Lego MindStorms (Robotics), Camtasia

*Microsoft licensing is obtained through our yearly purchased EES agreement

Increase Access

The district will continue to provide access to educational technology that is suitable to the needs of its users. All decisions related to technology purchases are made with careful consideration of impact on learning.

Mobile Technology

The district has, through a 4 year plan beginning in 2010, provided each professional staff member and student with 1:1 mobile technology. During the 2013-14 school year, all students in grades 3-12 received an iPad tablet. During the 2014-15 school year, all students, K-2 also have received an individually assigned iPad. As part of the rotation and purchase plan, teachers received new iPad Air tablets in May 2014. Additionally, support staff and secretary computers were upgraded during the 2012-13 school year and receive yearly maintenance and upgrading (if needed).

Software/Apps

In the 2015/16 School year Office 2013 will be rolled out. The district will also be looking to update other desktop software (i.e. Adobe CS 5.5). In the 2016/17 School year the Windows 10 OS for desktops is planned for roll out. Free and purchased apps will continue to be added to mobile devices as approved need arises. Teachers use the mobile device App request form located on the school website.

Wi-Fi

Starting in the Spring/Summer 2015 we will be doing the following to support the growth of wireless devices in the district:

- Adding Access Points(AP's) with a goal of one AP per classroom
- All newly purchased AP's will support the new IEEE 802.11ac standard

Desktops

The district will continue to maintain/upgrade desktops as needed.

FUNDING AND BUDGET

Budget Plan

In order to achieve the goals identified in this plan the district recognizes the need to be fiscally responsible. The district uses methods and data for phasing in purchases based on highest need and in alignment with the plan and vision. The majority of the district's purchases are made and financed through either Installment Purchase Agreements (IPA), eRate, NY Bonds for School Technology Act (Smart Schools) or other resources such as grants.

The district is committed to technology development and integration in education and recognizes the importance for providing each student and professional staff access to meet the demands of 21st century learning.

Each fiscal year, the district budget indicates funds dedicated to the activities of staffing, hardware, software, management services and infrastructure that provide a consistent, up-to-date, innovative technology system. This includes ensuring:

- Inventory is evaluated yearly and upgraded through multi-year plans.
- Access to technology is primary and allocations are based on need and justified by impact on students.
- The district will continue to be fiscally responsible when purchasing equipment.

Monitoring and evaluating budget plan

The superintendent, director of finances, coordinator of curriculum, instruction & technology, and director of IT will monitor and evaluate the technology budget regularly and formally on an annual basis.

The budget evaluation team will use its resources to ensure funds are efficiently used with emphasis on return-on-investment. Planning for purchases will include collaboration with WNYRIC and participation in administrator professional development per ISTE guidelines.

MONITORING AND EVALUATION

Evaluation

Each building level team will review their SCEP and meet to review building level student achievement data as well as other supporting data and evidence to determine: the strengths and weaknesses of the plan and to what level the Goals and Targets were reached. The building level team will also make recommendations to the Tenets, Goals and Targets that were incomplete and provide options on how to support efforts for their success. These recommendations will be used to inform the development of the following year's plan.

The district level team will review the DCIP and meet to review district level student achievement data as well as other supporting data and evidence to determine: the strengths and weakness of the plan and to what level the Goals and Targets were reached. The district level team will also make recommendations to the Tenets, Goals and Targets that were incomplete and provide options on how to support efforts for their success. The meeting will also include a review of each building level SCEP and their findings and recommendations. This review will help to align the DCIP plan to each SCEP plan for the following year. The district level team will also share their recommendations to each school level team to help align and plan their SCEP plans for the following year. Review of each plan will provide a holistic look and review of the professional development and technology plans and activities that were conducted and utilized during the school year.

Guiding questions for monitoring and evaluation

How and when will you evaluate the impact your technology plan implementation has on student performance?

The plan will be evaluated formally on an annual basis. Part of this process will occur as schools evaluate their improvement plans. A report will be provided by each review team to the district level technology team.

Who will be responsible for collecting ongoing data to assess the effectiveness of the plan and its implementation? The Coordinator of Curriculum, Instruction & Technology and Director of IT will be responsible for the collection of data and determination the effectiveness of the plan with the district level technology team, administration. A report to the community will be made through public forum at Board of Education meetings.

What windows of opportunity exist for reviewing the technology plan? (For example, the plan might be reviewed during curriculum review cycles.) The plan will be evaluated formally on an annual basis.

How will accountability for implementation be assessed? A review of goals and actions will be reviewed and assessed based on achievement and indicators of success. Recommendations on improvement will then be made as well as next steps.

How will you assess the level of technological proficiency gained by students, teachers, and staff? The district will use the Frameworks for Teaching rubric (as part of APPR process) alongside surveys to monitor and track teacher proficiency and use of technology. These records along with student progress reports, portfolios and assessment results will be used to measure overall success.

How will you use technology to evaluate teaching and learning?

Technology is being used to record and evaluate teaching in each classroom. Through observations, walk-throughs and professional growth, teachers are recognized for their innovative use of technology. It is expected that all teachers will use current technologies for communication and instruction and this is evaluated by all administrators in their formal evaluations of teachers in the classroom.

What is the key indicator of success for each component of the plan?

The district expects that solid planning and instruction includes technology integration. With its use, we expect that students are afforded a broader scope of learning activities and access to content which results in increased engagement. These expectations should lead to an increase in student academic success.

How will you analyze the effectiveness of disbursement decisions in light of implementation priorities? This plan will focus purchase and budget plans based on analysis of current resources and achievements within the plan to ensure the district provides the necessary tools for an effectively executed plan.

How will you analyze implementation decisions to accommodate for changes as a result of new information and technologies? The plan demonstrates Wellsville CSD's commitment to merging the rapid growth in technology, information consumption and sharing, with instruction that is also changing and learning that is becoming more individualized.

What organizational mechanism will you create that allows changes in the implementation of the technology plan and in the plan itself? The plan will be evaluated formally on an annual basis to ensure that the district is meeting the needs of students and teachers by assessing current technology and merging with it new technologies. The intent of the vision and plan will not be lost

Appendix A: Progression of CCLS Standards

Progressions occur within the Anchor Standards

Writing Anchor Standards

Writing Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Writing Standard Progression Example (progression highlighted in red):

Kindergarten: With guidance and support from adults, **explore** a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)

1st Grade: With guidance and support from adults, **use** a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)

2nd Grade: With guidance and support from adults, **use** a variety of digital tools to produce and publish writing, including in collaboration with peers.

3rd Grade: With guidance and support from adults, use technology to produce and publish writing (**using keyboarding skills**) as well as to interact and collaborate with others. (W.3.6)

4th Grade: With **some** guidance and support from adults, use technology, **including the Internet**, to produce and publish writing as well as to interact and collaborate with others; **demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting**. (W.4.6)

5th Grade: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding **skills to type a minimum of two pages in a single sitting**. (W.5.6)

6th Grade: **Use technology**, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding **skills to type a minimum of three pages in a single sitting**. (W.6.6)

7th Grade: Use technology, including the Internet, to produce and publish writing **and link to and cite sources** as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)

8th Grade: Use technology, including the Internet, to produce and publish writing and **present the relationships between information and ideas efficiently** as well as to interact and collaborate with others. (W.8.6)

9th and 10th Grades: Use technology, including the Internet, to produce, publish, and **update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically**. (W.9-10.6)

11th and 12th Grades: Use technology, including the Internet, to produce, publish, and update individual or shared writing products **in response to ongoing feedback, including new arguments or information**. (W.11-12.6)

Writing Anchor Standard 8

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Anchor standards for Writing in History/Social Studies, Science, and Technical subjects Standard 6:

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening Anchor Standards

- Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Reading in History/Social Studies, Science and Technical Subjects Anchor Standards

- Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Standard 5: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Reading Anchor Standard 7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Appendix B: ISTE-NETS Standards

ISTE National Educational Technology Standards and Performance Indicators

For Students

1. Creativity and Innovation
 - a. Apply existing knowledge to generate new ideas, products, or processes.
 - b. Create original works as a means of personal or group extension.
 - c. Use models and simulations to explore complex systems and issues.
 - d. Identify trends and forecast possibilities.
2. Communication and Collaboration
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
 - d. Contribute to project teams to produce original works or solve problems.
3. Research and Information Fluency
 - a. Plan strategies to guide inquiries.
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - d. Process data and report results.
4. Critical Thinking, Problem Solving, and Decision Making
 - a. Identify and define authentic problems and significant questions for investigation.
 - b. Plan and manage activities to develop a solution or complete a project.
 - c. Collect and analyze data to identify solutions and/or make informed decisions.
 - d. Use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship
 - a. Advocate and practice safe, legal, and responsible use of information and technology.
 - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c. Demonstrate personal responsibility for lifelong learning.
 - d. Exhibit leadership for digital citizenship.
6. Technology Operations and Concepts
 - a. Understand and use technology systems.
 - b. Select and use applications effectively and productively.
 - c. Troubleshoot systems and applications.
 - d. Transfer current knowledge to learning of new technologies.

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For Teachers

1. Facilitate and Inspire Student Learning and Creativity:
 - Teachers model, support, promote and use their knowledge to provide and facilitate productive technological experiences that advance student learning, creativity, and innovation both face-to-face and virtually. They also promote student reflection and collaborative construction environments.
2. Design and Develop Digital-Age Learning Experiences and Assessment:
 - Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context. They do this by adapting relevant learning experiences to incorporate digital tools, they customize and personalize learning activities to address different learning styles and they provide students with varied and multiple formative and summative assessments.
3. Model Digital-Age Work and Learning:
 - Teachers model, communicate and collaborate with their students, colleagues and school community using current technologies and digital-age media to share and transfer knowledge. They do this by exhibiting their own knowledge, skills, and work processes representative of an innovative professional to a global and digital society.
4. Promote and Model Digital Citizenship and Responsibility:
 - Teachers model and advocate safe teaching and understand the societal global issues of media literacy in an evolving digital world. They address diverse needs of the students, promote digital etiquette, and they exhibit legal and ethical responsibility and respect.
5. Engage in Professional Growth and Leadership:
 - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. They do this by reflective practices, participation in local and global learning opportunities, and exhibiting leadership within the technology infusion and incorporation process.

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For Administrators

1. Visionary Leadership:
 - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. Digital Age Learning Culture:
 - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
3. Excellence in Professional Practice:
 - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
4. Systemic Improvement:
 - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
5. Digital Citizenship:
 - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

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Appendix C: Acceptable Use Policy

Acceptable Use Policy

Wellsville CSD Acceptable Use Policy was adopted by the Board of Education on 10/6/2014 (8 Yes, 0 No)

Wellsville Central School District is pleased to offer the following technology:

Hardware

Grades K – 2nd will have 1-1 iPads that stay in the classroom.

Grades 3rd – 12th will have 1-1 iPads with the option of taking them home.

Labs – 6th – 12th will have computer labs available as teachers reserve them for class time.

In classroom computers – Each student will have access to in classroom computers, per teacher request.

Filtered internet and network access

Access granted via a Wellsville CSD monitored network account service. Access can be used on a Wellsville CSD desktop computer, laptop computer and tablet (iPad) or student owned devices (once logged in to network).

Office 365 Email

Office 365 Email is a filtered and monitored web based email system tied directly to students' network login account. This email system allows student Grade K-12 to communicate and collaborate with their teachers along with their peers. Additionally students' grades 11 and 12 can communicate outside the system for research related to college and work force purposes.

Office 365 ProPlus – Student Advantage Account

Office 365 ProPlus is an online software program that provides students with access to Microsoft Office Applications for educational use. The full version of Microsoft Office on the PC and Mac are available for offline. The web-based application is available using an Internet connected PC, Mac or tablet/mobile device. The Office for iPad version will be available for each student on their assigned iPad. Access to Office 365 Pro Plus is directly tied to the students' school monitored network account.

Office 365 ProPlus is offered to students at no additional charge because the school district pays for faculty and staff licenses through the Microsoft EES program.

Office ProPlus includes:

- Office 365 ProPlus for PC (Office 2013 base applications)
- Office 365 ProPlus for Mac (Office 2011 for Mac base applications)
- Office for iPad

As part of the ProPlus-Student Advantage program, each student receives a license that allows him/her to install and run Microsoft Office on up to 5 machines: a combination of personal/home PC or Mac, mobile devices and tablets.

Apple iTunes Account

Directly tied to School owned iPads

iTunes accounts are directly tied to school owned iPads and allow the following:

- Automated installation of free apps using district monitored mobile-device-manager
- Automated installation of purchased apps using district monitored mobile-device-manager
- Cloud storage and backup of tablet

Students under the age of 13 do not have direct access to their school assigned iTunes account.

My Big Campus

My Big Campus is a web-based, learning management system developed for K-12 school districts. Designed with built-in safety features, the service provides a monitored and secure means of providing collaborative tools, along with student/teacher collaboration in classrooms.

Library based eBooks

These books will be available for students to check out on their iPads via two apps:

- Follett BryteWave K-12 – Access to Wellsville CSD eBooks (Electronic Books) through Destiny
- OverDrive Media Console – Access to eText (Electronic Books) purchased by Wellsville and other library systems within the CA BOCES consortium that OverDrive is connected to.

What is Possible?

Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. The purpose of filtered Internet access, while at school and at home via school owned devices, is to use the Internet resources for constructive educational goals. There is not “a filter system” capable of blocking 100% of education inappropriate information on the internet. Students may find ways to access these materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. To reinforce this policy and to extend the partnership of school-to-home, parents and guardians of minors are encouraged to set and convey the standards that their children should follow when using technology at home and at school.

What is Expected?

Just as they are in a classroom or hallways, students are responsible for appropriate behavior on the school’s computer network via computers, tablets or student owned devices. Communications on the network are often public in nature. General school rules for behavior and communication apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of the network is a privilege, not a right, and misuse will result in disciplinary actions. The student is personally responsible for his/her actions in accessing and utilizing the school’s network resources. The students are advised never to access, keep, or send anything they would not want their parents or teachers to see.

While utilizing school technology (computers/tablets/peripherals), students are responsible for appropriate behavior in handling and use of said technology. General school rules for behavior and use of school technology. It is expected that users will comply with district standards and the specific rules set forth below. The use of school technology is a privilege, not a right, and misuse will result in disciplinary actions. The student is personally responsible for his/her actions when handling and using school technology.

What are the Rules?

Privacy

Student data files and other electronic storage areas will be treated like school lockers and as such, these areas shall be considered to be School District property subject to control and inspection. Administration may access all such files and communications without prior notice to ensure student safety, system integrity and that users are complying with this policy.

Storage capacity

Users are expected to delete unwanted material to free-up storage space.

Illegal copying

Students may not download or install any commercial software, shareware, freeware, music, movies or TV shows onto the network drives, cloud storage, computers or tablets unless they have written permission from the Network Administrator. Students may not copy other people's work or intrude into other people's files.

Inappropriate materials and language

No profane, abusive, impolite or offensive language may be used, nor may materials be accessed or created which are not in line with the rules of school behavior. Should students encounter such material by accident, they should report it to their teacher immediately.

Inappropriate internet activity

Daily and weekly reports are run to monitor internet searches and visited content. If a student is found to have been purposely searching or viewing education inappropriate materials, disciplinary actions will be taken. A copy of the report will also be sent home to parents/guardians.

The following activities are not permitted on the Wellsville Central Schools' networks

- Accessing, sending, displaying offensive or pornographic messages or pictures
- Using inappropriate or obscene language
- Damaging computers/tablets, computer systems or computer networks
- Plagiarizing or violating copyright laws
- Giving out your login information or using another's password
- Use of an account by anyone other than the account holder and/or misrepresent their identity
- Trespassing in another's folders, work or files
- Intentionally wasting limited resources – disk space, printer supplies, paper, etc...
- Employing the network for commercial purposes(i.e. buying, selling, trading; eBay, Craigs List)
- Requesting unnecessary and lengthy material that ties up system resources
- Installing or downloading software, shareware, freeware, music, movies or TV shows onto the network drives/computers
- Downloading or streaming software, apps or media that disrupt the learning environment
- Use of the system to illegally transfer software otherwise known as pirating or illegally share copyrighted movies, music and games over Internet "peer to peer" networks or removable storage devices
- Create and/or distribute a computer virus, malicious software/app, malware, spam and/or chain mail
- Reveal the name, personal addresses or phone numbers of students or staff
- Deliberately or willfully cause damage to computer equipment or assist others in doing the same
- Deliberately use the district's computers to bypass the filtering software or violate the school's code of conduct or show others how to do the same

Policy References:

Policy #8271: Internet Safety/Internet Content Filtering

Policy #7314: Student use of computerized information resources (AUP)

Appendix D: Board of Education Policies

In December, 2013, the Wellsville Central School Board of Education started the year-long process of reviewing and updating the entire Policy Manual. The projected date of completion of this project is 2015. The existing Policy Manual was developed in 2005, with some minor changes being made since that date. At the annual Re-Organizational Meeting held in July each year the Board of Education votes on a resolution “that all district policies in place” be re-adopted. The Re-Organizational Meeting for the 2013-14 school year was July 1, 2013, while the Re-Organizational Meeting for the 2014-2015 school year is scheduled to take place on July 9, 2014.

Year 2005 (original adopted date: June 20, 2005, re-adopted July 1, 2013 and will be part of 2014-15 SY Re-Organizational vote on July 9, 2014)

Policy #8271: Internet Safety/Internet Content Filtering

Instruction

W/EB

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail, chat rooms, as well as social networking Web sites, may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyberbullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Consent for Student Use

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

Notification/Authorization

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 United States Code (USC) Sections 254(h) and 254(l)

47 Code of Federal Regulations (CFR) Part 54

Education Law Section 814

NOTE: Refer also to Policy #7314 (2005 version) -- Student Use of Computerized Information Resources (Acceptable Use Policy)
District Code of Conduct on School Property

Year 2005 (original adopted date: June 20, 2005, re-adopted July 1, 2013 and will be part of 2014-15 SY Re-Organizational vote on July 9, 2014)

Policy #7314: Student use of computerized information resources (AUP)

After review and approval by BOE, this policy will be #7315 based on current draft under BOE policy review procedures.

Students

W/EB

SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE POLICY)

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

Regulations will be established as necessary to implement the terms of this policy.

NOTE: Refer also to Policy #8271 -- [Internet Safety/Internet Content Filtering Policy](#)
District Code of Conduct on School Property

Year **2005** (*original adopted date: June 20, 2005, re-adopted July 1, 2013 and will be part of 2014-15 SY Re-Organizational vote on July 9, 2014*)

Policy #6470: Staff use of computerized information resources

After review and approval by BOE, this policy will be #6410 based on current draft under BOE policy review procedures.

Personnel

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the District office.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

District staff shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

Privacy Rights

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The Computer Coordinator may access all such files and communications without prior notice to

ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

Implementation

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

NOTE: Refer also to Policy #8271 -- [Internet Safety/Internet Content Filtering Policy](#)

