

Ellicottville Central School

Long Range Technology Plan

July, 2026 - June, 2029

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This Long-Range Technology Plan was made possible by the support, cooperation and dedication of many members of the school community:

The Ellicottville Central School Board of Education - whose ongoing approval and support have made the implementation of technology education at Ellicottville Central School a success.

The Ellicottville Central School Faculty - members who have accepted the challenge of implementing the constantly changing technology as well as offering their concerns and suggestions by completing the surveys upon which this plan is based.

The Ellicottville Central School Technology Committee, an ongoing committee dedicated to research and implementation of technology in all phases of our curriculum. Members include:

Mr. Mark Ward, Interim Superintendent
Mr. Erich Ploetz, 7-12 Principal
Mrs. Katie Mendell, Elem Principal/Curr Coordinator
Mrs. Elisabeth Beaver, Asst Principal/Director of Technology
Shawne Hunt, District Technology Facilitator
April Donoghue, 3rd Grade
Chris Edwards, Technology Teacher/Parent
Leah Farnum, Elem STEM Teacher
Cathie Nason, MS HS Business

The Technology Plan History

The Technology Committee met in small groups five times during the 1998 school year to develop the basic component. The plan was completed during the summer of 1998 and submitted to the Technology Committee for approval in December and to the Ellicottville Central School Board of Education in January of 1999. The plan was revised in June of 2000, extending it through June of 2002, again in the Spring of 2002, thus extending it through June of 2005, again in the Fall of 2004, extending it through June 2008, again in the Fall of 2007, extending it through June 2011, again in the Fall of 2010, extending it through June 2014 and again in the Fall of 2013, extending it through June 2017. The committee met several times in the 2015-2016 year to plan new technology purchases using Smart School Bond Act funds. The technology committee met 4 times over the 2020-2021 school year to revise our plan for the 2021-2026 edition. And finally, the Technology Committee met during the 2024 - 2025 and 2025 - 2026 school years to revise our plan for the 2026 - 2029 edition. Members involved in this last revision include:

Mr. Mark Ward, Interim Superintendent
Mr. Erich Ploetz, 7-12 Principal
Mrs. Katie Mendell, Elem Principal/Curr Coordinator
Mrs. Elisabeth Beaver, Asst Principal/Director of Technology
Shawne Hunt, District Technology Facilitator
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Cathie Nason, MS HS Business

Ellicottville Central School

INTRODUCTION:

Ellicottville Central School is located in Ellicottville, NY. The District has approximately 500 students in grades PreK through 12. There are currently 60 staff members and 4 administrators. We are housed in one building which is divided into Elementary, Middle and High School. We are located near the beautiful Holiday Valley Resort.

Technology Mission Statement

Ellicottville Central School will guarantee that all students will achieve their highest level of competence through a success-oriented education that will ensure quality graduates.

Technology Vision

The learning community at ECS will be technologically aware and literate life-long learners who are challenged to reach beyond the current technologies to achieve personal, educational and workplace goals.



Technology Mission and Goals

The technology mission of Ellicottville Central School is to provide this education with the aid of technology that will accomplish the following goals:

Goal #1 - ECS will have staff and students that are technologically literate.

- Enhance the development of the whole child through a dynamic technologically integrated curriculum that encourages exploration and life-long learning.
- Utilize technology in an active, student-centered learning environment to enhance problem solving, critical thinking and collaboration skills.
- Enhance present teaching styles and creative management through ongoing staff development.

Goal #2 -

- Provide up-to-date network infrastructure and equipment to meet the needs of all stakeholders in the District.

Goal #3 - Prepare students for today's workplace and the workplace of the future.

Action Plan				
Goal 1: Ellicottville Central School District will have students and staff that are technologically literate.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
A.) Provide professional development for the integration of interactive panels and existing technologies	Needed - will be provided during In-services days / after-school sessions / through Model Schools and CSLO / grade level and department meetings.	Technology Facilitator / Model School staff developers / Administrators	On-going throughout each year of plan (2026 - 2029)	Yearly survey on technology skills/ use indicates fewer instructional staff members that do not possess skills needed to use and integrate new technologies
B.) Provide continued classroom support for integration of current and new technologies	Support from Model Schools / CSLO / Technology Coordinator	Technology Facilitator / Model School staff developers / Administrators	On-going throughout each year of plan (2026 - 2029)	Survey of building administrators indicates increases in integration of technology in curriculum
C.) Provide new technologies for staff and student use	Provide training on use and integration for new technologies	Technology Facilitator / Model School staff developers / Administrators	On-going throughout each year of plan (2026 - 2029)	
D.) Provide professional development to instructional staff and administrators on 21st Century Skills	Needed - will be provided during in-service days	Technology Facilitator / Model School staff developers / Administrators	On-going throughout each year of plan (2026 - 2029)	
E.) Provide Professional Development for staff on Teams and Office 365 for remote learning	Needed - provided during in-service days	Technology Facilitator / Model School staff developers / Administrators	On-going throughout each year of plan (2026 - 2029)	
F.) Provide staff development for all new staff with a mentor that is familiar with the building technology	Mentors provide assistance on use of building technologies	Director of Curriculum / mentors	On-going throughout each year of plan (2026 - 2029)	In a yearly survey new instructional staff indicate they are able to use and integrate technology in their building
G.) Share best practices of technology integration among instructional staff	None	Director of Curriculum / building administrators	On-going throughout each year of plan (2026 - 2029)	Each presenter has their best practice on the shared drive accessible to all instructional staff
H.) Continue to update instructional staff and student district technology competencies to include the new NET standards	Needed during in-service days	Technology Facilitator / Model School staff developers / Administrators	On-going throughout each year of plan (2026 - 2029)	District technology competencies include the new Net standards for students and instructional staff

Action Plan				
<u>Goal 2:</u> Ellicottville Central School District will provide up-to-date network infrastructure and equipment to meet the needs of all stakeholders in the district.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
A.) Replace Ethernet Routing Switches in middle school and high school	None	Erie 1 WAN Senior Tech. / Technology Coordinator	August 2026	Equipment needed is purchased and installed.
B.) Update secure wireless network in district	None	Erie 1 WAN Senior Tech. / Maintenance Dept / Erie 1 BOCES technician	August 2027	Equipment needed is purchased and installed.
C.) Consolidate / relocate data closets and switches to provide optimum access	None	Erie 1 WAN Senior tech / Erie 1 BOCES technician	ongoing	Data closets and switches have been consolidated where feasible. Access to the network has been optimized throughout the district.
D.) Rewire from new switch locations to classrooms using CAT 6 cable	None	Erie 1 WAN Senior tech / Erie 1 BOCES technician	ongoing	Classrooms that connect to network through relocated switch have stable network and Internet connection.
E.) Explore server virtualization adoption for the district	None	Erie 1 LAN Senior Tech / Technology Facilitator / Erie 1 BOCES technician	ongoing	Virtual servers have been installed and are running
F.) Ensure 1:1 for all students at ECS	None	Erie 1 LAN Senior Tech / Technology Facilitator / Erie 1 BOCES technician	Ongoing	All students will have a 1:1 device for learning

Action Plan				
Goal 3: Implement 21st Century technologies to enhance the culture of learning in the district				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
A.) Create digital classrooms	None	Technology Facilitator / Erie 1 BOCES technician	On-going throughout each year of the plan	By the end of each school year we will add additional digital classrooms in the district for the duration of this plan.
B.) Continue to update workstations to meet the multi-media needs of 21st Century technologies	None	Technology Facilitator / Erie 1 BOCES technician	Ongoing	Based on inventory queries workstations that are at the end of their 5 year replacement cycle will have been replaced with the most current technology that the district can afford to purchase.
C.) Provide access to Web 2.0 technologies	None	Technology Facilitator / Erie 1 BOCES technician	Ongoing	All teacher workstations will be imaged to have access to Web. 2.0 technologies. Filtering will be in place to allow specific sites.
D.) Continue to increase the number of virtual field trips / video conferences reserved / created by the district	None	Technology Facilitator / CA BOCES VFT coordinator	On-going throughout each year of the plan	Each year will see a rise in the number of VFT's gathered from records kept by technology department.
E.) Upgrade administrative workstations to ensure effective access and use of administrative and educational applications	None	Technology Facilitator / Erie 1 BOCES technician	On-going throughout each year of the plan.	Based on inventory queries administrative workstations that are at the end of their 5 year replacement cycle will have been replaced with the most current technology that the district can afford to purchase.

TECHNOLOGICAL ENVIRONMENT

Current Status...

September 2026

ADMINISTRATIVE

The district offices are equipped with DELL computers. There are also Toshiba networked copiers and laser printers for administrative use. These computers are used to connect on-line to ERIE 1 BOCES for mark reporting, attendance, scheduling, payroll, accounts payable and electronic mail, as well as for in- house email, Internet and communications.

GUIDANCE

The Guidance Department has three DELL laptop computers all of which are connected on-line to ERIE 1 BOCES. They share a Toshiba Multi-Function Copier\Printer.

ELEMENTARY

The PreK has an interactive Cleartouch Board, iPADs, two MACBooks and an HP printer which are used for daily instruction, remote instruction, management and for student use.

Each elementary classroom has an interactive ClearTouch Board used for daily instruction as well as for remote instruction.

Each student in the Elementary has a 1:1 Device - iPADs.

Each teacher in the elementary has a MacBook laptop in their classroom. Each classroom has access to the Internet as well as Email. A variety of elementary software is presently being shared as well. Each classroom also has a ClearTouch Interactive board used for daily instruction as well as remote instruction and all teachers have access to several high speed Toshiba Multi-function printers/copiers.

MIDDLE/HIGH SCHOOL

Each classroom has an interactive ClearTouch Board used for daily instruction as well as for remote instruction.

Each student in the MS HS has a 1:1 device - DELL laptop.

The Music Department (High School & Elementary) uses 4 DELL computers, three MacBook laptops used for sequencing, composing, and music printing.

The High School wing now has a TV studio that provides live streaming of morning announcements as well as sporting events, concerts and graduations.

The middle/high school remedial rooms contain a DELL laptop for teacher use and an Hewlett Packard color laserjet printer for use on student drill and practice, word processing and teacher management. Each teacher in the middle/high school has a DELL Latitude laptop and access to a high speed Toshiba Multifunction printer/copier.

The Art and Technology rooms contain a 3D printer as well as a GlowForge printer for student and staff use.

MEDIA CENTERS

The Middle/High School Library has a 1 DELL computer, an iPad and a Toshiba printer/copier for staff use. The Elementary Library has 1 DELL computer and an iPad used for student research and library management. The elementary and high school libraries were automated in September 2006 and was updated again in the 2017 school year.

BUILDING

Under the original networking project, the wiring system was not adequate to meet the electrical demands. Therefore, the high school / middle school / intermediate wing has had an electrical system upgrade to accommodate increased usage of technology.

Our Internet connection has increased from a 56K line to a 1 Gigabit Broadband Wide Area Network for data and the Internet, and switches have been installed to segment our network in order to get the best performance out of our current wiring system. All wiring in every wing has been updated to bring everything up to Cat 6. We will look at our network again in 2017 to access any needs.

In the 2004-05 school year the district completed a capital project which added the following: a new Middle School wing (9 classrooms), a new PA system, a new phone system, a new clock system, 2 new science classrooms, a new Library Media Center, and updated the old wiring system for our network. Goals for using the above mentioned telecommunications and information technology include better communication between school personnel, the offices, and outside the building, a phone in every classroom, a large screen TV/monitor with a DVD/VCR mounted in every classroom, and courseware that serves the needs of all members of the school community, each new program will be supported by extensive training in its use and application to classroom management areas. We will look at the phone system and PA system again in 2015 to assess any needs. A Capital Project will be done starting in 2014 which addresses our gym, music rooms and several outdated classrooms. This project will include a LGI for all staff to utilize. The District is in the middle of another capital project which updated parking lots and lighting, electrical upgrades, and new door security for the entire building.

The District has an Acceptable Use Policy in place for both Staff and Students (see Appendix G & H) as well as a Filtering Policy (see Appendix G).

SERVER ROOM

In our Server Room we currently has several Virtual DELL servers which serve as our 1) Domain Controller, 2) Backup Controller, 3) DHCP, 4) CAFE server, 5) Security Expert server and 6) Camera Server.

	<u>Current Inventory</u>	<u>Future acquisitions Yr 1</u>	<u>Future acquisitions Yr 2</u>	<u>Future acquisitions Yr 3</u>
Telecom Services	Phone system, PA system	Update phones tp VOIP - complete	Update PA system with capital project	Consider replacements
Hardware	1:1 for all staff and students	Replace anything over 5 years old	Replace anything over 5 years old	Replace anything over 5 years old
Software	DeepFreeze PowerSchool Microsoft Office 365 SMART software IXL Math Many apps purchased by District	Update software	Update software	Update software
Network	Cat 6 cabling, fiber backbone 1 Gigabit Broadband WAN	Patch cables, switches	Patch cables, switches	Patch cables, switches

THE TECHNOLOGY PLAN

Where we hope to be...

BUILDING

We are constantly looking at ways to improve communication and will review our current systems annually and assess new technologies to see if changes need to be made.

Building network wiring, hardware and software standards have been established through the Ellicottville Central School Technology Plan to assure the interoperability of technology components. The building wiring design assures connectivity and interoperability of both PC's and Macintosh computers through local and wide area networks. Software standards assure interoperability across workstation platforms. These standards will be updated periodically as needed by district standards committees. Standards require expandability and upgrade paths to accommodate future applications. Current workstation standards reflect current industry standards and the anticipated demands of software to be used by administrators, teachers, students and staff. District technology staff identify multiple options of each type of

technology device that meet current standards. Teachers can submit requests and proposals to the technology coordinator for consideration. Our District attempts to keep computers for no more than 5 years so that the "latest" technology is available for Staff and Students.

A plan was completed to update all computer labs, science labs and Library Media Center with new PCs (115), printers (20) and LCD projectors (6) in the 2013/2014 school year. We also will assess our email system at this time and address any needs. *Some technology devices reflected in the Technology Plan include:*

- | | |
|--|---|
| <i>*ink jet printers</i> | <i>*laser printers</i> |
| <i>*extended memory storage</i> | <i>*presentation devices (large screen)</i> |
| <i>*monitors and liquid crystal display panels</i> | <i>*network routers</i> |
| <i>*network hub</i> | <i>*file servers</i> |
| <i>*workstations</i> | <i>*scanners, digital cameras</i> |
| <i>*DVD</i> | <i>*adequate carts and furniture</i> |

NETWORKING

The building wide network requires continuous evaluation. To ensure performance that meets or exceeds the demands of users and applications efficiently and effectively, we have upgraded to a 2 Gigabit Broadband Wide Area Network for data, Internet and email. To meet these enhanced requirements we also may include, but are not limited to the following:

- Upgrades to routers
- Segmenting the network for efficiency
- High speed network printers & copiers
- Upgrades to servers

CURRICULUM

The New York State Learning Standards will provide the basis for courses offered which will include technology requirements for graduation. The integration and use of technology as an instructional tool and resource will continue to be encouraged in all academic areas.

The variety and scope of available software for instruction continues to grow rapidly, making its way into mainstream instructional practice. The technological tools found in schools must be used to promote the varied types of learning as well as learning styles and abilities. Software selected for instructional purposes must take into consideration curriculum goals, teaching styles at the various levels, and learning styles and abilities. As in any other profession, education's technological tools continue to evolve and improve. Providing the administrators, teachers, staff, and students with the best tools available will enable them to perform their respective tasks more effectively and productively. In addition to the rich academic preparation the students will receive in each subject area, they will also become more aware of the technology

tools available to support information access, analysis, synthesis, management, and communication.

The school district will use technology such as the Internet, on-line courses and Polycom units (distance learning device) to improve student learning outcomes by delivering learning "resources" unavailable otherwise. Technology will be integrated into curriculum and learning activities aimed at improved student learning and attainment of the New York State content and performance standards.

District personnel will research and implement teaching practices that integrate technology into the curriculum. Professional development delivered by the BOCES and other providers will be expected to emphasize the use of proven instructional technology practices.

The Cattaraugus Allegany BOCES provides adult education at twenty-five sites within the region. School district planning has been aligned with BOCES - provided instructional programs aimed at learners of all ages. Adult education programs now use school district facilities including technology-based resources. School district technology resources will be made available for use by adult education programs operating within the district boundaries.

STAFFING

A full-time district technology director, facilitator as well as a part-time BOCES technician will administer the technology program, provide technical assistance to staff, serve as network administrator and technology integrator. Part-time network and technical support will be provided by additional BOCES personnel. Training will be offered by the technology staff, and teachers in their area of expertise, as well as by BOCES and other outside sources.

An annual review of district staffing will be conducted as per the District goals.

STAFF DEVELOPMENT

The Ellicottville Central School, through its Professional Performance Review Plan, will strive to assist all professional personnel (professional personnel /nurse /assistants) in acquiring the knowledge and skills needed to help each student pursue their full potential as life-long learners and respectful citizens. The following premises are used in the Professional Performance Review of all professional personnel:

1. Effective teaching and successful learning occur when professional personnel are skilled in employing a variety of strategies, management techniques and assessments and share the information with students and other professionals.
2. Conduct is an ongoing dedication to the education process within the classroom and in support of the learning environment.
3. Demonstrates professional growth in a variety of ways.
4. Promotes and exhibits care for the facilities and the place our school has in the community.

5. Reflect on their performance to improve student achievement.

The Ellicottville Central School District and the Ellicottville Teacher's Association recognize that we are engaged in a common enterprise and that we have a shared commitment both to improving the quality of teaching and learning and to the educational success of each student. Teacher training and professional development in technology play a key role in its ultimate acceptance and use in the classroom. Research indicates technology planning must address comprehensive and continuous professional development to ensure success. Multiple levels of training and staff development must be offered to teachers and administrators so they feel empowered to use technology to facilitate their own productivity.

The availability of diverse professional development opportunities is important to address the needs of all staff within the district; however, this spectrum of diversity should be orchestrated to move all staff toward common goals. Technology-related professional development requires curriculum integration skills, as well as operational and technical skills. Professional development programs prepare the teaching staff to effectively deliver integration of content objectives, process skills, and technology competencies appropriate to the grade level, subject area, and/or course in which students are engaged. Successful integration will require more specific definition of those elements to be integrated. Curriculum in some areas will need upgrading to identify the basic information, performance standards, and technology linkages that education reform priorities dictate as essential outcomes for students.

Providing Equitable Learning "Everywhere, All the Time" (National Technology Plan)

1. The District will provide Access to 1:1 Devices for all students

- Each student will receive a laptop or iPad to ensure all students—regardless of income—have the technology needed for digital learning, assignments, and online resources.
- Students can complete work both **in school and at home**
- Devices allow access to learning platforms, digital textbooks, and collaboration tools
- Loaner devices are provided if a device breaks or is unavailable

2. The District will ensure Reliable Internet Access

- We will work to eliminate connectivity barriers by:
 - Providing **mobile hotspots** for families without home internet
 - Offering Wi-Fi access on school campuses or community locations

3. Using Cloud-Based Learning Platforms

- The District implements digital platforms that allow learning materials to be accessed anytime:
 - Classlink
 - Office 365
 - Schoology

These tools allow the students to access lessons, submit assignments, and collaborate with teachers and peers from any location.

4. Supporting Teachers and Staff

- The District commits to training educators who can effectively use technology through the following.
 - Professional development for teachers
 - Technology integration specialists or instructional coaches
 - Ongoing training in digital learning strategies and tools

This ensures technology improves instruction rather than simply adding devices to classrooms.

5. Strengthening Infrastructure and Cybersecurity

- The District will invest in strong technology infrastructure, including:
 - Reliable Wi-Fi networks in all school buildings
 - Secure data systems and cybersecurity protections
 - Network capacity to support many users and devices

A stable infrastructure ensures students can access digital resources without interruptions or security risks.

6. Supporting Diverse Learners

- The District will provide equitable access by including tools for students with different learning needs, such as:
 - Assistive technologies (text-to-speech, screen readers, etc.)
 - Adaptive learning software
 - Multiple ways to access and demonstrate understanding

These tools help ensure all students, including those with disabilities, can participate in learning opportunities.

1. How Technology Is Integrated

Technology integration means **using digital tools as a regular part of teaching and learning**, not just as an add-on.

Common ways it is integrated include:

- **Instructional delivery:** teachers use presentation tools, interactive boards, videos, and simulations.
- **Student activities:** learners use laptops, tablets, or apps to research, collaborate, and create projects.
- **Assessment tools:** quizzes, polling systems, and learning platforms provide instant feedback.
- **Learning management systems (LMS):** platforms like Google Classroom or Canvas organize assignments, communication, and resources.
- **Collaborative tools:** students work together using shared documents or discussion boards.

Effective integration focuses on **enhancing learning outcomes**, not just using technology for its own sake.

Technology Integration Measures used by the District

1. Student outcomes

- Assessment scores
- Project quality
- Demonstrated skills such as research, problem-solving, and digital literacy

2. Teacher implementation

- Classroom observations
- Technology integration rubrics
- Self-reflection surveys

3. Usage data

- LMS analytics
- Student participation
- Frequency of tool use

Technological Demonstrations of Student Learning

- Digital presentations or videos
- Interactive slides or multimedia reports
- Podcasts or recorded explanations
- Digital portfolios that track growth over time
- Coding projects, simulations, or models

Goals for Staff usage of telecommunications and information technology to improve student academic achievement include:

(See Action Plans at beginning of Plan)

- To become familiar with multimedia presentation software as a **priority** teaching/learning technique.
- Develop K-12 aligned & articulated curriculum in all content areas using SchoolTools.
- Improve external communication.
- Improve internal communication.
- Having a technology integrated curriculum.
- Stay up to date on the latest technology.

School district staff members now participate in a variety of professional development programs sponsored by the BOCES and/or the district. In addition to improved and expanded professional development provided directly from the BOCES, services are provided linking other professional development resources such as colleges and universities, nonprofit agencies, government agencies and businesses including:

- | | |
|-------------------------|------------------------------|
| * Alfred State College | *Alfred University |
| *Buffalo State College | *SUNY at Buffalo |
| *Erie Community College | *Genesee Community College |
| *Houghton College | *Jamestown Community College |
| *Erie #1 BOCES | *Erie #2 Chautauqua BOCES |
| *Orleans-Niagara BOCES | *Steuben-Allegany BOCES |
| *Southern Tier West | *NYS Department of Labor |
| *NYS VESID | *Bell-Atlantic |
| *Apple Computer | *RIT |

MANAGEMENT

The district technology plan provides for the acquisition of a variety of resources to support technology use for teaching, learning and management. These resources include contractual services; software for teaching, learning and management; print and video resources; and technology supplies.

The school district maintains service contracts to support technology use from technology hardware and software vendors, including ongoing services for user support. Contracted services will be used for building wiring, network installation, network maintenance, Internet Service and software maintenance.

The district provides software acquisition on an ongoing basis funded from district, BOCES and grant sources. State-of-the-art software is regularly purchased, maintained and upgraded as needed. The district maintains site licenses on several products in order to maximize its software investments.

IMPLEMENTATION

The Technology Plan developed in 1993 focused on the acquisition of hardware, software, staffing, and district-wide networking capability. The purpose of the 1998 revision was expanded to include an increased emphasis on staff development and curriculum integration in support of the NYS Learning Standards. The purpose of the last revision was to focus on broadband, the acquisition of hardware, software and staff development to support the NYS Learning Standards as well as integrating technology into the curriculum. This revision will focus on Staff Development and updating and maintaining hardware throughout the District. The technology committee and administration will annually review and analyze the status of technology at ECS.

FUNDING

The technology plan must be flexible, allowing the incorporation of new technologies, new ideas, and new methods for management and instruction. The district shall coordinate all funding sources to support various aspects of the plan. It is critical that local, federal, state, and grant funds are identified and coordinated to accomplish and sustain the technology goals of the district.

	<u>District Budget</u> <u>26-27</u>	<u>District Budget</u> <u>27-28</u>	<u>District Budget</u> <u>28-29</u>	<u>BOCES</u> <u>Budget 26-27</u>	<u>BOCES</u> <u>Budget 27-28</u>	<u>BOCES</u> <u>Budget 28-29</u>
Hardware	\$13,000.00	\$13,520.00	\$14,061.00	\$30,000.00	\$31,200.00	\$32,488.00
Software	\$33,000.00	\$13,520.00	\$14,061.00	\$10,000.00	\$10,400.00	\$10,816.00
Supplies	\$13,000.00	\$13,520.00	\$14,061.00	\$10,000.00	\$10,400.00	\$10,816.00
Support Salaries				??	??	??
Staff Development	\$2,800.00	\$2,912.00	\$3,030.00	\$15,000.00	\$15,600.00	\$16,224.00

*approx. 4% increase each school year.

The following describes some of the items that would be purchased from above chart:

Hardware would include computers, printers, ClearTouch boards, switches, hubs, etc... Software would include annual subscriptions (antivirus, security software), updates to Office, any new software required for classes, etc... Supplies include printer cartridges, photo paper, CD-R, DVD-R, toner, USB cables, patch cables, etc... Support includes Technology Coordinator salary and BOCES Technical person for District. Staff development will cover any staff development offered by the District and BOCES.

EVALUATION

The district technology committee has assumed the responsibility for the monitoring and evaluation of the technology plan (See Appendix C). Each new technology initiative will be monitored carefully so that district staff can make adjustments to the program necessary to ensure its success. The implementation of the technology plan will be monitored and evaluated using student surveys (See Appendices D,E and F). If students are not displaying the technology skills indicated by the appropriate grade level changes will be made in both Professional development of teachers and instructional delivery to students. The surveys themselves will be evaluated and revised as needed.

COMMUNITY & PUBLIC LIBRARY

There is a continuing need to interact with public libraries to broaden services to schools and the communities served. The school district library-media staff collaborate frequently with personnel in the public libraries of our region. Public libraries are also utilizing expanded telecommunications services through discounts that will be available to schools and libraries. Public library staff will be included in ongoing technology planning efforts. Educators are the driving force behind as well as the key constituents of the technology committee, contributing to the development of technology integration plans at the school/classroom level. However, the support of other key stakeholders is essential to sustain the broad-based, continual support needed for long-range technology planning. The active involvement and support of parents, students, school committee members, political leaders, post-secondary and higher education personnel, community and business leaders are very important to the overall success of any technology planning effort.

The district technology plan received input from several groups that represent the community served by our schools. School board members, political leaders, school representatives, and community leaders must continue dialogue that will lead to improved communication, cooperation, understanding, and a shared vision for technology in education. All four groups share the common goal of quality education for all students throughout the district; yet each comes to the table with differing perspectives and priorities. All approaches must be acknowledged, prioritized, and incorporated into the long-range vision and implementation schedule.

In closing, technology will be used to communicate with parents and in promoting parental involvement by using the District's web page, printed notices sent home with students as well as the District Newsletter.

INVOLVEMENT OF NONPUBLIC SCHOOLS

Involvement of all nonpublic schools may be necessary to insure services to all district children, however, no nonpublic schools are located within the boundaries of the Ellicottville Central School District.

ANNUAL STAFFING ANALYSIS

APPENDIX A

Purpose: To assess adequacy and effectiveness of technology staffing as they relate to district wide goals.

November

Technology staff (computer & audio-visual) assesses staffing in terms of who is performing these tasks, time involved, and level of efficiency:

1. Staff support - trouble shooting In-house
 - BOCES
 - Other - Vendors
2. Technical Support
 - Network
 - Hardware
 - Usage scheduling
 - Maintenance
 - Repairs
 - Software/Media
 - Cataloging & Loan Process
 - Applications
 - Installation
 - Upgrades/Updates
 - Training
 - Licensing
3. Lab Supervision
 - a. Consider teacher covering lab in lieu of study hall
 - b. Consider coverage for community/public use of internet resources
4. Training
 - Co-ordination of staff development
 - Providing training/training

Technology Planning, Coordination, Implementation

Purchasing and Budgeting

Instructional staff

Support staff

Grant writing & support

Distance Learning

December

Technology staff will report to the Technology Planning Committee

January

Technology Planning Committee will meet to:

1. Assess needs and prepare budget proposal

ANNUAL STAFF DEVELOPMENT PLANNING PROCESS

APPENDIX B

Purpose: To identify staff development needs and to develop a plan to provide for these needs.

September

1. Survey staff (See **Appendix I**) for areas of interest, establish user groups; meeting schedule
2. Orientation to new hardware and software
3. Fall workshop awareness

January

Technology Planning Committee will meet to:

1. Review tech surveys of staff development activities offered to date through individual action plans for staff development
2. Assess current staff development action plan section of the technology plan
3. Assess future needs and prepare budget proposal
4. Review and revise surveys of Technology Needs/Competencies Assessments in the areas of:

Administration

Elementary Ed.

High School Ed.

Business / Secretarial Staff

Middle School Ed.

Additional Support Staff

5. Spring workshop awareness

February

Superintendent's Monthly Meeting

1. Surveys will be given to school personnel (Survey results will be tallied)

March

Technology Planning Committee will meet to:

1. Assess survey results
2. Review staff development action plans
3. Small groups of common areas will meet to:
 - a. Revise current action plans that have not been realized
 - b. Review upcoming action plans
 - c. Write new action plans to meet needs that arose in surveys

4. Present new action plans to entire committee for approval

April Superintendent's Monthly Meeting

1. Updates presented and discussed

May

Technology Planning Committee will meet to:

1. Assess process taken to continue staff development
 - a. Is the process working?
 - b. If **not**, identify problems and propose solutions.
2. Summer workshop awareness

June - August

Schedule staff development sessions for the year

ANNUAL HARDWARE AND SOFTWARE PLANNING PROCESS/CALENDAR APPENDIX C

Purpose: To assess district technology and curriculum goals and identify hardware and software required to meet these goals

September

1. Incorporate new items in the inventory and publish to all staff in October (paper or electronic)

October

Technology Planning Committee will meet to:

1. Assess District Wide Technology Goals, action plans and Internet use
2. Review usage records for Computer labs & Technology Equipment
3. Review technology curriculum
4. Assess new developments in educational technology and the workplace
5. Assess Administrative (Business, guidance, clerical) Library & Classroom Management needs.
6. Review prior multi-year plans
7. Review grant opportunities
8. Assess shared equipment & software usage concerns (Projection units, scanner, digital camera, laserdisc, etc.)

November

Superintendent's Monthly Meeting - Distribute technology requisition/proposal forms due Nov. 30. Technology Planning Committee will meet to:

1. Consider operating system upgrades
2. Consider replacement/upgrade schedule for hardware
3. Assess network infrastructure (consider outside experts)
4. Consider electrical needs (consider outside experts)

December

Technology Planning Committee will meet to:

1. Review individual requests/proposals
2. Tally & summarize hardware & software requests

3. Compare requests with existing inventory
4. District technology needs

January

Technology Planning Committee will meet to:

- 1 . Assess needs and prepare budget proposal
- 2 . Prioritize needs
- 3 . Prepare a budget proposal (consider single or multi-year)

June

- 1 . Update inventory
2. Prepare a listing of NEW items to be shared with staff - computer & AV

TECHNOLOGY GOALS BY GRADE LEVEL

Appendix D

Primary Level Goals Choose either Developing or Mastering for each section.

Communication Students will use technology to communicate effectively and creatively.

1. Students will communicate through applications software.
 - * Create documents using word processing skills and simple publishing programs
 - * Create graphics
 - * Create tables, graphs, & charts
2. Students will communicate visually, graphically and artistically through multi-media presentations.
 - * Produce a video
 - * Use audio equipment
3. Students will communicate through networks and telecommunication.
 - * Use network communication systems (electronic mail) and classroom telephones

Information Processing Students will use technology to access, retrieve, evaluate and interpret visual / auditory information.

1. Students will access and retrieve electronic information.
 - * Use search strategies such as key words
 - * Use electronic encyclopedias and catalogs
 - * Use network information systems
2. Students will use information to support learning in all content areas.

Productivity Students will use technology and its applications to maximize productivity and effectiveness.

1. Students will use technology to enhance their productivity.
 - * Use technology to develop learning and process skills
 - * Use software for drill and practice and to gain new concepts
 - * Develop strategies for problem solving, critical and creative thinking
2. Students will develop basic technology skills.
 - * Select and use appropriate technology
 - * Develop basic keyboarding skills
 - * Operate peripheral devices
 - * Use basic technology vocabulary and knowledge
 - * Care for technology equipment and use it safely

TECHNOLOGY GOALS BY GRADE LEVEL

Intermediate Level Goals Choose either Developing or Mastering for each section.

Communication Students will use technology to communicate effectively and creatively.

1. Students will communicate through application software (Office 365).
 - * Create written documents using word processing skills, writing process steps, and publishing programs.
 - * Use electronic spell checker/thesaurus.
 - * Use computer graphic programs.
 - * Create databases and spreadsheets to manage information and create reports.
 - * Use publishing software and scanners to produce layouts.
 - * Integrate databases, graphics and spreadsheets into word-processed documents.
2. Students will communicate visually, graphically, and artistically through multi-media. Produce a video using video-editing equipment.
 - * Produce audio presentations.
 - * Students will communicate through networks and telecommunications.
 - * Use network communication systems (electronic mail) and classroom telephones

Information Processing Students will use technology to access, retrieve, evaluate and interpret visual/auditory information.

1. Students will access and retrieve electronic information.
 - * Use electronic encyclopedias, almanacs, indexes and catalogs.
 - * Use hand-held electronic dictionary/thesaurus and calculators.

- * Use remote control devices.
- * Use internet delivered services.
- * Use databases to search for information.
- * Use local area network to locate information.

2. Students will use information to support learning in all content areas.

Productivity Students will use technology and its applications to maximize productivity and effectiveness

1. Students will use technology to enhance their productivity.

- * Use software for drill and practice and to strengthen skill development.
- * If appropriate, use software for computer assisted instruction.
- * Develop strategies for problem solving and critical thinking.

TECHNOLOGY GOALS BY GRADE LEVEL

Intermediate Level Goals Continued Choose either Developing or Mastering for each section.

2. Students will develop basic technology skills.

- * Select and use technology appropriate to needs.
- * Develop keyboarding skills at 15 to 20 wpm with hands on home row keys at least 80% of the time
- * Operate peripheral devices.
- * Use an expanded technology vocabulary.
- * Care for technology equipment and use it safely. Follow copyright laws.

TECHNOLOGY GOALS BY GRADE LEVEL

Middle School Goals Choose either Developing or Mastering for each section.

Communication Students will use technology to communicate effectively and creatively

1. Students will communicate through applications software.

- * Use graphic programs.
- * Produce a document using word processing incorporating both text and graphics and following the writing process steps.
- * Create databases and spreadsheets and integrate them into reports.
- * Collect, manipulate and interpret data.
- * Use publishing software and scanners to produce page layouts.
- * Use electronic spell checkers, thesauruses and grammar checkers.

2. Students will communicate visually, graphically, and artistically through multi-media and computer assisted design tools.

- * Produce a video using video-editing equipment.
- * Use audio equipment.
- * Create multimedia presentations which link various media.
- * Use copier to reproduce original work for communications to others.

3. Students will communicate through networks and telecommunications.

- * Use network communication such as electronic mail and voice mail to access school information.
- * Use classroom telephone.

Information Processing Students will use technology to access, retrieve evaluate and interpret visual/auditory information

1. Students will access and retrieve electronic information.
 - * Use search strategies to retrieve electronic information.
 - * Use electronic encyclopedias, almanacs, indexes and catalogs to retrieve, and select pertinent information.
 - * Use a variety of calculators including graphic calculators.
 - * Use internet delivered services to access information from TV, satellite and other
 - * Use local area networks and wide area networks.
2. Students will use information to support learning in all content areas.

TECHNOLOGY GOALS BY GRADE LEVEL

Middle School Goals Continued Choose either Developing or Mastering for each section.

Productivity Students will use technology and its applications to maximize productivity and

Effectiveness

1. Students will use technology to enhance their understanding and development of basic skills.
 - * Use technology to develop learning skills and basic skills.
 - * If appropriate, use software for computer assisted instruction.
 - * Use software to gain new concepts.
 - * Develop strategies for problem solving, critical and creative thinking.
2. Students will develop basic technology skills.
 - * Select and use technology appropriate to needs.
 - * Develop keyboarding skills at 20-25 wpm with correct body posture and fingering position on all keys at least 80% of the time.
 - * Operate peripheral devices.
 - * Care for technology hardware and uses it safely.
 - * Understand copyright laws and other ethical issues pertaining to use of technology in society.
 - * Understand basic capabilities and limitations of technology's hardware and software.

TECHNOLOGY GOALS BY GRADE LEVEL

High School Goals Choose either Developing or Mastering for each section.

Communication Students will use technology to communicate effectively and creatively

1. Students will communicate through application software.

- * Create a document at the keyboard using word processing skills and the writing process steps.
- * Communicate with spreadsheets: enter data and set up formulas, analyze costs with percentages and create graphs to represent data.
- * Communicate with databases and spreadsheets by creating reports using

data.

2. Students will communicate visually, graphically, and artistically through multi-media and computer-assisted design tools.

- * Create effective multi-media presentations which link various media.

3. Students will communicate through computer networks and telecommunications.

- * Use electronic mail, voice mail, bulletin boards, satellite telecommunications and classroom telephones.

Information Processing Student will use technology to access, retrieve, interpret and evaluate visual and auditory information.

1. Students will access and retrieve electronic information.

- * Use search strategies to locate electronic information (identify key words, narrows search by additional terms, broadens search, - and uses truncation and wild cards.)
- * Use electronic encyclopedias, almanacs, indexes and catalogs.
- * Use networks for information (line databases, libraries, electronic bulletin

boards).

- * Use hand-held electronic devices: calculators and graphics calculators, electronic dictionaries, thesauruses and spell checkers.

- * Use internet services.

2. Students will use information to support learning in all content areas.

Productivity Students will use technology to maximize productivity and effectiveness

1. Students will use technology to enhance their understanding of basic skills.

- * Use technology to develop learning and workplace skills.
- * Use technology to develop process skills in all content areas.
- * Develop strategies for problem solving, critical and creative thinking.
- * Use applications programs to create high quality products.
- * Develop creativity and innovation through the use of technology.

TECHNOLOGY GOALS BY GRADE LEVEL

High School Goals Continued Choose either Developing or Mastering for each section.

2. Students will develop basic technology skills.

- * Select and access technology appropriate to needs.
- * Use correct starting and exiting procedures.
- * Develop keyboarding skills to 25-30 wpm using correct body posture and fingering placement 100% of the time.
- * Operate peripheral devices.
- * Use technology independently and cooperatively.

APPENDIX E

Please check the level which best describes what you can do at the present time.

Level I - I do not use a computer.
Level 2 - I select, open, use and close a program on my own.
Level. 3 - I open and use more than one program at the same time.
Level 4 - I learn new programs on my own.

Level 1 - I do not save any files I create using the computer.
Level 2 - I select, open, save and delete files on different drives.
Level 3 - I create my own directories to keep files organized.
Level 4 - I move files between directories and drives.

Level 1 - I do not use a word processing program.

Level 2 - I use a word processing program to compose pieces of writing.

Level 3 - I use the word processing program to revise my writing.

Level 4 - I use the word processing program for publication of final pieces.

Level I - I do not use a printer.
Level 2 - I print files directly from the computer screen.

Level 4 - I analyze and evaluate the information I've gathered.

10. Multimedia K 1 2 3 4 5

Level 1 - I do not know much about multimedia.

Level 2 - I use multimedia products.

Level 3 - I combine text with graphics to create multimedia presentations.

Level 4 - I design quality multimedia projects which use motion, sound and still graphics to share ideas.

11. Video Production K 1 2 3 4 5

Level 1 - I have never operated a video camera.

Level 2 - I occasionally use a video camera for home or school projects.

Level 3 - I have created an original video using editing equipment.

Level 4 - I use computer programs to edit video presentations.

12. Technology Presentation K 1 2 3 4 5

Level 1 - I do not use technology for presentations.

Level 2 - I use a variety of sources (Internet, LViewPro, InfoFinder, Library Resource Programs, CDROMS, etc.) to import pictures into a publishing program for a presentation.

Level 3 - I combine two or more technologies (for example, QuickTake, scanner) in a presentation.

Level 4 - I present quality multimedia projects which use motion, sound and still graphics to share ideas.

13. Internet K 1 2 3 4 5

Level 1 - I do not use the Internet.

Level 2 - I visit Internet sites selected by my teacher and successfully use commands to move between pages.

Level 3 - I use tools such as search, options and bookmarks to locate and save information which is relevant to my search.

Level 4 - I create web pages for classroom projects or virtual museums.

14. Responsible use K 1 2 3 4 5

Level 1 - I do not understand what responsible use means.

Level 2 - I take care of the equipment and leave it ready for the next user.

Level 3 - I understand and follow District rules concerning harassment, language, passwords, copyright, privacy, appropriate use of resources, etc.

Level 4 - I model responsible use and teach others.

15. In three sentences or less, please respond to the question: "What is the best thing about the new technology available at Ellicottville Central School?"

This form was adapted from the Bellingham Public Schools; who based it upon the Mankato Scale first developed by the Mankato (Minnesota) Public Schools.

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APPENDIX F

Please check the level which best describes what you can do at the present time.

Level 1 - I do not use a computer.
Level 2 - I select, open, use and close a program on my own.
Level 3 - I open and use more than one program at the same time.
Level 4 - I learn new programs on my own.

Level 1 - I do not save any files I create using the computer.
Level 2 - I select, open, save and delete files on different drives.
Level 3 - I create my own directories to keep files organized.
Level 4 - I move files between directories and drives.

Level 1 - I do not use a word processing program.

Level 2 - I use a word processing program to compose pieces of writing.

Level 3 - I use the word processing program to revise my writing.

Level 4 - I use the word processing program for publication of final pieces.

Level 1 - I do not use a printer.
Level 2 - I print files directly from the computer screen.

Level 3 - I use printer setup to select a remote networked printer and print my files.

Level 4 - I am able to troubleshoot printer problems and correct what is wrong.

5. Spreadsheet Program	6	7	8	9	10	11	12
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Level 1 - I do not use a spreadsheet program

Level 2 - I enter data in a spreadsheet and create charts.

Level 3 - I create and format spreadsheets.

Level 4 - I use formulas to help analyze data in a spreadsheet.

6. Database Program	6	7	8	9	10	11	12
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Level 1 - I do not use a database program.

Level 2 -I locate information from a pre-made database and add or delete information.

Level 3 - I create and format databases.

Level 4 - I generate reports from a database in order to answer questions

7. Graphics	6	7	8	9	10	11	12
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Level 1 - I do not use graphics with my word processing pieces.

Level 2 - I open and create pictures with painting and drawing programs.

Level 3 - I edit clip art, import graphics, and use clipboard to take objects from one program to another.

Level 4 - I create, select and use graphics to make a point or illustrate what I have learned.

8. E-mail	6	7	8	9	10	11	12
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Level 1 - I do not use e-mail.

Level 2 - I compose, send and receive e-mail messages within the school district.

Level 3 - I organize my mail directories and save messages.

Level 4 - I use e-mail to request and send information globally concerning research I am doing.

9. Information-Searching	6	7	8	9	10	11	12
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Level 1 - I do not use technology to find information.

Level 2 - I find information from electronic sources.

Level 3 - I select, gather, and save information from multiple electronic sources to solve a thinking question.

Level 4 - I analyze and evaluate the information I've gathered.

10. Multimedia 6 7 8 9 10 11 12

Level 1 - I do not know much about multimedia.

Level 2 - I use multimedia products.

Level 3 - I combine text with graphics to create multimedia presentations.

Level 4 - I design quality multimedia projects which use motion, sound and still graphics to share ideas.

11. Video Production 6 7 8 9 10 11 12

Level 1 - I have never operated a video camera.

Level 2 - I occasionally use a video camera for home or school projects.

Level 3 - I have created an original video using editing equipment.

Level 4 - I use computer programs to edit video presentations.

12. Technology Presentation 6 7 8 9 10 11 12

Level 1 - I do not use technology for presentations.

Level 2 - I use a variety of sources (Internet, LViewPro, InfoFinder, Library Resource Programs, CD-ROMS, etc.) to import pictures into a publishing program for a presentation.

Level 3 - I combine two or more technologies (for example, QuickTake, scanner, laser disk) in a presentation.

Level 4 - I present quality multimedia projects which use motion, sound and still graphics to share ideas.

13. Internet 6 7 8 9 10 11 12

Level 1 - I do not use the Internet.

Level 2 - I visit Internet sites selected by my teacher and successfully use commands to move between pages.

Level 3 - I use tools such as search, options and bookmarks to locate and save information which is relevant to my search.

Level 4 - I create web pages for classroom projects or virtual museums.

14. Responsible use

6 7 8 9 10 11 12

Level I - I do not understand what responsible use means.

Level 2 - I take care of the equipment and leave it ready for the next user.

Level 3 - I understand and follow District rules concerning harassment, language, passwords, copyright, privacy, appropriate use of resources,

etc.

Level 4 - I model responsible use and teach others.

15. In three sentences or less, please respond to the question: "What is the best thing about the new technology available at Ellicottville Central School?"

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**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE GUIDELINES)**

Program Implementation

The Ellicottville Central School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the School System 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 "Internet." The District shall provide personnel support for such usage.

The DCS is for educational and/or research use only and must be consistent with the goals and purposes of the Ellicottville Central School District. The standards of acceptable use as well as prohibited conduct by students accessing the DCS, as outlined in District policy and regulation, are not intended to be all-inclusive. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. In addition to the specific standards of student conduct delineated in this regulation, the general requirements of acceptable student behavior expected under the District's school conduct and discipline policy and the District Code of Conduct also apply to student access to the DCS. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Legal and ethical implications of software use will be taught to students of all levels where there is such software use. In addition, the building principal or his/her designee and/or classroom teacher will be responsible for informing District students of rules and regulations governing student access to the DCS.

In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources in order to offer "home pages" and menus of materials which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to

conduct research and other studies related to the District curriculum. As much as possible, access to the District's computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students shall be provided with guidelines and lists of resources particularly suited to the learning objectives.

The District is aware of existing federal requirements for privacy and Internet safety (i.e., The Children's Internet Protection Act [CIPA]) and thus uses 8e6 for its Internet Filtering Software provided by Erie 1 BOCES.

(Continued)

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE GUIDELINES) (Cont'd.)**

Standards of Conduct Governing Student Access to the DCS

Inappropriate use of the DCS may result in disciplinary action, including suspension or cancellation of access. Prior to suspension or revocation of access to the DCS, students will be afforded applicable due process rights. Each student who is granted access will be responsible for that usage. The DCS is provided for students in support of their educational program and to conduct research and communicate with others. Student access to external computer networks not controlled by the District is provided to students who act in a considerate and responsible manner. Individual users of the District's computerized information resources are responsible for their behavior and communications over the DCS. It is presumed that users will comply with District standards and will honor the agreements they have signed.

A student is responsible for keeping a log of all contacts made on the District's computer network. The full Internet address of each correspondence on the network must be included in this log. A count of all mail received must be included in this log. The District computer coordinator or his/her designee will be responsible for placing a log book near each computer capable of accessing the network.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be Ellicottville Central School District property and subject to control and inspection. The computer coordinator may access all such files and communications to ensure system integrity and that users are complying with the requirements of District policy and regulations regarding student access to the DCS. Students should **NOT** expect that information stored on the DCS will be private.

During school, teachers will guide students toward appropriate materials. Outside of school, parents/guardians bear responsibility for such guidance as they do with information sources such as television, telephones, movies, radio and other potentially offensive/controversial media.

Use of the DCS which violates any aspect of Ellicottville Central School District policy; the Code of Conduct; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable District guidelines and/or federal, state and local law including, but not limited to, suspension and/or revocation of access to the DCS. In addition to the District's general requirements governing student behavior, specific activities prohibited by student users of the DCS include, but are not limited to:

(Continued)

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE GUIDELINES) (Cont'd.)**

- 1) Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic or abusive.
- 2) Using obscene or vulgar language.
- 3) Harassing, insulting or attacking others.
- 4) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
- 5) Using unauthorized software on the DCS.
- 6) Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the computer coordinator.
- 7) Violating copyright law.
- 8) Employing the DCS for non-educational, commercial purposes, product advertisement or political lobbying.
- 9) Disclosing an individual password to others or using others' passwords.
- 10) Transmitting material, information or software in violation of any District policy or regulation, the District Code of Conduct, and/or federal, state and local law or regulation.
- 11) Revealing personal information about oneself or of other students including, but not limited to, disclosure of home address and/or telephone number.

Network accounts are to be used only by the authorized owner of the account.

Any user of the DCS that accesses another network or computer resources shall be subject to that network's acceptable use policy.

If a student or a student's parent/guardian has a District network account, or any other account or program which will enable direct or indirect access to the DCS, any access by the student to the DCS in violation of District policy and/or regulation may result in student discipline. Indirect access to the DCS shall mean using a computer in a manner which results in the user gaining access to the DCS, including access to any and all information, records or other material contained or stored in the DCS.

(Continued)

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE GUIDELINES) (Cont'd.)**

Sanctions

- 1) Violations may result in suspension and/or revocation of student access to the DCS as determined in accordance with appropriate due process procedures.
- 2) Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.
- 3) When applicable, law enforcement agencies may be involved.

Security

Security on any computer system is a high priority, especially when the system involves many users. Users of the DCS identifying a security problem on the District's system must notify the teacher in charge. A student is not to demonstrate the problem to other users. Attempts to log on to the DCS as a computer coordinator may result in restriction and/or suspension of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the DCS or would be provided with alternative technology education. Further, any violations regarding the use and application of the DCS shall be reported by the student to the teacher in charge.

Parental/Guardian "Opt Out" of Student Use of DCS

The District respects the right of each parent/guardian to be fully informed of all requirements of this policy and any procedures adopted to ensure acceptable use of the DCS. Procedures will be established to define the process by which parents/guardians may submit a written request to deny or rescind student use of the DCS in accordance with law, regulation, and/or District policies and procedures.

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

The District's computer system (DCS hereafter) is provided for staff to enhance the educational programs of the District, to further District goals and objectives; and to conduct research and communicate with others.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. The standards of acceptable use as well as prohibited conduct by staff accessing the DCS, as outlined in District policy and regulation, are not intended to be all-inclusive. The staff member who commits an act of misconduct which is not specifically addressed in District policy and/or regulation may also be subject to disciplinary action, including loss of access to the DCS as well as the imposition of discipline under the law and/or the applicable collective bargaining agreement. Legal action may also be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

Staff are encouraged to utilize electronic communications in their roles as employees of the District. Staff are also encouraged to utilize electronic means to exchange communications with parents/guardians or homebound students, subject to appropriate consideration for student privacy. Such usage shall be limited to school related issues or activities. Communications over the DCS are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

The District's policies and accompanying regulations on staff and student use of computerized information resources establish guidelines for staff to follow in instruction and in working with students on acceptable student use of the DSC, including access to external computer networks.

Privacy Rights

Staff data files, e-mail and electronic storage areas shall remain District property, subject to District control and inspection. The computer coordinator may access all such files and communications to ensure system integrity and that users are complying with requirements of District policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

(Continued)

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES cont.

Prohibitions

It is not the intention of this regulation to define all inappropriate usage. However, in addition to the general requirements of acceptable staff behavior, activities which shall be prohibited by staff members using the DCS include, but are not limited to, the following:

- 1) Using the DCS which in any way results in unauthorized charges or expense to the District.
- 2) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or by electronic means.
- 3) Using unauthorized software on the DCS.
- 4) Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the staff member without express permission from the computer coordinator.
- 5) Violating copyright law.
- 6) Employing the DCS for commercial purposes, product advertisement or political lobbying.
- 7) Disclosing an individual password to others or using others' passwords.
- 8) Sharing confidential information on students and employees.
- 9) Sending or displaying offensive messages or pictures.
- 10) Using obscene language.
- 11) Harassing, insulting or attacking others.
- 12) Engaging in practices that threaten the DCS (e.g., loading files that may introduce a virus).
- 13) Violating regulations prescribed by the network provider.
- 14) Use of the DCS for other than school related work or activities.
- 15) Assisting a student to violate District policy and/or regulation, or failing to report knowledge of any student violations of the District's policy and regulation on student use of computerized information resources.
- 16) Use which violates any other aspect of Ellicottville Central School District policy and/or regulations, as well as local, state or federal laws or regulations.

Any user of the DCS that accesses another network or other computer resources shall be subject to that network's acceptable use policy.

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)

Sanctions

The computer coordinator will report inappropriate behavior to the staff member's supervisor who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations or complaints will be routed to the staff member's supervisor for appropriate action. Violations may result in a loss of access to the DCS and/or disciplinary action. When applicable, law enforcement agencies may be involved.

Notification

All staff will be shown a copy of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies through Lotus Notes. Each staff member will agree to the Acceptable Use Agreement before establishing an account or continuing their use of the DCS.

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY 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 websites 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 and chat rooms may be blocked as deemed necessary to ensure the safety of such students; (continued)

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY POLICY (Cont'd.)**

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 (Continued)

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 (continued)

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY POLICY (Cont'd.)**

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 websites and in chat rooms, as well as cyberbullying awareness and response.

Notification/Authorization

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. (Continued)

Student access to the District's computer system will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted (Passive Consent). Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of District computers.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety 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 Content Filtering/Internet Safety 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 Content Filtering/Internet Safety 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. (continued)

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY POLICY (Cont'd.)**

47 United States Code (USC) Sections 254(h) and 254(l)
47 Code of Federal Regulations (CFR) Part 54
Education Law Section 814

Hearing Held: Tuesday, June 24, 2014 (7:15 pm - HS Library)
Policy Adopted: July 1, 2014

**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.

The District respects the right of each parent/guardian to be fully informed of all requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. Procedures will be established to define the process by which parents/guardians may submit a written request to deny or rescind student use of the DCS in accordance with law, regulation, and/or District policies and procedures. (continued)

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES
(ACCEPTABLE USE POLICY) (Cont'd)**

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 Student Discipline 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 to insure 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.

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

Hearing Held: Tuesday, June 24, 2014 (7:15 pm - HS Library)
Policy Adopted: July 1, 2014

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. (continued)

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

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.

Social Media Use by Employees

The School District recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The School District also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites, have great potential to connect people around the globe and enhance communication. Therefore, the Board of Education encourages the use of District approved social media tools and the exploration of new and emerging technologies to supplement the range of communication and educational services.

For purposes of this Policy, the definition of public social media networks or Social Networking Sites (SNS) are defined to include: websites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the School District community which do not fall within the District's electronic technology network (e.g., Facebook, MySpace, Twitter, LinkedIn, Flickr, blog sites, etc...). The definition of District approved password-protected social media tools are those that fall within the District's electronic technology network or which the District has approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access.

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use and Personal Use. The definitions, uses and responsibilities will be further defined and differentiated in the Administrative Regulation. The School District takes no position on an employee's decision to participate in the use of social media or SNS for personal use on personal time. However, personal use of these media during District time or on District-owned equipment is allowed on a limited basis. In addition, employees are encouraged to maintain the highest level of professionalism. They have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District Policies and Regulations. (continued)

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)

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 -- Children's Internet Protection Act: Internet Content Filtering/Safety Policy

Hearing Held: Tuesday, June 24, 2014 (7:15 pm - HS Library)
Policy Adopted: July 1, 2014

As we plan for technology next year, please reflect on this past year's technology trainings to help us prepare for next year. Please help us by answering the following questions:

1) What did you find most beneficial?

2) What was least beneficial?

3) What would you like to see next year in the area of technology training?

4) I would be willing to share or present _____ in the area of technology.

Name: _____

Date: _____