Pursuing Excellence Through Partnership

Hamburg Central School District

Technology Plan 2012-2015

(July 1, 2012-June 30, 2015)

Digital copy can be found at:

http://www.hamburgschools.org/Page/7803

Submitted by the District Technology Committee

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Introduction

The Hamburg Central School District (HCSD) provides its students with opportunities to obtain a sound education by participation in a comprehensive program focused on high standards. Student achievement in Hamburg meets or exceeds those standards set by New York State; yet, the district is aggressively active in school improvement planning in order to improve graduation rates, achievement within the students with disabilities sub-group, and overall achievement on NY State Assessments.

Technology is, and will continue to be, a driving force in the workplace, communities, and personal lives. For our students to thrive in college and career readiness, increased technological mobility will be a focus for 2012-2015. As assessments become digital, our capacity to plan for hardware needs is an integral part of this technology plan.

A successful technology plan will incorporate elements that can support teachers and students in fulfillment of their learning goals. There will be opportunities included for professional development. There will be provisions made to build the necessary infrastructure and acquire the appropriate hardware to implement the goals of the plan as outlined by our 2012 Capital Project planning.

Background/Demographics

The Hamburg Central School District, centralized in l951, encompasses 31 square miles in towns of Hamburg, Boston, Eden and Orchard Park, including the Village of Hamburg. This district is located 15 miles south of Buffalo at Ext. 57 of the New York State Thruway. The district is suburban and semi-rural in nature with a population of approximately twenty thousand, and a public school enrollment of approximately 3,900 students.

Hamburg is primarily a residential community. Deep concern for its young people is evidenced by the existence of a strong centralized PTA, the Hamburg Memorial Youth Center, a comprehensive year-round recreational program provided by the Village and Town of Hamburg, a village swimming pool, Boy Scouts, Girl Scouts, Camp Fire Girls, and other organizations for young people. There is a branch of the Buffalo and Erie County Public Library in the center of the Village of Hamburg. Community interest is shown by the wide variety of church and civic organizations, including Hamburg Little Theatre, Hamburg Art Society, "Burger Fest" in July, and "Hamburgh Holidays" in December.

The community is a resource for county parks and ski resorts and is ideal for hunting, fishing, hiking and camping. Private and public facilities offer golf, swimming and tennis.

Hamburg Central School District is recognized as having an outstanding school

program with an excellent record of scholastic achievement. Through its membership in the Board of Cooperative Educational Services of Erie County, District No. 1, the district provides educational opportunities for vocational training and selected special education options.

Instructional Programs

The Hamburg Central School District provides a comprehensive program focused on high standards in which all students are inspired to reach their maximum potential and develop life-long learning skills. The instructional programs are diverse and rigorous and accommodate the wide variety of interests of our student body. Students have opportunities to participate in a host of extra-curricular and co-curricular activities. The instructional staff is made up of approximately 388 certified teachers and supported by 96 teacher aides. Support services include special educational continuum of services, guidance counselors at all levels, social workers, speech therapists, occupational and physical therapists as well as elementary and secondary psychologists. Academic intervention programming is provided in school, through after school and summer schooling programming, as well as in center-based and computer-based opportunities during the regular school day. Overall student achievement is consistently above average ranges.

To date, the K-5 curricula have been formally revised in language arts, mathematics and science. Committees of teachers in the secondary school have addressed K-12 social studies, mathematics 6-12, language arts, and science K-12. Analysis of data from state assessments in ELA grades 3-8 as well as mathematics 3-8 has resulted in the generation of specific plans for refinement of curriculum and instruction in these areas. A major focus on early literacy has been one of these results. The district will continue to carry out specific plans for utilizing the Common Core Learning Standards (which also aided the development of this technology plan), continued efforts for developing APPR procedures for teachers and school leaders, and working with RTTT Network Teams for moving forward with district and State wide initiatives for teaching and learning. The focus of the Hamburg Central School District will always be centered in raising student achievement at all student ability levels.

Buildings and Facilities

The district facilities consist of a pre-kindergarten program (housed in one of our four K-5 elementary schools), one grade 6-8 middle school, and a comprehensive 9-12 high school. In addition, there is a central office administration facility housed in an older elementary school that was converted to the current usage, two maintenance facilities and extensive fields and grounds maintained in support of the athletic and physical education programs. All facilities are maintained and are used extensively in evenings and on weekends by the community. A $14.9 million dollar Capital Improvement Project

completed in l998 provided additional space in each of the elementary schools and the high school. Another, more recent, Capital Improvement Project in the amount of approximately $34 million dollars has been developed for 2012 and it includes a $1 million dollar devotion to technology for improving WAN infrastructure, wireless, and server updates. This will include "telephone/internet" VOIP potentialities, etc.

HCSD Mission/Vision/Belief Statements

This information is included from the Comprehensive District Educational Plan (CDEP):

District Vision Statement

The Hamburg Central School District will provide a comprehensive program focused on high standards in which all students are inspired to reach their maximum potential and develop life-long learning skills.

District Mission Statement

The mission of the Hamburg Central School District is to provide, through a framework of excellence and partnerships between a committed staff and an informed, supportive community, a learning experience that produces literate, adaptable, responsible citizens who have positive attitudes, and abilities to think analytically and creatively, manage personal resources, apply technologies, relate to the global community and appreciate the contributions of diverse cultures.

District Belief Statements

We believe that:
- Excellence through achievement of high standards should be the focus of all efforts.
- The expectations of the community and the needs of individuals should be addressed through excellent programs that promote lifelong learning.
- Educational programs that address high performance standards require a significant and continuing commitment of both human and financial resources.
- Effective and positive public relations as well as the promotion of learning are everyone's responsibility.
- Communication is vital and must flow freely in all directions within the organization.
- There should be a shared-decision making opportunities for stakeholders.

- All individuals have responsibilities and must be accountable for results.
- Schools must provide safe and positive learning environments.
- All students can and will be successful with challenging academic experiences.
- Schools must hold high expectations for all students and promote achievement at levels of distinction.
- Schools must promote development of higher order thinking skills and provide applied learning opportunities.
- Opportunities must be provided for effective intervention for students who require additional support in achieving success with learning.
- Every student must be taught by teachers who have sound knowledge of relevant subject matter and hold high expectations for themselves as well as their students.
- Schools must have positive learning climates; schools must promote and expect cooperation and civility among all people associated with the organization.

HCSD Technology Mission/Vision and Beliefs

Technology Mission

In the Hamburg Central School District, technology will be used to enhance instruction, strengthen communication, and increase efficiency of operations while providing opportunities for students and staff to acquire the skills and knowledge necessary to succeed in the 21st Century.

Technology Vision Statement

The Hamburg Central School District will provide the technology resources and support necessary to assure that all students will meet and exceed the New York State Common Core Learning Standards (CCLS) and become self-directed, self-motivated, and lifelong learners. Teachers will increasingly be facilitators of student learning through proficient use of learning technologies. Teachers will incorporate high quality information resources in their teaching strategies to address multiple learning styles, to motivate and engage students, and to support student exploration and growth.

Technology Belief and Goal Statements

Technology will:
- Allow students to develop the knowledge, skills and abilities necessary to

function in an information society.

- Assist in developing life-long learners who will achieve or exceed the N.Y.S. Common Core Learning Standards (CCLS).
- Be integrated into all areas of the curriculum.
- Provide opportunities for students of various learning styles and abilities.
- Be provided equitably with regard to hardware, software and Internet access
- Support ongoing staff development opportunities.
- Provide opportunities for staff to utilize new and emerging technologies that enhance teaching and learning.
- Enable active communication between the school and community by providing a means of access to program descriptions, school activities, and student information.
- Be used to enhance organizational efficiency.

Current Technology Program Assessment

Technology Inventory

Quality of Technology Resources

The quality of equipment in the Hamburg Central District has improved over the years. The funding for hardware has increased and significant numbers of outdated computers have been recycled. A goal of this plan is to audit computer resources and assess the development of a replacement plan that preserves computers that are already working quite well by expanding memory on hard drives to sustain longer replacement cycles so that hardware purchases over the next three years can be invested in mobile technology for administering NY State Assessments.

Quantity of Technology Resources

The Hamburg Central School District has approximately a 5:1 student to computer ratio. It is also important to consider equipment other than just computers. There is a growing demand for multimedia projectors, personal response systems (CPS), interactive whiteboards, i-pads, Smartboards, laptop carts, and other devices which support presentations and differentiated instructional styles. Based on a 2009 staff survey for technology, 35% of respondents demonstrated a need to have projection capabilities, at least, so that learning moments could be captured for an entire class.

Initiatives, such as a 1:1 computing plan is not realistic for this technology plan since a district cannot sustain such a lofty budget each year over time—especially in an era of "Bring your Own Devices" (BYOD) and the growing desire to put laptops, tablets, and smart-phones in the hands of students and staff (which currently dominate the technology market).

Software

The Hamburg Central School District makes use of a variety of software. Several open-ended packages are established district-wide. Microsoft Office 2010 includes Word, Excel, PowerPoint and Access. Internet Explorer 8.0 is defined as the standard browser. Other software utilized in specific areas includes Inspiration, Adobe Photoshop, and various on-line databases.

Curriculum specific software includes SuccessMaker, Ultra-Key (Elementary Typing), Scholastic Reading Counts, Computer Classroom Series, Math Made Easy, Fast Math, Study Island, IXL Math, Castle Learning, Discovery Learning, READ 180, and much more.

Software is available via the Internet via BOCES for teacher use. Lotus Notes will continue to be used as the district E-mail system. School Wires hosts our web-page with Facebook links for greater communication in the community. WinCap manages our primary administrative data systems.

During 2006 the district replaced an older mainframe based Student Information System with IEP Direct and e-School data, a web-based product, bringing direct access to appropriate student information, attendance, and grading into the hands of instructional staff. *In 2012-2013, a "SIF" will be purchases so that communication between e-school and IEP Direct can create a seamless transfer of information and records.*

This feature includes a Parent Portal for parents regarding grade reporting ease for students and parents.

Also included, an updated inventory of all district-owned software licenses outlines what is currently being utilized. However, as future budgets demand stream-lining purchases with direct instructional focus, software programs may decrease as software usage and training for highly relevant software increases (i.e. Study Island upgrades will permit staff members to abandon previously used software programs that do not specify an instructional need). Please see the attached excel appendix file to examine our current software inventory.

Computer Distribution by Date of Purchase*

Below, an updated inventory of hardware purchases since 2004 demonstrates how hardware life across the district has improved. Part of this plan realizes hardware equities that can sustain a life beyond the typical 5-year replacement cycle that has historically taken place.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	Pre 2004	
AES										
Admin			4	1			2	2		
Classroom		2	11	31	6	9	22	7	2	
Labs	1	26								
LMC		10								
Other										
Total	**1**	**38**	**15**	**32**	**6**	**9**	**24**	**9**	**2**	
BVS										
Admin		4		1				1	1	
Classroom	13	13	4	10	16	6	7	13		
Labs				25						
LMC		8								
Other										
Total	**13**	**25**	**4**	**36**	**16**	**6**	**7**	**14**	**1**	
CAS										
Admin			3	1			2	1	2	
Classroom			6	13	7	8		13	9	
Labs		26	4							
LMC		7								
Other										
Total	**0**	**33**	**13**	**14**	**7**	**8**	**2**	**14**	**11**	
UPS										
Admin		1	3	4	5	5			1	
Classroom		1	4	21	35	16		20	3	
Labs			1	26		20				
LMC		16								
MAC-K Smith			1	1						
Laptop/carts	30									
New Admin - UPES Room	18	20								
Total	**48**	**38**	**9**	**52**	**40**	**41**		**20**	**4**	
	2011-2012	**2010-2011**	**2009-2010**	**2008-2009**	**2007-2008**	**2006-2007**	**2005-2006**	**2004-2005**	**Pre 2004**	
HMS										
Admin		1		5	6	1	1	1	2	
Classroom	15	8	1	64		10				
Labs	30		28			29				
LMC					20					
Macs-music					12					
Ipads			10							
Laptop/cart	30									
Total	**75**	**9**	**39**	**69**	**38**	**40**		**1**	**2**	
HHS										
Admin		1	7	6	10	6	5	3	1	
Classroom	46		2	24	2	23				26-Lab264
Labs	30		77		29	20				24-Lab151
LMC			23							27-Lab266
MACS	3		1	26	4	13	1		2	
Other	2									
Total	**81**	**1**	**110**	**56**	**45**	**62**	**6**	**3**	**3**	
Total	**218**	**144**	**190**	**259**	**152**	**166**	**39**	**61**	**23**	
HAB		7	7	11	5	6	5	3		

Facilities

General Facilities Description

The Hamburg Central School District is comprised of four elementary schools (K-5), one middle school (6-8), and one high school (9-12), as well as an administration building. The dates of original construction of the district's buildings span 1924 to1968, with additions being added as recently as 1996. All of the buildings are well maintained. The maintenance staff provides support to the Technology department in order to perform repairs or minor additions to network wiring.

Facilities Obstacles

Wireless IP addresses needed to be increased due to our wireless system being crowded by multiple devices entering the school environment (i.e. as more laptops are purchased, more users are found on our wireless network). Our 2012 Capital Improvement Project Plan will address this infrastructure need and provide additional radios to support increased access.

District Infrastructure Plan and Design

Current District Infrastructure

The initial Hamburg network cable plant was constructed during a 1995-1997 capital project. This network was somewhat unusual in that it was an "all fiber optic" installation. The District also saw significant rewiring of the district buildings to replace the 10Mb hub-based system with category 6 copper runs to each classroom. The HCSD network consists of a mix of 10Mbps shared and 10/100Mbps switched technologies with shared 10Mbps fiber local area (building) backbone.

A fiber wide area network (WAN) provided by Fibertech, Inc. through Erie-1 BOCES came on-line in August of 2005. This WAN provides 1000 Mbps connection speeds between district buildings. During the Spring of 2005 district participation in a "gigabit" connection from the district center back to the BOCES service center in West Seneca was enabled.

A capital project approved by district voters in December, 2005, the "Fix-it" project, allowed for replacement and enhancement of the existing fiber optic network infrastructure. Fiber will remain in place for network backbone connections, but it is now supplemented by category 6 copper runs to each classroom. The network now provides gigabit speeds to most locations. The exception to this is in areas that were originally wired with category 5 copper wire. This wiring at Union Pleasant Elementary and Charlotte Elementary was not replaced and those labs and libraries, though functioning well, are running at less than gigabit speed. All core fiber hubs were replaced with copper-based switches utilizing fiber uplink modules to return backbone fiber runs from intermediate closets. The 2012 Capital Improvement Project Plan will address all of

these needs and replace all existing category 5 copper wire locations.

Internet Connectivity

Erie 1 BOCES / WNYRIC serves as the district's Internet Service Provider (ISP). Every classroom has a network connection and can connect to the Internet at available LAN broadband speeds.

Video Distribution

A cable distribution system exists in every building with coaxial terminations in most every classroom. Though the installation of cable terminations is done in a way to accept wall or ceiling mounted televisions, few have been mounted.

Voice Network

The current phone service consists of a Centrex based system from Verizon which is subsidized by the State of New York via Erie-1 BOCES. Approximately 206 external lines are provided by Verizon, 14 of which are used for inbound/outbound fax transmissions. A high percentage of these phones are in administrative spaces. All buildings utilize an internal intercom system which allows communication within the building, but offers no external communication. Interest in Voice Over Internet Phones (VOIP) will be considered as part of the 2012 Capital Improvement Project Plan based on remaining monies designated for technology upgrades.

Distance Learning Capabilities

Boston Valley School has acquired an ISDN (a type of telephone line) based video camera through its participation in a 2001 Technology Literacy Challenge Fund Grant through BOCES which allows the school to connect to other sites having similar equipment. The equipment allows for two-way communication of both voice and video. This enables the school to take "virtual field trips" or to participate in video teleconferences. No other distance learning capabilities exist in the district at this time.

Technical Support Staffing

The district owns a significant amount of equipment. In order to make the most effective use of this equipment; provisions must be made to have the necessary support personnel available. The current district practice of developing staff from within has been successful and should be continued to the degree possible. This includes Teacher Leaders for Technology Integration, Web-Page Managers, etc. at each building level.

The following list of staff includes our technology support area that is currently housed at the Union Pleasant Elementary School Technology Department:

Current Positions

Assistant Superintendent of Human Resources and Technology (1.0 FTE)

- Long range planning for all areas of instruction, staff development and technical support decision-making.
- Acquisition and allocation of resources.
- Identification of funding sources.
- Integration of technology into curriculum and the use of technology for assessment.
- Coordinate LAN-related projects.
- Coordinate with other administrators to develop models of technology integration with curriculum / standards initiatives.

Microcomputer Decision Support Specialist (1.0 FTE)

- Functions as the lead technical position within the Hamburg Technology Department
- Analyzes present systems and procedures for the purpose of proposing and developing modifications and improvements.
- Responsible for design, development, and implementation of computer applications.
- Establishes and maintains standards to most efficiently utilize hardware/software configurations within the organization.

Microcomputer Technical Support Specialist (2.0 FTE's)

- Coordinate day-to-day support needs and communicate with the Assistant Superintendent.
- Knowledge and planning of network design concepts.
- Support of local area networks including knowledge of server management.
- Support of various system-wide software packages.
- Installation and support of computers and peripherals.
- On-site troubleshooting of hardware.

Microcomputer Repair Technician (1.0 FTE)

- Support of local area networks including knowledge of network operating systems.
- Support of various system-wide software packages.
- Installation and support of computers and peripherals.
- On-site troubleshooting of hardware.
- Assistance on hardware/software issues.

- Supporting Apple and PC Platforms.

Computer Aides (9.0 FTE / 2.0 HS, 2.0 MS, 1.0 AES, 1.0 BVS, 1.0 CAS, 2.0 UPES)
- First-line building level support.
- Work with teachers in labs or classrooms.
- Minor hardware maintenance.
- Minor software troubleshooting.
- Assistance with software installation.
- Inventory maintenance.

Clerical Support (1.0 FTE)
- Communications liaison to district staff.
- Research items and prices for purchase.
- Create purchase orders.
- Complete data entry in to various databases.
- Refer troubleshooting requests.

Web Page Managers (six stipended positions, one per building)
- Coordination and management of the District web page is an item that will show significant growth. As a feature point of communication with the community, these individuals are the first point of contact for web development in each building.

Technology Integrator Program

Many staff members are ready to embrace new technologies, but may be reluctant to act because they desire some support in their moments of uncertainty. Others may already be using some technology, but are seeking peers with whom to share ideas on how to more effectively implement technology in their lessons. The Technology Integrator Program (TIP) is an effort to address these needs.

Selected applicants will participate in a 3-day summer workshop selected from the BOCES CSLO / Model Schools menu. Each TIP facilitator will be the lead member of the building's Common Set of Learning Objectives (CSLO) participation effort. TIP facilitators will meet 4-5 times to share information, exchange tips and co-plan strategies. Each TIP facilitator will be supported with technology items in their classroom to implement model applications, programs, and hardware.

At this time there are 13 technology facilitators:
AES – 1, BVS – 3, CAS – 3, UPS – 2, HMS – 2, HHS – 2

Support for AV/ Media Handling and Maintenance

Each Elementary School has a Unit Project Coordinator which is an annual stipended position for coordinating, scheduling, setting up, taking down, etc. all computer and library media equipment. This involves technology used before and after school hours.

Action Plan

Strategic Technology – Key Areas and Goals

Key Area 1 – Communication
- Goal 1.1: Support use of electronic communication among internal district community.
- Goal 1.2: Support electronic communication with external district community.

Key Area 2 Curriculum & Instruction

Goal 1: Students will become responsible digital citizens through experience with the Internet and electronic collaboration.
- Practice responsible use of technology systems, information, and software.
- Know the school's rules for using computers (as per district Acceptable Use Policy).
- Understand the importance of protecting personal information or passwords.
- Understand the basic principles of the ownership of ideas.
- Demonstrate respect for the rights of others while using computers.
- Follow rules for personal safety when using the Internet.
- Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
- Understand why electronically stored personal information has greater potential for misuse than records kept in conventional form.
- Know the clear violations of the HCSD Code of Conduct and computer usage agreement as it pertains to cyber-bullying behaviors.

Goal 2: Ensure the effective and efficient use of technology by development of curriculum aligned with the technology learning standards.
- Align technology projects with curriculum initiatives.
- Develop activities to better inform staff of national technology trends and standards.

Goal 3: Use information technology to retrieve, process, and communicate information

and as a tool to enhance student learning.

- Use multimedia resources, such as interactive books and software with graphical interfaces.
- Utilize the Internet as a tool to gather, analyze, and manage information.

Goal 4: Demonstrate technological literacy appropriate to grade level. Communicate about technology components with appropriate terminology.

- Use technology to demonstrate the ability to perform a variety of tasks.
- Utilize software applications.
- Access, generate, process, and/or transfer information using appropriate technologies.

Goal 5: Provide opportunities for collaborative learning between teachers and students, within our district, outside our district and possibly outside of our country through the use of technology.

- Development of interdisciplinary projects within the school.
- Collaborate with school districts within the region to enhance learning experiences for students, including assistive technology initiatives.
- Utilize distance learning capabilities to learn about and share information with students from other countries.
- Create a student archive of digital portfolio creations throughout the K-12 experience.

Key Area 3 – Professional Development

Goal 3.1: Ensure staff knowledge and awareness of technology within the instructional framework including staff driven digital portfolios.

Goal 3.2: Increase opportunities for differentiated staff development in technology.

Goal 3.3: Develop a system of accountability for the National Education Technology Standards (N.E.T.S.).

Key Area 4 – Infrastructure

Goal 4.1: Implement system upgrades to provide increased district and building network capacity for voice, video, and data services.

Goal 4.2: Provide equitable access to technology for all students.

Goal 4.3: Provide equitable access to technology for all staff, including storage solutions.

Goal 4.4: Provide equipment compatible with current developments in technology.

Assistive Technology Considerations

Assistive Technology means any item, piece of equipment or product system that provides a student with a disability access towards independence for academic success.

Assistive Technology service refers to any service that directly assists a student with a disability in the selection, acquisition, and use of assistive technology equipment. The Hamburg Central School District has an Assistive Technology Team that is multi-disciplinary (occupational therapy and speech therapy, special education teacher). This team is responsible for evaluating and recommending appropriate equipment as mandated on the student's Individualized Education Plan (IEP). The team will provide ongoing training and consultation with the student, family, teachers, and personal/classroom aides.

Objectives:

- The District with establish and train a multi-disciplinary team to develop a plan that will provide assistive technology to students with disabilities. Measurable outcomes will include written guidelines for the evaluation procedure, an Assistive Technology Initial Referral Form, a Committee on Special Education (CSE) documentation form, and data form to monitor trial periods with equipment.

- The District will purchase, lease, and/or assist with acquisition of assistive technology equipment.

- The District will provide training and technical assistance to the educational team including therapists, teachers, classroom/personal aides, family, the student, and anyone who is involved in the major life functions of the student. This will assure that the student has full participation across all learning environments.

- The District will review the program effectiveness as part of the IEP process. Periodically, the use of assistive technology will be reviewed to assure that its' application continues to support the child's success across environments. Student achievement will be measured and documented on a data collection form. Target goals will relate directly to the individualized goals as determined by the Committee on Special Education (CSE).

Budgetary Planning

Hardware and Software <u>Purchasing Strategies</u> to Support Goal Areas

<u>PHASE 1 (2012, 2013): PURCHASING GOAL: To address GAP areas and bring equity to instructional classrooms across the district.</u>

<u>Hardware:</u>

1. Projection capabilities across the entire district will become uniformed.

2. Special Ed. & AIS staff mobility—laptops will be provided.

3. Memory—RAM needed to extend life of current computers so a replacement cycle can be abandoned temporarily.

4. Laptop carts across the district will increase devices needed for NY State Assessments that will hit the scene in 2013-2014.

<u>Software Streamlining:</u>

Elementary: IXL, Discovery, Brianpop (expanded), Study Island (District-Wide Training)

HMS: Discovery, Brainpop (expanded), Study Island (District-Wide Training), Sony Vegas

HHS: Study Island (District-Wide Training), Discovery, Sony Vegas

District-Wide: Tech-Paths Curriculum Mapping

Windows 7, Office 2010

<u>PHASE 2 (2014, 2015): PURCHASING GOAL: To provide additional technologies to enhance learning and instruction.</u>

<u>Hardware:</u>

1. Smartboards (strategically placed in Elementary Schools for promoting engagement in K-5 areas).

2. Document cameras across district.

3. Laptop carts (continued across district).

Technology Department Budget Planning 2012-2013								
Budget Line #		Description			Projected Amount (Same as Budgeted Amount in 2011-2012)			
2630-200-00		District Equipment			$3,468			
2630-220-00		State Aided Equipment (Hardware)			$90,532			
2630-400-00		Repairs			$4,000			
2630-410-00		Training			$1,000			
2630-450-00		Supplies			$18,058			
2630-460-00		State Aided Software			$65,097			
550.839 (I)		BOCES Equipment			$47,000			
650.839 (M)		BOCES Equipment			$30,000			
Various Projects		BOCES Software			e-School, IEP Direct, McAfee Anti-Virus, etc.			

Technology Plan Evaluation

Continuation of staff surveys, maintenance logs, inventory and audit documentation, etc. will diagnose projects that are completed, equity that is established, and further considerations for new technologies as they change through the 2015 time-frame.

The introduction of BYOD will ultimately change policy patterns and establish greater emphasis on the re-direction of monies as more students bring technologies into the school environment. The action plan timelines below provide direct accountability structures within the plan including time lines for specific completion. The Technology Plan will be reviewed 4 times per year as it aligns itself with quarterly assessments throughout the school district. Parent Portal, student achievement scores, and survey items will provide data on the growth of the plan. Disbursement decisions will be determined in conjunction with Capital Improvement Project purchases within the $1 million dollar budget and incidental purchasing opportunities.

Key Area 1: Communication				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
Goal 1.1: Support use of electronic communication among internal district community				
1.1.1	Continue the use of Lotus Notes for e-mail, scheduling, and other functions.	September 2012 through June 2015	Asst. Super.	Regular use is evident. Recent changes allow better access to Notes applications User Support Center, Reservations Database, Participation Reports and Bulletin Board. Principals are using email to communicate schedules of events to staff.
1.1.2	Expand use of electric communications.	October 2012 through June 2015 reviewed quarterly	Dir. Community Relations All District Personnel Students	Decreased use of paper copies, ex. Building newsletters, progress reports, etc. Increased use of email attachments and web postings, Alerts, Blogs and Wikis. Access for parent use of e-school parent portal system.
1.1.3	School Technology Teams meet (at least) quarterly to review building and district plans to recommend revisions.	October 2012 through June 2015 reviewed quarterly	Building Staff District Technology Committee (DTC)	Building Technology reps will report back to DTC at quarterly meetings.
Goal 1.2: Support electronic communication with external district community				
1.2.1	Continue to develop, improve and enhance the district Web capabilities, including Facebook capabilities.	November 2012 through January 2015 reviewed quarterly	Technology Department Community Relations Department Web Managers	The district is involved with BOCES school parent portal as a means of improving internet communication. Web Managers are designated in each building to support teacher training, assist with maintenance of teacher training, assist with maintenance of teacher sites, and help to resolve issues when using Schoolwires.
1.2.2	Teachers use various means to communicate	September	Administrators	Increased numbers of teachers using these

Key Area 1: Communication				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
	with parents, including e-mail, Web Page, and eSchool Data Parent Portal.	2012 through June 2015 reviewed monthly	Teachers	tools

Key Area 2: Instruction				
Goal 1: Students will become responsible digital citizens through experience with the Internet and electronic collaboration.				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
2.1.1	Students will be educated on Internet Safety.	First week and mid-semester of each school year, 2012-2015.	Elementary Health Teachers Middle Schools LMC HS Business Dept.	Assessment at grade level
2.1.2	Students and staff will be advised of district's AUP. Social networking policy will be presented to the BOE.	First week of each school year, 2012-2015.	Building Administrators	Electronic Signature of AUP. HS & MS policy signed in student planner. Staff presentations about AUP.
2.1.3	Educate students to respect copyright and ownership of information.	First week and mid-semester of each school year,	LMC Teachers ELA Teachers	Teacher Assessment

Key Area 2: Instruction				
Goal 1: Students will become responsible digital citizens through experience with the Internet and electronic collaboration.				
		2012-2015.		
2.1.4	Educate students to evaluate the accuracy of web content.	Monthly during each school year, 2012-2015.	LMC Teachers ELA Teachers Classroom Teachers	Teacher Assessment

Key Area 2: Instruction				
Goal 2: Ensure the effective and efficient use of technology by development of curriculum aligned with the technology learning standards.				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
2.2.1	Collect and analyze data on progress of implementation of technology standards.	Quarterly during each school year, 2012-2015.	Asst. Super. DTC	Completion of review instrument ,i.e., Survey, self-assessment etc., (See Appendix) DTC reps will be responsible for working with building tech teams and reporting back to DTC in November and in March
2.2.2	Buildings, teams and departments will use data to write specific goals for their specific content areas.	Quarterly during each school year, 2012-2015.	Asst. Supt. Principals Teacher Coordinators Teachers	Curriculum maps (individual maps, consensus maps, bi-level maps, and common assessments) cataloged and posted on-line for peer review, reference and use.
2.2.3	Summer curriculum projects are required to	July-	Asst. Supt.	Instruction will be given to writers at outset of

Key Area 2: Instruction			
Goal 2: Ensure the effective and efficient use of technology by development of curriculum aligned with the technology learning standards.			
Activity	Timeline Start-End	Responsible	Evidence of Completion
include use of specific technology integration strategies and formats	August 2012-2015	Principals Teacher Coordinators Teachers	curriculum projects. Submitted projects will be reviewed for inclusion of technology elements or referrals.
2.2.4 Specific grade level activities will be developed and connected to ISTE standards as they relate to the CCLS.	Summers K-5 - 2012, 6-8 - 2013, 9-12 - 2014	Asst. Supt. Principals DTC Teachers	Completion of curriculum work and project reports submitted.
2.2.5 Specific curricular connections will be developed and implemented according to NETS standards as they relate to the CCLS.	K-5 by 2012 6-8 by 2013 9-12 by 2014.	Asst. Supt. Principals DTC Teachers	Implementation of units that have been completed during summer curriculum projects.
2.2.6 All curricular areas will include evidence of technology as they relate to the CCLS.	K-5 by 2012 6-8 by 2013 9-12 by 2014.	Asst. Supt.	Curriculum maps will show inclusion of technology related activities. Lesson plans will show inclusion of technology.
2.2.7 Provide access to technology to meet individual student needs.	Annual Reviews, Spring 2012	Director Pupil Services	Implementation as per individual instructional plans (IEP) or by program requirements.

Key Area 2: Instruction				
Goal 2: Ensure the effective and efficient use of technology by development of curriculum aligned with the technology learning standards.				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
		through 2015.		
2.2.8	Hardware, Software (including i-pad and i-pod apps.) purchase decisions will correlate with curriculum revision projects and assistive technology decision-making.	Monthly during each school year, 2012-2015.	DTC	Written guidelines for software requests being correlated with curriculum projects. DTC has approved forms to facilitate the evaluation of software requests and web based subscriptions submitted by teachers. A list of software available in each building will be published.
2.2.9	Faculty will research and recommend curriculum-specific software.	May of each school year, 2012-2015.	Asst. Super. DTC Building Tech. Teams	A timeline for the submission of software requests will be developed to correlate with annual budget development Purchase of software.

Key Area 2: Instruction				
Goal 3: Use information technology to retrieve, process, and communicate information and as a tool to enhance student learning.				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
2.3.1	Support Library Media Center and Library Media Specialists to improve student access to technology.	January of each school year, 2012-2015.	DTC	Continue development of LMC tools and resources including Availability of Web-based resources. Full Implementation of new Destiny system upgrades.

Key Area 2: Instruction				
Goal 3: Use information technology to retrieve, process, and communicate information and as a tool to enhance student learning.				
2.3.2	Implement Web-based tools to facilitate the support of curriculum based activities like: Castle Learning, BrainPOP, EdVideo Online, IXL Math, Study Island, i-pad apps., etc.	Each October 2012, 2013, 2014.	DTC	Identify and document use of tools.
2.3.3	Develop tutorials for learning application software, instructional tools, and self-instructional materials.	Each June 2012, 2013, 2014.	Web Managers Teachers	Publication of these guides on district Web site.
2.3.4	Research, acquire, and utilize electronic textbooks.	Each March 2012, 2013, 2014.	Asst. Supt. for Instruction	Purchase and use of titles.
2.3.5	Utilize various multi-media, Internet-based, and virtual tools to enhance instruction.	Each June 2012, 2013, 2014.	Teachers	Incidence of Use.

Key Area 2: Instruction				
Goal 4: Demonstrate technological literacy appropriate to grade level.				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
2.4.1	Develop technology exit skills for Elementary, Intermediate, and High School levels, including digital portfolios for both staff and	Exit meetings with	Asst. Super. DTC MS Technology Dept.	Exit Assessments.

Key Area 2: Instruction			
Goal 4: Demonstrate technological literacy appropriate to grade level.			
students.	students will take place June 2012, 2013, 2014.	HS Business Dept. Building Level Reps.	

Key Area 2: Instruction				
Goal 5: Provide opportunities for collaborative learning between teachers and students within our district, outside our district, and possibly outside our country through the use of technology.				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
2.5.1	Development of interdisciplinary projects within the school.	Quarterly reviews of best practices will occur in 2012, 2013, 2014.	Teachers	Unit Development and assessments. Digital portfolio cumulative folders.
2.5.2	Utilize tools such as blogs, podcasts, web-pages to collaborate with students in other places, both nationally and internationally.	September and January reviews 2012, 2013, 2014.	Teachers	Project Development Student participation.

Key Area 3: Professional Development				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
Goal 3.1: Ensure staff knowledge and awareness of technology within the instructional framework				
3.1.1	Develop a conscious awareness of the ISTE / NETS standards as they apply to students, teachers and administrators as they relate to the CCLS.	Each September and January in 2012, 2013, 2014.	Asst. Supt. Bldg. Admin Teachers DTC	1. Distribute standards electronically. 2. Apply and include standards in staff development. 3. The inclusion of ISTE standards into secondary curriculum maps.
3.1.2	Administer and analyze Self-Evaluation skills checklist.	Each May 2012, 2013, 2014.	DTC CSLO	Identify and schedule staff development courses for the following year. Based on analysis of needs assessment, plan for CSLO training will be developed for following school year.
3.1.3	Investigate the use of purchased curriculum materials for on-line training, ex. Study Island.	Each May 2012, 2013, 2014.	Asst. Super.	Report to DTC.
Goal 3.2 Increase opportunities for differentiated staff development in technology				
3.2.1	Develop and coordinate professional development workshops through the district in conjunction with the district Professional Development Plan and publish an annual calendar.	Each September and May of 2012, 2013, 2014.	DTC Tech. Facilitators	Participation in CSLO, Model Schools, Regional Days and District sponsored staff dev. opportunities
3.2.2	Conduct staff development activities that include training on items acquired as part of the 2010 Office suite.	Each of 3 staff development days in 2012, 2013, 2014.	CSLO District staff	Targets for instruction include administrative and teaching staff.

Key Area 3: Professional Development				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
3.2.3	Design and conduct training in use of district technologies for new teachers.	Each August 2012, 2013, 2014.	Asst. Supt. Instruction	In-service completed through the new Teacher Orientation, Mentoring Program, and Peer Coaches.
3.2.4	Set up mechanisms for teachers to share "best" technology practices.	Each of 3 staff development days in 2012, 2013, 2014.	Tech Facilitators	Practices are shared and implemented via building level activities and Wikis.
Goal 3.3: Develop a system of accountability of N.E.T.S. standards				
3.1.1	Encourage teachers to incorporate technology aspects into their Professional Growth Plans, i.e., Teacher will set a personal goal for the year that includes defined use of technology within digital portfolios.	September and March of each school year 2012, 2013, 2014.	Principals and/or Bldg. Admin.	Teachers have begun to incorporate technology study into Professional Growth Plans. This arrangement is by agreement between the individual and the principal.

Key Area 4: Infrastructure, Hardware and Software				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
Goal 4.1: Implement system upgrades to provide network capacity for voice, video and data services				
4.1.1	Make improvements to all building local area networks. This includes existing computer labs and LMC's and any pre-2000 copper wiring. Wireless capabilities will also be addressed.	Weekly April 2012 through September 2013.	Asst. Super. Contractors	These items will be addressed in 2012 capital project.
4.1.2	Investigate improved voice telecommunications services, including classrooms. These additions may include, but are not limited to PBX, cell phones, voice over IP (VoIP) and wireless digital assistants, or pagers.	Weekly April 2012 through September 2013.	Director Of Administrative Services	Any improvements in this area may be considered as part of network improvement efforts or as a part of the 2012 capital project.
4.1.3	District will continue support for a broadband fiber WAN connection between all district buildings, including connection to an "N" wireless router system.	Weekly April 2012 through September 2013.	Asst. Super. Contractors	A part of the 2012 capital project will address this need.
Goal 4.2: Provide equitable access to technology for all students				
4.2.1	Continue the development of projection capabilities, "Smart Classrooms", to include presentation devices that will enhance multimedia capabilities—beginning in renovated science classrooms.	Weekly April 2012 through September 2013.	DTC	When purchase and installation is complete as allowed by budget allocations.
4.2.2	Investigate mobile technology options for classroom use.	Purchases made each May of 2012,	DTC	Study groups develop pilot projects and plans.

Key Area 4: Infrastructure, Hardware and Software				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
		2013, 2014.		
Goal 4.3: Provide equitable access to technology for all staff				
4.3.1	Review access to network printers in secure locations and expand to all copy rooms in all schools, including training.	Phase in Plan of 6 remaining areas annually in 2012 (2 units), 2013 (2 units), 2014 (2 units). 3 training sessions per building or location.	DTC Building Tech.Team	When complete and installation is complete.
4.3.2	Provide updated computer RAM for staff computers.	Carried out each February of 2012, 2013, 2014.	DTC Building Tech. Team	When purchase and installation is complete.
4.3.3	Redistribute computers reclaimed from upgraded locations and shift computers to instructional side for addressing needs.	Quarterly in 2012, 2013, 2014.	Technology Dept.	Placement of units.
4.3.4	Develop a plan to meet the computer needs of Consultant teachers, especially during IEP development.	Each March in 2012, 2013, 2014.	Technology Dept.	Placement of units.

Key Area 4: Infrastructure, Hardware and Software				
Activity		**Timeline Start-End**	**Responsible**	**Evidence of Completion**
Goal 4.4: Provide equipment compatible with current developments in technology				
4.4.1	Continue 6-7 year replacement plan for essential PC workstations.	Each July of 2012, 2013, 2014.	DTC	Purchase of equipment. Units to be upgraded or replaced during year six.
4.4.2	Continue Replacement of Labs and LMC PC's on 6-7 rotation including RAM upgrades.	Each July of 2012, 2013, 2014.	DTC	Purchase of equipment. Units to be upgraded or replaced during year six.
Goal 4.5: Provide updated software compatible with current developments in technology				
4.5.1	Continue 5-7 year replacement plan for essential PC workstations.	Each April and October of 2012, 2013, 2014.	DTC	Purchase of equipment. Units to be replaced during year six.
4.5.2	Upgrade Student Management System software (e-School Data) through BOCES as new versions become available. Carry out a SIF project so e-School and IEP Direct simplify data entry consistency. Parent Portal will continue to be upgraded to the district web-site.	Review of plan and system upgrades each March 2012, 2013, 2014.	Asst. Super. Administrative Council	e-School data has been chosen to organize the Student Management System with Parent Portal upgrade.
4.5.3	Convert essential locations to Microsoft Office 2010.	Quarterly in 2012, 2013,	DTC	Conversion to begin with clerical and administrative locations. When installation is complete.

Key Area 4: Infrastructure, Hardware and Software				
Activity		Timeline Start-End	Responsible	Evidence of Completion
		2014.		

2012   **7314R**

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

Program Implementation

The Hamburg Central School District recognizes that effective use of technology is important to our students and will be essential to them as adults. Consequently, the District will provide 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, "on-line services," "WiFi," and the "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 Hamburg 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 held to the same standards of computer usage whether it be a school computer network or any other electronic media communication, including a student's own personal technology or electronic device while on school grounds or at school events. 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 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 apply to all students. In addition, each Building Principal and staff will be responsible for informing District students of rules and regulations governing student access to the DCS.

Standards of Conduct Governing Student Access to the District Computer System (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 their usage. The DCS is provided for students in order to support their educational program and to conduct research and communicate with others. Students are expected to observe the same standards of behavior when using their own personal technology or electronic devices on school grounds or at school events. Individual users of the District's computerized information resources are responsible for their behavior and communications over the District computer network. It is presumed

that users will comply with District standards and will honor these policies and regulations.

Student data files and other electronic storage areas are considered to be Hamburg School District property and subject to control and inspection. The District may access all such files and communications without prior notice 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 internet usage. Outside of school, such guidance related to computers and networks is the responsibility of parents/guardians.

Use of the DCS which violates any aspect of Hamburg 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 shall be prohibited by student users of the DCS including, but not limited to, the following:

1) Using the DCS to obtain, view, download, send, print, display or otherwise gain access to or transmit materials that are unlawful, obscene, pornographic or abusive.

2) Use of obscene or vulgar language.

3) Harassing, insulting, bullying, or any other threatening behavior.

4) Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software, or other related equipment through physical action or by electronic means.

5) Using unauthorized software on the DCS.

6) Changing, copying, renaming, deleting, reading or accessing files or software not created by the student without express permission from the computer coordinator.

7) Violating copyright law, including the illegal file sharing of music, videos and software.

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.

12) Accessing personal, interactive sites (i.e. Facebook) unless under the direct supervision of a staff member as it pertains to a specific instructional purpose. This includes the use of a student's personal cell phone or digital device to access such social networking sites.

13) Creating or using a website or blog which may cause a substantial disruption in the school environment or interfere with the rights of others.

14) Using digital devices (such as cell or camera phones), electronic technology and/or media to facilitate cheating, plagiarism, etc.

Network accounts are to be used only by the authorized owner of the account. Any user of the DCS that accesses other network or computer resource shall be subject to that networks' acceptable use policy.

Students or their parent/guardian who have a District network account, or a non-district network account, which enables direct or indirect access to a District computer, who are in violation of District policy and/or regulation may result in discipline according to the District Code of Conduct for students and visitors.

Indirect access to a District computer shall mean using a non-district computer in a manner which results in the user gaining access to a District computer, including access to any and all information, records or other material contained or stored in a District computer.

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 all District computer systems is a high priority. Users of the DCS identifying a security problem on the District's system must immediately notify the staff member 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 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.

Notification

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students, annually.

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

The Hamburg Central School District 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," "WiFi," 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 may 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 prescribed 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.

2012   **78271R**

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING GUIDELINES

Internet access on the District's computer system is provided for staff and students as a means to enhance the educational mission and instructional programs of the School System, to further District goals and objectives, and to conduct research and communicate with others. In accordance with such educational mission and the instructional goals and objectives of the District, technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) will be utilized on all District computers with Internet access to ensure the integrity of educational services and to address safety concerns regarding the online activities of minors. In accordance with The Children's Internet Protection Act (CIPA), the term "minor" shall mean any individual who has not attained the age of seventeen (17) years.

Consequently, the District, unless an authorized "override" (i.e., disabling of the blocking or filtering measure) is permitted as enumerated below, will block or filter Internet access for **both minors and adults** to visual depictions that are:

1)   Obscene (as defined pursuant to CIPA and other applicable laws/regulations as may be appropriate);

2)   Child pornography (as defined pursuant to CIPA and other applicable laws/regulations as may be appropriate);

3)   For computers used by minors with Internet access, are harmful to minors. The term "harmful to minors" is defined, pursuant to CIPA, as any picture, image, graphic image file, or other visual depiction that:

    a.   Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

    b.   Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

    c.   Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

In addition, the District will monitor, as deemed appropriate by the applicable building/program administrator and/or classroom teacher, access by minors to "inappropriate matter" on the Internet and World Wide Web. Per CIPA, the District is authorized to filter or block Internet access to other material determined to be inappropriate for minors. The determination of what is "inappropriate" for minors shall be made in accordance with District guidelines and, as appropriate, on a case-by-case determination depending upon the factors such as the age of the student, the material involved, and the educational purpose/research for which such material is utilized.

However, no filtering or blocking technology has a one hundred percent (100%) guarantee that all sites accessed by staff and students are immediately filtered in compliance with law and District procedures. Consequently, if District personnel and/or students find an accessed site that is questionable, the procedure is to contact the appropriate supervisor/teacher who will notify the Superintendent/designee. The

Superintendent/designee will contact, as appropriate, the service/ software provider and/or the District Technology Coordinator.

However, 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 District is not responsible for any inappropriate content or material which may be accessed via a staff member's or a student's own personal technology or electronic device or via an unfiltered Internet connection received through a staff member's or a student's own personal technology or electronic device.

Further, in order to help ensure the safety and security of minors when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications, appropriate supervision will be provided by a classroom teacher and/or other appropriate District personnel; and notification will be given to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students. Students will also be informed regarding unauthorized access to District computers and the Internet, including so-called "hacking," and other unlawful activities by minors online.

In accordance with New York State Education Law, the School District may provide, to students in grades kindergarten through twelve (12), instruction designed to promote the proper and safe use of the Internet. Schools must instruct students in appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms, as well as providing education on cyber-bullying awareness and response. 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.

In furtherance of the District's educational mission to enact safety measures to protect students when online, the District has adopted and will enforce its Internet Safety Policy that includes the operation of technology protection measure(s) with respect to any of its computers with Internet access as mandated by CIPA and also in accordance with the District's Acceptable Use Policies and Regulations. The District shall enforce the operation of such technology protection measure(s) during any use of District computers in accordance with CIPA and applicable Board policies and building procedures.

Furthermore, in accordance with law, the District Technology Coordinator may access all staff and student files, e-mail, and electronic storage areas to ensure system integrity and that users are complying with the requirements of CIPA and District policy and procedures. Additionally, dissemination and/or publication of the District's Acceptable Use Policy and Regulation will be utilized as one means to further ensure the implementation of safety measures and appropriate notification to staff and students as to acceptable, as well as prohibited, conduct when using District computers or accessing the Internet on such computers. The standards of acceptable use as well as prohibited conduct by staff and students when accessing District computers and the Internet, as outlined in the District's technology policies, are not intended to be all-inclusive. Staff and students who commit an act of misconduct which is not specifically addressed in District policy and/or regulation may also be subject to disciplinary action

in accordance with law, the District Code of Conduct, and/or the applicable collective bargaining agreement. Legal action may also be initiated as deemed necessary by the Superintendent/designee.

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 cyber-bullying 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 Hamburg Central School District 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— including investigation of computer problems/issues or installation of software or server maintenance as conducted by the coordinator of technology (or designee). 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 Hamburg Central 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 cyber-bullying 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.

Notification

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.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Children's Internet Protection Act: Internet Content Filtering/Safety Policy Internet Safety/Internet Content Filtering Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District's Internet Content Filtering/Safety Policy, as well as any other District policies relating to the use of technology.

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 -- Student Use of Computerized Information Resources (Acceptable Use Policy); District Code of Conduct on School Property.

2012   6460R

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE GUIDELINES)

Every Hamburg Central School District (HCSD, hereafter) employee will be required to read and electronically acknowledge this Employee Computer Use Agreement. This form supersedes previous forms.

The use of technology is a valuable and necessary component of an employee's work. Varying work responsibilities require use of the District's computer system (DCS, hereafter) to access to information through sources such as software, programs, the Internet, and the district's computer network. Although employees may have access to these information sources, their use must be specially authorized. Access and authorization to information and equipment carry a corresponding responsibility to their appropriate use. The DCS is provided for use by staff to enhance the educational programs of the District, to further District goals and objectives, to conduct research, and communicate with others. Access should be primarily for educational and professional or career development activities. Electronic mail and telecommunications shall not be utilized to share confidential information about students or staff without authorization.

No staff member may disclose, use, or disseminate any personal information regarding students or staff without authorization.

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 is encouraged to utilize electronic communications in their roles as employees of the Hamburg Central School 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.

School computers, networks, and Internet access are provided to support the educational mission of the school. They are to be used primarily for school-related purposes. Incidental personal use of school computers must not interfere with the

employee's job performance, must not violate any of the rules contained in this regulation or the student AUP, and must not damage the school's hardware, software, or communications systems.

Staff may be issued "district owned" equipment; this may include but not be limited to a laptop computer, various external input/output devices, and/or other relevant peripherals. Due to the increasingly computerized nature of our district information systems it is understood that this equipment needs to be available for use both during and after normal school and business hours. Therefore, it is understood that staff may transport and use mobile equipment in their home to perform their work related duties with the express permission of the Director of Technology. It is further understood that all district owned equipment remains the property of Hamburg Central Schools and must be returned to the Technology Department prior to leaving the district or beginning a leave of absence.

Violations of the following guidelines may result in a loss of access as well as other disciplinary or legal action. A responsible user will follow rules of proper etiquette when using the DCS. Prohibited activities include, but are not limited to the following:

1) Student Personal Safety

Employees who supervise students with access to technical resources shall be familiar with the HCSD Student Acceptable Use of Technology Agreement and enforce its provisions. All student computer use must be supervised. Supervision and vigilance are the best deterrent to inappropriate activity. Computer Literacy and Internet Safety are the responsibility of all who monitor student use.

2) Illegal or Destructive Activities

Employees shall not go beyond their authorized access to the district network or other computer equipment or software including the files or accounts of others. Employees shall not disrupt or attempt to damage or disrupt any computer, system, system performance, or data. Employees shall not use district equipment to engage in illegal acts.

3) System Security

Employees are responsible for the security of their computer equipment, files and passwords. Employees shall promptly notify their immediate supervisor of security problems. Employees with access to student records may not use, release, or share these records except as authorized by Federal and State law. Employees will not attempt to gain unauthorized access to networked or stand-alone systems. Employees will not attempt to learn, or use, the passwords of other users or network administrators, nor trespass in another's folders, work or files.

4) Inappropriate Conduct

The following are prohibited when using any technical resource: Obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language; potentially damaging, dangerous, or disruptive material; Personal or generalized harassment in violation of district policies; and False or defamatory information.

5) Plagiarism and Copyright Infringement

Works may not be plagiarized. The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. If an employee is unsure whether or not a work can be used, the copyright owner should be contacted for permission. Software copyrights and software licenses must be strictly respected. Employees will not download or install their own software on district computers without authorization.

6) Inappropriate Access to Material

Technical resources shall not be used with material that is profane, obscene (pornographic), or advocates illegal acts, violence, or illegal discrimination. The use of Internet games, web chats, unauthorized software, or other instant messaging software (e.g. AOL Instant Messenger, etc.) is prohibited except when specifically authorized by the District Superintendent (or designee). Inadvertent inappropriate access shall be reported immediately to the supervisor.

7) Expectation of Privacy

Employees have no expectation of privacy in files, disks, or documents that have been created in, entered in, stored in, downloaded from, or used on district equipment.

8) Services and Assumption of Risks

The Hamburg Central School District makes no warranties of any kind, whether express or implied, for services provided and is not responsible for any damages suffered while on the system to include loss of data and inaccurate or poor quality information obtained from the system. Users are responsible for backing up data stored on the hard drive of any computer assigned to them.

9) Discipline

Staff members who engage in unacceptable use may lose access to the Technology Tools provided by the Hamburg Central School District and may be subject to further discipline under the law or in accordance with applicable collective bargaining agreements. Deliberate violations of this agreement (e.g., malicious acts or omissions; searching for, viewing or otherwise visiting pornographic or sexually explicit sites) are cause for disciplinary action.

10) Unacceptable Uses

The following uses will be regarded as not acceptable: Illegal or malicious use, including downloading or transmitting of copyright material such as music, videos and games; Use for racial, sexual or other harassment in violation of district policy; To access, view, or transmit pornographic or obscene material; To solicit personal information with the intent of using such information to cause emotional or physical harm; To disrupt the work of other users. This includes the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource; Use for private business purposes. This includes the installation or loading of personal business programs onto your computer for your use for tasks not associated with an employee's job duties; Downloading of commercial music, games or screen savers is prohibited under all circumstances; Excessive storage of personal files, photos, images, or videos is not permitted.

11) Etiquette

The following general principles should be adopted: Be polite; do not be abusive in messages to others; Use appropriate language; remember that you are a representative of the Hamburg Central School District and that you are using a non-private network; Do not disrupt the use of the Internet by other users.

12) E-Mail

Every user is responsible for all e-mail originating from their user ID (e-mail address). Forgery or attempted forgery of electronic mail is prohibited. The organization's e-mail standard (currently, Lotus Notes) is the e-mail medium to be used for business purposes.

Attempts to read, delete, copy or modify the e-mail of other users are prohibited. E-mail is NOT private. The District Superintendent (or designee) has the right of access to all e-mail sent or received. In the event of the Hamburg Central School District being involved in any legal proceedings, any relevant e-mails (including Internet e-mail) may have to be disclosed, on the same basis as the case for written documents.

The intended use of e-mail is to assist users in completion of their school-related responsibilities. Incidental personal use of e-mail must not interfere with the employee's job performance, or the performance of others. It must not violate any of the rules contained in this regulation or the student AUP.

Excessive personal use of email, during the work day, may result in disciplinary action. E-mail, whether or not created or stored on District equipment, may constitute a District record subject to disclosure under state and federal laws, or as a result of litigation

The District will make a reasonable attempt to control receipt of undesirable e-mail by use of a SPAM filter. However, the District, in general, cannot and does not wish to be

the arbitrator of the contents of e-mail. Neither can the District, in general, protect users from receiving e-mail they may find offensive.

There is no guarantee, unless "authenticated" mail systems are in use, that e-mail received was in fact sent by the purported sender since it is relatively easy, although a violation, for the senders to disguise their identity.

13) Use of District Resources and Materials

Employees will not use the District's computerized information resources, including printers, for excessive non-academic or non-District activities. Employees will exercise good judgment in printing of text and images. Multiple copies should be processed through building or district printing services.

Liability

Use of the DCS, Internet accounts, and networks and information contained on them is a privilege, not a right. While every reasonable effort will be made by District personnel to provide Internet filters to block questionable materials, the user also must accept responsibility of ethical usage of District facilities. Any opinions contained in e-mail messages are those of the author and are not given or endorsed by the District or school through which this message is sent, unless otherwise clearly indicated in the message and the authority of the author to so bind the District entity is duly verified. Any user of the DCS that accesses another network or other computer resources shall be subject to that network's acceptable use policy.

Notification

All staff will be notified in writing and/or electronically of the District's policies on staff and student use of computerized information resources and the regulations established in connection with those policies. Each staff member will sign an acceptable use agreement at the time of employment (Refer to Form #6460F) before establishing an account or continuing their use of the DCS. Subsequently, employees will be asked to review the student and staff policies and regulations and acknowledge such review by electronic affirmation. These documents are available to be viewed on the Web at http://www.hamburgschools.org/aup.

2012   6460P

SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (ACCEPTABLE USE GUIDELINES)

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", "WiFi," 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 Superintendent or his/her designee(s) will 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 insure 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 unless that data is encrypted or accessed via a secure Web site.

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 prescribed 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 Director of Technology may access all such files and communications without prior notice to insure 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.

2012   6480P

SOCIAL MEDIA GUIDELINES FOR EMPLOYEES

Definition

For purposes of this regulation, the definition of **public social media networks or Social Networking sites (SNS**) are defined to include: Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public or consumers and 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 or business use, only. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access within these internal forums.

Official District Use

Official District use is defined as the use of social media by an employee, on behalf of his or her department, program or school that has been authorized for the express purpose of communicating the District's broad interests or specific programmatic and policy interests. The authorization may be granted by the Superintendent or his/her designee only.

1) The Superintendent/designee shall have the exclusive and final authority to determine whether individual buildings/facilities may initiate and maintain separate page(s) on a SNS.

2) Use of outside social networking sites (such as Facebook) for personal contact with students is discouraged**.** The District does not permit any communication or contact between staff and students on non-district based SNS (i.e., Facebook, Twitter, etc.). Teachers are encouraged to use existing District or RIC established web tools such as teacher web pages within the District Web site to communicate with students about classwork only, to assign and collect student work, or to post classroom information.

3) When using social media for professional purposes, always identify yourself and your position with the District. Use your actual name - never create an alias or post as anonymous. Misidentifying yourself or providing false information may result in disciplinary action. The District e-mail address attached to your name implies that you are acting on behalf of the District.

4) While engaged in professional use of social media, do not post confidential or proprietary information about the District, its students, alumni or employees. Use good judgment and follow District policies.

5) Thoroughly spell check and grammar check your content before posting. Citizens expect that education employees set a good example when they write and speak in public.

6) Remember you are writing for publication, even on social networks. Refrain from making unsubstantiated statements. Always provide full citations for laws or research.

7) District personnel acknowledge and agree that when they create or post material on the District SNS they are in effect "content publishers" and as such are subject to a host of ethical and legal obligations including, but not limited to, compliance with the federal Digital Millennium Copyright Act.

Personal Use and Responsibility

Personal use is defined as use that is not related to an employee's job duties for the District or his or her professional interests. For example, outside of work hours, an employee might create or maintain a blog related to a hobby, or a personal Facebook page containing news about his or her family and friends. An employee checking his or her personal Facebook page, sending out a personal Tweet, or watching the latest viral YouTube video are examples of personal use of social media during the work day.

1) The District does not encourage personal use of social media during work hours and on District owned hardware.

2) District employees are personally responsible for all comments/information they publish online. Be mindful that what is published will be public for a long time. Be sure to protect privacy.

3) Online behavior should reflect the same standards of honesty, respect, and consideration that are used in face-to-face contact, and be in accordance with the highest professional standards. District employees are expected to behave honorably in online spaces. Online activities or communications which are improper, unethical, illegal, or which cause undue discomfort for students, employees, parents, or other members of the school community should be avoided.

4) Posting comments and having online conversations on social media sites makes those comments public and available to anyone who has any online access. Please be aware that even with the strictest privacy settings what is said online should be within the bounds of professional discretion. Comments expressed via social media under the impression of a 'private conversation' could end up being shared in a larger, more public domain.

5) Comments related to the District should always meet the highest standards of professional discretion. When posting, employees should act on the assumption that all postings are in the public domain. Remember that posted information could be interpreted as an extension of your office or classroom. What is inappropriate in your office or classroom is also inappropriate online. If posting comments or viewpoints on topics related to the District using any online medium be sure you state that the information is representative of your views and opinions and not necessarily the views and opinions of the District.

6) Before posting personal photographs or messages that represent you, consider how the images reflect on your reputation and professionalism. Also, remember not to use copyrighted images.

7) Due to the evolving nature of social web sites, District personnel should not use personal SNS to create or maintain personal relationships with students. For purposes of these guidelines, "personal relationships with students" shall mean any behavior or conduct that is unrelated to course work or official school matters. Such behavior may erode the professional authority and traditional roles of teacher and student within the District and may violate District policies and/or regulations.

Employees should refrain from "friending" current students or any student currently enrolled in any school within the District Pre-K through 12, or their parents, nor should they accept a "friend request" if prompted by a current district student. It is too easy for genuinely-intentioned and innocent comments and situations to be misinterpreted, resulting in potentially damaging consequences for everyone involved. Realize that many former students have online connections with current students. Information shared between school staff and former students is likely to be seen by current students as well.

If your position within the District calls for communication with students or parents and is educationally justifiable, the use of the District network, email, teacher web pages within the District website, and school-provided/owned equipment are suggested for use when communicating on-line.

8) While mindful of employees' First Amendment free speech rights, District personnel who participate in social networking web sites, including the District SNS, shall not post any material which may result in the disruption of classroom or District activities. The District is entitled to make such a determination based on the facts surrounding the material as the District reasonably believes them to be.

School Logos

Within your personal social mediums, do not use any District or school logo without written permission from District officials. For official pages, the District will provide you with a profile image to use.

Reporting Requirements

District personnel shall be required to report known or suspected violations of the District SNS Guidelines to their Building Principal or immediate supervisor.

Disciplinary Sanctions

District personnel who violate any provision of the SNS guidelines shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, District policy and regulations, and the applicable collective bargaining agreement.

Compliance with Other Applicable Policies and Regulations

District personnel who participate in social networking web sites, including the District SNS, shall be subject to all applicable policies and regulations including, but not limited to, the following:

1) Confidentiality of Computerized Information;

2) School District Standards and Guidelines for Web Page Publishing;

3) Teacher Web Pages Including Web 2.0 Tools for Collaboration;

4) Code of Ethics for Board Members and All District Personnel;

5) Sexual Harassment of District Personnel;

6) Staff-Student Relations: Fraternization;

7) Sexual Harassment of Students;

8) Student Records and Student Directory Information (FERPA);

9) Staff Use of Computerized Information Resources;

10) Use of E-mail in the School District;

11) Students Use of Computerized Information Resources (AUP);

12) Children's Internet Protection Act: Internet Content Filtering/Safety Policy;

13) Use of Copyrighted Materials; and

14) School Volunteers.

6460F

AGREEMENT FOR HAMBURG CENTRAL SCHOOL DISTRICT STAFF USE OF COMPUTERIZED INFORMATION RESOURCES

In consideration for the privilege of using the Hamburg Central School District's Computer System (DCS), I agree that I have been provided with a copy of the District's policies regarding staff and student use of computerized information resources and the regulations established concerning those policies. I agree to adhere to the staff policy and the regulations and to any changes or additions later adopted by the District. I also agree to adhere to related policies published in the Staff Handbook. I shall report all student violations of the District's policy on student use of computerized information resources to District officials.

I understand that failure to comply with these policies may result in the loss of my access to the DCS, and in addition may result in the imposition of discipline under the law and/or the applicable collective bargaining agreement. I further understand that the District reserves the right to pursue legal action against me if I willfully, maliciously or unlawfully damage or destroy property of the District.

I acknowledge that I have received, in hard copy or electronically, and have read:

1. HCSD Board Policy and Regulation 6460 - Staff Use of Computerized Information Resources.

2. HCSD Board Policy and Regulation 6480 - Social Media Guidelines for Employees,

3. HCSD Board Policy and Regulation 7314 - Student Use of Computerized Information Resources.

4. HCSD Board Policy and Regulation 8360 – Internet Safety/Internet Content Filtering Policy.

These documents are available to be viewed on the Web at:
http://www.hamburgschools.org/aup.

Staff Member

Building

Date

Original to: Hamburg Administration Office
Copy to: Staff Member

Revised: 2/2012