

Hamburg Central School District



Technology Plan 2018-2021

(July 1, 2018-June 30, 2021)

Submitted by

Hamburg Central School District Technology Committee

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1. INTRODUCTION

1.1 HCSD Mission/Vision/Belief Statements

District Vision Statement

Educating modern thinkers who create, care, solve and discover

District Mission Statement

Engaging all students in learning experiences that inspire lifelong learning, and empower each for their future.

District Core Values

We:

Honor every learner as a unique person and adapt to the needs of each

Inspire the love of learning in every student

Ensure that our schools are places of innovative teaching and active Learning

Are proud of our past and committed to our future

Ensure that our schools are safe, kind, and welcoming so that we make every day a great day to be a Hamburg Bulldog

1.2 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 and increased technological mobility for on-line assessments will be a focus for 2018-2021. As assessments become electronic, our capacity to plan for hardware needs is an integral part of this technology plan.

Background/Demographics

The Hamburg Central School District, centralized in 1951, encompasses 31 square miles in towns of Hamburg, Boston, Eden and Orchard Park, including the Village of Hamburg. The district is suburban and semi-rural in nature with a population of approximately twenty thousand, and a public school enrollment of 3,534 students. Hamburg has a grade band enrollment of:

127 Pre-K Program
718- Grades K-2
744- Grades 3-5
828- Grades 6-8
1117 -Grades 9-12

Hamburg is primarily a residential community. Deep concern for its young people is evidenced by the existence of a strong centralized PTSA and Hamburg Alumni Foundation. Parent involvement and community engagement is strength of the district.

1.3 HCSD TECHNOLOGY MISSION/VISION AND BELIEFS/COMMITTEE

Technology Mission

Technology will 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.

Technology Vision Statement

The Hamburg Central School District will provide the technology resources and support necessary to assure that all students will meet the New York State (N.Y.S.) Learning Standards 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:

Empower students to be productive, self-directed, and creative problem solvers through the effective use of technology

Increase the effective use of digital environments to communicate and collaborate.

Enhance and expand the use of technology to promote college and career readiness

Inspire educators to effectively integrate technology to support curriculum and improve student achievement.

Provide opportunities for students of various learning styles and abilities.

Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the learning and work environment.

Ensure that technology is accessible and learning opportunities are available to all students, including students with disabilities

Provide opportunities for staff to utilize new and emerging technologies that enhance teaching and learning.

HCSD Technology Committee

Michael Cornell- Superintendent

Colleen Kaney- Assistant Superintendent of Student Services and Instruction

Kailtin Sylvester - Curriculum Coordinator

Brent Jordan- Director of Technology

Jan Stephan-Technology Department Secretary

Patrick Wirth- Technology Integrator

Allison Kurzel-HHS

Sheila Sampson-HHS

BethAnn Walters-Parent

Dana Lamb-Community Member

Deb Willis-HHS

Jen Perri-HMS

Jim Martinez-BVS

John Crangle-HMS

Kim VanWagnen-CAS

Jon Borden -UPES

Kate Nowinski -AES

Dara McFadden-BVS

Cameron Hall- BOE

Steven Zdrojewski-HMS

2. CURRICULUM:

Action Plan Key Area 2: Instruction (Page 29)

2.1. Integration

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. The instructional staff is made up of approximately 395 certified teachers and supported by 98 teacher aides.

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 New 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.

Through the development of our student curriculum technology continues to become a key component of our curriculum and how it can improve our student education. Technology Staff development continues to revolve around our curriculum changes. The focus of the Hamburg Central School District will always be centered in raising student achievement at all student ability levels.

2.1.1 Instructional Goals

Hamburg Central School District developed a Strategic Plan that will guide the district in continued development of curriculum and assessments. Our Instructional vision is that a guaranteed, viable and aligned curriculum be taught in every subject, at every grade level, and designed to meet the needs of all students. Below are goals of the instructional Plan that will directly related to the implementation of technology in our curriculum:

Goal 1: Implement technology for instructional use that supports Modern student Learners

Goal 2: Integrate Technology data systems that give our teachers data that will improve our ability to monitor student progress.

Goal 3: Make and support connections to how technology can be used to provide strategies which support research on how students learn.

Goal 4: To ensure a guaranteed, viable and aligned curriculum in each subject for all students; implement technology strategies aligned to the Common Core to increase student achievement across all subject areas.

Goal 5: Train each teacher in the Common Core Learning Standards appropriate to grade level and subject area that they teach and integrate Technology.

2.1.2 Strategies

Hamburg Central School district offers various avenues of support to encourage technology integration in the classroom. Hamburg is part of Erie 1 BOCES Common Set of Learning Objectives (CSLO) that allows us to develop technology course offerings that meet the many needs of our staff. Hamburg also participated in Erie 1 BOCES Network training days. These days are utilized to develop curriculum in all grades and subjects. As the curriculum is developed technology integration is a component to how staff will utilize technology to increase student achievement.

2.2. Student Achievement: Based on Student ISTE Standards

1. Creativity and innovation

Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Examples:

- Publishing Photo classwork on website
- Developing animation videos
- Creation of Prezi's
- Use of Google Drawing
- Development of Webpages

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

Examples:

- NearPod to enhance lessons
- Student Email communication
- Use of Google application
 - collaborate on project
 - peer reviews
 - submit work

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

Examples:

- Student use of Library Databases
- Students learn best practices of evaluation of Websites, Blogs, wiki's
- Digital Peer review tools in art classes
- Students use digital textbooks

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

Examples:

- Students use the student portal to track grades
- Student's ability to use eDoctrina online assessments to complete assessments
- Students use AIMSWEB Plus Castle Learning, ixl math and Learning A-Z to track their abilities

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Examples:

- Students learn about internet safety in health classes
- Student submit papers through "turn it in" website

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Examples:

- Students use digital textbooks
- Use of Google applications,
- Development of keyboarding skills
- Student's use of multiple platforms of technology

2.3 Technology Delivery

Hamburg Central School District classrooms are all set up with a Desktop computer, document camera, interactive projection device, speakers, internet access and wireless access point for students and staff to access to bring in their own devices. Hamburg students and staff utilize the above equipment to access the following distance learning technologies to improve student achievement: NearPod, Destiny, Colonial Williamsburg Electronic Field Trip, SafeSchool, and all on-line textbooks that are purchased.

2.4. Parent Communication & Community Relations

Action Plan Key Area 1: Communication (Page 27)

The Hamburg technology plan is disseminated to the community first as a presentation to the Board of Education, and then posted on the District's website. The District's website is the main communication portal for parents and community members to retrieve various information including but not limited to: news, upcoming events, announcements, Community Education course catalog, PTSA Information, Athletic information, Parent Child Connection, Alumni information, Family Support Center, Hamburg Boosters, "FOCUS" newsletter and video links of Board of Education meetings.

Parents and students use the district website for teacher webpage, homework assignments posted, project due dates and links to various links to assist students in the content of the class.

Parents and students have access to the eSchooldata Portal, this portal is utilized for student information including: schedule, grades, transcripts, progress reports, attendance and in the near future ELA/Math and Science Parent reports. Parents and students also utilize the feature of communication through the parent portal.

3. PROFESSIONAL DEVELOPMENT

Action Plan Key Area 3: Professional Development (Page 35)

All professional staff in the Hamburg Central School District utilize the district network on a daily basis and have proficiency in: Basic Operations File management, Word processing, Communication via email, Using web-based management software Using the eSchooldata student management system for attendance, grade reporting, and instructional purposes Technology related student/program goals that are articulated in the district's Strategic Plan.

Hamburg Central School District is also part of Erie one BOCES CSLO Technology Professional Development. The course we offer are full and half day's sessions. The sessions are broken down into target audiences; Elementary, Secondary Teachers, beginner and advanced sessions.

The topics include but not limited two
Google Drive, Google classroom, Microsoft Office, Microsoft Office 365, Social Media in the classroom, webpage development, Learning A-Z (Raz-Kids, Reading A-Z, Science A-Z), Math IXL, Castle Learning, Use of digital Textbooks, iPad in the classroom, NearPod.

Hamburg Central School Districts Strategic Plan focus of the professional development integrates technology by:

Increase student's quality and use of technology as a tool to improve learning, interact successfully in a 21st century skill environment and to achieve their personal, education, and workplace goals.

Continue to incorporate and employ technology related strategies to empower their academic success and understanding as related to: Creativity and Innovation Communication, Collaboration Research, Information Fluency Critical thinking, Problem Solving.

Students will be exposed to increased amounts and quality of technology integrations that connect to research-based strategies and content and performance standard specific areas with the intention of improving student achievement/learning

Increase educator's competencies to effectively use technology tools to support the curriculum and empower students with 21st century technology skills.

Hamburg Central School District awareness and competences for teachers, teacher aides, administrators and staff will be evaluated by complete a survey every other year assessing their comfort level of the current technology the school district utilizes. The survey will assess the staff on what professional development they would like have offered, and what technology hardware they would like to see the district evaluate. The Hamburg Central School District will also utilize building technology unit teams to communicate needs of our students and staff. Each unit team will have their information communicated to the District Technology Committee and the District CORE Team, to make sure we are headed toward improving student achievement in all areas.

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Action Plan Key Area 4: Infrastructure, Hardware, and Software (Page 37)

4.1.1 Infrastructure Needs/Technical Specification and Design

Hamburg Central School District provides technology services to, four elementary schools, one middle school, one high schools and a district office. Fiber connects these areas to district servers housed at Hamburg High School with backup servers housed at Union Pleasant Elementary school.

The district utilizes the regional broadband network available through the Western New York Regional Information Center. The broadband network provides the district with 1 Gigabit per second access to Internet services and the resources at the regional information center. Each building is connected by 10 Gigabit service from the CORE servers.

Our standard desktops and laptops are PC's running Windows 10, although Apple computers running OS X Yosemite are also utilized in various appropriate settings. Students, teachers, staff, and administrators are provided with an information environment that is technologically efficient and allows access to a global variety of resources. Every classroom is equipped with a computer, document camera, interactive projector or interactive Board to access all the resources available to our students and staff. All classrooms have local network and Internet access point that allows for over 30 devices accessing it at one time.

Infrastructure

Hamburg Central School Districts has a wide area network with the core at Hamburg High School and the back-up core at Union Pleasant Elementary School.

In summer of 2013 a major reconfiguration of the system occurred, a switch was made to move from Novell to Windows Active Directory the biggest result was the consolidation of the users and storage network.

In summer of 2013 Hamburg installed new switch gear accommodate all the classroom access points and VIOP system being installed at the same time. We continue replace switches as they become unrepairable. All of our switch and server equipment is purchased through Erie 1 BOCES.

In summer of 2015 Hamburg moved to off site back up storage facility to ensure the safety and security of all data. We will be utilizing Erie 1 BOCES back-up services to assist in the migration to this new back-up storage

Hamburg has fully implemented the CISCO VOIP system as the main form of communication among all buildings, this is an ongoing move project as we look to best utilize the system. As an example would be the implementation of VIOP wireless phone to be utilized in the builds.

As we increase the amount of equipment in buildings as server rooms there is a need to protect the equipment from theft or damage. Hamburg installed access security points on all Server room and closets. The Server rooms and closets serve not only as a location of internet access but it now contains our communication and security systems.

Technical Support

Hamburg Technology Team Consists of the following:

- 1- Director of Technology
- 1- Technology Secretary
- 1- Technology Integrator
- 3- Microcomputer Support Specialists
- 1- Microcomputer Repair Technician
- 6- Building Web managers
- 7- Computer Aides

Hamburg also is part of Erie 1 BOCES Technical support services. We utilize a .5

senior to assist in new technology initiatives.

4.2 Inventory

Inventory	Computer Labs	Classrooms	LMC	Admin Offices	Other Locations	TOTAL
Computers						
PC	204	275	45	99	30	653
APPLE	42	3	0	1	4	50
Number of Computers listed above with internet access	246	278	45	100	34	703
Touch Devices						
iPads	4	160	0	15	36	215
iPad Mini	0	92	0	0	0	92
Laptops						
PC	0	13	0	28	98	139
Mac	0	1	0	0	2	3
Chromebooks	0	119	0	3	343	465
Netbooks	43	18	0	0	15	75
Peripheral Devices						
Document Camera	10	221	5	1	6	243
Interactive Projector	4	193	0	2	8	207
Smartboards	1	19	2	0	0	22
Non Interactive Projectors	2	41	2	2	6	53
Scanners	8	1	1	1	1	12
Digital Cameras	9	4	1	2	0	16
Network Equipment						
Routers	0	0	0	0	6	6
Servers	0	0	0	0	30	30
Access Points	13	253	10	17	77	370

The Hamburg Central School District makes use of a variety of software. Several open-ended packages are established district-wide.

Windows 7.0	Mac OSX Yosemite	Microsoft Office 2016
Window 10	iOS 9.0	
Microsoft 365	Google Applications	Adobe Creative Cloud
Castle Learning	Learning A-Z	IXL Math
NearPod	FlipGrid	READ 180
Scholastic Reading Counts	Ultra-Key	Math Made Easy
Fast Math	Think central	Career Cruising
Colonial Williamsburg Electronic Field Trip	Earobics	Enchanted Learning
Inside Music	Kurzweil	Music first Choice
Nine Month Miracle	Noteflight	Practica Musica
Practice First	Quia	Quizlet
Smart music	Sonicfit	Starfall
Yabla	BrainPOP	Destiny
Scholastic Grolier	Soundzbound	WorldBook Online
AutoDesk 14	Reflector	Home Landscaping Design
eDoctina	ExamGen	Turn it in
Remind 101	Moodle	

Lotus Notes will continue to be utilized as the district E-mail system, user support center, and print shop request center. School Wires hosts our web-page with Facebook, Twitter for greater communication in the community. WinCap manages our primary administrative data systems. eSchooldata is our student management system. School Messenger is our message system for parents and student communication via phone and email.

4.3 Increase Access

The District's Technology Plan includes technology use for all students including students with disabilities. Regulations requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school age student with a disability when recommended by the Committees on Special Education and as described in the Individualized Education Program (IEP). Advances in the development and use of assistive technology have provided new opportunities for children with disabilities to access their educational programs and facilitate student achievement. As a result of these advances, Hamburg's developed an Assistive Technology Committee in 2010 to assist in the decision making and research of all the new technologies that exist for students with special needs. This committee completes an individual student technology evaluation to ensure the best technology is being purchased, before the final recommendation is made to the CSE committee. This committee meets quarterly each year to review to discuss new technology purchase to assist in the evaluation process and review new research that may have been developed.

The Assist Technology Team/committee is responsible for the Assistive Technology Loan Closet district wide for grades K-12. Assistive technology services include:

- Assistive technology screening/assessment of a child with a disability in the child's customary environment
- Acquiring appropriate and required assistive technology devices or equipment for students with disabilities
- Customizing, adapting, applying, repairing or replacing assistive technology devices
- Acquire sound systems that address students' needs with auditory processing disorder.
- Coordinating and using other therapies, interventions or services in conjunction with assistive technology
- Training and technical assistance for students with disabilities, professionals, staff, teachers and family members
- The Assistive Technology Team has received specialized training in Assistive Technology and is available as a resource to district personnel.
- The Assistive Technology Team works with a child's school team to conduct a functional evaluation of the child in his/her customary environment. The team may consider and implement AT trials of equipment as part of the AT consideration process.
- Assistive Technology team has a detailed process for assessing home use is also in place. Data is routinely collected to determine consistency of use and efficacy.
- Appropriate agreement forms have been developed to serve as a contract between the parent/guardian.

5. MONITORING AND EVALUATION

5.1. Evaluation

The Hamburg Central School District Technology Plan is viewed as a living document that will be monitored and changed as needed to maintain effective implementation and integration of emerging technologies. The Assistant Superintendent of Student Services, Curriculum & Instruction, Chief Information Officer & Director of Instructional Technology, Curriculum Coordinator and other designated administrators will be responsible for monitoring the implementation and integration of technology in the district. The impact of technology support of the teaching and learning process will drive the plan evaluation and will include reviews, analysis, and recommendations for modifications of each goal category: Teaching and Learning, Professional Development, Administrative Support, Infrastructure, and Community Engagement.

The Technology Committee will meet quarterly to review the implementation status of plan objectives and strategies based on timelines, resources, and funding with provided documentation from responsible staff members. Documentation may include hardware/software inventory reports, installation schedules, software/network usage reports, technology standards and expectations defined, training handouts, training sign-in sheets, training survey results. The effectiveness of technology programs and resources identified in the Plan for improving student achievement will be monitored and evaluated bi-annually. The Technology Committee will recommend modifications and updates to the Hamburg Central School District Technology Plan annually. Hamburg Central School District Technology Plan achievements and modifications will be reported annually to the Hamburg Central Board of Education.

The Hamburg Central School District will also utilize Strategic Plan and District and Building CORE Teams to assist in the evaluation and monitoring process of the technology plan. Each building must have a Technology Building Unit teams that meet four times a year October, December, March and June to discuss the effectiveness and the implementation of the Technology they currently has access to in the building as well as discuss the buildings goals for technology. Each of the Technology Unit team is facilitated by a member of the District Technology Committee from each building. The District Technology Committee (DTC) meeting four times a year, October, December, March and May. The committee begins each meeting with a report from each buildings Technology Unit Team facilitator to discuss any concerns or actions that need to be taken. The DTC also takes this time evaluate all the any new initiatives for technology the teachers and students have been using throughout the year. The DTC will also discuss any staff development training that have occurred and what the results of the training are and if we need to make and mid-year adjustments.

Evidence of the technology plan being implemented may include by not limited to:

- Usage reports of various software programs listed above.
- New York State Regents and ELA and Math student achievement scores
- Student and Staff survey
- Community Feedback
- Usage reports of Hardware ie. Chromebooks, ipads,
- Yearly Budget approval
- Student work
- Staff development attendance reports

5.2. Polices

5.2.1. Acceptable Use Policy

STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES

(ACCEPTABLE USE POLICY)

<http://www.hamburgschools.org/cms/lib/NY19000277/Centricity/Domain/30/Section%207000%20-%20Students.pdf>

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.

5.2.2. Internet Safety/Content Filtering

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

<http://www.hamburgschools.org/Page/366>

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.

5.2.3. Parent Bill of Rights

PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

<http://www.hamburgschools.org/Page/12341>

The Hamburg Central School District is committed to protecting the privacy and security of student, teacher, and principal data. In accordance with New York Education Law § 2-d, the District wishes to inform the school community of the following:

- 1) A student's personally identifiable information cannot be sold or released for any commercial purposes.
- 2) Parents have the right to inspect and review the complete contents of their child's education record.
- 3) State and federal laws protect the confidentiality of personally identifiable information, and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.
- 4) A complete list of all student data elements collected by the State is available for public review at: <http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx>, or by writing to the :

Office of Information & Reporting Services,
New York State Education Department
Room 863 EBA
89 Washington Avenue
Albany, New York 12234.

- 5) Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed in writing to the:

Chief Privacy Officer
New York State Education Department
89 Washington Avenue
Albany, New York 12234.

Complaints may also be directed to the Chief Privacy Officer via email at: CPO@mail.nysed.gov.

Supplemental Information Regarding Third-Party Contractors

In the course of complying with its obligations under the law and providing educational services to District residents, the Hamburg Central School District has entered into agreements with certain third- party contractors. Pursuant to such

agreements, third-party contractors may have access to "student data" and/or "teacher or principal data," as those terms are defined by law.

Each contract the District enters into with a third party contractor where the third party contractor receives student data or teacher or principal data will include the following information:

1) The exclusive purposes for which the student data or teacher or principal data will be used;

2)How the third party contractor will ensure that the subcontractors, persons or entities that the third party contractor will share the student data or teacher or principal data with, if any, will abide by data protection and security requirements;

3) When the agreement expires and what happens to the student data or teacher or principal data upon expiration of the agreement;

4) If and how a parent, student, eligible student, teacher or principal may challenge the accuracy of the student data or teacher or principal data that is collected; and

5) Where the student data or teacher or principal data will be stored (described in such a manner as to protect data security), and the security protections taken to ensure such data will be protected, including whether such data will be encrypted

As indicated above, once the Commissioner appoints the CPO he or she must secure input from parents and other education and expert stakeholders to develop additional elements for the Parents' Bill of Rights for Data Privacy and Security. The Commissioner of Education will also be promulgating regulations with a comment period for parents and other members of the public to submit comments and suggestions to the CPO.

In the meantime, you can access additional information and a question and answer document issued by SED as a preliminary [Parents' Bill of Rights for Data Privacy and Security](#).

If you have any further questions or concerns at this time, please contact Brent Jordan, Chief Information Officer, 5305 Abbott Road, Hamburg, New York 14075, bjordan@hcsdk12.org 716-646-3200 ext. 7218.

6. Action Plan Goal

6.1 Strategic Technology - Key Areas and Goals

Key Area 1 - Communication

Goal 1: Support use of electronic communication among internal district community.

Goal 2: Support electronic communication with external district community.

Key Area 2 Curriculum & Instruction

Goal 2.1: Students will become responsible digital citizens through experience with the Internet and electronic collaboration.

Goal 2.2: Ensure the effective and efficient use of technology by development of curriculum aligned with the technology learning standards.

Goal 2.3: Use information technology to retrieve, process, and communicate information and as a tool to enhance student learning.

Goal 2.4: Demonstrate technological literacy appropriate to grade level. Communicate about technology components with appropriate terminology.

Goal 2.5: Provide opportunities for collaborative learning between teachers and students, within our district, outside our district and possibly outside of our country with technology.

Key Area 3 - Professional Development

Goal 3.1: Ensure staff knowledge and awareness of technology within the instructional framework.

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.

Goal 4.4: Provide equipment compatible with current developments in

technology.

6.1.1 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	Transition from current email to a cloud based email service	September 2018 through June 2020	Director of Technology	All Staff Members have transitioned from Lotus Notes to Gmail
1.1.2	Expand use of electric communications, including the implementation of School Messenger	July 2018 through June 2021 reviewed Monthly	Dir. Community Relations Director of Technology	Decreased use of paper copies, ex. Building newsletters, progress reports, etc. Push notifications and text messages begin to communicate with the community.
1.1.3	APP Based communication	October 2018 through June 2021 reviewed quarterly	Building Staff Director of Technology	Promote eSchooldata App to parents and Students Develop and Deploy School District App.
Goal 1.2: Support electronic communication with external district community				
1.2.1	Continue to develop, improve and enhance the district Web capabilities	June 2018 through January 2019	Technology Department Community Relations Department Web Managers	Transition from Schoolwires to a new School website platform Web Managers to support teacher training, assist with maintenance of teacher training, assist with maintenance of teacher sites, and help to resolve issues when using new platform
1.2.2	Teachers use various means to communicate with parents, including e-mail, Web Page, and eSchool Parent Portal.	July 2018 through June 2021	District Technology Committee Teachers	Implement new a web or app based product teachers can utilize to communicate with parents

6.1.2 Key Area 2: Instruction				
Goal 2.1: 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. Educate students to respect copyright and ownership of information. Educate students to evaluate the accuracy of web content	First week and mid-semester of each school year, 2018-2020.	Elementary Health Teachers Middle Schools LMC HS Business Dept. DASA Committee	Assessment at grade level
2.1.2	Students and staff review of district AUP.	First week of each school year, 2018-2021.	Building Administrators	Electronic Signature of AUP. Staff presentations about AUP yearly

Key Area 2: Instruction				
Goal 2.2: 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, 2018-2021.	Director of Technology DTC	DTC reps will be responsible for working with building tech teams and reporting back to DTC in October and in March
2.2.2	Summer curriculum projects are required to include use of specific technology integration strategies and formats	July-August 2018-2021	Asst. Supt. Dir. Of Technology Curriculum Coordinator Principals Teachers	Instruction will be given to writers at outset of curriculum projects. Submitted projects will be reviewed for inclusion of technology elements or referrals.
2.2.3	Hardware, Software (including i-pad apps.) purchase decisions will correlate with curriculum revision projects and assistive technology decision-making.	Monthly during each school year, 2018-2021.	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.

Key Area 2: Instruction				
Goal 2.3: 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. Utilize various multi-media, Internet-based, and virtual tools to enhance instruction.	January of each school year, 2018-2021.	DTC	Continue development of LMC tools and resources including Availability of Web-based resources.
2.3.2	Implement Web-based tools to facilitate the support of curriculum based activities like: Google apps, BrainPOP, EdVideo Online, IXL Math, NearPod, SumDog, iPad apps., etc.	Each October 2018, 2019, 2020.	DTC	Identify and document use of tools.
2.3.4	Research, acquire, and utilize electronic textbooks.	Each March 2018, 2019, 2020.	Curriculum Coordinator Dir. Of Technology	Purchase and use of titles.

Key Area 2: Instruction				
Goal 2.4: 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 students in all grades with reporting and presentation years to be conducted in Grades 2, 5, 8, and 12	Exit assessments of students will take place June 2019, 2020.	Asst. Super. DTC MS Technology Dept. HS Business Dept. Building Level Reps.	Students complete Exit Assessments.

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.	Yearly reviews of best practices will occur in 2019,	Teachers	Unit Development and assessments. Digital portfolio cumulative folders. Development of STEM and STEAM Projects

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.				
		2018, 2020.		
2.5.2	Utilize tools such as podcasts, web-pages to collaborate with students in other places, both nationally and internationally. Twitter, Instagram, Facebook., NearPod, Google Expeditions	September and January reviews 2018, 2019, 2020.	Curriculum Coordinator Dir. of Technology Teachers	Project Development Student participation.

6.1.3 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	Administer and analyze Self-Evaluation skills checklist.	Each May 2018, 2019, 2020.	Curriculum Coordinator 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. A yearly survey of the staff on

6.1.3 Key Area 3: Professional Development				
Activity		Timeline Start-End	Responsible	Evidence of Completion
				technology staff development.
3.1.2	Investigate the use of purchased curriculum materials for on-line training.	Each March 2018, 2019, 2020.	Curriculum Coordinator Dir. of Technology	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 May of 2018, 2019, 2020.	DTC Curriculum Coordinator Tech. Facilitators	Participation in CSLO, Model Schools, Regional Days and District sponsored staff dev. opportunities
3.2.2	Design and conduct training in use of district technologies for new teachers.	Each September 2018, 2019, 2020.	Curriculum Coordinator	In-service completed through the new Teacher Orientation, Mentoring Program, and Peer Coaches.
3.2.3	Set up mechanisms for teachers to share "best" technology practices.	Each staff development days in 2018, 2019, 2020.	Tech Facilitators	Practices are shared and implemented via building level activities.
3.2.4	Summer trainings will incorporated Technology into them to show teachers how to apply to the classroom	July-August 2018-2021	Asst. Supt. Dir. Of Technology Curriculum Coordinator Principals	Teachers utilize technology in their everyday lessons and share success stories at grade level meetings

6.1.3 Key Area 3: Professional Development				
Activity		Timeline Start-End	Responsible	Evidence of Completion
			Teachers	
3.2.5	Develop tutorials for learning application software, instructional tools, and self-instructional materials.	Each June 2018, 2019, 2020.	Teachers	Publication of these guides on district Web site.
Goal 3.2: 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 through June of each school year 2018, 2019, 2020.	Principals and/or Bldg. Admin.	Teachers have begun to incorporate technology study into their Lesson plans. Principals will see the evidence in the design of the Article VII lesson plan

6.1.4 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. Upgrade all wireless N access points to new technology.	June 2020	Dir. of Tech	All access point will become AX routers through the use of smart schools funds
4.1.3	District will continue support for a broadband fiber WAN connection between all district buildings.	Weekly August 2018 through September 2019.	Dir. of Tech	All buildings will have updated fiber connections from Core Closet to the remote closets.
Goal 4.2: Provide equitable access to technology for all students				
4.2.2	Purchase Chromebooks for grades 9-12	Sept 2020	DTC Dir. of Technology	When purchase and installation is complete as allowed by budget allocations.
4.2.3	Develop a plan to meet the computer needs of Consultant teachers, especially during IEP development.	Each June in 2018, 2019, 2020.	Technology Dept.	Placement of units.
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.	Each June in 2018, 2019, 2020.	DTC Building Tech. Team	When installation and training is complete.
4.3.2	Purchase Chromebooks for all teaching staff	June 2018	DTC	Teachers have completed training and

6.1.4 Key Area 4: Infrastructure, Hardware and Software				
Activity		Timeline Start-End	Responsible	Evidence of Completion
	for access SMS, email and student online files Grade 5 & 6		Director of Technology	received chromebook.
4.3.3	Purchase Chromebooks for all teaching staff for access SMS, email and student online files Grade 7 & 8	June 2019	DTC Director of Technology	Teachers have completed training and received chromebook.
4.3.4	Purchase Chromebooks for all teaching staff for access SMS, email and student online files Grade 9-12	June 2020	DTC Director of Technology	Teachers have completed training and received chromebook.
Goal 4.4: Provide equipment compatible with current developments in technology				
4.4.1	Continue 5-6 year replacement plan for essential PC workstations.	Each June of 2018, 2019, 2020.	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 5-6 rotation	June of 2019.	DTC	Purchase of equipment. Units to be upgraded or replaced during year six.
4.4.3	Installation of sound system in all classrooms- The sound system will include mic/connections to computer and other audio devices	August, 2020	DTC	All classrooms with have a sound system installed and staff trained on how to effectively use.

6.1.4 Key Area 4: Infrastructure, Hardware and Software				
Activity		Timeline Start-End	Responsible	Evidence of Completion
4.4.4				
Goal 4.5: Provide updated software compatible with current developments in technology				
4.5.1	Continue to review all software annually	Each April 2018 2019 2020	DTC Curriculum Coordinator Dir. of Technology	Software applications are compatible and using the most current version
4.5.2	Parent Portal will continue to be upgraded to the district web-site.	Review of plan and system upgrades each March 2018, 2019, 2020.	Dir. of Technology Building Principals	e-School data is used to organize the Student Management System with Parent Portal upgrade.
4.5.4	Continue to implement Google Docs	June 2020	Dir. of Technology Curriculum Coordinator	All teachers have username and passwords. The students have usernames and passwords. Staff Development sessions begin for all staff.