



Byron-Bergen Instructional Technology Plan



2022-2026

Board of Education Approved
April 25, 2022

Byron-Bergen Central School District

Instructional Technology

Plan 2022-2026

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District Mission

- District Mission
 - “To inspire, prepare and support using the values of compassion, humility, kindness and persistence with the vision to change the world.”
- District Vision
 - It is our charge, as the Byron-Bergen Technology Committee, to inspire and drive technological transformation and creative innovation throughout our Learning Community. Our vision is for our Learning Community to embrace purposeful change centered on technology that will develop collaborative learners and maximize district performance both instructionally and operationally. We will leverage the use of technology to foster critical thinking, accelerate and increase engagement in the learning process, support instructional practice, and meet and exceed learning goals. Our Learning Community will utilize technology to meet the goals of our Strategic Plan and District Mission. We commit to continuously improve and engage in an ongoing effort to develop, improve, and implement our technology-infused vision.

Executive Summary

- Digital Learning and Instructional Technology Core Beliefs
 - As a community we understand that technology is simply a tool, and the value that tool provides can only be realized when it is utilized in an appropriate manner. The following statements represent our core beliefs around what technology “can” do, recognizing that the only way we can leverage the benefits technology can provide to teaching and learning is with a focused commitment to professional development and implementing best practices in the classroom.
 - We believe that technology can...
 - Increase access to critical content.
 - Increase the efficiency by which data can be analyzed.
 - Strengthen the feedback cycle between teacher and student.
 - Increase the level of engagement in the learning process.
 - Accelerate the learning process.
 - Increase opportunities for stakeholder collaboration/communication.
 - We believe that the being skilled users of technology is essential to meeting the challenges of an ever changing world.

Technology Vision

It is our charge, as the Byron-Bergen Technology Committee, to inspire and drive technological transformation and creative innovation throughout our Learning Community. Our vision is for our Learning Community to embrace purposeful change centered on technology that will develop collaborative learners and maximize district performance both instructionally and operationally. We will leverage the use of technology to foster critical thinking, accelerate and increase engagement in the learning process, support instructional practice, and meet and exceed learning goals. Our Learning Community will utilize technology to meet the goals of our Strategic Plan and District Mission to “Challenge, Nurture, and Engage.” We commit to continuously improve and engage in an ongoing effort to develop, improve, and implement our technology-infused vision.

Technology Plan

The **Byron-Bergen Instructional Technology Plan** will support, enhance, and help meet the goals of the District's Strategic Plan.

Goal 1: Improve College and Career Readiness

Goal 2: Improve Communication

Goal 3: Improve Professional Development

Goal 4: Improve Physical, Social, and Emotional Health

Goal 5: Improve the Use of Technology

Goal 6: Improve Facilities

Goal 1: Improve College and Career Readiness

Technology Standards based on [ISTE Standards for Students:1,3,4,6,7](#) and [ISTE Standards for Teachers: 1](#)

Strategies to Achieve This Goal	Action Steps
Teachers and administrators will participate in ongoing Professional Development to understand current instructional technology based integration.	<ul style="list-style-type: none">• The Technology Committee will collaborate with the Professional Development Committee to ensure that objectives outlined by the Professional Development Plan include technology integration.• The Byron-Bergen Learning Community will engage in ongoing formal and informal Professional Development opportunities to examine best practices on technology integration.• Teachers will engage in Professional Development focused on understanding the use of instructional technology practices in the classroom.• Administrators will engage in Professional Development focused on understanding instructional technology and best practices related to instructional technology use in the classroom.
The Byron-Bergen Learning Community will use technology to collaborate, communicate, and engage in authentic learning experiences.	<ul style="list-style-type: none">• Staff and students will share documents and collaborate with peers using digital platforms (e.g. Google Enterprise & Classlink).• The Byron-Bergen Learning Community will create and maintain a cloud-based collection of digital resources for varied purposes (district apps, compliant apps per Ed Law 2D, instructional, tech tips, classroom practices, student portfolios, etc).

The Byron-Bergen Learning Community will provide approved credit recovery and remediation programs for students who are at risk for academic success.	<ul style="list-style-type: none"> Utilize current credit recovery and remediation programs (e.g. Edmentum) for credit recovery and remediation while exploring other technology solutions for at risk students.
The Byron-Bergen Learning Community will leverage technology to provide vertically and horizontally aligned curriculum UPK-12.	<ul style="list-style-type: none"> Collaborate with content leaders to create and maintain viable curriculum documents UPK-12. Investigate the proper medium to share the documents with appropriate access for stakeholders. Utilize K-12 Digital Literacy Standards district wide to support the use of technology and develop skills for all students.
The Byron-Bergen Learning Community will seek to expand course offerings through virtual and distance learning platforms.	<ul style="list-style-type: none"> Explore partnerships with regional BOCES, component school districts, and institutions of higher education to increase course offerings.

Goal 2: Improve Communication

Technology Standards based on [ISTE Standards for Teachers: 2,4](#) and [ISTE Standards for Educational Leaders: 3, 5](#)

Strategies to Achieve This Goal	Action Steps
The District will utilize a central entity to provide webmaster and social media services.	<ul style="list-style-type: none"> Continue partnership with shared BOCES service which provides webmaster and social media management services. The monitoring of page hits on district websites will be added and traffic data will be monitored.
The District will investigate the current use of Student Information Systems (e.g. SchoolTool) and Mass Notification Systems (e.g. Parent Square) to communicate with the Byron- Bergen Learning Community.	<ul style="list-style-type: none"> Guidelines will be developed through the Technology Committee on the use of the district's Student Information and Mass Notification Systems as communication devices to the broader community. Faculty and Administrators utilize Parent Square for mass notification messages. (Parent/teacher conference sign ups, pertinent information, fundraisers, etc.) Utilize Student Information Systems(SchoolTool) parent portal for parent communication and grades.
The Byron-Bergen Learning Community will use technology to collaborate, communicate, and engage in authentic learning experiences.	<ul style="list-style-type: none"> Staff and students will share documents and collaborate with peers using Google Classroom and Google Drive. Curriculum documents will be stored in Google Shared Drives and accessible by all faculty members.

Goal 3: Improve Professional Development

Technology Standards based on [ISTE Standards for Teachers: 1,2,4,6](#) and [ISTE Standards for Educational Leaders: 3,5](#)

Professional Development needs for Administrative and Instructional Staff is outlined in Goal 1: Improve College and Career Readiness.

Strategies to Achieve This Goal	Action Steps
All staff will participate in ongoing Professional Development to better utilize technology to fulfill their professional duties	<ul style="list-style-type: none">• Identify what instructional technology training staff requires using surveys and technology coordinator observations.• Develop a professional development plan to provide necessary training to all staff.• Use faculty (teacher experts) to facilitate training in house to teach best practices with instructional technology in the classroom.

Goal 4: Improve Physical, Social, and Emotional Health

Technology Standards based on [ISTE Standards for Students: 2](#), [ISTE Standards for Teachers: 3](#) and [ISTE Standards for Educational Leaders: 3,5](#)

Strategies to Achieve This Goal	Action Steps
Digital Citizenship and Internet Safety will be embedded in District curriculum and instruction.	<ul style="list-style-type: none">• Investigate and identify best instructional practices of Digital Citizenship and Internet Safety to support the needs of students.• District technology committee will communicate and share best practices with faculty, staff, students and families.• District technology committee will investigate how to implement Common Sense lessons regarding Digital Citizenship.
District Policies will be in place with regard to Acceptable Use, Email Use, Internet Safety, and Data Security.	<ul style="list-style-type: none">• District policies and procedures will be reviewed and revised as needed.

Goal 5: Improve the Use of Technology

Technology Standards based on [ISTE Standards for Teachers: 1, 2, 4, 6](#) and [ISTE Standards for Educational Leaders: 1, 2, 3, 4](#)

Strategies to Achieve This Goal	Action Steps
District operational applications will be used to their fullest extent to provide increased efficiencies and improved communication within the system.	<ul style="list-style-type: none"> District applications outlined in the DPSS Tool, will be reviewed to be sure that all capabilities are being used. When approving new applications, faculty will follow district and ED Law 2D protocol before use.
The Byron-Bergen curriculum will include technology indicators as defined by the ISTE standards.	<ul style="list-style-type: none"> The Byron-Bergen Learning Community will receive instruction in the skills outlined in the ISTE standards and K-12 Digital Literacy Standards.

Goal 6: Improve Facilities

Strategies to Achieve This Goal	Action Steps
The Byron-Bergen Central School District will provide all learners access to technology that will meet their individual needs and educational goals. (This will include students within our district attending non-public schools)	<ul style="list-style-type: none"> The Technology Committee will conduct on-going research into the newest technologies, devices, and resources available. Collaborate with the Committee for Special Education and identify assistive technologies required by current students with disabilities as outlined by their Individual Education Plan.
Provide teachers and students with District devices and the access required to support instructional goals.	<ul style="list-style-type: none"> Faculty members and students will be issued a District device and charger each school year. Students and staff will complete acceptable use agreements electronically, annually. District technology committee will create a student handbook for Chromebook use.
The District Infrastructure will be monitored and adjustments made as needed.	<ul style="list-style-type: none"> Network components will be monitored as more and more devices become available. If needed, additional access points will be added to ensure connectivity.

Action Step Timeline

Goal 1: Improve College and Career Readiness			
Action Step	Designation	Time Frame	Measurement
<ul style="list-style-type: none"> The Technology Committee will collaborate with the Professional Development Committee to ensure that objectives outlined by the Professional Development Plan include technology integration. The Byron-Bergen Learning Community will engage in ongoing formal and informal Professional Development opportunities to examine best practices on technology integration. Teachers will engage in Professional Development focused on understanding the use of instructional technology practices in the classroom. Administrators will engage in Professional Development focused on understanding instructional technology and best practices related to instructional technology use in the classroom. 	Professional Development Committee and Technology Committee	Ongoing	<ul style="list-style-type: none"> Instructional Technology opportunities are included in the the Professional Development plan Utilize MyLearningPlan for professional development offerings Attendance rosters of course offerings Post-course surveys Use learning walks to showcase effective use of instructional technology use in classrooms Offer turnkey opportunities Have in house teacher experts lead instructional technology PD throughout the school year and summer
<ul style="list-style-type: none"> Staff and students will share documents and collaborate with peers using digital platforms (e.g. Google Enterprise & Classlink). The Byron-Bergen Learning Community will create and maintain a cloud-based collection of digital resources for varied purposes (district apps, compliant apps per Ed Law 2D, instructional, tech tips, classroom practices, student portfolios, etc). 	Byron-Bergen Learning Community	Ongoing	<ul style="list-style-type: none"> Classlink will be used to roster district purchased programs Data Privacy Officer will deliver training in regards to Ed Law 2D Google Shared Drives and Google Classroom will be utilized to share digital resources for faculty and staff All teachers K-12 will utilize Google Classroom with their students

<ul style="list-style-type: none"> Utilize current credit recovery and remediation programs (e.g. Edmentum) for credit recovery and remediation while exploring other technology solutions for at risk students. 	Building Leaders, Content Leaders, CSE Chairperson	Ongoing	<ul style="list-style-type: none"> Inclusion of technology solutions within comprehensive instructional plan Stay current on best practices and programs surrounding credit recovery Number of students enrolled
<ul style="list-style-type: none"> Collaborate with content leaders to create and maintain viable curriculum documents UPK-12. Investigate the proper medium to share the documents with appropriate access for stakeholders. Utilize K-12 Digital Literacy Standards district wide to support the use of technology and develop skills for all students. 	Content Leaders, Building Leaders, Technology Committee	2025	<ul style="list-style-type: none"> Curriculum documents UPK-12 are developed Appropriate access to curriculum documents will be available to the entire Byron-Bergen Learning Community Where K-12 Digital Literacy standards are taught are identified K-12 Digital Literacy Standards are implemented in classrooms K-12 Digital Literacy Standards are progress monitored throughout the year and from year to year
<ul style="list-style-type: none"> Explore partnerships with regional BOCES, component school districts, and institutions of higher education to increase course offerings. 	Counselors and Building Leaders	Ongoing	<ul style="list-style-type: none"> Comprehensive course catalog is available to students Increase awareness of these programs district wide

Goal 2: Improve Communication

Action Step	Designation	Time Frame	Measurement
<ul style="list-style-type: none"> Continue partnership with shared BOCES service which provides webmaster and social media management services. The monitoring of page hits on district websites will be added and traffic data will be monitored. 	District Leadership, Technology Committee	Ongoing	<ul style="list-style-type: none"> Continue using BOCES provider for webmaster and social media management service agreement Page hit data will be collected and analyzed Continue to use social media, the school website and Parent Square to share relevant information with the learning community
<ul style="list-style-type: none"> Guidelines will be developed through the Technology Committee on the use of the district's Student Information and Mass Notification Systems as communication devices to the broader community. Faculty and Administrators utilize Parent Square for mass notification messages. (Parent/teacher conference sign ups, pertinent information, fundraisers, etc.) 	Technology Committee	Ongoing	<ul style="list-style-type: none"> All mass notifications will be sent through Parent Square. This includes important phone calls and messages Parents will utilize Schooltool parent portal access for student grade access All faculty members and administrators will utilize Parent Square for mass communication including important updates, parent teacher conference sign ups, fundraisers, etc
<ul style="list-style-type: none"> Staff and students will share documents and collaborate with peers using Google Classroom and Google Drive. Curriculum documents will be stored in Google Shared Drives and accessible by all faculty members. 	Byron-Bergen Learning Community	Ongoing	<ul style="list-style-type: none"> Training will be delivered to all new staff on utilizing the district's cloud-based storage and sharing platform as well as district purchased software and applications Teachers will utilize Google Classroom and Google Drive to facilitate collaboration with their peers District social media accounts are actively managed by shared BOCES services District technology will be included in the onboarding process for new faculty and staff members

Goal 3: Improve Professional Development

Action Step	Designation	Time Frame	Measurement
<ul style="list-style-type: none"> Identify what instructional technology training staff requires using surveys and technology coordinator observations. Develop a professional development plan to provide necessary training to all staff. Use faculty (teacher experts) to facilitate training in house to teach best practices with instructional technology in the classroom 	Administration and staff	Ongoing	<ul style="list-style-type: none"> Survey conducted to examine the training gaps for non-instructional staff Utilize MyLearningPlan to support enrollment in PD opportunities Professional Development Plan developed that includes specific language on integrating technology into professional practice

Goal 4: Improve Physical, Social, and Emotional Health

Action Step	Designation	Time Frame	Measurement
<ul style="list-style-type: none"> Investigate and identify best instructional practices of Digital Citizenship and Internet Safety to support the needs of students. District technology committee will communicate and share best practices with faculty, staff, students and families. District technology committee will investigate how to implement Common Sense lessons regarding Digital Citizenship. 	Building Level Character Education teams, Building Administrators and Counselors	Ongoing	<ul style="list-style-type: none"> Curriculum documents UPK-12 are developed Appropriate access to curriculum documents will be available to the entire Byron-Bergen Learning Community Identify lesson plans and standards for appropriate grade levels Digital Citizenship lessons are implemented in classrooms Digital Citizenship in the classroom is monitored and reviewed throughout the year and from year to year
<ul style="list-style-type: none"> District policies and procedures will be reviewed and revised as needed. 	Technology Education	Annually	<ul style="list-style-type: none"> The Technology Committee will annually review technology related policies, propose changes to the Superintendent to be presented for adoption by the Board of Education.

Goal 5: Improve the Use of Technology

Action Step	Designation	Time Frame	Measurement
<ul style="list-style-type: none"> District applications outlined in the DPSS Tool, will be reviewed to be sure that all capabilities are being used. When approving new applications, faculty will follow district and ED Law 2D protocol before use. 	Business Office, Library Services	Annually	<ul style="list-style-type: none"> Faculty and staff will utilize software and instructional technology programs that are compliant with Ed Law 2D Faculty and staff will be surveyed annually regarding what software and instructional technology programs so programs are compliant before next school year
<ul style="list-style-type: none"> The Byron-Bergen Learning Community will receive instruction in the skills outlined in the ISTE standards and K-12 Digital Literacy Standards. 	Technology Committee	Annually	<ul style="list-style-type: none"> The K-12 Literacy Standards will be shared with faculty at faculty meetings The K-12 Literacy Standards will be implemented in classrooms based on where the standards are commonly taught Professional development will be provided to teachers regarding how to implement these standards in their classrooms

Goal 6: Improve Facilities

Action Step	Designation	Time Frame	Measurement
<ul style="list-style-type: none"> The Technology Committee will conduct on-going research into the newest technologies, devices, and resources available. Collaborate with the Committee for Special Education and identify assistive technologies required by current students with disabilities as outlined by their Individual Education Plan. 	Technology Committee, CSE Chairperson	Annually	<ul style="list-style-type: none"> Representatives of BBCSD will attend the NYSCATE conference to gain more information regarding instructional technology and share that with faculty upon return Cross contract agreement established with regional BOCES regarding integration of assistive technologies
<ul style="list-style-type: none"> Faculty members and students will be issued a District device and charger each school year. Students and staff will complete acceptable use agreements electronically, annually. District technology committee will create a student handbook for Chromebook use. 	Superintendent, Business Office, Technology Committee	Annually	<ul style="list-style-type: none"> All faculty members have been provided a district owned device Anyone issued a district owned device will annually sign the districts most current acceptable use policy Teachers will review best practices regarding Chromebook usage
<ul style="list-style-type: none"> Network components will be monitored as more and more devices become available. If needed, additional access points will be added to ensure connectivity. 	Information Technology Team, Edutech, Superintendent, Business Office	Annually	<ul style="list-style-type: none"> Long term planning cycling is developed and reviewed to ensure funding for future upgrades Access points will be added or upgraded to ensure full coverage. Monitor current systems and upgrade as needed

Appendix

A. Acceptable Use Policies

- i. Policy 7315 – Student Acceptable Use Policy
- ii. Policy 6410 – Staff Acceptable Use Policy

B. International Society for Technology in Education (ISTE) Standards

- iii. For Students
- iv. For Educators
- v. For Educational Leaders

C. BOE Technology Policies

- vi. Policy 5674 – Data Networks and Security Access
- vii. Policy 6410 – Use of Email in the District
- viii. Policy 7316 – Student Use of Personal Technology
- ix. Policy 8271 – CIPA: Internet Content Filtering/Safety Policy
- x. Policy 8270 – Instructional Technology

D. District Computer Hardware & Technology Inventory

E. Technology Budget/Replacement Plan

APPENDIX A
Acceptable Use Policies

SUBJECT: STUDENT ACCEPTABLE USE POLICY

The Board will provide access to various computerized information resources through the District's computer system ("DCS") consisting of software, hardware, computer networks and electronic communications systems. This may include access to email, on-line services, and the Internet. It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, will be subject to this policy. Further, all DCS use must be in support of education or research and consistent with the goals and purposes of the 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 or guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the 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 or guardians.

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 this 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 should establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The 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 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.

District students must 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 of the DCS may lose access in accordance with applicable due process procedures, and may be subject to further discipline in accordance with the District *Code of Conduct*.

(Continued)

POLICY

2019

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Students

SUBJECT: STUDENT ACCEPTABLE USE POLICY (Cont'd.)

Student data files and other electronic storage areas are considered District property subject to control and inspection. The Computer Coordinator may access all files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy. Students should not expect that information stored on the DCS will be private.

Notification

The District's AUP 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.

General Obligations Law § 3-112

NOTE: Refer also to Policy #8271 -- Internet Safety/Internet Content Filtering
District *Code of Conduct*

Adopted: 6/6/19

POLICY

2019

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Personnel

SUBJECT: STAFF ACCEPTABLE USE POLICY

The Board will provide staff with access to various computerized information resources through the District's computer system (DCS) consisting of software, hardware, computer networks, wireless networks/access, and electronic communication systems. This may include access to electronic mail, on-line services and the Internet. It may also include the opportunity for staff to have independent access to the DCS from their home or other remote locations, and/or to access the DCS from their personal devices. All use of the DCS and the wireless network, including independent use off school premises and use on personal devices, will be subject to this policy and any 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. To that end, the Board directs the Superintendent or designee(s) to provide staff with training in the proper and effective use of the DCS.

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

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance will 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 will not be utilized to share confidential information about students or other employees.

Access to confidential data is a privilege afforded to District employees in the performance of their duties. Safeguarding this data is a District responsibility that the Board takes very seriously. Consequently, District employment does not automatically guarantee the initial or ongoing ability to use mobile or personal devices to access the DCS and the information it may contain.

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

District staff will 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 protected 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.

(Continued)

SUBJECT: STAFF ACCEPTABLE USE POLICY (Cont'd.)**Social Media Use by Employees**

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

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

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use and Personal Use. Personal use of social media or SNS by employees during District time or on District-owned equipment is discouraged. In addition, employees are encouraged to maintain the highest levels of professionalism when communicating, whether using District devices or their own personal devices, in their professional capacity as educators. They have a responsibility to address inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District policies and regulations.

Confidentiality, Private Information and Privacy Rights

Confidential or private data, including, but not limited to, protected student records, employee personal identifying information, and District assessment data, will only be loaded, stored, or transferred to District-owned devices which have encryption and/or password protection. This restriction, designed to ensure data security, encompasses all computers and devices within the DCS, any mobile devices, including flash or key drives, and any devices that access the DCS from remote locations. Staff will not use email to transmit confidential files in order to work at home or another location. Similarly, staff are prohibited from using cloud-based storage services (such as Dropbox, GoogleDrive, SkyDrive, etc.) for confidential files.

In addition, staff will not leave any devices unattended with confidential information visible. All devices must be locked down while the staff member steps away from the device, and settings enabled to freeze and lock after a set period of inactivity.

(Continued)

POLICY

2019

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Personnel

SUBJECT: STAFF ACCEPTABLE USE POLICY (Cont'd.)

Staff data files and electronic storage areas will remain District property, subject to District control and inspection. The Technology Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and any accompanying regulations. Staff should not expect that information stored on the DCS will be private.

NOTE: Refer also to Policies #5672 -- Information Security Breach and Notification
#6411 -- Use of Email in the District
#7316 -- Student Use of Personal Technology
#8271 -- Internet Safety/Internet Content Filtering

Adopted: 6/6/19

APPENDIX B
International Society for Technology in Education (ISTE) Standards

SECTION 1: STUDENTS

1.1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1.1.b. build networks and customize their learning environments in ways that support the learning process.
- 1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.1.d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

1.2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- 1.2.a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 1.2.b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- 1.2.c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 1.2.d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

1.3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- 1.3.a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 1.3.b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 1.3.c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



1.4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- 1.4.a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 1.4.b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 1.4.c. develop, test and refine prototypes as part of a cyclical design process.
- 1.4.d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

1.5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- 1.5.a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- 1.5.b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- 1.5.c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 1.5.d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

1.6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- 1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.
- 1.6.c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 1.6.d. publish or present content that customizes the message and medium for their intended audiences.

1.7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- 1.7.a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 1.7.b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- 1.7.c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- 1.7.d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

SECTION 2: EDUCATORS

Empowered Professional

2.1. Learner

Teachers continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Teachers:

- 2.1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 2.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.
- 2.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.3. Citizen

Teachers inspire students to positively contribute and responsibly participate in the digital world. Teachers:

- 2.2.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- 2.2.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- 2.2.c. Mentor students in the safe, ethical and legal practice with digital tools and protection of intellectual rights and property.
- 2.2.d. Model and promote management of personal data and digital identity and protect student data privacy.

2.2. Leader

Teachers seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Teachers:

- 2.3.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- 2.3.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
- 2.3.c. Model for colleagues the identification, experimentation, evaluation, curation and adoption of new digital resources and tools for learning.



Learning Catalyst

2.4. Collaborator

Teachers dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Teachers:

- 2.4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- 2.4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- 2.4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
- 2.4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

2.6. Facilitator

Teachers facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Teachers:

- 2.6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- 2.6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- 2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.
- 2.6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

2.5. Designer

Teachers design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Teachers:

- 2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- 2.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- 2.5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

2.7. Analyst

Teachers understand and use data to drive their instruction and support students in achieving their learning goals. Teachers:

- 2.7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- 2.7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- 2.7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Crompton, H., & Sykora, C. (2021). Developing instructional technology standards for educators: A design-based research study. *Computers and Education Open 2* <https://doi.org/10.1016/j.caeo.2021.100044>

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SECTION 3: EDUCATION LEADERS

3.1. Equity and Citizenship Advocate

Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:

- 3.1.a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.
- 3.1.b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
- 3.1.c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
- 3.1.d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

3.2. Visionary Planner

Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:

- 3.2.a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.
- 3.2.b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.
- 3.2.c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.
- 3.2.d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.
- 3.2.e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

3.3. Empowering Leader

Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:

- 3.3.a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.
- 3.3.b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.
- 3.3.c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.
- 3.3.d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.
- 3.3.e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.



3.4. Systems Designer

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:

- 3.4.a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.
- 3.4.b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.
- 3.4.c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.
- 3.4.d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

3.5. Connected Learner

Leaders model and promote continuous professional learning for themselves and others. Education leaders:

- 3.5.a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.
- 3.5.b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.
- 3.5.c. Use technology to regularly engage in reflective practices that support personal and professional growth.
- 3.5.d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.



Learn how to fully implement the ISTE Standards in your classroom at ISTE U.

Two self-paced courses dive into the what, why and how of the student and educator sections of the ISTE Standards, helping you bring them to life for your learners!

Enroll now at iste.org/ISTEU



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APPENDIX C
BOE Technology Policies

SUBJECT: DATA NETWORKS AND SECURITY ACCESS

The District values the protection of private information of individuals in accordance with applicable law, regulations, and best practice. Accordingly, District officials and Information Technology (IT) staff will plan, implement, and monitor IT security mechanisms, procedures, and technologies necessary to prevent improper or illegal disclosure, modification, or denial of sensitive information in the District Computer System (DCS). Similarly, such IT mechanisms and procedures will also be implemented in order to safeguard District technology resources, including computer hardware and software. District network administrators may review District computers to maintain system integrity and to ensure that individuals are using the system responsibly. Users should not expect that anything stored on school computers or networks will be private.

In order to achieve the objectives of this policy, the Board entrusts the Superintendent, or his or her designee, to:

- a) Inventory and classify personal, private, and sensitive information on the DCS to protect the confidentiality, integrity, and availability of information;
- b) Develop password standards for all users including, but not limited to, how to create passwords and how often such passwords should be changed by users to ensure security of the DCS;
- c) Ensure that the "audit trail" function is enabled within the District's network operating system, which will allow the District to determine on a constant basis who is accessing the DCS, and establish procedures for periodically reviewing such audit trails;
- d) Develop procedures to control physical access to computer facilities, data rooms, systems, networks, and data to only authorized individuals; such procedures may include ensuring that server rooms remain locked at all times and the recording of arrival and departure dates and times of employees and visitors to and from the server room;
- e) Establish procedures for tagging new purchases as they occur, relocating assets, updating the inventory list, performing periodic physical inventories, and investigating any differences in an effort to prevent unauthorized and/or malicious access to these assets;
- f) Periodically grant, change, and terminate user access rights to the overall networked computer system and to specific software applications and ensure that users are given access based on, and necessary for, their job duties;
- g) Limit user access to the vendor master file, which contains a list of vendors from which District employees are permitted to purchase goods and services, to only the individual who is responsible for making changes to such list, and ensure that all former employees' access rights to the vendor master list are promptly removed;

(Continued)

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Non-Instructional/Business
Operations

SUBJECT: DATA NETWORKS AND SECURITY ACCESS (Cont'd.)

- h) Determine how, and to whom, remote access should be granted, obtain written agreements with remote access users to establish the District's needs and expectations, as appropriate, and monitor and control such remote access;
- i) Verify that laptop computer systems assigned to teachers and administrators use full-disk encryption software to protect against loss of sensitive data;
- j) Deploy software to servers and workstations to identify and eradicate malicious software attacks such as viruses and malware;
- k) Develop a disaster recovery plan appropriate for the size and complexity of District IT operations to ensure continuous critical IT services in the event of any sudden, catastrophic event, including, but not limited to fire, computer virus or deliberate or inadvertent employee action.

Adopted: 6/6/19

SUBJECT: USE OF EMAIL IN THE DISTRICT

Email is a valuable business communication tool, however, users must use this tool in a responsible and lawful manner. Every employee and authorized user has a responsibility to be knowledgeable about the inherent risks associated with email usage and to avoid placing the District at risk. The same laws and business records requirements apply to email as to other forms of written communication. District employees and authorized users will use the District's designated email system for all business-related email, including emails in which students or student issues are involved. Personal accounts and instant messaging will not be used to conduct official business.

Employee Acknowledgement

All employees and authorized users will be required to review a copy of the District's policies on staff use of computerized information resources and any regulations established in connection with those policies. Each user must annually acknowledge this employee and authorized user agreement before establishing an account or continuing in his or her use of email.

Classified and Confidential

District employees and authorized users may not:

- a) Provide lists or information about District employees or students to others and/or classified information without approval. Questions regarding usage and requests for these lists or information should be directed to a principal or supervisor;
- b) Forward emails with confidential, sensitive, or secure information without principal or supervisor authorization. Additional precautions, such as encryption, should be taken when sending documents of a confidential nature;
- c) Use file names that may disclose confidential information. Confidential files should be password protected and encrypted. File protection passwords will not be transmitted via email correspondence;
- d) Use email to transmit any individual's personal, private, and sensitive information (PPSI). PPSI includes social security number, driver's license number or non-driver ID number, account number, credit or debit card number and security code, or any access code or password that permits access to financial accounts or protected student records;
- e) Send or forward emails with comments or statements about the District that may negatively impact it; or
- f) Send or forward email that contains confidential information subject to Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and other applicable laws.

(Continued)

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)**Personal Use**

Employees and authorized users may use the District's email system for limited personal use. However, employees and authorized users should have no expectation of privacy in this email use. Personal use does not include chain letters, junk mail, and jokes. Employees and authorized users are not permitted to access any other email account or system (Yahoo, Hotmail, AOL, etc.) via the District's network or use the District's email programs to conduct job searches, post personal information to bulletin boards, blogs, chat groups, and list services, etc. without specific permission from the principal or supervisor. The District's email system also cannot be used for personal gain or profit.

Receiving Unacceptable Mail

Employees and authorized users who receive offensive, unpleasant, harassing, or intimidating messages via District email or instant messaging should inform their principal or supervisor immediately.

Records Management and Retention

Email will be maintained and archived in accordance with the NYS Records Retention and Disposition Schedule ED-1 and as outlined in the Records Management Policy. Email records may be deleted, purged, or destroyed after they have been retained for the requisite time period established in the ED-1 schedule.

Training

Employees or authorized users should receive regular training on the following topics:

- a) The appropriate use of email with students, parents and other staff to avoid issues regarding harassment and/or charges of fraternization;
- b) Confidentiality of emails;
- c) Permanence of email: email is never truly deleted, as the data can reside in many different places and in many different forms; and
- d) No expectation of privacy: email use on District property is not to be construed as private.

Sanctions

The Computer Coordinator may report inappropriate use of email by an employee or authorized user to the employee or authorized user's principal or supervisor who may take appropriate disciplinary action. Violations may result in a loss of email use, access to the technology network, and/or other disciplinary action. When applicable, law enforcement agencies may be contacted.

(Continued)

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Personnel

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

Confidentiality Notice

A standard confidentiality notice will automatically be added to each email as determined by the District.

NOTE: Refer also to Policies #3320 -- Confidentiality of Computerized Information
#3420 -- Non-Discrimination and Anti-Harassment in the District
#5670 -- Records Management
#6410 -- Staff Acceptable Use Policy
#8271 -- Internet Safety/Internet Content Filtering

Adopted: 6/6/19

SUBJECT: STUDENT USE OF PERSONAL TECHNOLOGY

The Board seeks to maintain a safe and secure environment for students and staff. Advances in technology have made it possible to expand the learning environment beyond traditional classroom boundaries. Using personal electronic devices during instructional time can enable students to explore new concepts, personalize their learning experience, and expand their global learning opportunities. Additionally, the use of personal technology devices is ubiquitous in today's society and standards for student use during non-instructional time should adapt to this change. This policy defines the use of personal technology during instructional and non-instructional times and reinforces the standard that all use, regardless of its purpose, must follow the guidelines outlined in the Student Acceptable Use Policy (AUP), the District's *Code of Conduct*, and the Dignity for All Students Act.

Personal technology includes all existing and emerging technology devices that can take photographs; record or play audio or video; input text; upload and download media; connect to or receive information from the Internet; and transmit or receive messages, telephone calls, or images. Examples of personal technology include, but are not limited to, iPods and MP3 players; iPad, Nook, Kindle, and other tablet PCs; laptop and netbook computers; personal digital assistants (PDAs), cell phones and smart phones such as BlackBerry, iPhone, or Droid, as well as any device with similar capabilities. Unacceptable devices include, but are not limited to, gaming devices or consoles, laser pointers, modems or routers, and televisions.

Instructional Purposes

Personal technology use by students is permitted during the school day for instructional purposes and/or in approved locations only. Teachers will indicate when and if classroom use is acceptable. Students are expected to act responsibly and thoughtfully when using technology resources. Students must first inquire with school administrators and/or teachers when they are unsure of the permissibility of a particular use of technology.

Instructional purposes include, but are not limited to, approved classroom activities, research, college admissions activities, career development, communication with experts, homework, and other activities as deemed appropriate by school staff.

Non-Instructional Uses

Appropriate use of personal technology during non-instructional time is also allowed if students follow the guidelines in the AUP and *Code of Conduct*. Non-instructional use includes texting, calling and otherwise communicating with others during free periods and in common areas of the school building such as the hallways, cafeteria, study halls, buses, and student lounges. Other non-instructional uses include Internet searches, reading, listening to music, and watching videos. Use during non-instructional time must be conducted in a safe and unobtrusive manner. Devices must also be in silent mode to avoid disrupting others.

(Continued)

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Students

SUBJECT: STUDENT USE OF PERSONAL TECHNOLOGY (Cont'd.)

Liability

The District will not be liable for the loss, damage, misuse, or theft of any personal technology brought to school. The District reserves the right to monitor, inspect, and/or confiscate personal technology when administration has reasonable suspicion to believe that a violation of school policy or criminal law has occurred.

The Board expressly prohibits use of personal technology in locker rooms, restrooms, Health Offices, and any other areas where a person would reasonably expect some degree of personal privacy.

Prohibition During State Assessments

All students are prohibited from bringing electronic devices into a classroom or other location where a New York State assessment is being administered. Test proctors, test monitors, and school officials have the right to collect prohibited electronic devices prior to the start of the test and hold them while the test is being administered, including break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

Students with disabilities may use certain devices if the device is specified in that student's IEP or 504 plan or a student has provided medical documentation that they require the device during testing.

Permission

Students will not be permitted to use personal technology devices in school or at school functions until they have reviewed the AUP, the applicable sections of the *Code of Conduct* and associated technology guidelines, and signed the Student Use of Personal Technology Permission Form with their parents. The District reserves the right to restrict student use of District-owned technologies and personal technology on school property or at school-sponsored events.

Students must follow the guidelines for use set out in the District *Code of Conduct* and the AUP at all times. Consequences for misuse are set forth in the District's *Code of Conduct*.

NOTE: Refer also to Policies #7315 -- Student Acceptable Use Policy
#7550 -- Dignity for All Students
#8271 -- Internet Safety/Internet Content Filtering

Adopted: 6/6/19

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING

In compliance with the Children's Internet Protection Act (CIPA) and regulations of the Federal Communications Commission (FCC), the District will ensure 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. These technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, pornographic, or, with respect to the use of computers by minors, considered harmful to students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building or program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board'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 District, including the selection of appropriate 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 any inappropriate sites. Proper safety procedures, as deemed appropriate by the applicable administrator or 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 may include, but will 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 email, chat rooms, instant messaging, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email, chat rooms, as well as social networking websites, may be blocked as deemed necessary to ensure the safety of students;
- b) Monitoring logs of access in order to keep track of the websites 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 (AUP), unauthorized access and other unlawful activities by minors are prohibited by the District; and student violations of these 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 students.

(Continued)

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING (Cont'd.)

The determination of what is "inappropriate" for minors will be determined by the District and/or designated school official(s). The determination of what is "inappropriate" material may vary depending on 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 or regulations.

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 District.

The District will provide certification, in accordance with 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 or filtering of access to certain material on the Internet) for all District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner will provide technical assistance in the development of curricula for this course of study which will 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.

Additionally, students will be educated on appropriate interactions with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response.

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

Despite the existence of District policy, regulations, and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access this 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.

(Continued)

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Instruction

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING (Cont'd.)

Notification/Authorization

The District's AUP 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 public hearing or meeting to address this policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary if and when amendments are made to this policy.

This 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.

This policy is required to be retained by the school for at least five years after the funding year in which the policy was relied upon to obtain E-rate funding.

20 USC § 7131
47 USC §§ 254(h) and 254(l)
47 CFR Part 54
Education Law § 814

NOTE: Refer also to Policies #7315 -- Student Acceptable Use Policy
#7316 -- Student Use of Personal Technology
District Code of Conduct

Adopted: 6/6/19

APPENDIX D

Current Instructional Computer Hardware & Technology Inventory

A current inventory of computer hardware and technology can be found in the table below. All hardware is being utilized to maintain the current 1:1 initiative for all classrooms K-12. The investment plan laid out in Appendix G demonstrates the district's commitment to continuing the 1:1 initiative and invest in new technologies.

Computer Hardware & Technology	Quantity
Desktop Computers	242
Laptops	65
Chromebooks	1098
iPads	32
Document Cameras	38
Multi-Function Printers	17
SMARTboards	26
View Sonic Boards	2
Nureva Boards	63
Projectors	6
Webcam	120

APPENDIX E

Technology Budget & Replacement Plan

Fiscal Year	Description	Qty	Cost per unit	Total Cost	Budget Available	Total Spent
2021-22	Devices Acer Chromebooks (<i>expire in 2026</i>)	366	\$300	\$112,500	\$135,000	\$128,200
	Laptops for Administrators	4	\$2,375	\$9,500		
	View Sonic Boards	2	\$3,100	\$6,200		
2022-23	Devices HP Chromebooks (expire 2028)	366	\$300	\$112,500	\$120,000	\$128,300
	Viewsonic Boards (textbook/hardware money)	~5	\$3,100	\$15,500		
	Wifi points for elem	1	\$300	\$300		
2023-24	Viewsonic Boards	48	\$3,100	148,800	\$200,000	198,810
	Work Station Replacements: CAD Lab	20	\$1,500	30,000		
	Work Station Replacements: Staff	30	\$667	20,010		
2024-25	Viewsonic Boards	33	\$3,100	\$102,300	\$170,000	\$168,320
	Workstation Replacements-Staff	60	\$667	\$40,020		
	Wifi Access Points (Expire 2026)	65	\$400	\$26,000		
2025-26	Devices HP Chromebooks (expire 2030)	366	\$300	\$112,500	\$150,000	\$149,172
	Wifi Access Points (Expire 2026)	65	\$400	\$26,000		
	Workstation Replacements-Staff	16	\$667	\$10,672		