



## Technology Committee Members

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## Table of Contents

Technology Planning Committee Members	Page 2
Mission/Vision - Introduction	Page 4
Technology Vision Statement	Page 5
21 <sup>st</sup> Century Statement	Page 5
21 <sup>st</sup> Century Resources	Page 6
Goals	Page 7
Objectives of Goals 1-6	Page 8-15
ISTE Benchmarks – Teachers	Page 16-18
ISTE Benchmarks – Students	Page 19-20
Implementation Action Plans	Page 21
Remote Learning (Appendix A)	Page 22-26
Parents’ Bill of Rights for Data privacy and Security (Appendix B)	Page 27
Technology Skills Scope and Sequence	Page 28

## Mission/Vision - Introduction

### District Mission Statement

We, the Board of Education, staff, students, parents and community share responsibility for meeting the needs of students living in a rapidly changing, pluralistic society. We endeavor to create an atmosphere where people are accepted as individuals in a safe environment that fosters self-discipline, mutual respect, cooperation and academic excellence.

### District Vision Statement

The vision of the Saugerties Central School District is to create and foster a safe, academically challenging, creatively nurturing and supportive environment in which all students are engaged in activities which promote learning. This environment will be achieved through the active involvement of students, teachers, parents, support staff and administrators working together as a learning community. It is our joint vision that students who successfully complete their educational experience at Saugerties Central School District will be prepared to contribute to and succeed in our increasingly global and technological society.

### Introduction

The Saugerties Central School District is located in the Hudson Valley of New York. It comprises the Towns of Saugerties, Ulster and Woodstock in Ulster County. Saugerties has an estimated population of 19,180. All of the School District facilities are located approximately 100 miles north of New York City and 50 miles south of Albany. The School District is primarily residential in nature.

The School District provides public education for grades K-12. The School District employs approximately 200 teachers and serves 2,306 students in four elementary schools and one 7-12 Junior/Senior High School. The Junior/Senior High has 1,121 students and a free and reduced lunch rate of 33.2%. Cahill Elementary has 397 students and a free and reduced lunch rate of 41.6%. Morse Elementary has 302 students and a free and reduced lunch rate of 26%. Riccardi Elementary has 438 students and a free and reduced lunch rate of 22.7%. ***Please note these numbers are as of September 8, 2022 and will change frequently due to enrollment.***

Opportunities for higher education in the county include the State University College at New Paltz and Ulster County Community College. There are also many colleges and universities in the Albany and New York City areas as well as neighboring counties.

## Technology Vision

### Technology Vision Statement

To achieve personal excellence and to work effectively in our rapidly changing society, students must be able to utilize the tools of technology. We believe technology will provide support for the children's individual needs, help meet educational requirements and better prepare them for the future, with the understanding that technology is and will be an integral part of our students' lives. We want all students immersed in rich, authentic, relevant, digital learning experiences to create critical thinkers empowered to embrace the challenges of their school, community, and the world. It is our responsibility to prepare our students for the future.

As a District it is important this plan is a living document allowing for growth and advancements in technology. This plan reflects the district level goals as approved by the Board of Education.

## 21<sup>st</sup> Century Learning Vision

In this rapidly changing economy, there is a corresponding shift in the skills and abilities that students will need to thrive in the global marketplace. Students must learn critical thinking, communication, creativity, and collaboration skills. Students, as well, are inundated with information and must learn to analyze, validate, and synthesize data in the information age. Education technology, used by trained teachers, improves student achievement, self-concept, motivation and college and career readiness.

## 21<sup>st</sup> Century Resources

The Technology Planning Committee has created this plan to be a living, working document that will enhance all Saugerties CSD students and staff. As technology changes exponentially, Saugerties CSD will make every effort to continually enhance our teaching and learning to stay current and supply cutting edge hardware, software, professional development, and classroom instruction.

The Saugerties CSD Technology Plan has been based on several resources:

1. International Society of Technology in Education (ISTE) standards for students and teachers
2. NYSED Teacher Standards
3. NYSED Student Learning Standards
4. The New York Smart Schools Commission Report
5. 2017/2018 Saugerties CSD-wide Technology Audit
6. Education Law Section 2-d, Part 121 - New Commissioner's Regulations on Cyber Security
  7. The Nist CyberSecurity Framework - <https://riconedpss.org/resources>
  8. Part 121 2D Law - <https://riconedpss.org/documents/Part121Overview.pdf>

## Goals

- 1. Integrate technology effectively across all curriculum areas of instruction in order to:**
  - a. Improve student academic achievement
  - b. To prepare students to utilize multiple types of technology
  - c. Promote technology as an alternative to traditional methods of gathering, organizing and synthesizing information
  - d. Assist students with special needs
  - e. Ensure the equitable distribution and access to technological equipment and materials for all students
  - f. Create opportunities for remote and distance learning (See Appendix A)
  
- 2. Use Cyber and Internet security. Provide training to ensure Internet safety for all staff and students as aligned with 2d Part 121 law.**
  - a. Protect personally identifiable information (PII)
  - b. Create a Bill of rights for Data Privacy and Security
  - c. Approval on Third-Party Contracts
  - d. Annual Employee Training
  - e. Training in incident reporting and notification
  
- 3. A comprehensive staff development program to ensure the appropriate and effective use of technology.**
  - a. Evaluate the extent to which current technology and professional development are effective in integrating technology into curricula and instruction.
  - b. Provide sustained professional development for teachers, principals, and administrators to ensure that staff know how to use available technologies to improve instruction.
  - c. Promote technology as an alternative to traditional methods of gathering, organizing and synthesizing information.
  
- 4. Continue to build our technology infrastructure to enable the District to increase technology access for all students, teachers, and administrators and prepare the district for future advances in technology.**
  - a. Technology carts per classroom
  - b. Interactive display boards

## Technology Goal # 1 – Integrate technology effectively across all curriculum areas of instruction.

***NYSED Technology Standard Alignment: Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.***

Technology integration will continue to be linked to a standards-based curriculum, to foster 21<sup>st</sup> century skills that will be linked to college and career ready outcomes. Saugerties CSD will pursue cutting-edge 21st century skills and technology immersion into the curriculum. Critical thinking and application of content in a digital environment, inquiry-based learning, and research skills will be at the forefront. We will continue to pursue alignment with college and career ready standards to prepare students for the global world of exponential change they will be entering.

Students in grades K-6 have access to chrome books in the classroom. In these grade levels the teachers will be introducing and preparing students to use various types of technology that will be integrated in their current as well as future classes. Every teacher will have access to wireless device carts that can be brought into the classroom. Students in grade 7 -12 have technology integrated into their curriculum through projects and assignments. In addition, core departments have multiple carts assigned to their department.

The Saugerties Central School District will adapt the NYSED Student Learning Standards and the Technology Skills Scope and Sequence". This scope and sequence was created by the Long Beach Unified School District in California and is aligned to the Common Core State Standards requirements for Mathematics and English Language Arts & Literacy in Social Studies and Science. This scope and sequence incorporates strategies that will ensure the integration of technology into the K-12 curriculum in a specified period of time. Strategies include the integration and implementation through specialized course work aligned with Next Generation Standards including distance learning. As you will see the scope and sequence (attached) sets understandings and skills to be achieved by students at different grade levels.

The District is also continuing to purchase resources that are available to students, parents, and staff electronically. When possible, textbooks and resources are purchased for online use.

Due to the COVID-19 pandemic and emergencies, the Saugerties CSD recognizes that instruction may need to pivot to remote so students can access learning from home. Saugerties CSD is encouraging teachers to use, when applicable, blended learning and flipped classrooms. The District is also utilizing online credit recovery classes for some students. The District has also provided student information systems in order for teachers to provide remote or paperless learning.

With the increased integration of technology, it is important that the District provide opportunities and times for students and teachers to be able to work with and learn new technology and/or online resources. As a result, ongoing professional development will be offered to maintain and hone instructional technology skills. Additionally, students and families will receive instruction on how to use devices and access digital resources.

## Technology Goal # 2 – Use technology in conjunction with Education Law - 2-d Part 121 New Commissioner’s Regulations

*NYSED Technology Standard Alignment: Design, implement, and sustain a robust, secure network to ensure sufficient, reliable safe access.*

### 6. Use Cyber and Internet security as aligned with 2d Part 121 law.

#### a. Protect personally identifiable information (PII)

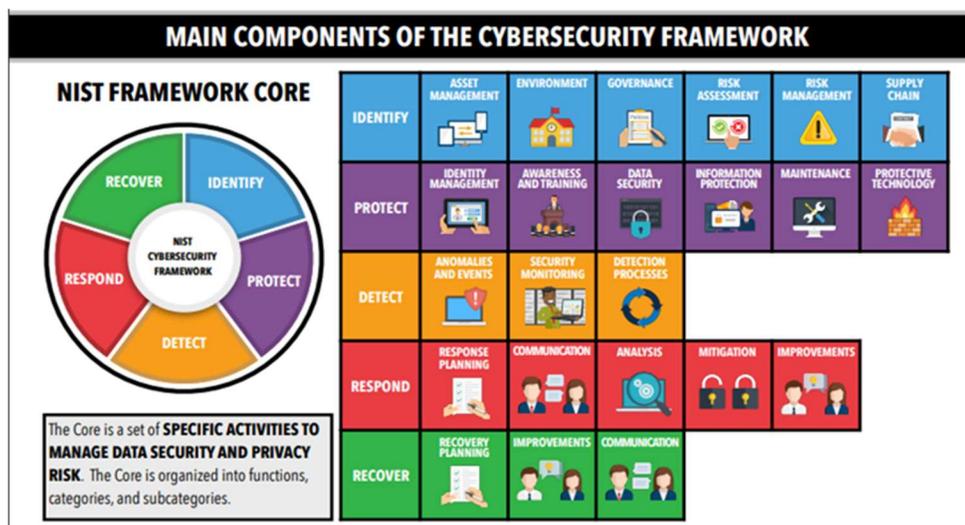
- i. Protect the confidentiality of personally identifiable information of students (FERPA) and personally identifiable information of teachers and principals (APPR)
- ii. Ensure that every use of PII by the educational agency benefits students.
- iii. Ensure personally identifiable information is not included in public reports or other documents. Including:
  1. student names
  2. parent names
  3. student address
  4. student number
  5. linkable information

#### b. Create a Bill of rights for Data Privacy and Security - NIST Framework (Diagram Below) (See appendix B)

- i. Saugerties will adopt the NIST Framework which consists of the following:
  1. **IDENTIFY:** ASSET MANAGEMENT, ENVIRONMENT, GOVERNANCE, RISK ASSESSMENT, RISK MANAGEMENT, SUPPLY CHAIN
  2. **PROTECT:** IDENTITY MANAGEMENT, AWARENESS AND TRAINING, DATA SECURITY, INFORMATION PROTECTION, MAINTENANCE, PROTECTIVE TECHNOLOGY
  3. **DETECT:** ANOMALIES AND EVENTS, SECURITY MONITORING, DETECTION PROCESSES
  4. **RESPOND:** RESPONSE PLANNING, COMMUNICATION, ANALYSIS, MITIGATION, IMPROVEMENTS
  5. **RECOVER:** RECOVERY PLANNING, IMPROVEMENTS, COMMUNICATION

- ii. Saugerties CSD has adopted a policy on data security and privacy according to Education Law 2-d requirement procedures. Additionally, Saugerties CSD will publish the policy on the district's website.
- **Approval on Third-Party Contracts**
  - iii. A third-party contractor is any person or entity, other than Saugerties CSD that receives student data or teacher or principal data pursuant to a contract or other written agreement for purposes of providing services to the Saugerties school district, including but not limited to data management, conducting studies, or evaluation of publicly funded programs.
  - iv. All vendor software or web-based Internet sites will be vetted by Central before they are allowed to be used by staff. A Technology Adoption form was created along with steps to follow for submission.
  - v. If software or web-based Internet sites require PII, a third party agreement must be signed by the vendor.
  - vi. Local BOCES will approve and maintain third-party contracts when purchased.
  - vii. Approved technology list is distributed to staff via live Google doc and posted on the district website.
- c. **Annual Employee Training**
  - i. Saugerties CSD shall annually provide data privacy and security awareness training to their employees with access to personally identifiable information. Training will include training on the state and federal laws, and how employees can comply with such laws.
  - ii. Training will include: LAWS, POLICIES, AND PROCEDURES • Data Security and Privacy Policy • Incident Reporting • Laws and Regulations • Click Wrap Agreements SECURITY AWARENESS • Common Threats • Phishing Recognition, and what to do when one receives a phishing statement.

Diagram of the Nist Framework Core : <https://riconedpss.org/documents/Part121Overview.pdf>



## **Technology Goal # 3 – A comprehensive staff development program to ensure the appropriate and effective use of technology.**

***NYSED Technology Standard Alignment: Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.***

The Saugerties School District will provide on-going professional development for the faculty and staff in the district. The School District will use various methods of obtaining feedback to gauge the types, amounts and levels of training needed.

In order to provide ongoing and sustained professional development for the staff, it is important to monitor what classes have been offered, and how effective the staff participants felt that they were. The following are some ways in which feedback will be obtained:

- surveys
- professional development session evaluations
- building level committee, department, lead teacher and shared decision making meetings, faculty and staff meetings
- Professional Practice Committee meetings
- Technology Committee meetings

### **Professional Staff Development**

- The District will provide on-going and targeted staff development to integrate existing and new technologies into the classroom.
- The District will continue to provide staff development in regards to District software to ensure a high level of proficiency for all employees is provided.
- The District will provide training for teachers in the use of assistive technology devices to serve our students with special needs.
- The District will continue to provide training to staff responsible for technical support in hardware, software and related issues.
- District technology coordinator receives training on malicious threats.
- The District will continue to help teachers to integrate technology into current curriculum and instruction that is aligned to standards.

- The District will explore opportunities to provide hands-on coaching for teachers learning to integrate technology into their curriculum and/or daily lessons.
- The District will provide time for curriculum development to help integrate technology into lessons.
- The District will use conference days to train staff and to bring in presenters to instruct in various ways how to integrate current and new technology with the curriculum.
- The District will support staff in taking professional development such as in-service and/or conference opportunities outside of the district and/or school day.
- The District created a professional learning catalog inclusive of instructional technology workshops.

**Sources of Staff Training may include:**

- ISTE
- NYSCATE
- Ulster County BOCES
- Mid-Hudson Regional Information Center Training
- Model Schools Professional Support and Workshops
- Mid-Hudson Teacher Center
- NYS Learning Technology Grant
- Mid-Hudson Leadership Institute
- Educator Edge
- Google
- School Library System Moodle
- Webinars
- Lead Teachers
- Computer Lab Assistants
- Expert Teachers
- District Administrators

**Technology Goal # 4 – Continue to build our technology infrastructure to enable the District to increase technology access for all students, teachers, and administrators and prepare the district for future advances in technology**

***NYSED Technology Standard Alignment: Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.***

- A long-term goal is 1:1 Chromebooks.
- The secondary level is 1:1 with a student device agreement.
- The District will supply every classroom with an interactive display board to eliminate Smartboards.
- The District is developing a plan for the elementary buildings to transition to interactive display boards.
- The elementary level has enough devices to be 1:1 if necessary.
- The District signed a 5-year contract with the local BOCES to provide the WAN infrastructure.
- BOCES provides the filtering of the internet to keep the district in compliance with the Children's Internet Protection Act (CIPA). A filtering grid used to determine what the District desires to have blocked by the filter is reviewed by the Technology Committee that meets monthly to review and update these guidelines as needed.
- The District continually receives guidance on filtering from the District's attorneys with input from administration, and local BOCES.
- The District deploys a digital equity survey annually. The District provides hotspots to those who do not have consistent internet.
- The District created a student network that allows students to use personal devices on the school network.

## Technology Goal # 5 – Continue to use technology to improve District security and surveillance systems.

***NYSED Technology Standard Alignment: Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.***

***Develop a visionary culture to continually research and implement emerging technologies. The technological infrastructure will continuously be evaluated and updated to support our educational environment. Support services will provide timely resolutions to technical problems.***

A robust and reliable technical infrastructure will be maintained and upgraded as needed for all of the Saugerties CSD facilities. This network will have the following characteristics:

- Connectivity to the internet and intranet for all SCSD locations will be maintained to assure students and staff have access at all times.
- High Level of network security will be maintained
- Protection of data from malicious software
- Access to application from all locations
- Reliable user friendly e-mail system to facilitate internal and external communication

### **District Security & Surveillance Systems**

- Increase the number of video cameras to insure the safety of our school buildings.
- Provide for electronic door swipes for interior doors.
- Provide backup generators and/or battery backup systems to allow for electrical power during an emergency.

# ISTE STANDARDS

## FOR EDUCATORS <https://www.iste.org/standards>

### *Empowered Professional:*

#### **1. Learner**

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

Educators:

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

#### **2. Leader**

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

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

### 3. Citizen

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

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

### *Learning Catalyst*

### 4. Collaborator

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

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

### 5. Designer

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

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

## 6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2017 ISTE Standards for Students. Educators:

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

## 7. Analyst

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

- Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- 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.
- Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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# ISTE STANDARDS FOR STUDENTS

## 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:

- articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- build networks and customize their learning environments in ways that support the learning process.
- use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 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.

## 2. Digital Citizen

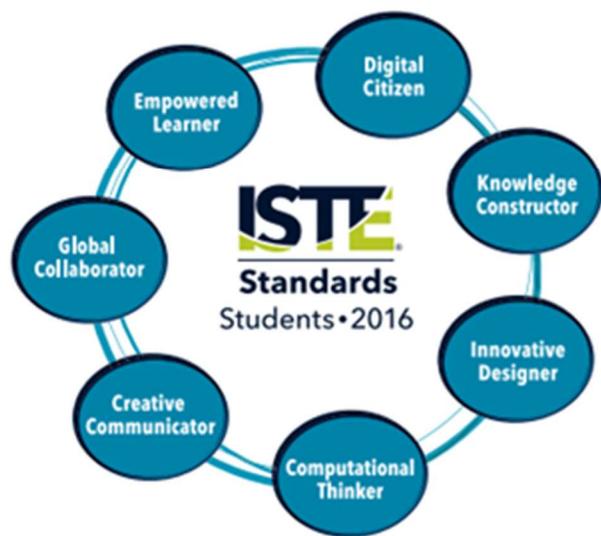
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

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

## 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:

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



#### 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:

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

#### 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:

- formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- 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.
- break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

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#### 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:

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

#### 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:

- 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.
- use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- explore local and global issues and use collaborative technologies to work with others to investigate solutions.

## Implementation Action Plan

### OVERALL

Area	Action Plan	Status
<b>PD</b>	<ul style="list-style-type: none"> <li>● Implement PD training on benchmarks based on Common Core State Standards K-12 Technology Skills and Sequence.</li> <li>● Research and train staff in the area of assistive technology for special needs students.</li> <li>● Train staff on Digital Citizenship, Cyber Security, and Internet Safety in accordance with 2-d Part 121</li> <li>● Train staff on valid Internet information verses invalid information.</li> <li>● Continue PD on integrating technology into the curriculum on higher-order-thinking</li> <li>● PD on Chromebooks</li> <li>● PD on Schoology</li> <li>● PD training on Google Suite</li> <li>● iReady math and ELA diagnostics</li> <li>● PD on virtual learning</li> <li>● PD on recording lessons</li> <li>● Teacher website training</li> <li>● PD on interactive display boards</li> <li>● PD on digital citizenship K-12</li> </ul>	
<b>HW</b>	<ul style="list-style-type: none"> <li>● Chromebook carts for all classrooms</li> <li>● 1:1 initiative</li> <li>● Headphones and microphones</li> <li>● Smart Projectors</li> <li>● Mice for students</li> </ul>	
<b>SF</b>	<ul style="list-style-type: none"> <li>● EdVistas Datamate</li> <li>● iReady Diagnostics for ELA and math</li> <li>● Continue with software approved by central office Data Protection Officer</li> <li>● Schoology</li> <li>● Google Classroom</li> <li>● Accelerated Reader</li> </ul>	
<b>I</b>	<ul style="list-style-type: none"> <li>● Provide vestibules to all front entrances that are technologically enhanced.</li> </ul>	

Key: PD = Professional Development; HW = Hardware; SF = Software; I = Infrastructure

## **In Case of School Closure COVID 19 Pandemic Technology Planning – 2022-2023**

**Secondary Students:** All secondary students will be provided the opportunity to sign out a district Chromebook. These devices will be configured to be used on personal wi-fi networks. In addition, all families will be asked to complete a Digital Equity Survey created by New York State. This information will be used to determine who may need a hotspot to provide reliable internet access. Families demonstrating a need will be provided a hotspot.

**Elementary Students:** Families of elementary students will be asked to complete a Digital Equity Survey created by New York State. This information will be used to determine who may need a hotspot to provide reliable internet access. Families demonstrating a need will be provided a hotspot. In addition, information will be gathered to determine who may need a device for a prolonged pivot to remote instruction. Elementary students will be provided with a device if there is an expectation of a pivot to remote instruction for an extended period of time. The district will also arrange for Chromebook pick up days the district pivot for an extended period of time.

**Staff:** Staff will have access to a district building to access technology. In addition, a limited number of devices will be available for staff to use should the building be required to be closed.

### **Communication Tools**

**Teacher-**Teachers will use various communication tools to reach students and parents: email, teacher websites, mail, and phone calls. Administration is using the same tools including Infinite Campus robo-calls and text blasts. Teachers will use Google Classroom and Schoology to connect with students. Other Google tools: Docs, Meets, Hangouts, and Jamboard will also be used as well as various software programs to enhance virtual learning (See chart below). Survey tools are used as well for staff and families.

**Students** – Students will be required to use district provided Google email/accounts only.

**Parents** – Saugerties CSD will offer workshops to parents on the various district technology tools.

**District-** The District is communicating through the following means:

- District Webpage
- Text Blasts
- Email
- Robo Call
- Google Classroom
- Videos posted on Social Media
- Social Media

## Teacher Student Interface

Teachers will be using Google Meets to meet with their students synchronously.

## Technology Access & Usage

Our goal is to balance the importance of delivering appropriate instruction without excessive screen-time.

Teachers are encouraged to use a variety of content to review and deliver new instructional material. The list below, contains district approved technology tools and resources:

Google Apps for Education	Resources
<ul style="list-style-type: none"><li>• Google Docs &amp; Drive</li><li>• Google Classroom</li><li>• Google Sites</li><li>• Google Hangouts/Meet</li><li>• Google Drive</li><li>• Google Email</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Link to More Approved Sites</a></li><li>• Accelerated Reading (from Renaissance)</li><li>• Reading A-Z</li><li>• Raz-Kids</li><li>• Raz-Kids ELL</li><li>• iReady Classroom (K-8 Math)</li><li>• iReady Diagnostics (K-8 ELA and Math)</li><li>• PNW BOCES Social Studies Lessons- (K-8)</li><li>• MosaMack - Digital Science Program (4-8)</li><li>• Mystery Science</li><li>• Studies Weekly</li><li>• Health Weekly - Digital Only K-6</li><li>• ESGI - PK-K</li><li>• Schoology - 7-12</li><li>• Google Suite (Classroom, Forms, Docs, etc.)</li><li>• CODEHS - Computer Science Program</li><li>• Discovery (K-6)</li><li>• Brain Pop</li><li>• Brain Pop Jr.</li><li>• Screencastify</li><li>• Newsela</li><li>• Problem Attic – Program for secondary</li><li>• EdPuzzle</li></ul>

## **Online Learning – Training for Staff will be offered in 22/23**

Online learning is a field of education in which courses are delivered remotely through the use of various technologies. Saugerties CSD is committed to providing clear expectations for our students. In order to do so, online learning must be facilitated in a way that is respectful of student, family, and teacher circumstances.

As we may need to transition to online learning due to emergencies or the enduring COVID-19 pandemic, we will do our best to support and engage our students through meaningful and thoughtful learning experiences. With our investment in technology resources, professional development, and a focus on technology integration, we are positioned to engage in online learning experiences with our students.

To the extent possible, we will emphasize technology platforms that are familiar to students. Learning objectives will be communicated to students with each lesson. Content and skills will be introduced in a variety of ways. Teachers will track student progress to ensure participation and check-in with students and parents. We will provide age-appropriate ways for students to interact with their teacher and with other students via video, audio, chat, or discussion boards. Teachers will continue to assess student progress and provide timely feedback. Administrators, counselors and other support personnel will continue to support our families. Although we may have to transition to a virtual world, we will continue to provide the layers of support and connectivity to which you have become accustomed.

### **Effective Online Practices**

The fundamentals of teaching and learning hold true in our classrooms as well as in an online learning environment. We will make every effort to hold true to these fundamentals.

- Lesson objectives will be communicated to students.
- Content and skills will be introduced and reinforced in a variety of ways.
- Students will have opportunities to interact with their teacher and with other students via email, video, audio, chat, and/or discussions.
- A variety of formative and summative assessments will be intentionally planned, and made clear to students. Timely feedback will be given.

### **Teacher-Student Check-ins**

Checking in with students is often instrumental to the success of students' online learning. Teachers will want to know how students are progressing. Frequent check-ins will allow teachers to address any issues in a timely fashion. Teachers will reach out directly to students who are not attending to assignments. Students are expected to check his/her school email on a daily basis in the event a teacher, counselor or administrator may be reaching out directly.

Checking-in could include:

- Student/Parent email messages only
- Google Docs commenting on student work
- Google Classroom discussion forums or other forms of text interactions
- Google Hangouts/Meet synchronous meetings
- Schoology meetings
- Home visits as necessary

### **Synchronous and Asynchronous Lessons:**

Delivery of instruction may take the form of synchronous or asynchronous connection. Synchronous learning refers to real-time interactions between teachers and students through technologies, while asynchronous education refers to facilitating learning outside the constraints of time. Some examples of synchronous and asynchronous technologies include video conferencing, screen recording, a presentation with voice recording, screencasts, google classroom communication or other instructional tools.

## Appendix B

### **PARENTS' BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY\***

The privacy and security of personally identifiable student data is of paramount importance. A student's personally identifiable information cannot be sold or released for any commercial purposes. State and federal laws protect the confidentiality of students' personally identifiable information, and safeguards associated with industry standards and best practices, such as encryption, firewalls, and password protection, must be in place when such data is stored or transferred.

Consistent with the adoption by the New York State Legislature of the Common Core Implementation Reform Act of 2014, all parents have the following rights:

- To inspect and review the complete contents of their child's education record, as defined in the District's Student Records policy;
- To access a complete list of all student data elements collected by the State, which 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, NY 12234;
- To have complaints about possible breaches of student data heard and determined. Complaints should be directed in writing to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, New York 12234, or by email to the Chief Privacy Officer at [CPO@mail.nysed.gov](mailto:CPO@mail.nysed.gov).
- Safeguards associated with industry standards and best practices including but not limited to encryption, firewalls and password protection must be in place when student PII is stored or transferred.
- To be notified in accordance with applicable laws and regulations if a breach or unauthorized release of PII occurs.
- Educational agency workers that handle PII will receive training on applicable state and federal laws, policies, and safeguards associated with industry standards and best practices that protect PII.
- Educational agency contracts with vendors that receive PII will address statutory and regulatory data privacy and security requirements.

\*In the event the Commissioner of Education issues an enhanced Bill of Rights and/or promulgates regulations setting forth additional elements to be included in the Parents' Bill of Rights, the Saugerties Central School District reserves the right to revise this document accordingly.