Grand Island
Central School District Technology Plan

School District:	Grand Island Central School District
BEDS Code:	14150106-0000
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Plan URL:	
Plan Start Date: July, 2022	Plan End Date: June, 2025

BOE Approved –

Table of Contents

Appendix

Introductory Material / Vision & Goals

Mission:
The mission of the Grand Island School District Technology Plan is to create an environment in which students, staff and community can effectively use ever-changing technologies to foster academic excellence, personal growth, and social responsibility.

Vision:
The Grand Island School District provides technology to support education of the highest quality which enables students to: o Discover their abilities and talents and channel them for the good of themselves and the community. o Learn about and understand themselves, the community, the nation, and the global society so that they can interact, collaborate and engage responsibly and confidently with the world around them. o Appreciate and engage in a broad range of endeavors to enjoy healthy and satisfying lives. o Establish healthy relationships with others characterized by respect and compassion. o Be responsible, respectful and safe citizens. o Develop a passion for lifelong learning. o Use technology as a tool, obtaining skills needed to adapt to ever-changing technologies.

Goals:
o We will use technology as a tool for transforming instruction as it fosters an environment of 21st Century learning. o All staff members will integrate technology in ways that support and improve instruction while focusing on creativity, critical thinking, communication and collaboration o We will seek the types of technology that support best practices in teaching and learning o The availability and use of technology will address equity and fairness issues to ensure students and teachers have access to technology in all areas o Essential instruction will be provide in Digital Citizenship (internet safety, information literacy & ethics) as well as data security. o Technology systems will be reliable and accessible at all times o Stakeholders, students, staff, parents and community members will be part of the on-going technology planning to allow the district to adapt to changing needs and technological advances. o Our stakeholders will recognize that the implementation of our technology plan requires an annually funded budget line to provide continuing commitment of resources to support our technology goals. o Differentiated staff development will be provided to allow staff access to and use of technology.

District Background & Demographics:

Our Community:
Grand Island is one of the world's largest freshwater islands and is situated in the Niagara River between the cities of Buffalo and Niagara Falls. The island is 7.5 miles long and 6 miles wide with 21 miles of river frontage. The island divides the Niagara River into East and West branches, joining again at the north end before flowing over Niagara Falls. The 21,000 residents appreciate a full range of government services and civic groups in a mix of residential, shopping and light industry areas.

Our Schools:
There are three elementary schools in the district including one school that services students from pre-kindergarten through grade one and two schools that service grades two through five. The Middle School contains grades six through eight and is located on the same campus as the high school. The middle school shares the auditorium, music rooms, pool and some faculty with the high school. The high school and middle school feature interdisciplinary teams and team teaching at all levels. Accelerated, enriched and basic programs are available in the middle and high school including Advanced Placement courses. Universal Pre-Kindergarten is offered through our primary school, Charlotte Sidway Elementary, and at community-based organizations.

The Grand Island Central School District has 2,900 students. More than 300 teachers provide classroom instruction across the District. Approximately 25% of the student population is eligible for free or reduced lunch.

The Grand Island School District participates in occupational educational services offered by Erie 1 BOCES.

TECHNOLOGY PLANNING COMMITTEE

Name	Title	Constituencies Represented
Janet Balk	Librarian	Charlotte Sidway Elementary School
Amy Boutet	Teacher & Community Education Director	Grand Island High School
Susan Boyer	Teacher	Veronica Connor Middle School
Cheryl Chamberlain	Teacher & NAF Work Based Learning Coordinator	Grand Island High School
Carrie Earnst	Teacher	Grand Island High School
Natalie Gallagher	Teacher & Parent	Grand Island High School & Community
Mary Gentz	Teacher	Veronica Connor Middle School
Angela Hamilton	Teacher	William Kaegebein Elementary School
Mary Howard	Teacher	Veronica Connor Middle School
Heidi Jank	Teacher	William Kaegebein Elementary School
Robin Kwiatek	Director of Instructional Technology	Grand Island District Office
Michael Lauria	Assistant Superintendent for Curriculum	Grand Island District Office
Amy McMann	Teacher on Special Assignment & Parent	Grand Island District Office & Community
Melissa Nesselbeck	Teacher	William Kaegebein Elementary School
Josh Nichols	System Engineer	Grand Island District Office
Freda Orosz	Librarian	Huth Road Elementary School
Kristein Pernick	Teacher	Huth Road Elementary School
Allison Porter	Teacher	Charlotte Sidway Elementary School
Laura Wagner	Teacher	Veronica Connor Middle School
Zack Wood	Teacher	William Kaegebein Elementary School

District Goals

Teaching and Learning

1. Integrate technology skills in all curriculum to foster an environment of 21st Century Learning.
2. Staff and students demonstrate responsible digital citizenship including data security.
3. Streamline technology procedures and resources to improve communication and operations.

Technical Infrastructure
4. Staff and students have access to hardware & software that is current and equitable to support a 21st Century Learning environment.

Professional Development
5. A support model exists that addresses end users' needs both instructionally and technically.
6. Staff access to on-going professional development that is timely, appropriate & differentiated.

NYSED Goals

1. Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning.

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.

4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Action Plan

GOAL: Provide students with standard aligned technology resources that foster an environment of 21st century Learning that is both purposeful and equitable.

ALIGNED NYSED GOAL:Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

Action Step	Target Populations	Target Completion Date	Responsible Stakeholder(s)
Grade level specific staff development to instruct about the standards	All students Teachers/Teacher/Aides Administrators	9/01/2024	Asst. Superintendent for Curriculum Building Leaders
Provide time to create common formative assessments to measure Digital learning standards	All students Teachers/Teacher/Aides Administrators	9/01/2024	Asst. Superintendent for Curriculum
Provide time to teachers to integrate standards into curriculum	All students Teachers/Teacher/Aides Administrators	9/01/2024	Asst. Superintendent for Curriculum Building Leaders
Inform District community of updated curriculum	School community	9/01/2024	Asst. Superintendent for Curriculum Director of IT

Action Plan

GOAL: Staff has access to hardware, software and training that is current and equitable to support a collaborative student-centered learning environment for all students.

ALIGNED NYSED GOAL:Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

Action Step	Target Populations	Target Completion Date	Responsible Stakeholder(s)
Add to current professional development plan to include identified technological and pedagogical needs	All students Teachers/Teacher/Aides Administrators	6/30/2023	Asst. Superintendent for Curriculum Director of IT
Implement technology tools to support staff needs throughout the district	All students Teachers/Teacher/Aides Administrators	6/30/2023	Director of IT Business Official
Provide hardware and software for faculty and staff based on need	All students Teachers/Teacher/Aides Administrators	6/30/2024	Director of IT Building Principals
Staff a TOSA position for professional development in technology tools and resources	School community	6/30/2024	Superintendent Director of IT

Action Plan

GOAL: Implement and maintain infrastructure, systems and process that support a 21st Century Learing environment
ALIGNED NYSED GOAL: Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

Action Step	Target Populations	Target Completion Date	Responsible Stakeholder(s)
Partner with BOCES and vendors to actively monitor internet security	All students Teachers/Teacher/Aides Administrators	6/30/2025	Director of IT System Engineer
Develop and implement a cybersecurity program aligned to the NIST Framework	All students Teachers/Teacher/Aides Administrators	6/30/2024	Director of IT System Engineer
Allocate funding to meet District IT needs	All students Teachers/Teacher/Aides Administrators	6/30/2025	Business Official Director of IT
Purchase resources to follow five-year device refresh plan	School community	6/30/2023	Director of IT Business Official

Professional Development Strategies

Technology based professional development will be:

- o Connected to a comprehensive change process focused on improving student learning
- o Primarily school based and built into the day-to-day work of teaching
- o Continuous and on-going, involving follow-up and support for further learning - including support from sources external to the school that can provide necessary resources and new perspectives
- o Organized around collaborative problem-solving
- o Opportunities to gain an understanding of the theory underlying the knowledge and skills being learned

A needs assessment was conducted and analyzed with results indicating that faculty and staffs are utilizing technology resources as an instructional, management, research and communication tool. The survey findings also support the need for more individualized or department specific instruction. In addition, more support in instructional technology is needed. This will be obtained through additional technology staff to support the instructional use of technology as well as the acquisition of more building level support in the TIF (Technology Integration Facilitators) program. These additions are contingent on budget implications.

Staff development is critical to the success of this technology plan. Ongoing opportunities tied to learner outcomes provide teachers with the skills they both desire and need to use technology in support of student learning. Technology will be integrated into district professional development opportunities as appropriate.

As new technology emerges, teachers will be introduced to the available technology to support instruction through demonstrations, emails, staff testimonials and presentations from TIFs.

State & National Standards Addressing Technology Competencies:
National Educational Technology Standards for Teachers (NETS-T) will provide a framework for identifying staff development and will be implemented with this plan (Appendix A).
National Educational Technology Standards for Administrators (NETS-A) will provide a framework for technology expectations for Administrators (Appendix B).

A table of current Technology Professional Development follows, providing examples of the professional development opportunities available. Opportunities are planned based on current staff needs, prior workshop evaluations, surveys, new initiatives and feedback from stakeholders.

Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

Technology is currently integrated into many aspects of the curriculum. During whole class instruction, the use of large interactive displays foster student engagement for auditory and visual learners. Those same learners benefit from slideshow/video activities and simulations. Online grading through the use of various curricular software allow for differentiated assignments and assessments. Our 1:1 program with chromebooks means that all students can participate in these online opportunities. Students are asked to analyze and synthesize information and then present findings professionally. At our MS and HS level, students take their chromebooks home allowing them to use their resources in real time.

Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

Every student in the District is provided a device for the academic year. Students in grade 6 through 12 keep their chromebooks over the summer to provide access to educational resources. Continuous device refresh schedules are supported through local budget as well as purchases made through BOCES. Portable WiFi hotspots are offered to students in need for their homes. Principals and counselors coordinate the requests for hotspots. The District collaborates with Erie 1 BOCES to maintain a consistent internet connection and robust infrastructure. Staff training in the use of technology along with cybersecurity and privacy issues is done throughout the year as well as during Superintendent conference days.

Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.

The District's philosophy is to use technology as a tool to support existing curriculum while creating an avenue for 21st century skills of communication, collaboration, creativity and critical thinking. All students receive positive impact from appropriate use of technology for learning. Special education students as well as English Langue Learners also benefit from purposeful use of technology that supports differentiated instruction. The IT Department in collaboration with the special education department ensure that assistive technology is provided to students in need.
Some technology currently used by students with disabilities and English language learners includes:
• Ipad pro with majic keyboard
• C reader pen
• TD Snap (Snap Core)
• Text Help Read Write
• Touch Chat ACC
• Articulation Carnival
• Video Touch
• Voice Dream Reader
• Read 2 go
• Language Empires
• k12 Timed Reading Practice

How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?
- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.

Professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world

How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?
- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.

Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Enhancing children's vocabulary development with technology
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students connect with the world

The district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning:

- McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.
- Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided/with/by the district.
- Replace devices that are damaged or stolen/as needed.
- Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.
- Class lesson plans, materials, and assignment instructions are available to students and families Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course
- work.

The district utilizes technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning in the following ways.

- McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.
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- Replace devices that are damaged or stolen/as needed.

- Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.
- Class lesson plans, materials, and assignment instructions are available to students and families for
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- Conduct regular educational check- ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course
- work.

The district uses instructional technology to facilitate culturally responsive instruction and learning environments.
- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.

1.	**Describe the performance indicators you have developed to assess the effectiveness of the strategies you identified**
	➢ The gaps in all state assessments at all grade levels goals will decrease ➢ Increased use by teachers and students, successes in the area of curriculum integration, participation in staff development activities and other trends that support growth or need areas. ➢ Technology is integrated into staff development plans through the results of the annual needs assessment, and the activities in the buildings and district. ➢ Technology is successfully integrated into all content areas as outlined in the curriculum maps ➢ Data will be collected and analyzed regarding the usage of technology by students.
2.	**Explain how the district and the planning committee will use evaluation results and data to revise strategies.**
	➢ Progress will be assessed twice a year through electronic surveys and the data reviewed by representatives from various stakeholder groups. A report will be written by the Director of Instructional Technology and forwarded onto the Assistant Superintendent of Curriculum and Instruction for review. ➢ The District Technology Planning Committee will meet again to review progresses and revise strategies in order to continuously refine and adapt the plan to new findings, information and goal redevelopment.
3.	**Acceptable/Responsible Use of Technology Policy (AUP/RUP) -**
	➢ Faculty & Staff AUP (Appendix C)
	➢ Student RUP (Appendix D)
	➢ Filtering Policy (Appendix E)

Grand Island Central School Board Policy

Series 5000 - NON-INSTRUCTIONAL/BUSINESS OPERATIONS

Information Security Breach and Notification
Policy # 5672

The School District values the protection of private information of individuals in accordance with applicable law and regulations. Further, the District is required to notify affected individuals when there has been or is reasonably believed to have been a compromise of the individual's *private information* in compliance with the Information Security Breach and Notification Act and Board policy.

a)   "*Private information*" shall mean *******personal information* in combination with any one or more of the following data elements, when either the personal information or the data element is not encrypted or encrypted with an encryption key that has also been acquired:

1.   Social security number;

2.   Driver's license number or non-driver identification card number; or

3.   Account number, credit or debit card number, in combination with any required security code, access code, or password which would permit access to an individual's financial account.

"*Private information*" <u>does not include</u> publicly available information that is lawfully made available to the general public from federal, state or local government records.

**"*Personal information*" shall mean any information concerning a person which, because of name, number, symbol, mark or other identifier, can be used to identify that person.

b)   "*Breach of the security of the system*" shall mean unauthorized acquisition or acquisition without valid authorization of computerized data

which compromises the security, confidentiality, or integrity of personal information maintained by the District. Good faith acquisition of personal information by an employee or agent of the District for the purposes of the District is not a breach of the security of the system, provided that private information is not used or subject to unauthorized disclosure.

Determining if a Breach Has Occurred

In determining whether information has been acquired, or is reasonably believed to have been acquired, by an unauthorized person or person without valid authorization, the District may consider the following factors, among others:

a) Indications that the information is in the physical possession and control of an unauthorized person, such as a lost or stolen computer or other device containing information; or

b) Indications that the information has been downloaded or copied; or

c) Indications that the information was used by an unauthorized person, such as fraudulent accounts opened or instances of identity theft reported;

d) System failures.

Notification Requirements

a) For any computerized data owned or licensed by the School District that includes private information, the District shall disclose any breach of the security of the system following discovery or notification of the breach to any New York State resident whose private information was, or is reasonably believed to have been, acquired by a person without valid authorization. The disclosure to affected individuals shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the data system. The District shall consult with the State Office of Cyber Security and Critical Infrastructure Coordination (CSCIC) to determine the scope of the breach and restoration measures.

b)   For any computerized data <u>maintained</u> by the District that includes private information which the District does not own, the District shall notify the owner or licensee of the information of any breach of the security of the system immediately following discovery, if the private information was, or is reasonably believed to have been, acquired by a person without valid authorization.

The notification requirement may be delayed if a law enforcement agency determines that such notification impedes a criminal investigation. The required notification shall be made after the law enforcement agency determines that such notification does not compromise the investigation.

Methods of Notification

The required notice shall be directly provided to the affected persons by one of the following methods:

a)   Written notice;

b)   Electronic notice, provided that the person to whom notice is required has expressly consented to receiving the notice in electronic form; and a log of each such notification is kept by the District when notifying affected persons in electronic form. However, in no case shall the District require a person to consent to accepting such notice in electronic form as a condition of establishing any business relationship or engaging in any transaction;

c)   Telephone notification, provided that a log of each such notification is kept by the District when notifying affected persons by phone; or

d)   Substitute notice, if the District demonstrates to the State Attorney General that the cost of providing notice would exceed $250,000, or that the affected class of subject persons to be notified exceeds 500,000, or that the District does not have sufficient contact information. Substitute notice shall consist of **all** of the following:

1.   Email notice when the District has an email address for the subject persons;

2.   Conspicuous posting of the notice on the District's website page, if the District maintains one; and

3.   Notification to major statewide media.

Regardless of the method by which notice is provided, the notice shall include contact information for the notifying District and a description of the categories of information that were, or are reasonably believed to have been, acquired by a person without valid authorization, including specification of which of the elements of personal information and private information were, or are reasonably believed to have been, so acquired.

In the event that any New York State residents are to be notified, the District shall notify the New York State Attorney General (AG), the New York State Division of Consumer Protection, and the New York State Office of Cyber Security (OCS) as to the timing, content and distribution of the notices and approximate number of affected persons.

In the event that more than five thousand (5,000) New York State residents are to be notified at one time, the District shall also notify consumer reporting agencies, as defined pursuant to State Technology Law Section 208, as to the timing, content and distribution of the notices and approximate number of affected persons. Such notice shall be made without delaying notice to affected New York State residents. A list of consumer reporting agencies shall be compiled by the State Attorney General and furnished upon request to school districts required to make a notification in accordance with State Technology Law Section 208(2), regarding notification of breach of security of the system for any computerized data owned or licensed by the District that includes private information.

State Technology Law Sections 202 and 208

Adopted: 7/13/15

Grand Island Central School Board Policy

Series 8000 - INSTRUCTION

Instructional Technology
Policy # 8270

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technology.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

a)   A comprehensive staff development program to ensure appropriate and effective use of technology.

b)   The preparation of students to utilize multiple types of technology.

c)   The integration of technology within and across all curriculum areas.

d)   The equitable distribution and access to technological equipment and materials for all students.

e)   The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.

f)   The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.

Adopted: 7/13/15

Grand Island Central School Board Policy

Series 7000 - STUDENTS

Student Use of Computerized Information Resources (Acceptable Use Policy)
Policy # 7315

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

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

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all

inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law. Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the *District Code of Conduct*. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private.

Notification

The District's Acceptable Use Policy and Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

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

NOTE: Refer also to Policy #8271 -- <u>Internet Safety/Internet Content Filtering Policy</u>

District Code of Conduct

Adopted: 7/13/15

Policy References:
#8271 -- Internet Safety/Internet Content Filtering Policy

District Code of Conduct

Grand Island Central School Board Policy

Series 7000 - STUDENTS

Student Use of Personal Technology
Policy # 7316

The Board of Education 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 includes, 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 shall include, but are not limited to, gaming devices or consoles, laser pointers, modems or routers, and televisions.

Instructional Uses

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.

Personal technology use by students is permitted during the school day for educational 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 bear the burden of responsibility to inquire with school administrators and/or teachers when they are unsure of the permissibility of a particular use of technology prior to engaging in such use.

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 may include such things as Internet searches, reading, listening to music, and watching videos. This use during non-instructional time must be conducted in a safe and unobtrusive manner. Devices must be in silent mode to avoid disrupting others. **Liability**

The District shall 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 administrated. Test proctors, test monitors and school officials shall 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 (#7316F) 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, at the discretion of the administration.

Students must follow the guidelines for use set out in the District *Code of Conduct* and the Acceptable Use Policy at all times.

Consequences for misuse will follow guidelines in the District's *Code of Conduct*. The District will develop regulations for the implementation of this policy that shall include, but are not limited to, instructional use, non-instructional use, liability, bullying and cyberbullying, and privacy issues.

NOTE: Refer also to Policies #7315 -- <u>Student Use of Computerized Information Resources</u>

<u>(Acceptable Use Policy)</u>

#7550 -- <u>Dignity for All Students Act</u>

#7552 -- <u>Bullying in the Schools</u>

#8271 -- <u>Internet Safety/Internet Content Filtering Policy</u>

Adopted: 7/13/15

Policy References:
#7315 -- Student Use of Computerized Information Resources

(Acceptable Use Policy)

#7550 -- Dignity for All Students Act

#7552 -- Bullying in the Schools

#8271 -- Internet Safety/Internet Content Filtering Policy

Grand Island Central School Board Policy

Series 6000 - PERSONNEL

Staff Use of Computerized Information Resources
Policy # 6410

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks, wireless networks/access and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for 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, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. To that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

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

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

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 of Education takes very seriously. Consequently, District employment does not automatically guarantee the initial or ongoing ability to use mobile/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 shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy 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.

Social Media Use by Employees

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

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

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use and Personal Use. The definitions, uses and responsibilities will be further defined and differentiated in the Administrative Regulation. The School District takes no position on an employee's decision to participate in the use of social media or SNS for personal use on personal time. However, personal use of these media during District time or on District-owned equipment is *prohibited*. 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 responsibility for addressing 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 and/or private data, including but not limited to, protected student records, employee personal identifying information, and District assessment data, shall 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. Staff will not use cloud-based storage services (such as Dropbox, GoogleDrive, SkyDrive, etc.) for confidential files.

Staff will not leave any devices unattended with confidential information visible. All devices are required to 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.

Staff data files and electronic storage areas shall 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 accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

Implementation

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

NOTE: Refer also to Policies #5672 -- Information Security Breach and Notification

#6411 -- Use of Email in the School District

#7243 -- Student Data Breaches

#7316 -- <u>Student Use of Personal Technology</u>

#8271 -- <u>Internet Safety/Internet Content Filtering Policy</u>

<u>Adopted: 7/13/15</u>

Policy References:
#5672 -- Information Security Breach and Notification

#6411 -- Use of Email in the School District

#7243 -- Student Data Breaches

#7316 -- Student Use of Personal Technology

#8271 -- Internet Safety/Internet Content Filtering Policy

Adoption Date: 7/13/2015
6000 - PERSONNEL

Grand Island Central School Board Policy

Series 8000 - INSTRUCTION

Internet Safety/Internet Content Filtering Policy
Policy # 8271

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District devices with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate material. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

a)   Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email, chat rooms, as well as social networking websites, may be blocked as deemed necessary to ensure the safety of such students;

b)   Monitoring logs of access in order to keep track of the 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, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

d)   Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information   regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District devices with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response.

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

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 USC Sections 254(h) and 254(l)

47 CFR Part 54

Education Law Section 814

NOTE: Refer also to Policy #7315 -- <u>Student Use of Computerized Information Resources</u>

<u>(Acceptable Use Policy)</u>

District Code of Conduct

Adopted: 7/13/15

Policy References:
#7315 -- Student Use of Computerized Information Resources

(Acceptable Use Policy)

District Code of Conduct