

Rye City School District



Technology for Learning: Beliefs, Principles, and Practices

2025-2026



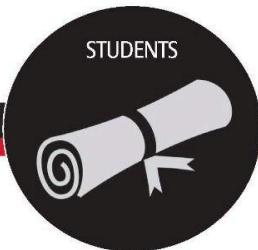
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The Board of Education of the Rye City School District understands that a world class education requires hard work, collaboration and dedication from everyone in the community. We take our responsibility of overseeing the academic and social-emotional development of our children in an equitable, inclusive environment very seriously. We are genuinely grateful to the faculty, staff, administration, families, and community for all of the hard work and support provided every day to educate our children to the highest of national and State standards.

Therefore, the Board of Education has developed **The Rye Commitment** – assurances to students, faculty, staff, administration, and the community that we will support the important work of our schools.



STUDENTS

TO STUDENTS:

We will provide the necessary support for you to receive an education that helps you become critical thinkers, effective communicators, collaborators, creative problem solvers and caring individuals who positively contribute to a diverse global environment.



FACULTY | STAFF ADMINISTRATION

TO FACULTY, STAFF, AND ADMINISTRATION:

We will support you and our collective pursuit of excellence through ongoing professional learning that is high quality, relevant, meaningful, and allows us to evolve and expand our practices.



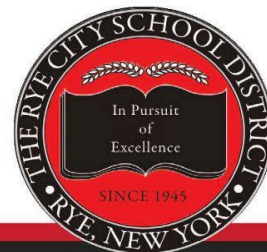
COMMUNITY

TO THE COMMUNITY:

We will reflect upon our work, seek feedback, always strive for improvement, and ask you to engage in meaningful discussions about our programs and all that we do to create and support an equitable, inclusive, fiscally responsible school system.

COMMITTED TO RYE **SCHOOLS**

Adopted October 2024





District Philosophy on Teaching, Learning and Technology

The Rye City School District is committed to developing thoughtful, engaged, and capable learners who embody the values of the Rye Commitment: critical thinking, creativity, communication, collaboration, and global citizenship. We believe that students learn best when they are actively engaged in meaningful learning experiences that challenge them to think deeply, solve complex problems, and make authentic connections to the world around them.

At the heart of our educational philosophy is the belief that strong foundational skills are essential for lifelong learning. Reading, writing, mathematical reasoning, and critical thinking are most effectively developed through direct engagement with content, ideas, and one another. As a result, pen and paper learning remains the primary instructional foundation across our schools. Students regularly engage in handwriting, note-taking, problem-solving, drafting, annotating texts, and other traditional learning practices that promote focus, retention, organization, and deep cognitive processing.

We strive for our classrooms to be places where student experiences come alive and where exploration and curiosity are our primary focus. We are committed to our students succeeding in all aspects of their lives, and in order to do so, our instructional design is to be student-centered, engaging, rigorous, rich in student discussion, and a place where creativity soars.

We also recognize that technology is an important tool in today's world and plays a valuable role in enhancing learning when used purposefully. Technology is used to enhance learning, not a replacement for high-quality instruction, meaningful discussion, hands-on experiences, and traditional learning practices. Approved digital tools are utilized strategically to support creativity, collaboration, research, communication, and innovation while ensuring that students develop healthy and thoughtful relationships with technology.



Rationale

The purpose and intent of the Instructional Technology Practices is to help establish a shared understanding of how technology can be thoughtfully and effectively integrated into teaching and learning across the district. As technology continues to evolve, it is essential that educators have a common framework to guide decisions about when, why, and how technology is used to support student learning.

These beliefs are intended to promote consistency while honoring the professional judgment of educators. They establish clear expectations and provide resources that support effective instructional technology practices for all students. They also acknowledge that technology integration varies across grade levels, content areas, and learning environments. The information provided is designed to help educators make informed decisions that incorporate digital and non-digital learning experiences while maintaining a strong focus on student outcomes.

Instructional Design

We strive to create classroom environments where student experiences come alive and where exploration, inquiry, and curiosity are at the center of learning. We are committed to preparing students for success in all aspects of their lives by designing learning experiences that are student-centered, engaging, rigorous, collaborative, and rich in opportunities for creativity and innovation.

We believe that instruction can:

- Relate learning to authentic and meaningful experiences for all students.
- Promote critical thinking, problem-solving, analytical reasoning, and independent thought.
- Engage all learners in thoughtful, meaningful, and student-centered discussions.
- Provide opportunities to explore diverse viewpoints, perspectives, and experiences.
- Incorporate assistive technologies that reduce barriers to learning and support students with individualized learning needs.
- Include differentiated instructional practices that address the diverse strengths, interests, and learning profiles of all students.
- Be enhanced through the purposeful integration of technology while preserving the essential role of the educator and human connection in the learning process.

Our instructional design is grounded in student voice, authentic learning experiences, and meaningful human connections. Students learn through discussion, collaboration, inquiry, reflection, and hands-on exploration, with relationships and engagement serving as foundational elements of the learning experience.

Technology is used thoughtfully and purposefully as one of many tools that support teaching and learning. We recognize a clear distinction between passive and active use of technology. Passive use of technology is defined as consuming digital content or utilizing tools with minimal to no interaction, cognitive effort, or active participation. Active use of technology includes digital resources and applications that meaningfully enhance, extend, or transform learning opportunities in ways that would otherwise be difficult to achieve, such as providing access to unique resources, fostering collaboration, personalizing learning, and creating opportunities for creativity, innovation, and expression. By prioritizing active and intentional uses of technology, we ensure that digital tools enrich learning experiences and support meaningful student engagement, growth, and achievement.



Instructional Framework

The Rye City School District utilizes the following standards and best practices in order to create classrooms that place students at the forefront of learning, prioritize student engagement, and create welcoming and affirming classroom environments:

- [The Rye Commitment](#)
- [NYS Learning Standards](#)
- [American Academy of Pediatrics](#)

As The Rye Commitment and the NYS Learning Standards are at the root of our unit designs, we strive for our instructional lessons K-12 to include the following pedagogical approaches:

- Hands-on learning experiences
- Authentic Audiences (when applicable)
- Student Choice
- Research Components (when applicable)
- Collaboration
- Student discussion and discourse
- Physical movement and social interactions
- Multimodal assessments (formal and informal)
- Opportunities for reflection and feedback
- Play-based Inquiry (when applicable)
- Opportunities to showcase learning

Questions and Reflections that teachers may consider when designing lessons that incorporate instructional technology:

- What features and enhancements does the technology bring to the learning and the task?
- How is the original task being significantly changed or improved?
- How does my use of technology help to differentiate the lesson for all students?
- How does my use of technology support student grouping and collaboration?

Elementary

It is our deep belief that children learn best through play, exploration, and hands-on experiences that actively engage them in the learning process. Play-based learning fosters curiosity, creativity, problem-solving, communication, and collaboration while supporting children's social, emotional, physical, and cognitive development. Our instruction is focused on the development of the students and primarily utilizes pen and paper.

The following framework is for individual device use. Technology use does not include instructional videos/digital materials that are shown on interactive displays. As you reference the chart below, please note that possible technology use is based on a monthly average and dependent on specific units.

Elementary Grade Level	Potential Use of Technology	Examples of Technology Integration	Local and State Assessments on Technology
Kindergarten	An average of 15 minutes per day	<ul style="list-style-type: none">• Targeted math practice• Targeted audio comprehension• Foundational digital skills including logging in and navigating.	NWEA 2x a year Winter and Spring
1st Grade	An average of 20 minutes per day	<ul style="list-style-type: none">• Targeted math practice• Targeted audio comprehension• Foundational digital literacy skills	NWEA 3x a year Fall, Winter, Spring

2nd Grade	An average of 30 minutes per day	<ul style="list-style-type: none"> • Individualized skill practice during WIN time • Digital supports for small-group instruction • Database Research Platforms • Introduction to multimedia creation 	2nd Grade: NWEA 3x a year Fall, Winter, Spring
3rd Grade	An average of 30 minutes per day	<ul style="list-style-type: none"> • Individualized skill practice during WIN time • Digital supports for small-group instruction • Typing • Database Research Platforms • Multimedia creation 	3rd Grade: NWEA 3x a year Fall, Winter, Spring NYS Test: once a year ELA, Math
4th Grade and 5th Grade	An average of 45 minutes per day	<ul style="list-style-type: none"> • Coding and computational thinking activities • Research using library databases 	4th Grade: NWEA 3x a year Fall, Winter, Spring

		<ul style="list-style-type: none"> • Magic School (Closed AI tool) • Multimedia creation tools • Typing • Targeted skill-development platforms during WIN • 5th Grade Capstone Research 	<p>NYS Test: once a year ELA, Math</p> <p>5th Grade: NWEA 3x a year Fall, Winter, Spring</p> <p>NYS Test: once a year ELA, Math, Science</p>
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Middle School

As students progress through the middle school years, technology becomes an increasingly important tool for learning, research, collaboration, creativity, and communication. Students use technology to investigate complex topics, analyze and evaluate sources, collaborate with peers, create and present original work, and demonstrate their understanding across content areas. Students develop greater independence and digital literacy skills; the following technology best practices should guide instructional use.

As our sixth grade students make the transition to middle school, they will only access Chromebooks in the classroom and will not be taking them home. Doing so, allows for a smoother transition from 5th grade to 6th grade, and provides gradual access to thoughtful integration of technology during their middle school years.

The following framework is for individual device use in middle school. Technology use does not include instructional videos/digital materials that are shown on interactive displays. As you reference the chart below, please note that possible technology use is based on a monthly average and dependent on specific units.

Middle School Grade Level	Potential Use of Technology	Examples of Technology Integration	Local and State Assessments
6th Grade	District-issued devices remain in the Classrooms	<ul style="list-style-type: none"> • Responsible digital citizenship • Research Database and information analysis • Project-based learning • Computer programming • Magic School (Closed AI platform) • Multimedia Creation 	NWEA 3x a year Fall, Winter, Spring NYS Test: once a year ELA, Math
7th Grade	District-issued and 1:1 Devices are assigned and travel between home and school	<ul style="list-style-type: none"> • Responsible digital citizenship • Research Database and information analysis • Project-based learning • Computer programming • Magic School (Closed AI platform) • Multimedia Creation 	NWEA 3x a year Fall, Winter, Spring NYS Test: once a year ELA, Math
8th Grade	District-issued and 1:1 Devices are assigned and travel between home and	<ul style="list-style-type: none"> • Responsible digital citizenship 	NWEA 2x a year Fall, Winter

	school	<ul style="list-style-type: none"> • Research Database and information analysis • Digital planning tools for outlines, citations, bibliographies • Project-based learning • Multimedia creation • Computer Programming • Magic School (Closed AI tool) 	<p>NYS Test: once a year ELA, Math</p> <p>World Language Checkpoint A Speaking Assessment</p>
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High School

In high school, technology serves as a critical tool for research, analysis, collaboration, communication, and innovation. Students are expected to use technology to access and evaluate information, engage in authentic problem-solving, create original products, and demonstrate learning across disciplines. As they prepare for college, careers, and active participation in a digital society, students should develop the skills necessary to use technology responsibly, ethically, and effectively. Technology integration should support rigorous instruction and meaningful learning experiences and be guided by the following best practices within specific skills:

Critical Thinking	Collaboration	Communication
<ul style="list-style-type: none">• Conduct research using credible digital databases and sources.• Analyze data to draw conclusions and ask higher-order questions.• Develop/Create arguments/thesis/claim /statements	<ul style="list-style-type: none">• Collaborate on writing through shared documents and peer review tools.• Collaborate on group projects through feedback and reflection.	<ul style="list-style-type: none">• Use digital annotation tools to analyze texts.• Create multimedia presentations, podcasts, or videos to demonstrate understanding.

Creatively Problem Solve	Global Citizen	Reflective Practitioner
<ul style="list-style-type: none">• Create multimedia presentations, podcasts, or videos to demonstrate understanding.• Use district-approved applications to solve complex problems.	<ul style="list-style-type: none">• Use technology to bridge communication, partnerships, and greater empathy and understanding.	<ul style="list-style-type: none">• Utilize AI tools ethically for brainstorming, feedback, and revision support, not for replacing original student thinking.

District Device, Approved Tools and Safety Measures

The Rye City School District is committed to providing students with access to technology that supports teaching and learning while maintaining a safe, secure, and responsible digital environment. Students in grades K–8 are provided with district-managed Chromebooks to support instructional activities both in and out of the classroom. In grades 9–12, students participate in a 1:1 Bring Your Own Device (BYOD) program and are expected to bring a personal device to school each day.

To support safe and effective technology use across all grade levels, the district implements a comprehensive framework of digital safety, security, and monitoring practices. These measures include content filtering systems, classroom management and monitoring approved tools, secure authentication protocols, applications and services that comply with New York State Education Law 2-d, digital citizenship instruction, AI-powered safety monitoring and alert systems, and ongoing staff oversight and supervision. Together, these safeguards help protect student privacy, promote responsible and ethical technology use, and ensure that technology remains a productive tool for learning and academic growth.

Area	Kindergarten	Grades 1–6	Grades 7–8	Grades 9–12
Device Access	Shared carts in the grade.	District-issued Chromebooks used in school only. Devices remain at school.	District-issued Chromebooks travel between home and school.	Students participate in the BYOD program and bring a personal laptop to school daily.
Purpose of Use	NWEA Testing and some teacher-directed activities.	Classroom learning activities directed by teachers.	School assignments, projects, and educational activities in and out of school.	Academic coursework, research, collaboration, and college/career readiness.
Device Responsibility	Teacher-guided use with direct supervision.	Teacher-guided use with direct supervision.	Shared responsibility between school and student.	Students are responsible for bringing, maintaining, and appropriately using their devices.



Digital Citizenship	Introduction to safe, respectful, and responsible technology use.	Introduction to safe, respectful, and responsible technology use.	Development of responsible digital habits and online decision-making.	Independent and ethical use of technology and digital resources.
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What Digital Safety Measures Are in Place On District Chromebooks Grades K-8?

- Content Filtering: Blocks non-educational content with grade-level-specific restrictions
- LightSpeed Classroom: Allows teachers to limit access to only specific sites, ensuring full control over what students can access during instructional time
- AI-Powered Safety: Detects and blocks harmful content on websites, including images and videos.
- Search Alerts: Monitors activity for signs of distress or unsafe behavior, and alerts staff.
- Data Privacy: Google sign-in allowed only on sites with Ed Law 2d agreements.
- Students in grades K–8 are required to utilize only those digital devices issued by the District.
- Through our library/ELA/Social Studies curriculum, students in grades K–8 receive intentional and targeted instruction in digital citizenship.
- Students entering 6th grade participate in a student university about technology use and responsibility.



High School BYOD

Students participate in the District's Bring Your Own Device (BYOD) program and are expected to bring a fully charged personal laptop to school each day to support teaching and learning. The BYOD program provides students with consistent access to digital resources, instructional materials, and learning opportunities that enhance classroom instruction and support academic success.

To maintain a safe, secure, and educationally appropriate digital learning environment, all student devices must connect to and utilize the District's wireless network while on campus. The use of personal hotspots, cellular data connections, virtual private networks (VPNs), or other alternative means of internet connectivity is prohibited unless specifically authorized by the District.

By requiring the use of the District's network, the District is able to implement security measures, content filtering, and monitoring systems that promote safe, responsible, and educationally relevant internet use while supporting compliance with applicable student safety and data privacy requirements.

Student responsibilities include:

- Bringing a fully charged and operational laptop to school each day.
- Connecting exclusively to the District's wireless network while on school property.
- Using technology in accordance with the District's Acceptable Use Policy and Code of Conduct.
- Using digital resources and online tools responsibly, ethically, and for educational purposes.



Family Partnership

Managing Screen Time at Home

Families play an essential role in helping students develop healthy technology habits and strong digital citizenship skills. By partnering with the school and supporting responsible technology use at home, parents and caregivers can help children build the skills needed to use technology safely, responsibly, and effectively. Consider the following strategies to support healthy technology use and digital well-being:

- **Establish Screen-Free Times and Spaces:** Create device-free opportunities during meals, family activities, and bedtime. Consider keeping devices out of bedrooms overnight.
- **Set Age-Appropriate Limits:** Establish screen time expectations that reflect your child's age, developmental needs, and daily responsibilities while encouraging physical activity, creativity, reading, and social interaction.
- **Use Built-In Parental Controls:** Most devices include tools to help families monitor and manage screen time, set app limits, and restrict access to content.
 - **Apple Devices:** Use *Screen Time* in Settings to set limits and manage device usage.
 - **Android Devices:** Use *Digital Wellbeing & Parental Controls* to monitor activity and establish screen time limits.
 - **Windows Devices:** Use *Microsoft Family Safety* to manage screen time, app access, and device settings.
- **Review and Adjust Regularly:** Revisit technology expectations as your child grows and demonstrates increased responsibility and independence.
- **Maintain Open Communication:** Encourage ongoing conversations about your child's online experiences, interests, and concerns.



Continuous Review and Improvement

The Rye City School District regularly reviews instructional technology practices, software platforms, student usage data, and emerging research to ensure technology remains aligned with educational goals and student needs.

The District is committed to:

- Reviewing technology practices regularly
- Evaluating instructional impact
- Maintaining transparency with families
- Ensuring developmentally appropriate implementation
- Monitoring emerging technologies
- Supporting digital citizenship and student well-being
- Engaging stakeholders in ongoing conversations regarding technology use



Instructional Technology Resources and Instructional Frameworks

- [American Academy of Pediatrics](#)
- [AI Guidelines](#)
- [CASEL](#)
- [Dialectical Behavioral Therapy](#)
- [ISTE Standards for Students](#)
- [NYSED Standards](#)
- [NYS P-12 Learning Standards by Content Area](#)
- [RCSD Instructional Web-Tools](#)
- [UDL Guidelines](#)
- [Understanding by Design](#)