



**ELMIRA HEIGHTS
CENTRAL SCHOOL
DISTRICT**

**District Technology
Plan**

2022 – 2025

www.HeightsSchools.com

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Background Information

School Overview

The Elmira Heights Central School District has approximately 990 students enrolled in its three schools: Cohen Elementary School, Cohen Middle School (which are housed in the same building complex) and Thomas A. Edison High School. The district serves the Village of Elmira Heights and parts of the towns of Elmira and Horseheads. There are roughly 8000 residents in the community, with affordable housing and increasing rental properties in the district. The district is supported by the Greater Southern Tier BOCES. The district has provided a successful environment for teaching and learning as evidenced by assessment scores, scholarship winners, active community support as well as dynamic athletic and extracurricular events. Our district is staffed with 1 Superintendent, 4 administrators, 106 teachers and 70 support staff to address the needs of the PreK -12 students and families of the district.

Our Mission:

The Elmira Heights Central School District is an integral part of a nurturing diverse community dedicated to meeting the needs of individual students in becoming contributing citizens by setting high expectations, promoting life-long learning and pursuing excellence in a safe and mutually respectful environment.

Our Vision:

Our students are empowered to create their own futures while celebrating their roots of a proud, supportive community. Through a nurturing environment, students continue to develop unique talents and abilities to overcome challenges, embrace opportunities, and branch out to reach new HEIGHTS!

We believe that...

- Elmira Heights CSD is the center of our community.
- Relationships are our foundation.
- All individuals will be accepted, respected, and valued.
- Everyone deserves to feel safe in our school environment.
- Social-emotional well-being is paramount.
- Students are empowered to be partners in their education.
- We operate with integrity honoring the commitment of our greater community.
- Technology and innovation are key to maximizing educational experiences.
- Extracurricular activities enhance student development.
- Our facilities are inspiring and conducive to learning.
- We provide a relevant and purposeful education.
- Our schools are a source of pride!

The Elmira Heights Central School District encourages all:

- to enter with high expectations.
- to teach and learn through responsible, cooperative effort.
- to leave with confidence in our ability and pride in all we do.

Technology Mission Statement

The mission of the Technology Plan Development Committee supports the mission of the school district by incorporating the use of technology to improve and enhance instruction, learning, management, and administrative functions to continually improve student achievement.

Plan Development

The Elmira Heights Central School District Technology Plan is developed collaboratively by the members of the Technology Committee. The Technology Committee consists of district constituents who volunteer their time to assist in guiding the direction with which Elmira Heights CSD moves in relation to technology integration district wide.

In order to see to it that the district technology plan is implemented thoroughly and properly, the Technology Committee meets on a regular basis. Members may include but are not limited to technology support staff, teachers, administrators, curriculum coordinators, library media specialists, students, paraprofessionals, and parents. Building and department level concerns can be brought to the Committee by contacting the Technology Director, Technology Committee Members, building level teams or building representatives, allowing all in the district to have a voice in the long-range technology plans.

Individuals from all areas of the district are invited to participate in this committee. In the beginning of every school year an open invitation is sent out to allow every member of the community to participate if they wish. Administrators, teachers, and support staff are all encouraged to attend. In having a wide base of representation, the focus and long-range planning of the district technology department is being guided by the people with vested interest in future technology initiatives.

Technology Committee - Ongoing Plan Review

The Technology Committee is responsible for the revising and updating the technology plan to meet the needs of the district, and to grow with the ever-changing technology world. With the guidance of the Technology Director, IST and Admin, the committee will continually look at and evaluate the status of technology in the district and develop the plan to guide district practices to improve teaching and learning through the use of technology. The plan will consistently be reviewed and updated to reflect changes as our plans grow and technology evolves.

The Technology Plan

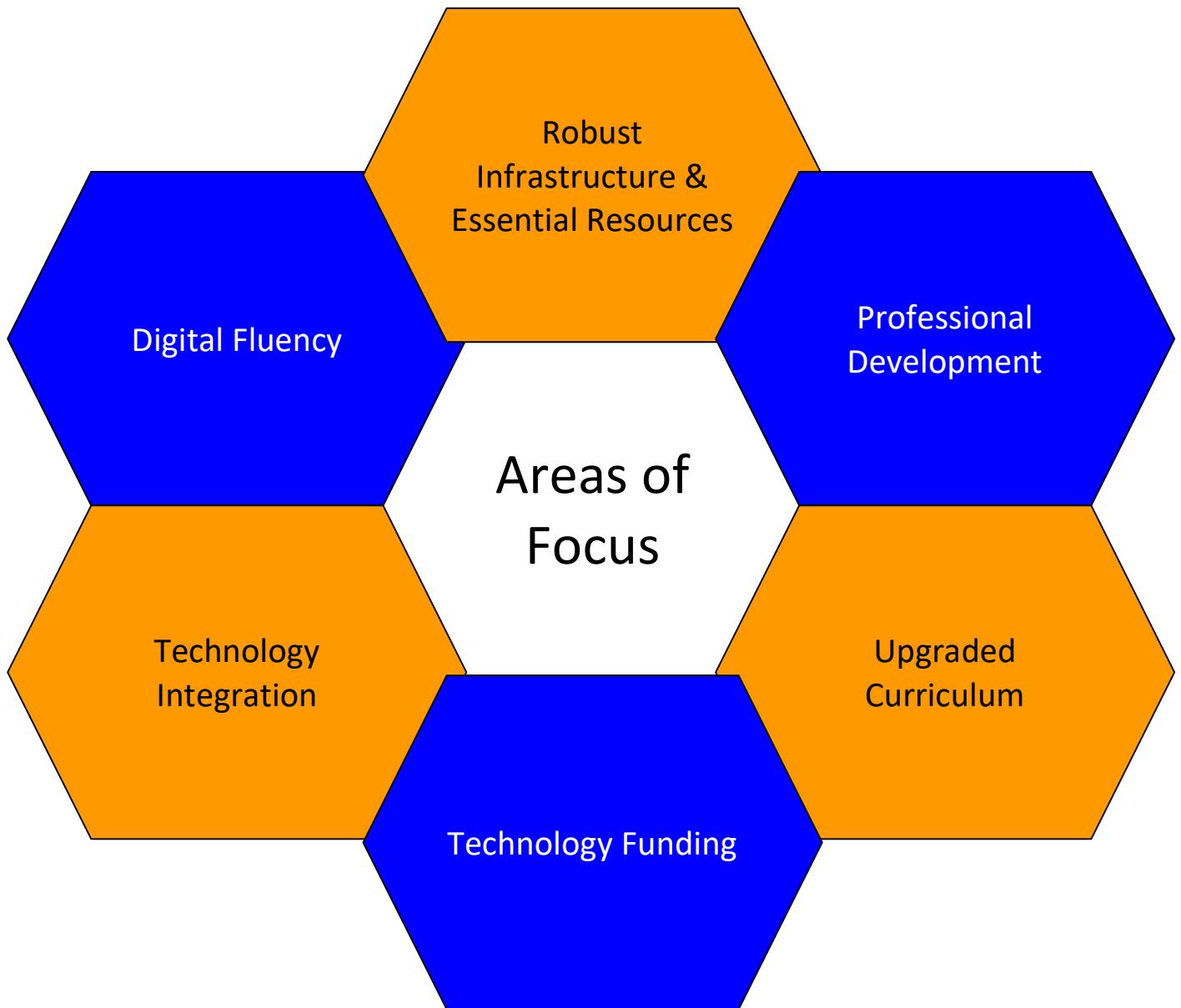
Academic Goals

The Technology Department is constantly striving to enhance the skills and abilities of the teachers in the area of technology integration. Through staff development, committee based discussions and budgetary support we attempt to improve the technology offerings available to our student body. In the long term plan, it is our goal that every teacher will be proficient with the technology made available to them and it is expected that they will integrate technology into their day to day instruction, utilizing technology to enhance the material they are already charged with delivering. By integrating technology into their day to day teaching they will lead by example, and illustrate to the students of Elmira Heights that technology is just another tool in the arsenal of equipment available to be effective in the career of their choice in the 21st century.

Strategies or Supporting Activities for Achieving the Goals

The Technology Department utilizes many strategies to achieve our goals. The Technology Committee is constantly in communication with all schools in hopes of developing effective plans and common strategies for implementation of technology. Presently, the Technology Committee focuses staff development on more "integration" based offerings and slowly pulling away from trainings that teach the details of a particular piece of software (Ex: Google Classroom). Several of our new in-service courses are designed to allow the teachers time and assistance in developing a lesson plan that utilizes and integrates technology. In assisting the staff in becoming proficient with technology we are building skills that they can apply further within their everyday instruction.

Technology Plan Areas of Focus



District Technology Goals

1. Digital Fluency

Goal 1: Support and prepare students with the knowledge and skills that are vital in 21st Century Life, Work and Citizenship and foster a culture of safe, respectful and ethical engagement in the use of digital technologies.

1.1 All students in the Elmira Heights Central School District will have the opportunity to use learning technologies to access and analyze information in ways that develop higher order thinking skills, increase their ability to use technology as a tool in solving problems, and support their confident use of the technology skills they will need for success in their future studies and employments.

1.2 The District will support information literacy for all students, including students with disabilities, will have equitable access to instruction and participation in the general curriculum.

1.3 The District will incorporate standards for technological literacy, as aligned with the New York State Learning Standards, to ensure that every student, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability will be technologically literate by the time he/she graduates from high school, including the skills needed for success in his/her future studies and employments.

1.4 Digital Citizenship will be taught and encouraged throughout the district.

- Students will keep themselves safe on the internet and keep their personal information/passwords private and secure.

- **By the end of 2nd grade:** Students can describe ways that information may be shared online. Students understand what it means to be part of a digital community and describe ways to keep it a safe, respectful space.
- **By the end of 6th grade:** Students will be able to describe persistence of digital information and explain how actions in online spaces can have consequences. Students can identify and describe actions in online spaces that could potentially be unsafe or harmful.
- **By the end of 8th grade:** Students can explain the connection between the persistence of data on the Internet, personal online identity, and personal privacy. Student can describe safe, appropriate, positive, and responsible online behavior and identify strategies to combat negative online behavior.
- **By the end of 12th grade:** Students can actively manage digital presence and footprint to reflect an understanding of the permanence and potential consequences of actions in online spaces. Students can design and implement strategies that support safety and security of digital information, personal identity, property, and physical and mental health when operating in the digital world.

1.5 The District will maintain a policy of Internet safety that include a protection measure for all technology with Internet access and system-wide security from inappropriate materials.

- Access to visual depictions that are deemed inappropriate, obscene, child pornography, or harmful to minors will be filtered. The district will use the GST BOCES filtering system that will ensure that such protection is enforced during any use of technology by students. Similar protection against visual depictions that are inappropriate, obscene, or child pornography, will be filtered for technology even when used by adults.
- Students and Staff are prohibited from
 - Using the District Computer System (DCS from this point forward) to obtain, view, download, send, print, display or otherwise gain access to or transmit materials that are unlawful, obscene, pornographic, or abusive.
 - Use of obscene or vulgar language in electronic communications and documents
 - Harassing, insulting, or attacking others via the use of DCS
 - Using the DCS for unauthorized email, chat and text communications

1.6 Legal and Ethical use of Software

- Legal and ethical implications of software use will be taught to students of all levels where there is such software use.
- Building principal or his/her designees and classroom teachers will be responsible for informing district students of rules and regulations governing student access to DCS.
- Policies and Procedures will be updated and communicated to the school community.

1.7 Transition and prepare for full implementation of the NYS learning Standards for Computer Science and Digital Fluency.

2. Professional Development

Goal 2: Provide ongoing, high-quality professional development.

The District is committed to providing ongoing, high-quality professional development for Educators and Leaders. All Educators and Leaders will meet technology competency standards that ensure their ability to use and integrate learning technologies effectively in supporting student achievement of the NYS Learning Standards and other Standards outlined by the district.

2.1 The District will allocate sufficient professional development resources to ensure that all teachers, administrators, and support staff are adequately supported with the resources and skills needed to confidently integrate high quality learning technologies into curricula and instruction.

2.2 The District will develop appropriate processes and evaluation measures to ensure that all teachers demonstrate technical proficiency in order for students to meet learning standards.

2.3 The District's applications for technology funds will describe appropriate professional development activities for integrating technology into curriculum and instruction through ongoing, sustained, intensive and high-quality professional development including ongoing software evaluation by committee, standardization of software usage across the District and coordination of software purchases.

2.4 The District will provide equipment, software and training for staff to access distant learning opportunities, virtual field trips, video conferencing, and ties to universities in the classroom.

2.5 The District will provide access to data analysis and appropriate training to allow teachers to modify and improve instructional practices and learning outcomes.

2.6 The District will select candidates for new positions with appropriate technological proficiency.

3. Upgraded Curriculum

Goal 3: Enhance curriculum that includes additional technology standards, with proven instructional strategies that leverage technology and improve the integration of technology into curricula and instruction to support learning.

3.1 Technology will be woven throughout the curriculum, so it becomes an integral part of the daily learning.

3.2 Curriculum will be developed collaboratively by a broadly-based committee of Admin, Teachers, Curriculum Coordinators and other interested stakeholders.

3.3 Develop a framework that can be effective in guiding teachers to incorporate technology into teaching and learning in meaningful ways.

3.4 Plan and implement lessons and strategies that integrate technology to meet the diverse learning needs, engage students, and promote achievement in a variety of educational settings.

3.5 Transition and prepare for full implementation of the NYS learning Standards for Computer Science and Digital Fluency for all grade bands K-12.

4. Technology Integration

Goal 4: The district will utilize various resources to support student achievement and engagement through the seamless integration of technology into teaching and learning.

4.1 Educators and Leaders will have access to professional development opportunities to ensure they are proficient with the integration of learning technologies.

4.2 Technology will be integrated and woven throughout the curriculum for all levels of instruction, so it becomes an integral part of the daily learning.

4.3 The District's applications for technology funds will describe appropriate professional development activities for integrating technology into curriculum and instruction through ongoing, sustained, intensive and high-quality professional development including ongoing software evaluation by committee, standardization of software usage across the District and coordination of software purchases.

4.4 The District will provide equipment and training for staff to access distance learning, video conferencing, virtual field trips and ties to universities in the classroom.

4.5 The district is committed to creating technology connections at home by providing students and teachers with technology tools for the classroom that can easily segue to home for more learning opportunities outside the classroom.

Ex.

- 1 to 1 chromebook devices for all student k-12
- Wireless Hotspots for internet access if needed and families are provided information for State and Federal Initiatives that provide access.
- All Teachers are provided a laptop for home use as well.

4.6 All Teachers, Administrators, and support staff are adequately supported with the resources and skills needed to confidently integrate high quality learning technologies into curricula and instruction.

5. Robust Infrastructure and Essential Resources

Goal 5: Enhance instructional technology infrastructure and maximize connectivity required to meet the demands of our digital learning environment and future technology initiatives/implementations.

5.1 The District will allocate sufficient resources to ensure that our instructional technology infrastructure and wireless connectivity are up to date and robust.

5.2 The District is committed to increase equitable access to high-quality digital resources and standards-based, technology rich learning experiences accessible for every teacher and every student in every learning environment.

5.3 The District's applications for technology funds will describe appropriate professional development activities for integrating technology into curriculum and instruction through ongoing, sustained, intensive and high-quality professional development including ongoing software evaluation by committee, standardization of software usage across the District and coordination of software purchases.

5.4 Evaluate, maintain and explore advances in infrastructure, end-user devices, software and peripherals allowing students to enhance their learning and staff to accomplish their work efficiently.

5.5 Increase focus on network security and student data privacy by conducting internal and external audits, reviewing and adjusting internal procedures, and developing in depth response plans in the event of a disaster or data breach.

5.6 Purchase curricular relevant instructional software and review efficacy and usage of software annually.

5.7 The District will develop a periodic schedule of software updates, a schedule of hardware replacement, outfit new computer labs and classrooms as enrollment

increases and provide all classrooms with technology needed to ensure students reach high levels of academic achievement.

6. Technology Funding

Goal 6: Secure and Maintain Technology Funding

The Elmira Heights Central School District will financially support equitable access to high-quality learning technologies to ensure that teachers, administrators, support staff, students and families have high-speed access to electronic resources, up-to-date hardware, software and intensive ongoing professional development.

6.1 The District will monitor data regarding the digital divide between school and home access to information technologies. The District will take appropriate action, such as seeking support for legislative initiative and development of community-school-business partnerships, to support anytime, anyplace access to such technologies by all educational community members at every socioeconomic level.

6.2 The District will focus State and Federal discretionary funding streams, including competitive grant programs, to purchase, install and maintain up-to-date technologies for the learning environment. The District will ensure that such resources will be used (as appropriate under each funding source) to obtain the hardware, software, maintenance, connectivity and professional development necessary to ensure that schools share equitable access to high-quality learning technologies to support teachers, administrators, support staff and students.

6.3 The district will continue to research areas of funding to support adaptive and/or assistive technologies that may be utilized either by students and/or by the related service provider to ensure students reach high levels of academic achievement.

Professional Development/Training

The Elmira Heights Central School District is committed to making professional development and training opportunities available for all staff members. With the assistance of the Greater Southern Tier BOCES and the IST, the Technology committee will continue to offer Instructional Technology related courses. The district also participates in the GST BOCES professional development program through the SIP initiative and Model School. The district's professional development plan supports and encourages opportunities for teachers to participate in professional development. Professional development needs are identified through APPR evaluations, state initiatives, teacher requests, administrative recommendations, changing technologies and district goals. Once a need is identified the district will utilize various resources to support and encourage professional development and training.

Budget

The majority of the budget is derived from state-aided hardware/software and a variable amount is budgeted annually for hardware through the GST BOCES Computer Services CoSer. Additionally, the District is able to enter into aggregate buys of computers through BOCES to obtain the lowest possible costs and finance these purchases over multiple-years. BOCES computer services is also regularly upgrading their technology and offering new and/or upgraded technology that districts can take advantage of. Grants, Smartschools and other State and Federal Funding will be pursued and sourced if available.

Monitoring, Evaluation and Assessment

The district will actively monitor and adjust technology implementations as part of our ongoing evaluation plan. Annually, the Tech Committee reviews and revises the plan and activities accordingly. A variety of pre and post surveys are conducted for staff and students to be utilized at the building and district levels to assess the implementation of our plan.

The District will continually be in the process of evaluating the Technology Plan. In order to see to it that all parties have a "voice" in the process, the Technology Director will act as a central point of communication and information flow for the district. The Technology Director will attend regular meetings, including the following:

Administrative Team Meeting (when necessary) Technology
Committee Meeting

GST BOCES - Technology Support Meetings, Model Schools Meetings and Advisory Council Meetings

Encourage Stakeholder Participation and Input

The Elmira Heights Central School District will seek ongoing input from representatives of all sectors of the educational community (teachers, administrators, support staff, parents/guardians, students and community members/business partners to collaboratively implement, evaluate and revise the educational technology plan for the District. We will continue to build educational technology capacity to ensure the most relevant and highest possible quality of support for all members of the teaching and learning community.

The District will continue to work with the Technology Committee to seek recommendations and implementation support for meeting District technology goals under this framework.

The District will establish an annual review of the technology plan by the Technology Committee and others may include but are not limited to:

- a. Software Evaluation Committee
- b. Computer Teachers/Computer Lab Assistance/Technology Department
- c. Board of Education

- d. Professional Development sub-committee
- e. District Leadership Team with Student Representation

The District will utilize feedback from professional development offerings to revise and improve these efforts for all sectors of the educational community.

The District will partner with community members, business and local colleges to further technology development in the District.

Board of Education

Joseph Sullivan	.....	Board President
Michael Lepak	.....	Board Vice President
Andrew Willard	.....	Board Member
Christopher Callas	.....	Board Member
Terry Day	.....	Board Member
Scott Cole	.....	Board Member
Jody Buckley	.....	Board Member

Technology Committee Members

Thomas Boyanowski	.....	High School Principal
Amy Scott	.....	High School Librarian
Jennifer Thomas	.....	Elementary Librarian
Mike Larrabee	.....	High School Teacher
Elizabeth Reed	.....	Elementary Technology/AIS
Julie Lederman	.....	Teacher Technology Director

The ISTE Standards are research-based technology standards that can be utilized as a guide for professional development, curriculum mapping and lesson plans that include purposeful use of technology.

ISTE Standards for Students

SECTION 1: STUDENTS

1.1. Empowered Learner

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

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

1.2. Digital Citizen

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

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

1.3. Knowledge Constructor

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

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



1.4. Innovative Designer

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

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

1.5. Computational Thinker

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

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

1.6. Creative Communicator

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

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

1.7. Global Collaborator

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

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

SECTION 2: EDUCATORS

Empowered Professional

2.1. Learner

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

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

2.3. Citizen

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

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

2.2. Leader

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

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



Learning Catalyst

2.4. Collaborator

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

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

2.6. Facilitator

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

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

2.5. Designer

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

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

2.7. Analyst

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

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

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

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iste.org/standards



Supplemental

[ISTE Standards for Students](#)

[ISTE Standards for Educators](#)

[NYS Computer Science and Digital Fluency Learning Standards](#)

