

LITTLE SILVER BORO SCHOOL DISTRICT



TECHNOLOGY
HANDBOOK
2026-2027

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Mission Statement

Little Silver Public Schools is invested in continued excellence by inspiring critical thinking, fostering intellectual curiosity, and promoting acceptance of individuals, allowing children to achieve their full potential as responsible, contributing citizens of an ever-changing global community.

What is Digital Citizenship?

At Little Silver Public Schools, digital citizenship is the responsible use of technology to learn, create, and participate in a rapidly changing world. As digital citizens, our individual and collective actions intertwine to create the kind of digital world we want to live in. As a school district, our goal is to support students in participating responsibly and meaningfully in the digital world.

A Little Silver Digital Citizen...

...acts safely by protecting personal information and making responsible choices online.

...shows respect by communicating kindly, standing up against cyberbullying, and understanding the impact of their digital footprint.

...thinks critically by questioning what they see, recognizing and crediting the work of others, and creating thoughtfully.

...balances technology use with healthy offline habits to support learning, relationships, and well-being.

...contributes positively to online spaces—reflecting our district's belief that every voice is valued and every action matters.

In partnership with families and the community, we help students use technology as a tool for learning, creativity, and connection, preparing them to be responsible citizens and leaders—both offline and online—in an ever-changing world.

Chromebook Overview

The Little Silver Technology Department is committed to integrating and supporting the district's 1:1 student computing device initiative. Every student from grades 1 to 8 will receive a Chromebook with an 11.6" high-definition screen and wireless internet capability. Kindergarten classes will share a single cart of Chromebooks. The district believes that technology can positively impact student learning, extending beyond the limitations of a traditional classroom. The Chromebooks that the district provides will help empower and engage students in real-world problem-solving and critical thinking opportunities.

The policies, procedures, and information contained in this document apply to all Chromebooks used within the Little Silver Public Schools and include any other device the Administration considers to fall under the umbrella of this policy. Administrators and teachers may set additional requirements for computer use at their individual schools or in their classrooms.

Chromebook Lifecycle

The PTO usually assists the district, through a grant, in purchasing devices for one grade level each year. The district will purchase another grade level. At the beginning of every school year, the district distributes new devices to incoming 4th-grade students that remain with the students until 7th grade. Incoming 7th-grade students will turn in their old devices and receive new devices for their 7th-grade year through 8th-grade. Graduating 8th-grade devices are collected at the end of each year.

The technology department assesses the collected devices based on the model number and checks to see if they have reached their auto-update expiration, or AUE, according to Google. The technology department deprovisions the devices that have reached their AUE and assesses the devices that have not reached their AUE for damage. The best functioning devices are repurposed for the other grade levels. Non-functional devices are dismantled for working parts, and the remaining material that we cannot use is recycled.

Chromebook Distribution

Point Road School

- General Policy: All devices are 1:1 and remain stored in school charging carts by default
- Kindergarten & 1st Grade:
 - Students use touchscreen Chromebooks and log in using Clever QR badges
 - Kindergarten: Students share a dedicated cart of touchscreen Chromebooks split among four classrooms.
 - 1st Grade: Students have 1:1 touchscreen devices stored in classroom charging carts
- Grades 2-3: Students use designated classroom devices stored in charging carts.
- Grade 4 (New Device Issuance):
 - Students receive a 1:1 device
 - Take-Home Option: Parents may opt in via the Genesis Parent Portal to allow daily take-home use when the Parent Portal opens.
 - Summer Use: Parents may opt in via the separate “Summer Work Opt-In Form” in Genesis in the Spring to allow students to keep the device over the summer. Otherwise, it is transferred directly to Markham Place School.

Markham Place School

- General Policy: All devices in Grades 5-8 are 1:1. Students are expected to take their devices home daily for homework and return them fully charged each morning.
- Grades 5 & 6: Students continue using the device issued to them in Grade 4.
- Grades 7 & 8 (New Device Issuance): Incoming 7th-grade students receive a new device, which they will retain and use through the end of 8th grade.

Important Dates and Notes

- New student devices will be distributed on the first day of school at their respective school (September 8, 2026)
- Device collection typically takes place on the last two days of school (June 18, 2027)
- ESY devices will be distributed as needed each year at ESY

Taking Care of Your Chromebook

- Each student is responsible for the general care of the Chromebook assigned to them by the district.
- Chromebooks that are damaged or not working properly should be reported to the teacher.
 - At Point Road, teachers can submit a helpdesk request to have the device repaired or to have a daily loaner issued from the technology office.
 - At Markham Place, teachers can send students to the main office for a daily loaner. The office will submit the repair order to the technology office.
- Helpful tips in caring for your Chromebook:
 - Keep it charged! Plug it in whenever you are not using it so that it will be charged and ready when needed
 - Keep your Chromebook on a flat surface like a table or a desk. (Don't leave it on the floor for someone to step on).
 - Don't pile things on top of your Chromebook
 - Make sure there isn't anything on the keyboard when you close your Chromebook
 - Keep food and drinks away, and make sure your hands are clean
 - Close the screen when carrying your Chromebook - never carry it by the screen.
 - Don't try to fix the Chromebook yourself.



WAIT A MINUTE!

Have you checked your device yet?

Before using your device:

Check the keys



Look for damage



Ensure it's charged



Test basic functions

After using your device:



Power down

If it goes in your backpack:



Securely store



Avoid pressure

REMINDER!

Handle with care:
Always be gentle with devices to avoid damage.

Follow procedures:
Stick to these steps to keep our tech in great condition!

5



If it stays in the classroom:



Check for damage

Report any issues



Return to its home

District Philosophy on the Integration of Educational Technology

The Little Silver School District is committed to an educational technology strategy rooted in learning sciences research, prioritizing tools designed with a clear pedagogical purpose rather than those that simply follow industry trends (Van Nostrand et al., 2022). We believe that high-quality educational technology tools must move beyond mere novelty; they must provide intentional scaffolding and be evaluated through a rigorous process that aligns online activities with measurable student outcomes (Van Nostrand et al., 2022; LXD Research, 2024). By centering research-based design as our primary metric for selection, we ensure that technology authentically solves educational challenges and supports meaningful and socially interactive learning environments (Van Nostrand et al., 2022; Lampropoulos, 2023).

In order to purposefully integrate educational technology in our classrooms, our philosophy distinguishes between "screen time" and "screen value," prioritizing the quality of individual digital activities over the mere quantity of time spent on a device (Misha, 2024; American Academy of Pediatrics, 2025). Our framework prioritizes transformative activities such as coding and creative design over uses that merely replicate traditional tasks on a digital screen (Winslow & Tyson, 2024). We recognize that technology is not a universal solution; for instance, research suggests that print reading is often preferable for in-depth comprehension of complex texts, as digital reading can lead to shallower information processing and increased mind-wandering under time constraints (Delgado & Salmerón, 2021; Winslow & Tyson, 2024). Therefore, our classrooms maintain a deliberate equilibrium, utilizing digital tools to enhance motivation and collaboration while preserving traditional methods when they better support sustained attention and deep cognitive engagement (Lampropoulos, 2023; Delgado & Salmerón, 2021).

Finally, we promote a proactive digital citizenship culture that focuses on "do's" rather than "don'ts," empowering students to be informed, inclusive, and engaged members of their virtual communities (Digital Citizenship Coalition, n.d.; Misha, 2024). By establishing clear systems and policies written in plain language and committing to a cycle of continuous improvement, we aim to prepare our students to thrive as ethical decision-makers in an increasingly connected future (Digital Citizenship Coalition, n.d.; LXD Research, 2024).

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District Framework for Educational Technology Selection

As the district strives for instructional excellence, we must view technology not as an "add-on," but as a catalyst for learning. An intentional procedure for selecting ed tech tools will help ensure alignment with the Little Silver School District's overarching vision, unique context, and students' needs. This selection process ensures that every tool in our digital ecosystem is purposeful, secure, and high-yielding.

Phase 1: Instructional & Research Alignment

Before evaluating "how it works," we must determine "why it matters."

- Alignment to District Goals: Does the tool directly support our current Strategic Plan?
- Learning Sciences Research: Does the tool align with how the brain learns?
 - Active Processing: Does it require students to think deeply, or just click?
 - Scaffolded Feedback: Does it explain why an answer is wrong?
 - Spaced Repetition: Does it revisit concepts over time to ensure long-term retention?
- The [SAMR Benchmark](#): We aim for tools that sit at the Modification or Redefinition levels. Does this tool allow students or teachers to do something that was previously inconceivable without technology?

Phase 2: Data Privacy & Security

Student safety is non-negotiable.

- SOPPA/FERPA/COPPA Compliance: Does the vendor have a signed Student Data Privacy Agreement (SDPA) on file?
- Data Minimization: Does the tool ask for more information than is strictly necessary to function?
- Ad-Free Environment: Does the tool monetize student attention through third-party advertising or tracking?

Phase 3: Evidence & Effectiveness

We prioritize tools that can prove they work.

- ESSA Tiers of Evidence: Does the tool have independent research backing its efficacy (Tier 1-4)?
- Redundancy Check: Does this tool provide a feature we don't already have?
 - Example: If we already have Newsela, we do not need a second subscription for leveled non-fiction articles.
- Cost-Effectiveness: We calculate the Cost-Per-Student-Impact. A tool that is "free" but wastes 20% of instructional time on ads is actually very expensive.

Phase 4: Teacher & Student Experience

A tool is only effective if it is actually used.

- Implementation Lift:
 - Low Lift: Requires <15 mins to set up (e.g., a simple polling tool).
 - High Lift: Requires multi-day training (e.g., a full LMS or complex simulation software). Requirement: High-lift tools must provide a proportional "Instructional ROI."
- Meaningful Engagement: Does the tool provide "Hard Fun"? We want cognitive engagement (solving a puzzle) rather than behavioral engagement (earning digital stickers).

To keep our ecosystem healthy, we will perform an annual review of ed tech tools. Those that show low student usage data, high technical friction, or a shift toward "low-rigor" gamification will be retired to make room for more effective resources.

Digital Citizenship Curriculum

The New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills outline key literacies and technical skills such as Digital Citizenship and Technology Literacy, which students must develop in order to live and work in an interconnected global economy. In order to thoroughly address these standards, the Little Silver School District engages students through an integrated instructional approach. Beginning in kindergarten, lessons on topics such as “safe behaviors when using the internet” and “the difference between real and virtual experiences” are embedded in STEM and Computer Science and Design Thinking courses, as well as our core curriculum. When students enter fifth grade and begin taking their devices home at night, they engage in a structured Digital Citizenship module, which includes an in-depth review of the district’s Acceptable Use Policy. Students learn how to practice safe online behavior and cyberbullying prevention, understand appropriate uses of AI in school, and accept responsibility for protecting school technology and digital resources. At the conclusion of this module, all students will complete an assessment to demonstrate their mastery of these important concepts.

EDUCATIONAL TECHNOLOGY TOOLS

2026-2027

POINT ROAD SCHOOL			
GRADE	APPROXIMATE DAILY IN-SCHOOL SCREEN TIME	ED TECH PROGRAM/WEBSITE/ PLATFORM	APPROXIMATE TIME SPENT ON DEVICE-BASED HOMEWORK NIGHTLY
Pre-K	Students do not utilize 1:1 devices	Class Dojo, Storyline Online, Starfall, ABCya!	none
K	Students do not utilize 1:1 devices; shared cart access on a rotating basis (<20 minutes when available)	Raz-Kids, Reading Eggs, MathSeeds, Mystery Science, Class Dojo, Storyline Online, Canva, PBSkids, Starfall, BrainPOP Jr., Google Workspace for Education	none
1	30 minutes	i-Ready, IXL, Reflex Math, BrainPOP Jr., Raz-Kids, Storyline Online, Mystery Science	none
2	40 minutes	i-Ready, IXL, Reflex Math, BrainPOP Jr., Raz-Kids, Epic Books, Storyline Online, Mystery Science	none
3	45 minutes	i-Ready, IXL, Reflex Math, Frax Math, BrainPOP, BrainPOP Jr., Mystery Science, Google Workspace for Education, Savvas Math, Epic Books, Flocabulary, Scholastic News, Readworks, Storyline Online, Securly AI Chat (disabled until second semester of 3rd grade)	Occasionally, and <30 minutes
4	65 minutes	i-Ready, IXL, Reflex Math, Frax Math, Savvas Math, Mystery Science, Flocabulary, BrainPOP, Scholastic News, Readworks, Khan Academy, Kahoot!, Wayground, Wordly, Epic Books, Google Workspace for Education, Securly AI Chat	Occasionally, and <30 minutes
Related Arts	5-25 minutes (varies by subject)	Google Workspace for Education, Canva, Bomomo, Code.org, Kodable, Curipod, BrainPOP, Gimkit, Securly AI Chat	none

MARKHAM PLACE SCHOOL			
GRADE	APPROXIMATE DAILY IN-SCHOOL SCREEN TIME	ED TECH PROGRAM/WEBSITE/ PLATFORM	APPROXIMATE TIME SPENT ON DEVICE-BASED HOMEWORK NIGHTLY
5	90-120 minutes	i-Ready, IXL, Reflex Math, Frax Math, EdPuzzle, Gizmos, Savvas Math, Newsela, Pear Assessment, Mystery Science, BrainPOP, Google Workspace for Education, Wordwall, MathKite, Khan Academy, ClassBank, Readworks, Securly AI Chat	Occasionally, and <30 minutes
6	90-120 minutes	i-Ready, IXL, Reflex Math, Frax Math, Gizmos, Google Workspace for Education, Newsela, Commonlit.org, Raz-Kids, Scholastic News, National Geographic Kids, Reverb, Epic Books, Storyline Online, Padlet, EdPuzzle, InnerOrbit, vocabulary.com, Kahoot!, Wayground, Pear Assessment, Khan Academy, Desmos, CNN10, Savvas, Canva, BrainPOP, WorldAtlas, Delta Math, Securly AI Chat	Approximately 30 minutes
7	90-120 minutes	i-Ready, IXL, Newsela, Padlet, Khan Academy, Wayground, Desmos, Pear Assessment, Delta Math, Google Workspace for Education, Savvas Math, InnerOrbit, EdPuzzle, Kahoot!, Gizmos, Reflex Math, Frax Math, Vocabulary.com, Gimkit, canva.com, icivics.com, Securly AI Chat	Approximately 40 minutes
8	90-120 minutes	i-Ready, IXL, Savvas Math, Khan Academy, Vocabulary.com, Newsela, CommonLit.org, Google Workspace for Education, InnerOrbit, EdPuzzle, Desmos, Quia, Wayground, Pear Assessment, Delta Math, Reflex Math, Frax Math, Gizmos, Kesler Science, Junior Scholastic, CNN10, Securly AI Chat	90 minutes or less

World Language	10 minutes	Google Workspace for Education, Gimkit, Kahoot!, Senor Wooly, Voces, Pear Assessment, EdPuzzle, Canva, Padlet, Spotify, Conjuguemos, Securly AI Chat	10 minutes every other day
Art	10 minutes	Google Workspace for Education, Google Arts and Culture, Procreate, Securly AI Chat	none
Music	Varies based on unit	Google Workspace for Education, SoundTrap, NoteFlight, Hal Leonard's Essential Elements Music Class, Securly AI Chat	none
Health/PE	5-10 minutes	Google Workspace for Education, Canva, BrainPOP, Securly AI Chat	only to complete unfinished assignments
STEM	15-25 minutes	Google Workspace for Education, TinkerCad, Newsela, Canva, Securly AI Chat	only to complete unfinished assignments
Tech	30-35 minutes	Google Workspace for Education, MagicSchool, Typing.com, Nitrotype, Canva, EverFi, Code.org, Handbrake, TinyWow, Kiddle, Common Sense Media, EnRoads, Securly AI Chat	Rarely, and less than 15 minutes

District EdTech and Student Data Privacy Overview

In accordance with federal and state student privacy laws (including FERPA and COPPA), our district takes data privacy seriously. The third-party tools approved for use are utilized strictly for educational purposes. To view the exact tools, daily screen-time approximations, and device-based homework expectations assigned to your child's grade level or related arts/special subject area, please refer to the master schedules in the Technology Handbook 2026-2027. Please use the link below to review the privacy policies of each approved EdTech Tool:

<https://tinyurl.com/yuw8nmrb>

Student & Parent Chromebook Information & FAQs

Device Take-Home & Opt-In Policies

What are the district's opt-in policies for bringing Chromebooks home?

- Grades K-3: Chromebooks remain in school and are not brought home.
- Grade 4 ONLY: While all students have 1:1 Chromebook access at school, these devices will remain in school by default. Bringing a device home will require parent/guardian consent:
 - **Grade 4 In-Year (Opt-In)**: 4th-grade families can opt in to allow their student to bring their Chromebook home every day. When this option is selected, the student is responsible for traveling to and from school with the device daily.
 - **Summer Take-Home Program (Opt-In)**: 4th-grade families can opt in to allow their student to retain their assigned Chromebook over the summer break for extended learning and enrichment.
- Grades 5-8: During the school year, all students travel to and from school with their assigned Chromebook each day/night.

Is participating in the Grade 4 take-home program mandatory?

- No, taking a device home is completely optional.
- In-Year: If a 4th-grade family chooses not to opt in, the student's Chromebook will remain safely charging in their classroom cart overnight.
- Summer: Devices for students who do not opt in for summer use will be collected at the end of the school year for routine maintenance, security updates, and storage until the start of 5th-grade.

How do I complete the opt-in agreement for my child?

- Opt-in forms are completed digitally through the Genesis Parent Portal.
 - 4th Grade In-Year Opt-In: Select the PRS Device Take-Home Permission Form during back-to-school registration.
 - Summer Opt-In: Look for the Summer Chromebook Opt-In Form released via Genesis each spring.

Battery, Charging, & Daily Use

What if a student forgets their device or forgets to charge it? (4th grade opt-ins and MPS students)

- Daily Expectation: Students are expected to bring their fully charged devices to school every day

- In Class: If a student forgets their device, the classroom teacher may assign an alternate, non-digital assignment.
- Charging at School: If a device battery runs low, the student may bring it to the technology office to charge for an hour or two.
- Loaner Devices: Daily loaner devices will not be provided for forgotten or uncharged equipment. Loaners are reserved exclusively for devices that need to be repaired. Repair loaners must be checked out and signed in daily at school and cannot be taken home.

What if the device battery dies during school hours?

- Devices that are fully charged at home before the school day will comfortably last through all instructional periods. Should a battery drain unexpectedly, the student may bring their device to the technology office to charge it for an hour or two.

Device Care, Security, & Physical Protection

What about theft, damage, and loss?

- Labels & Stickers: Only official labels affixed by the Little Silver School District are permitted on student devices. Any stickers, decals, or unauthorized labels applied by a student will be treated as intentional property damage.
- Storage: When not in use during class, Chromebooks must be safely stored
- Financial Responsibility: Parents/guardians are responsible for the cost of a replacement should loss or theft occur

Will students be provided with cases for their devices?

- The district does not supply protective cases. However, families are welcome and encouraged to purchase an aftermarket case if they wish.

What happens if my child's device breaks?

- Each school maintains a limited bank of loaner devices reserved for hardware failures or necessary repairs.
- The student should immediately report the damage to their classroom teacher, who will direct them to the main office at an appropriate time to initiate the repair process.

What should we do if the Chromebook has been lost or stolen?

- Immediately notify your building principal. The family will be charged the replacement cost for the missing device.

What is the procedure to return the device if my student withdraws mid-year?

- **Point Road School (PRS):** Bring the device and power adapter/charger to the PRS Main Office.
- **Markham Place School (MPS):** Bring the device and power adapter/charger to the MPS Main Office.

Home Access, Technical Help, & Accounts

How do I learn how to use the device?

- Google provides official user guides and interactive tutorials for navigating Chromebooks:
 - [Getting Started with Chromebooks](#)
 - [Tour of Your Chromebook](#)
 - [Connect Your Chromebook to Wi-Fi](#)
 - [Chromebook Simulator](#)

How do I print from the Chromebook?

- At Home: Refer to [Google's Official Printing Guide](#) for setting up wireless home printers.
- At School: Student devices are configured to print only to designated district printers while connected to the school network.

What if we do not have Internet access at home?

- Offline Work: Students can complete many assignments without an active connection by enabling offline mode in Google Docs, Sheets, and Slides.
- Affordable Internet: Families seeking affordable home broadband can explore eligibility for [Comcast Internet Essentials](#).

How can I access my child's account?

- All K-12 students are assigned a Google Apps for Education account.
- Account usernames and passwords can be found in the Genesis Parent Portal on the *Demographics* page (under the student's photo).
- Remote Access: You do not need your child's physical Chromebook to view their work. You can log into their Google account from any internet-connected computer or web browser.

Are students allowed to install their own apps?

- No. Students may only download and use pre-approved educational applications made available through the district's managed Web Store or directed by their classroom teachers.

Safety, Privacy, & Acceptable Use

If my child is using a school-issued device, does the district monitor use at home?

- District-issued devices record user activity strictly to enforce educational safety guidelines. The district complies with all privacy regulations and will never monitor devices in a manner that violates the privacy rights of students or families.
- **Web Filtering:** The district utilizes **Securly Filter** on all Chromebooks both on and off campus. Search history and web activity are logged, and flagged inappropriate searches generate immediate alerts for school administrators.

Who has access to the webcam on the device?

- Only the student using the physical device has control over and access to the webcam. District staff cannot remotely activate or view webcams.

Can parents install their own parental controls?

- While Securly Filter remains active on district Chromebooks everywhere, parental involvement and active supervision at home remain critical to safe internet use. External third-party monitoring software cannot be installed on district-managed accounts.

How will issues of unacceptable use be handled?

- Violations of the Acceptable Use Policy are managed as student disciplinary matters. Tech-related behavioral violations correspond directly to traditional classroom expectations:
 - **Leaving a device at home** = Leaving textbooks or class supplies at home.
 - **Unattributed copy-pasting** = Plagiarism.
 - **Cyberbullying** = Standard bullying/harassment.
 - **Defacing or damaging a device** = Property damage or vandalism.

For complete behavioral policies, please consult the student handbook specific to your child's school or contact building administration.

Web & AI Filtering/Monitoring

- The district uses Securly's suite of applications to filter web traffic on student devices safely.
- Securly Filter has an on-premise component for use in school, along with a take-home policy that continues filtering content outside of school. All policies have the strictest filtering settings enabled.
- Securly Aware detects any signs of self-harm or violence and immediately alerts administrators.
- Teachers use Securly Classroom to monitor and control student screens within the classroom.
- AI Tools such as ChatGPT, Gemini, Copilot, Claude, etc., are blocked for all students by default.
- Securly AI Chat is enabled for students starting in 3rd grade after winter break. Attempts to access other AI tools redirect the student automatically to Securly AI Chat.
 - Securly AI Chat is a K-12-focused conversational AI platform designed to let students interact with generative AI safely. It provides customized guardrails, full monitoring, and FERPA/COPPA-compliant data protections to keep student activity safe and aligned with educational goals.
 - Securly AI Chat utilizes Socratic guidance by prompting students with thoughtful, probing questions that scaffold critical thinking and lead them to discover answers independently, rather than simply generating complete solutions for them.
 - More information on Securly AI Chat can be found at <https://www.securly.com/aichat>

Technology Insurance

The cost of the mandatory tech insurance will be \$20 per student. The district will repair common **accidental damages** that devices incur. The district believes this is a prudent investment due to the cost of the tech insurance being far less than the cost of replacing specific parts.

Payments for tech insurance should be made using MySchoolBucks. The deadline for purchasing the tech insurance will be two weeks after the Parent Portal opens each year.

The cost to repair or replace the device is the responsibility of the family if your child intentionally damages the Chromebook. If a student's device has been intentionally damaged, they are subject to discipline pursuant to the Acceptable Use Policy and the district's Code of Conduct.

The following prices should be referenced, and the student will be charged the appropriate fee:

- Total Device Replacement: \$300
- Screen: \$25
- Keyboard: \$10
- Touchpad: \$15
- Battery: \$50
- Charger: \$25
- Camera: \$10
- Top Cover/Lid: \$10
- Bottom Cover/Case: \$10
- Screen Bezel: \$10

Students who are found to have caused intentional damage will receive communication from the principal with a summary of the damage/cost to repair from the Technology Department. Checks for intentional damage should be made payable to the Little Silver BOE and turned into the main office.



Classroom AI Guidelines

Policy 6142.10: Internet Safety and Technology

- Please ensure that you abide by policy 6142.10 when using all technology in the district. This policy includes accessing or transmitting inappropriate material via the internet, preventing unauthorized access and other unlawful online activity, preventing unauthorized online disclosure, use, or dissemination of personal identification information (PII) of minors, and complying with the Children's Internet Protection Act (CIPA).

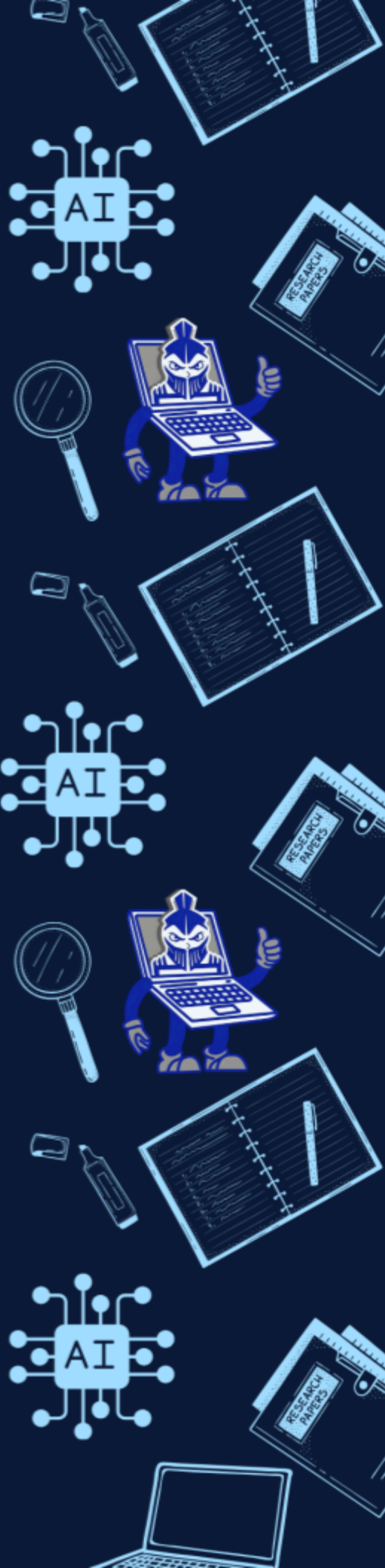
Traditional AI vs. Generative AI

- **Traditional AI** focuses on performing a specific task intelligently based on sets of rules.
- **Generative AI** can create something new based on the information it is prompted with.

Feature	Traditional AI	Generative AI
How it works	Follows instructions	Learns from data
What it does	Performs specific tasks	Creates new things
Examples	Grading tests, playing chess	Writing stories, composing music

Originality

- AI-Generated info can be a helpful springboard for research, **but it is not original work**. Original work requires staff and students to think critically, analyze information, and create their own ideas and interpretations.



Focus on Learning Objectives

- **Align AI tools with specific learning goals:** Ensure AI use directly supports curriculum objectives and enhances student learning.
- **Choose age-appropriate tools:** Consider the developmental stage and needs of our students when selecting AI tools. Opt for tools that are engaging, safe, and cater to their specific learning style.

Prioritize Human Interaction

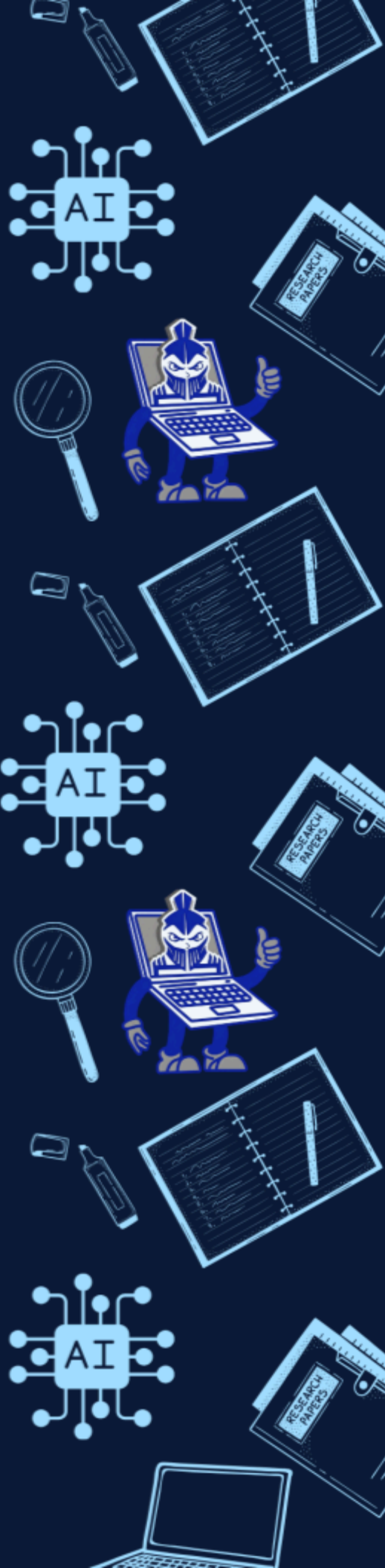
- **AI should not replace teacher interaction:** AI tools are meant to supplement, not replace, the irreplaceable role of teachers in guiding and supporting students.
- **Maintain human oversight and control:** Teachers should be actively involved in using AI tools, monitoring student interactions, and providing guidance and feedback.

Promote Critical Thinking and Creativity

- **Develop students' critical thinking skills:** Teach students to evaluate information provided by AI tools, identify potential biases, and form their conclusions. Beware of AI "hallucinations," where AI creates false information.
- **Encourage creativity and exploration:** Encourage students to explore, experiment, and express their ideas and creativity.

Ethical Considerations

- **Be mindful of bias and fairness:** AI tools can perpetuate biases present in their training data. Choose tools that are demonstrably fair and unbiased, and discuss these issues with students openly.
- **Protect student privacy:** Ensure that AI tools comply with student data privacy regulations and handle student information responsibly.



Appropriate Uses

- **Personalized learning:** AI can personalize learning experiences by providing adaptive practice, differentiated instruction, and targeted feedback.
- **Assistive learning:** AI tools can support students with learning disabilities by offering alternative learning formats, text-to-speech conversion, and other accessibility features.
- **Language learning:** AI-powered language learning tools can provide personalized practice, instant feedback, and engaging activities for students.
- **Creative exploration:** AI tools can spark creativity by generating ideas, assisting with brainstorming, or providing different perspectives on a topic.

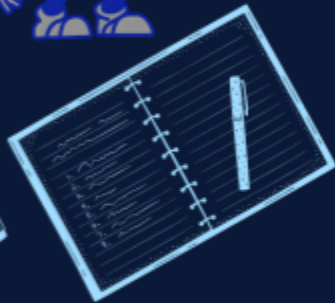
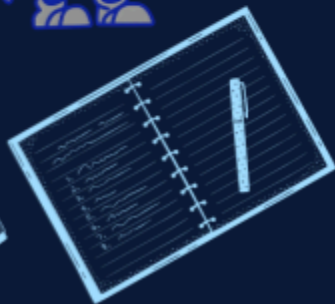
Inappropriate Uses

- **Replacing teacher instruction:** AI should never be used to replace the essential role of teachers in providing guidance, support, and feedback to students.
- **The sole source of information:** Students should not rely solely on AI-generated information. Encourage them to critically evaluate information and consult multiple sources.
- **Activities that promote bias or discrimination:** Avoid using AI tools that perpetuate stereotypes or promote unfair treatment of any group of people.
- **Activities that violate student privacy:** Never use AI tools that collect or store student data without proper consent and follow data privacy regulations.

Ongoing Evaluation and Reflection

Regularly assess the effectiveness of AI tools in your classroom and make adjustments as needed based on student feedback and learning outcomes.

By using AI thoughtfully, ethically, and strategically, teachers can leverage its potential to enhance learning, personalize instruction, and support student success



INTERNET SAFETY AND TECHNOLOGY

The Little Silver Board of Education shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national, and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of New Jersey Student Learning Standards.

It is the policy of the district to establish safe and effective methods for student and staff users of the district's technological resources and to:

- A. Prevent user access over its computer network to, or creation and/or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications;
- B. Prevent unauthorized access and other unlawful online activity;
- C. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- D. Comply with the Children's Internet Protection Act (CIPA).

The district shall ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.

COMPLIANCE WITH CIPA

Filters Blocking Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the school district's online computer network when using artificial intelligence, electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

INTERNET SAFETY TECHNOLOGY (continued)

- A. Unauthorized access, including so-called "hacking," and other unlawful activities; and
- B. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision, and Monitoring

It shall be the responsibility of all members of the school district staff to educate, supervise, and monitor the usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or his or her designee.

The superintendent or his or her designee shall ensure that students and staff who use the school internet facilities receive appropriate training including the following:

- A. The district established standards for the acceptable use of the Internet;
- B. Internet safety rules;
- C. Rules for limited supervised access to and appropriate behavioral expectations for the use of online resources, artificial intelligence, social network websites, and chat rooms;
- D. Cyberbullying (board policy 5131.1 Harassment, Intimidation and Bullying) awareness and response.

Student use of the Internet shall be supervised by qualified staff.

Policy Development

The district Internet Safety and Technology policy shall be adopted and revised through a procedure that includes reasonable public notice and at least one public hearing.

ACCEPTABLE USE OF THE INTERNET

Purpose

To support its commitment to providing avenues of access to the universe of information available, the district's system of electronic communication shall include access to the Internet for students and staff.

Limitation of Liability

The Internet constitutes an unregulated collection of resources that changes constantly, so it is not possible to totally predict or control the resources that users may locate. The board cannot guarantee the accuracy of the information or the appropriateness of materials that a user may encounter. Furthermore, the board shall not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. Nor shall the board be responsible for financial obligations arising through the unauthorized use of the system.

INTERNET SAFETY TECHNOLOGY (continued)

District Rights and Responsibilities

The computer system is the property of the district, and all computer software and hardware belong to it. Therefore, the district retains the right to monitor all access to and use of the Internet.

The board designates the superintendent as the coordinator of the district system. He/she shall recommend to the board of education qualified staff persons to ensure the provision of individual and class accounts necessary for access to the Internet, designation of quotas for disk usage on the system, establishment of a document retention schedule, establishment of a virus protection process and coordination of other activities as required to maintain the system.

Each principal shall coordinate the district system in his/her building by approving all activities for that building; ensuring that teachers receive proper training in the use of the system; ensuring that students are adequately supervised when using the system; maintaining executed user agreements; and interpreting this acceptable use policy at the building level.

Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131

Conduct/Discipline

Employee misuse may result in appropriate discipline in accordance with the collective bargaining agreement and applicable laws and regulations.

The board shall ensure the acquisition and installation of blocking/filtering software to deny access to certain areas of the Internet.

World Wide Web

All students and employees of the board shall have access to the Web through the district's networked or stand-alone computers. An agreement may be required. To deny a child access, parents/ guardians must notify the building principal in writing.

Artificial Intelligence

Students, from the second semester of third grade through eighth grade, and employees of the board shall have access to Artificial Intelligence (AI) tools. AI tools, while not limited to, will predominantly fall into the categories of Generative AI/Virtual Assistants.

Individual E-mail Accounts for Students

Students in grades K-8 may have individual accounts at the request of teachers and with the consent of parents/guardians. An individual account for any such student shall require an agreement signed by the student and his/her parent/guardian.

INTERNET SAFETY TECHNOLOGY (continued)

Individual E-mail Accounts for District Employees

District employees shall be provided with email access. Access to the system will be provided for staff members who have signed the acceptable use policy agreement. Email will be monitored and archived for three years. Employee email is discoverable and will be released if subpoenaed within the archival period set forth in this policy.

District Web Site

The board authorizes the superintendent to establish and maintain a district website. The purpose of the website will be to inform the district educational community of district programs, policies, and practices.

Individual schools and classes may also establish websites that include information on the activities of that school or class. The building principal shall oversee these websites.

The superintendent shall publish and disseminate guidelines on acceptable material for these websites. The superintendent shall also ensure that district and school websites do not disclose personally identifiable information about students without prior written consent from parents/guardians. Consent shall be obtained on the form developed by the state department of education. "Personally identifiable information" refers to student names, photos, addresses, e-mail addresses, phone numbers, and locations and times of class trips.

The district website shall be accessible to individuals with disabilities and in compliance with all the requirements of both Federal and State laws and regulations.

Parental Notification and Responsibility

The superintendent shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual account. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the principal in writing.

Acceptable Use

Student Safety Practices

Students shall not post personal contact information about themselves or others. Nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

Prohibited Activities

Users shall not attempt to gain unauthorized access (hacking) to the district system or to any other computer system through the district system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

INTERNET SAFETY TECHNOLOGY (continued)

Users shall not deliberately attempt to disrupt the district's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses," trap door program codes, or any similar product that can damage computer systems, firewalls, servers, or network systems.

Users shall not use the district system to engage in illegal activities.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material and shall follow all dictates of copyright law and the applicable policies of this district.

Users shall not use AI to produce work that is presented as their own. AI will be used as a co-intelligence to improve the users' work. AI must serve as a coworker and/or as a research/assistive tool.

Prohibited Language

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory, or defamatory.

Users shall not use AI tools to create and/or distribute messages/images that are obscene, profane, lewd, vulgar, rude, inflammatory, or threatening.

System Security

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

Users shall not install or download software or other applications without permission of the supervising staff person.

Users shall follow all district virus protection procedures when installing or downloading approved software.

INTERNET SAFETY TECHNOLOGY (continued)System Limits

Users shall access the system only for educational, professional, or career development activities. This applies to discussion group mail lists, instant message services, and participation in Internet "chat room" conversations.

Users shall check e-mail frequently and delete messages promptly.

Privacy Rights

Users shall respect the privacy of messages that they receive and refrain from reposting messages without the approval of the sender.

Users shall not publish private information about another individual.

School-Furnished Electronic Devices

The district may furnish students with electronic devices such as laptop computers, tablets, notebooks, cellular telephones, or other electronic devices. When a student is furnished with an electronic device the district shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the district shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent or guardian of the student furnished with an electronic device shall acknowledge receipt of the notification. The district shall retain the acknowledgment as long as the student retains the use of the electronic device.

Failure to provide the required notification shall be subject to a fine of \$250 per student, per incident. If imposed, the fine shall be remitted to the Department of Education and shall be deposited in a fund that shall be used to provide laptops or other portable computer equipment to at-risk students.

Implementation

The Superintendent may prepare regulations to implement this policy.

Adopted:	October 8, 2009
Revised:	June 28, 2012, November 16, 2017, August 17, 2022,
NJSBA Review/Update:	May 2023
Readopted:	August 24, 2023
Revised:	June 11, 2024

Key Words

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Internet Safety, Technology, Web Site, World Wide Web, Artificial Intelligence, AI, CIPA

Legal References: N.J.S.A. 2A:38A-1 et seq.
N.J.S.A. 2C:20-25

Actions for computer-related offenses
Computer criminal activity; degree of crime; sentencing

INTERNET SAFETY TECHNOLOGY (continued)

<u>N.J.S.A.</u> 18A:7A-10	NJQSAC
<u>N.J.S.A.</u> 18A:36-35	School Internet websites; disclosure of certain student information prohibited
<u>N.J.S.A.</u> 18A:36-39	Notification by school to certain persons using certain electronic devices; fine
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
17 <u>U.S.C.</u> 101 - United States Copyright Law	
47 <u>CFR</u> 54.503(d) - <u>Competitive Bidding; Gift Restrictions</u>	
47 <u>U.S.C.</u> 254(h) - <u>Children's Internet Protection Act</u>	
State in re <u>T.L.O.</u> , 94 <u>N.J.</u> 331 (1983), reversed on other grounds, <u>New Jersey v. T.L.O.</u> , 569 <u>U.S.</u> 325 (1985).	
<u>O'Connor v. Ortega</u> 480 <u>U.S.</u> 709 (1987)	
<u>Every Student Succeeds Act of 2015</u> , Pub. L. 114-95, 20 <u>U.S.C.A.</u> 6301 <u>et seq.</u>	

Possible

<u>Cross References:</u>	
*1111	District publications
*3514	Equipment
3543	Office services
*3570	District records and reports
4118.2/4218.2	Freedom of speech (staff)
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5131.5	Vandalism/violence
*5142	Student safety
5145.2	Freedom of speech/expression (students)
*6144	Controversial issues
*6145.3	Publications
6161	Equipment, books and materials

*Indicates policy is included in the Critical Policy Reference Manual.