Learning & Information Technology Services

EVERETT
PUBLIC
SCHOOLS

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Department Overview

The Learning & Information Technology Services Department is committed to providing a wide-range of technology services:

In our classrooms: Collaboration, connections, and professional development to support the integration of technology in teaching and learning.

Across the district: Technical support services for all computer related hardware, software and network issues.

If you need technical support, HELP Desk is available 7:30 am to 4:30 pm each weekday.
Call 385-HELP (4357)

Behind the scenes: Data systems, computer and network operations, and telecommunications that keep the district running!

Everett Public Schools is investing in technology that has equipped our staff and students with resources that strengthen teaching and learning. Through careful design and thoughtful application, technology is accelerating, amplifying, and expanding the impact of the effective teachers. Our students are set on the path of mastering the digital world as one of the many skills they will need in leading and shaping the future.

As technology blends deeper into daily living, so we are weaving it seamlessly into the learning landscape. Blended learning incorporates technology into everyday learning so our students are developing into well-rounded, healthy, and flexible thinkers in the virtual world and face to face.Transformative use of technology has enriched collaboration, communication, creativity, and critical thinking. Students are entering the global arena exploring a wide variety of perspectives guided by instructional who are fostering citizenship skills such as empathy, respect for the diversity and worth of others, and advocacy for self, school and community.
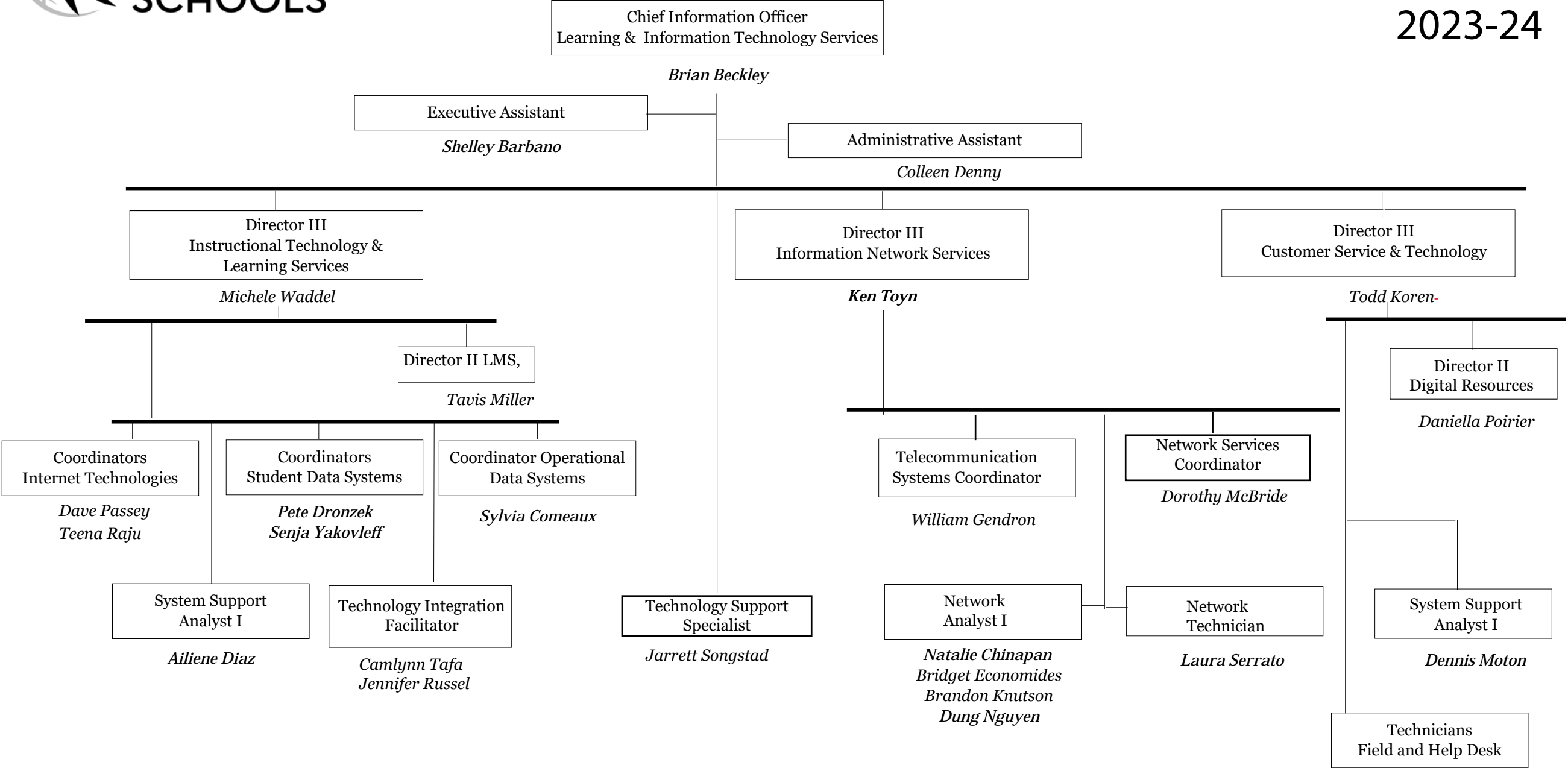
Integrating technology in Everett Public Schools is equipping students to reach deeper, acquire the knowledge, attitudes and skills to adapt to the rapidly changing world with a growth mindset. They are empowered to evolve personally and professionally

EVERETT PUBLIC SCHOOLS

Learning & Information Technology Services Organization Chart 2023-24

Chief Information Officer
Learning & Information Technology Services

Brian Beckley

Executive Assistant

Shelley Barbano

Administrative Assistant

Colleen Denny

Director III
Instructional Technology & Learning Services

Michele Waddel

Director III
Information Network Services

Ken Toyn

Director III
Customer Service & Technology

Todd Koren-

Director II LMS,

Tavis Miller

Director II
Digital Resources

Daniella Poirier

Coordinators
Internet Technologies

Dave Passey
Teena Raju

Coordinators
Student Data Systems

Pete Dronzek
Senja Yakovleff

Coordinator Operational
Data Systems

Sylvia Comeaux

Telecommunication
Systems Coordinator

William Gendron

Network Services
Coordinator

Dorothy McBride

System Support
Analyst I

Ailiene Diaz

Technology Integration
Facilitator

Camlynn Tafa
Jennifer Russel

Technology Support
Specialist

Jarrett Songstad

Network
Analyst I

Natalie Chinapan
Bridget Economides
Brandon Knutson
Dung Nguyen

Network
Technician

Laura Serrato

System Support
Analyst I

Dennis Moton

Technicians
Field and Help Desk

Everett Public Schools
Learning & Information Technology Services

The learning and information technology systems department is responsible for developing and managing data processing and telecommunications systems to improve the management and instructional operations of the district. The department is also responsible for providing service and support to schools and administrative offices in

Brian Beckley, *Chief Information Officer* 4200

    Shelley Barbano, Executive Assistant 4207

    Colleen Denny, *Administrative Assistant* 4201

    Jarrett Songstad, *Technology Support Specialist* 4245

Ken Toyn, *Director, Information Network Services* 4209

Instructional technology support and development, student and financial database management, data communications, and telephone systems management

    Brandon Knutson, *Network Analyst I/Security* 4217

    Bridget Economides, *Network Analyst I* 4226

    Dorothy McBride, *Network Services Coordinator* 4216

    Dung Nguyen, *Network Analyst I* 4218

    Laura Serrato, *Network Technician* 4241

    Natalie Chinapan, *Network Analyst I* 4219

    Will Gendron, *Telecommunications Systems Coordinator* 4221

Michele Waddel, *Director, Instructional Technology & Learning Services* 4014

Supports technology professional development for all parts of the organization, serves as application managers for student information systems, reporting tools, website and learning and instructional systems

    Ailiene Diaz, *Student Data Systems Analyst I* 4013

    Daniella Poirier, *Director ll, Digital Resources* 4212

    David Passey, *Internet Technology Coordinator* 4205

    Dennis Moton, *Systems Support Analyst I* 4211

    Pete Dronzek, Coordinator*, Student Data Systems* 4223

    Senja Yakovleff, Coordinator, *Student Data Systems* 4213

    Sylvia Comeaux, Coordinator, *Operational Data Systems* 4207

    Tavis Miller, Director II, *Secondary* 4274

    Teena Raju, *Internet Technology Coordinator* 4208

Todd Koren, Director, Customer & Technology Services   4206
Customer and computer end-user technical support, technical consultation and advisory services

Help Desk   425-385-HELP (4357)

    Adrian Torres, Help Desk Technician   4357

    Brandon Tallman, Help Desk Technician   4357

    Mack Bauer, Help Desk Technician   4357

Field Techs & Office Tech Support (student devices)

    Benit Steele, Eisenhower Office Tech Support/student devices   7629

    Charlie Easterson, Gateway Office Tech Support/student devices   6746

    Chris Hoover, EHS Field Technician   4543

    Cody Fuda, Field Technician   6698

    Debbie Cresanti, CRC Field Technician   4239

    Elizabeth Grothaus, JHS Field Technician   7056

    Julie Winter, Heatherwood Office Tech Support/student devices   6316

    Kyle Hendrickson, CTE Field Technician   4073

    Nathanial "Skeeter" Kelley, SHS/other sites, Field Technician   5155

    Oksana Rekhtin, Field Technician   4238

    Pam Chittick, NMS Office Tech Support/student devices   4955

    Philip Holcombe, Field Technician   4291

    Sara Scott, CTE Field Technician   4073

    Simran Takhar, CHS Field Technician   6098

    Sonia Ramirez, Evergreen Office Tech Support/student devices   5898

    Timmy Nguyen, Field Technician   4238

District Technology Policies

2124
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5225
5225P
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6550P

INSTRUCTION

Digital Citizenship and Media Literacy

A. Purpose

In recognition of the fact that students use technology to learn and communicate while at home and at school, it is important that they learn how to use that technology responsibly. The district is committed to educating every student on how to use technology in ways that deepen their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the district's educators guide students' exploration of the digital landscape, they will ensure students apply 21st century skills and foster their critical and creative thinking skills to prepare them for college, career, and life. Students, in turn, are expected to appropriately and responsibly engage with and express their voices in the digital landscape.

B. Definitions

The district is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.

Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate students examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate students remain aware of the ways in which media can influence beliefs and behavior. In addition, media literate students are effective communicators, able to demonstrate critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected.

Media literate students are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers students to participate as informed and active citizens in a democracy.

C. **Elements of Successful Implementation**

The district is dedicated to the following practices to promote digital citizenship and media literacy for all students.

Student Instruction

In recognition of the fact that students are consumers and creators of information and ideas, the district promotes integration of digital citizenship and media literacy instruction at all levels. The district recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics.

Online privacy, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications. (Policy 3245 and Procedure 3245P, Technology)

Media literacy

Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze text and images critically; and how to evaluate the various sources of information with which they are presented.

Law, fair use, copyright, and intellectual property

Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials (Policy 2312 and Procedure 2312P, Copyright Compliance). Students will also learn how to access and create intellectual property legally.

Online self-image and identity

Students will learn about their "digital footprint" and the persistence and protection of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

Ethics, digital communications, and collaboration

Students will learn about fairness and civil discourse in the digital environment, including the importance of collaborating and ethically interacting with others online.

Professional Development

The district supports teachers and instructional leaders in developing proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic district policy and practice.

Policy and Practices

The district acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The district annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The superintendent or designee is authorized to develop further procedures and guidelines if appropriate.

Communications and Engagement

The district acknowledges that parents/guardians and community stakeholders are partners in developing students as digital citizens and life-long learners. The district encourages parents'/guardians' active engagement in the process of educating students to become media-literate digital citizens.

Cross references:	Board Policy 2125	Web-based Resources and Other Online Educational Services
	Board Policy 2311	Selection and Adoption of Instructional Materials
	Board Policy 2312	Copyright Compliance
	Board Policy 3204	Prohibition of Harassment, Intimidation or Bullying of Students
	Board Policy 3245	Technology
	Board Policy 3246	Personal Electronic Devices
	Board Policy 3300	Student Discipline
	Board Policy 3600	Student Records
	Board Policy 4340	Public Access to District Records
	Board Policy 4400	Election Activities
	Board Policy 5161	Civility in the Workplace
	Board Policy 5225	Technology
	Board Policy 5270	Disciplinary Action and Discharge
	Board Policy 6550	Data Security and Privacy

Legal references:	RCW 28A.650.010	Definitions
	RCW 28A.650.045	Digital citizenship, internet safety, and media literacy—Best practices and recommendations—Annual review—Model policy update and checklist for future updates

Adopted: May 22, 2018
Updated: June 2019
Updated: January 2020
Updated: October 2020
Updated: August 2023

INSTRUCTION

Web-Based Resources and Other Online Educational Services

Everett Public Schools recognizes that the availability of innovative online technologies which engage students in relevant learning opportunities are rapidly advancing in accessibility and applicability. As a result, there are a number of challenges facing the district around the appropriate use of these supplementary resources and materials including: alignment with district instructional goals and adopted curriculum, data management and security, and in protecting our students and families' privacy.

The board authorizes the superintendent or designee to develop procedures to oversee web-based resources and other online educational services. The superintendent or designee will establish procedures that identify the processes and approvals by which student access is provided, the data utilized in providing this access, and the types of online resources utilized for instruction and achievement tracking and analysis.

Cross references:	Board Policy 2114	Online Learning
	Board Policy 2124	Digital Citizenship and Media Literacy
	Procedure 2125P	Web-Based Resources and Other Online Educational Services
	Board Policy 2311	Selection and Adoption of Instructional Materials
	Board Policy 2312	Copyright Compliance
	Board Policy 3204	Prohibition of Harassment, Intimidation or Bullying of Students
	Board Policy 3246	Personal Electronic Devices
	Board Policy 3250	Release of Student Directory Information
	Board Policy 3300	Student Discipline
	Board Policy 3600	Student Records
	Procedure 3600P	Student Records
	Board Policy 4340	Public Access to District Records
	Board Policy 4400	Election Activities
	Board Policy 5225	Technology
	Procedure 5225P	Technology
	Board Policy 5270	Disciplinary Action and Discharge
	Board Policy 6550	Data Security and Privacy
	Procedure 6550P	Data Security and Privacy
Legal references:	Chapter 28A.604 RCW	Student user privacy in education rights
	15 U.S.C §§ 6501-6505	Children's Online Privacy Protection Act (COPPA)

20 U.S.C. § 1232g   Family Educational Rights and
                                  Privacy Act (FERPA)
34 CFR Part 99   FERPA Regulations

Adopted:	August 23, 2016
Updated:	February 2018
Updated:	May 2018
Updated:	June 2019
Updated:	January 2020
Updated:	August 2022
Updated:	August 2023

INSTRUCTION

Web-Based Resources and Other Online Educational Services

Everett Public Schools utilizes various web-based resources to provide learning opportunities to students both in and out of school. Online programs are also utilized by the district to collect and organize student achievement data in order to enhance the educational program for students. This procedure identifies the process through which student access to web-based resources and other online education services are provided, the data utilized in providing this access, the types of online resources utilized for instruction and achievement data tracking and analysis, and expectations for parent communication.

To provide certain useful educational and enrichment software, applications, and web-based resources (resources), the district may contract with an operator to provide the resources. These resources may include those adopted by the board as part of an instructional program, as well as those identified by professional staff, with approval by the building principal and curriculum department, as appropriate for supplemental instructional use.

Resources not part of a board adopted instructional program which are determined by professional staff to enhance learning and require students or faculty to create a student account, allow students to upload or post content, or allow two-way communication between students or between students and an employee, must be formally reviewed prior to use beginning with completion of the Web-based Resources Registration form (Appendix A).

In general, district instructional program web-based resources and other online educational services are selected, approved and implemented in a way that protects the confidentiality of students' personally identifiable information to ensure student privacy and avoid promotional marketing directed to students and their families. Often, in order to allow a student to use a particular resource within the instructional program, the district will have to create an account for the student. The Federal Trade Commission (FTC), the federal agency charged with enforcement of the Children's Online Privacy Protection Act (COPPA), has published guidance for COPPA in schools that allows operators to rely upon a school to provide consent on behalf of parents when the operator will only use personal information collected from students to provide the services for which the school has contracted with the operator. When professional staff request to utilize supplemental web-based resources and other online educational services, the products are reviewed to assure the COPPA standards are met.

Among COPPA obligations is a requirement that a website or online service operator that collects personal information from students under the age of thirteen (13) must obtain verifiable parental consent prior to collecting such information. In order to obtain verifiable parental consent, the operator must:

1. Post a clear and comprehensive online privacy policy describing their information practice for personal information collected online from students;

2. Provide direct notice to parents regarding the types of personal information that it collects from students; and

3. Give parents the option of consenting to the collection and use of the information.

District instructional program web-based or online services approval is part of the annual Student Rights and Responsibilities Handbook. Supplemental web-based resources and other online educational services, once approved, require professional staff obtaining parental consent for student use for elementary and middle school students. (Appendix B or C)

Cross references: Board Policy 2125   Web-Based Resources and Other Online
                                                  Educational Services
                      Board Policy 6550   Data Security and Privacy

Adopted: August 2016
Updated: February 2018
Updated: January 2020

Appendix A
Web-Based Resources Registration Form

Please use the following form if you are directing students to a website that requires any one of the following:

1. Requires creation of a student account; or

2. Allows students to upload or post content that is graded or otherwise assessed by a teacher; or

3. Allows two-way communication between students or between students and an employee.

Your name: _____

Address of website: _____

Website administrative account username: _____

Website administrative account password: _____

List the information students will have to provide during account creation, e.g. first and last name, student ID number, etc.
- _____
- _____
- _____
- _____

List what classes this website will be used in: _____

❑ I have read and agree with Policy 2125 and Procedure 2125P, Web-Based Resources and Other Online Educational Services

❑ I have developed a lesson to teach my students the appropriate use of this website.

The registration of a website with accompanying administrative account information is in accordance with district Policy 6550 and Procedure 6550P, Data Security and Privacy.

This form must be submitted annually and updated if additional classes are directed to access the website.

The administrative account information provided in this form will remain confidential. It will only be accessed should a situation necessitate accessing the website.

Only the following information may be elicited from a student as a condition of creating an account with the website: student name, last four digits of phone number, gender, zip code, school name, grade level, and local student ID number.

Principal Approval

This material has been: ❑ approved ❑ disapproved because: _____

Principal signature: _____ Date: _____

Learning Management Services (LMS) Approval

This material has been: ❑ approved ❑ disapproved because: _____

LMS Director/Designee signature: _____ Date: _____

Adopted: August 2016   Updated: January 2020
Updated: June 2017   Updated: October 2020

Appendix B
(Parent Notification of Additional Non-District Website or Application)

Date

Dear Parent/Guardian:

I am your child's _____ teacher, and I am writing to inform you that this year I will

be using a non-district website or application located at _____ in my instruction. At the start of the school year you received notice of the online service providers whose products are used at our school and their contact information, including the providers' website addresses.

While not included on that list, this website or application has been approved by the school principal and the Learning Management Services (LMS) director/designee in compliance with Procedure 6550P, Data Security and Privacy.

To access the website or application, students ❑ will / ❑ will not need to create an account that will require some student-specific data be provided. Pursuant to Policy 3250, only the following information may be utilized in creation of an account: student name, last four digits of phone number, gender, zip code, school name, grade level, and local student ID number.

You may opt your child out of use of this web-based application by completing the information below. In the event that you opt your child out of use of this web-based application, necessary accommodations will be made to ensure that your student's education is not adversely affected.

Sincerely,

Teacher name
c: Principal

THIS PORTION TO BE COMPLETED BY THE PARENT/GUARDIAN

❑ **ALLOW** my student _____ to have access to the web-based
                                                    Print student name
application(s) referenced above.

❑ **DO NOT** allow my student _____ to have access to the web-based
                                                    Print student name
application(s) referenced above.

Parent: _____ Signature: _____ Date: _____
                Print name

Adopted: <u>August 2016</u>   Updated: <u>January 2020</u>
Updated: <u>June 2017</u>   Updated: <u>October 2020</u>

Appendix C
(Parent Notification of Teacher-Created Website)

Date

Dear Parent/Guardian:

I am your child's _____ teacher, and I am writing to inform you that this year I will

be using a website located at _____ in my instruction. This teacher-created website will provide students with the ability to access instructional activities posted to the site, communicate with other students and me through the site, and/or post work for me to assess.

Although this website will not be hosted by Everett Public Schools, it will comply in all respects with Policy 6550, Data Security and Privacy. I will be responsible for maintaining the content of the website, and the website has been registered with the Learning Management Systems director or designee pursuant to Procedure 6550P.

To access the website, students ❑ will / ❑ will not need to create an account that will require some student-specific data be provided. Pursuant to Procedure 6550P, only the following information may be utilized in creation of an account: student name, last four digits of phone number, gender, zip code, school name, grade level, and local student ID number.

I encourage you to take an active part in reviewing the content of this website as a way to keep current in your child's classroom activities. If you have any questions about this initiative, please contact me. If you do not want your student participating in this initiative, please complete the opt out section below and return to me.

If your child does not have access to the internet, or if you have questions regarding the district's policy in relation to teacher web pages/sites, please contact [principal].

Sincerely,

Teacher name
c: Principal

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THIS PORTION TO BE COMPLETED BY THE PARENT/GUARDIAN <u>ONLY IF OPTING OUT</u>

❑ **DO NOT** allow my student _____ to have access to the web-based
          Print student name
 application(s) referenced above.

Parent: _____ Signature: _____ Date: _____
    Print name

Adopted: <u>August 2016</u>
Updated: <u>January 2020</u>

STUDENTS

Technology

The board of directors recognizes the importance of technology in providing quality education and opportunities for students. The board believes that access to technology resources and the skills students develop play an important part in the learning process and the success of students in the future.

The superintendent shall develop procedures that encourage student use of technology and the school district's computer networks, while establishing reasonable controls for its lawful, efficient and appropriate use.

To help ensure student safety and citizenship in appropriate, ethical online activities, students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Cross references:	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 3204	Prohibition of Harassment, Intimidation or Bullying of Students
	Procedure 3245P	Technology
	Board Policy 3246	Personal Electronic Devices
	Board Policy 4411	Working Relationships with Law Enforcement, the Department of Children, Youth, and Families, and the Local Health Department
	Board Policy 5225	Technology
	Procedure 5225P	Technology
	Board Policy 6505	Video Security on School District Grounds or Property
Legal references:	Protecting Children in the 21st Century Act	
	18 USC §§ 2510-22	Electronic Communications Privacy Act of 1986 (ECPA)
	Children's Internet Protection Act (CIPA)	
	47 USC § 254	Requirements for certain schools with computers having Internet access

Adopted:	April 26, 2005	Updated:	May 2018	
Update:	March 2006	Updated:	June 2019	
Updated:	December 2011	Updated:	January 2020	
Revised:	May 22, 2012	Updated:	February 2022	
Admin. Review:	January 2013	Updated:	August 2023	
Updated:	February 2018			

STUDENTS

Technology

Students using technology in the educational process is an everyday occurrence. It is a goal of Everett Public Schools to provide students access to information, technology, and to develop technological skills. Technology is an integral part of the curriculum, physical environment and delivery of instruction. For the purposes of this policy, "technology" includes, but is not limited to, computers, hardware, software, the network, Internet access, scanners, copiers, facsimile machines, cameras, and personal electronic devices (PEDs)

Additionally, Everett Public Schools has a vested interest in and encourages the use of PEDs (e.g., smartphones, tablets, slates, notebooks, laptops, personal computers, cellular phones, and other similar electronic devices.) Refer to Procedure 3246P for information on appropriate use of PEDs. A PED can play a positive role in furthering our students' learning. The Everett Public Schools' wireless network permits students with a district network account and PED to access the Internet. For purposes of this procedure, the "network" includes, but is not limited to, a set of devices connected via a wired or wireless network owned and operated by the district to give authorized users the ability to share, store, and access digital resources and content located on another connected computer, network device, or online service. All use of the network must support education and research and be consistent with the mission of the district.

Equitable Access

1. Schools throughout the district will have equitable access to technologies and provide educational opportunities to use those technologies.

2. Students with special needs, including those with identified disabilities, benefit greatly from the use of technology. In many cases, technology can remove barriers to learning.

Appropriate Use

1. It is the expectation of the district that students effectively and appropriately use available technology.

2. Appropriate safeguards are established to ensure the security of district and student data.

3. All users of technology shall comply with current copyright laws.

4. Filtering services are in use on all computers with access to the Internet. The system is designed to block or filter access to Internet content the district deems inappropriate, including pornography and any depictions that are inappropriate, obscene, or are harmful to minors.

5. No user will attempt to breach or modify device hardware and software security measures. Students and staff will immediately notify the site technician if tampering with the device is suspected.

6. No user will attempt to modify the physical appearance or operating system of any technology equipment. This includes, but is not limited to, unauthorized software updates, and copying or installing non-district licensed software.

Student Care of Equipment

Students are responsible for the care and safekeeping of the district-provided laptop that is assigned to them. Students must follow the guidelines and recommendations included in the Technology Handbook for Students and Parents to ensure their technology is always in working order and is not damaged. Damage to the device must be reported immediately to school administration following the process outlined in the Technology Handbook for Students and Parents.

General Use of Everett Public Schools Technology

1. Users must make diligent efforts to conserve system resources; e.g., system storage, network bandwidth, software licenses, etc.

2. Before users are given access to the system, the district will endeavor to provide appropriate training.

Personal Security

1. Users of technology shall maintain the confidentiality of personal information such as complete names, addresses and telephone numbers, and identifiable photos should remain confidential. Students should never reveal confidential information without permission from their teacher and parent(s)/guardian(s). No user may disclose, use or disseminate any personally identifiable information about others without authorization.

2. Students should never make appointments without parent/guardian permission to meet in person people whom students have contacted using technology.

3. Students should report to a school administrator, teacher, or security staff any dangerous or inappropriate information or messages on the Internet, in email, instant messages, blogs, online forums, social media sites, or other electronic media.

Student Access to and Use of Technology

Students are expected to exercise good judgment and use network resources in an appropriate manner. All use of the network must support education and research and be consistent with the mission of the district. Use of electronic resources provided by the district is a privilege.

In order to maintain the privilege, students must learn and comply with all of the provisions included in this Student Technology Use Agreement. Violation of any of the conditions of use may be cause for revocation of the student's privilege of network access and/or disciplinary action in accordance with district policies and procedures. In addition, violations of this use agreement may result in referral to law enforcement.

1. Schools shall collect an acknowledgment signed by parent(s)/guardian(s) indicating that those parent(s)/guardian(s) have received and agreed to the conditions for student use of technology as specified in the Technology Handbook for Students and Parents.

2. Student access to and use of technology, including Internet access, is granted on a continuing basis unless a parent/guardian chooses to revoke permission or access is revoked by the district. Parents/guardians may notify the school of their intent to withdraw permission for use of technology by notifying the school in writing.

Internet Safety

Students will be educated about appropriate online behavior, including interacting with individuals on social media sites and in online forums, and cyberbullying awareness and response.

1. The Everett Public Schools' wireless network will provide filtered Internet access. Everett Public Schools is not responsible for or liable for student access to any other network accessed while the device is operated on district property or at any school-sponsored activity or event off school property (including Internet service provided by any commercial service provider.)

2. A PED shall not be used in a manner that disrupts the educational process, including but not limited to, posing a threat to academic integrity.

3. Devices shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.

Personal Information and Inappropriate Content

A. Students should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail, or as content on any other electronic medium;

B. Students should not reveal personal information about another individual on any electronic medium without first obtaining permission;

C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy;

D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority; and

E. Students should be aware of the persistence of their digital information, including images and social media activity, which may remain on the Internet indefinitely.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;

B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content);

C. Email inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district email boxes;

D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;

E. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and

F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct, and assist effectively.

Acceptable Use Guidelines

When a student is using district technology or when a student is using a PED while on district property or at a school-sponsored activity or event off school property, access to and use of technology is authorized, provided the student adheres to the following Student Technology Use Agreement at all times.

Student Technology Use Agreement

1. All use of technology must be in support of education, classroom learning and Everett Public Schools' operations and must be consistent with the mission of Everett Public Schools. The district reserves the right to prioritize use and access to the system.

2. Any use of technology must conform to state and federal law, technology use policies, and Everett Public Schools' policies, procedures and directives. It should be recognized and understood that a PED may not be compatible with district systems. District support staff will provide technical support on a best effort basis. Access to Everett Public Schools' network with a PED is not guaranteed.

3. Using the district network for personal or private gain or benefit, commercial solicitation, or compensation of any kind is prohibited.

4. Using the district network for political purposes in violation of federal, state, or local laws is prohibited. Technology constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.

5. There is no expectation of privacy for any user of the district's technology, including but not limited to Internet use and email. Materials created, stored, sent, or received on district technology are subject to review by the district and may be subject to a public records request under the state Public Records Act.

6. Subscriptions to mailing lists, bulletin boards, online forums, commercial online services and other information services must be directly related to classroom curriculum.

7. Diligent effort must be made to conserve technology resources.

8. Technology shall not be used to disrupt the operation and use of technology by others; technology system components, including hardware or software, shall not be destroyed, modified, removed or abused in any way.

9. Use of technology to harass others or gain unauthorized access to any service or information and/or damage the components of a service or information is prohibited.

10. Users are responsible for the appropriateness of the material they transmit or publish using technology. Hate mail, harassment, intimidation, bullying, discriminatory remarks or other antisocial or uncivil behaviors are prohibited. This may also include the manufacture, distribution, or possession of inappropriate digital images.

11. Use of any technology on district property or at any school-sponsored activity or event off school property, including PEDs, to access, store or distribute inappropriate, obscene or pornographic material is prohibited.

12. Use of cameras, including those in cell phones or other PEDs, is prohibited in restrooms, locker rooms, or any other location where there is a reasonable expectation of personal privacy.

13. Connecting or attaching any computer or networking equipment or components to the Everett Public Schools' network via network ports and/or communications closets, by anyone other than a network technician or other individuals expressly authorized by the district's chief information officer or designee is prohibited. Unauthorized computer or networking equipment or components will be removed without notice. Connection of any personal electronic device is subject to all procedures in this document and district policy.

Copyright

Federal copyright law prohibits the reproduction, distribution, adaptation, public display and public performance of copyrighted materials without the permission of the copyright owner, unless such copying or use constitutes a "fair use" or is otherwise exempt under applicable law. Guidance on fair use and applicable exemptions is provided in Procedure 2312P, Copyright Compliance.

Ownership of Work

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the district or unless such work has been paid for under a written agreement with the district. If created while an employee of the district or under an agreement with the district, the work will be considered the property of the district. Staff members must obtain a student's permission prior to distributing a student's work to parties outside of a school or the district. Sources outside the classroom or school must be cited appropriately.

Security

1. System log-ins or accounts are to be used only by the authorized owner of the account for authorized purposes.

2. Users may not share their system, computer or software passwords with others or leave an open file or session unattended or unsupervised. Account owners are responsible for all activity under their account.

3. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, misrepresent other users or attempt to gain unauthorized access to any data or entity on specific computers or the network.

4. Communications may not be encrypted so as to avoid district security review.

5. Users will maintain security practices as determined by the district or as necessary to maintain security.

Privacy

It is the policy of Everett Public Schools that district technology be used only for district-related educational purposes. Students will have no expectation of privacy when utilizing district technology. When responding to a public records request under the Washington Public Records Act, the district will access all district technology to provide a complete response.

The district reserves the right to inspect, without notice, to review, monitor, and log, as appropriate, all activity using district technology.

District Responsibilities

Everett Public Schools shall:

1. Review, monitor, and log, as appropriate, all technology activity for responsible and acceptable use consistent with the terms of the policies and procedures.

2. Make determinations on whether specific uses of technology are consistent with its Student Technology Use Agreement.

3. Remove a user's access to technology, with or without notice, at any time the district suspects that the user is engaged in unauthorized activity or violations of this procedure. In addition, further disciplinary or corrective action(s) may be imposed for such activity or violations in accordance with district policies and procedures.

4. Cooperate fully with law enforcement investigations concerning, or relating to, any suspected or alleged inappropriate technology activities.

5. Under prescribed circumstances, non-student or non-staff use of technology may be permitted provided such individuals demonstrate that their use furthers the purpose and goals of the district and is authorized by a district administrator.

Liability

The district cannot guarantee the availability of technology resources and will not be responsible for any data that may be lost, damaged, or unavailable due to technical or other difficulties. The district cannot ensure that all electronic transmissions are secure and private and cannot guarantee the accuracy or quality of information obtained. The district will employ technology protection measures to comply with federal and state requirements to filter or block material the district deems inappropriate. However, no known process can control or censor all illegal, defamatory, or potentially offensive materials that may be available to the user on information systems accessible through the use of district resources.

Cross references: Board Policy 3245   Technology
                      Board Policy 3246   Personal Electronic Devices
                      Procedure 5225P   Technology

Adopted: April 2005   Updated: March 2017
Revised: June 2006   Revised: June 2017
Revised: July 2009   Updated: May 2018
Revised: June 2011   Revised: September 2018
Updated: December 2011   Updated: January 2020
Revised: May 2012   Updated: July 2021
Revised: August 2013

STUDENT TECHNOLOGY USE AGREEMENT

Student Information

Student Name	Student ID	Grade

Student Agreement

- I have read the Everett Public Schools Student Technology Use Agreement (3245P).
- I have read the Parent/Student Technology Handbook.
- I will bring my device to school each day with a full charge and ready to use.
- I will not leave my device unattended at any time while at school or in a public place.
- I will not remove the district barcode label or mark my device in any way with markers, stickers, scratches, engravings, etc.
- I will not attempt to remove, alter or repair any hardware, install any unapproved software, remove any pre-installed district software, and/or modify my device's operating system in any way.
- If I have problems with my device, I will stop using it and ask my teacher or a technician for assistance.
- I understand that I may lose my technology equipment privileges as a result of inappropriate behavior and may be financially responsible for damage to or loss of any district issued device.
- I understand stolen or missing devices must be reported to school administration within 24 hours, or on the next school day.
- I will return the equipment when requested by the district and at the end of the school year.
- I understand that if the device is not returned a report will be filed with local law enforcement in order to activate the tracking feature to recover the device.
- I understand that I will be charged for any missing or damaged equipment including the tablet, keyboard, power supply and cable, student bag and digital inking pen(s).

Student Name (Printed)	*Student Signature*	*Date*

Parent Agreement

- I have read the Everett Public Schools Student Technology Use Agreement (3245P)
- I have read the Parent/Student Technology Handbook.
- I will ensure my student brings his/her device to school each day with a full charge and ready to use.
- I understand that my student may lose his/her technology equipment privileges as a result of inappropriate behavior, damage, neglect, or loss.
- The district reserves the right to charge the user the full cost for repair or replacement of the device when damage or loss occurs due to negligence as determined by school administrators. (RCW 28A.635.060)
- If the device is not returned or missing, you acknowledge your responsibility for the cost.
- I understand stolen or missing devices must be reported to school administration within 24 hours, or on the next school day.
- I understand my student must return the equipment when requested by the district and at the end of the school year.
- I understand that if the device is not returned a report will be filed with local law enforcement in order to activate the tracking feature to recover the device.
- I understand that I will be charged for any missing or damaged equipment including the tablet, keyboard, power supply and cable, student bag and digital inking pen(s).
- I accept responsibility to monitor and ensure appropriate use of the internet and websites when my student accesses the internet outside of the district's network.
- I understand my student may not attempt to remove, alter or repair any hardware, install any software not approved by the district, remove any pre-installed district software, and/or modify the device's operating system in any way.

Parent/Guardian Name (Printed)	*Parent/Guardian Signature*	*Date*

Adopted: June 2017
Revised: July 2018
Revised: July 2019

STUDENTS

Personal Electronic Devices

Everett Public Schools provides students with the technology they need during the school day to access digital and online learning experiences. However, students may use personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices while on school property or while attending school-sponsored or school-related activities subject to procedures established by the superintendent.

Students are responsible for the PEDs they bring to school. Everett Public Schools shall not be responsible for loss, theft, damage or destruction of devices brought onto school property or to school-sponsored activities or events off school property.

Use of personal electronic devices while on district property is considered a privilege and not a right and may be revoked at any time by a principal, assistant principal, or principal's designee. All authorized use at school shall be in compliance with district policy, school rules and applicable laws. Students will observe the following conditions:

A. Students shall not use a PED in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others. Disrupting the learning environment means any intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:

    1. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or

    2. Creating an intimidating, threatening, hostile or abusive educational environment for a student, group of students, or staff members through substantially severe, persistent or pervasive behavior;

B. Students shall not send, share, view or possess pictures, text messages, emails or other materials depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a PED, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district;

C. When a school administrator has reasonable suspicion, based on objective and articulable facts, that a student is using a PED in a manner that violates the law, district policy, or school rules, the administrator may confiscate the PED, which will only be returned to the student's parent/guardian;

D. When a school administrator has reasonable suspicion, based on objective and articulable facts, that a search of a student's PED will reveal a violation of the law, district policy, or school rules, an administrator may conduct a search. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement; and

E. Students who violate this policy will be subject to disciplinary action.

The superintendent shall develop procedures for the appropriate use of PEDs in Everett Public Schools.

Cross references:		
	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 2125	Web-based Resources and Other Online Educational Services
	Board Policy 3204	Prohibition of Harassment, Intimidation or Bullying of Students
	Board Policy 3205	Sexual Harassment of Students
	Board Policy 3210	Nondiscrimination
	Board Policy 3231	Searches of Students and Their Property
	Board Policy 3245	Technology
	Procedure 3245P	Technology
	Procedure 3246P	Personal Electronic Devices
	Board Policy 3300	Student Discipline
	Board Policy 4411	Working Relationships with Law Enforcement, the Department of Children, Youth, and Families, and the Local Health Department

Adopted: July 2, 2013
Updated: February 2018
Updated: May 2018
Revised: June 18, 2019
Updated: January 2020
Updated: July 2021
Updated: February 2022
Updated: August 2023

STUDENTS

Personal Electronic Devices

Students will be advised at the beginning of the school year as to proper use of Personal Electronic Devices (PED) on district property.

Elementary and Middle School Students

Elementary and middle school students who choose to bring cell phones and other PEDs to school may only use them before or after the school day. During the school day, all cell phones and other PEDs must be powered off and stored (e.g., in the student's backpack, locker, other district provided storage).

High School Students

High school students who choose to bring cell phones and other PEDs to school may only use their cell phones and other PEDs during transition periods, at lunch and before/after the school day. Students are expected to silence their cell phones and other PEDs before entering a classroom.

Exceptions

Students having an IEP, 504 Plan or Individual Health Care Plan (IHP) that includes specific accommodations for assistive technology may use a cell phone and/or PED during the school day following the process outlined in the student's IEP, 504 Plan or IHP.

Disciplinary Actions

Students whose behavior is in violation of district policy will be subject to disciplinary actions up to and including suspension or expulsion and may lose the privilege of bringing a PED onto district property, including but not limited to, attending school-sponsored or school-related activities.

Law enforcement will be notified when student conduct using a PED may violate criminal laws.

Incident Reporting and Complaint Process

Any student, staff member, parent/guardian or community member who has knowledge of conduct in violation of Board Policy 3246, or any student who feels that they have been a victim of harassment, menacing, retaliation or reprisal in violation of district policy will immediately report the concerns to the building principal/designee or any district staff member. District staff shall follow the procedures for incident reporting and complaint processes in Board Policy 3204/Procedure 3204P Prohibition of Harassment, Intimidation and Bullying of Students, Board Policy 3205/Procedure 3205P Sexual Harassment of Students, or Board Policy 3210/Procedure 3210P Nondiscrimination.

Cross reference: Board Policy 3246   Personal Electronic Devices

Adopted: July 2013
Revised: June 2019
Updated: August 2023

HUMAN RESOURCES

Technology

The goal of the use of technology in Everett Public Schools is to improve performance and achievement for all students and employees, and increase productivity and efficiency in the day-to-day operations of Everett Public Schools.

Appropriate safeguards will be in place to ensure the security of Everett Public Schools' systems, records or data that may be accessible through the use of technology.

The superintendent will develop a procedure for carrying out this policy.

Cross References: Board Policy 2124   Digital Citizenship and Media Literacy
                      Board Policy 2125   Web-based Curricular Materials, Classroom
                                                 Websites and Achievement Tracking
                                                 Products
                      Board Policy 3245   Technology
                      Procedure 3245P   Technology
                      Board Policy 4400   Election Activities
                      Board Policy 5215   Conflicts of Interest
                      Procedure 5225P   Technology
                      Board Policy 6505   Video Security on School District Grounds
                                                 or Property
                      Board Policy 6550   Data Security and Privacy

Adopted: April 26, 2005
Updated: June 2007
Updated: February 2012
Updated: February 2018
Updated: May 2018

HUMAN RESOURCES

Technology

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	Board Policy 2125	Web-based Resources and Other Online Educational Services
	Board Policy 3245	Technology
	Procedure 3245P	Technology
	Board Policy 4400	Election Activities
	Board Policy 5215	Conflicts of Interest
	Procedure 5225P	Technology
	Board Policy 6505	Video Security on School District Grounds or Property
	Board Policy 6550	Data Security and Privacy

Adopted:	April 26, 2005
Updated:	June 2007
Updated:	February 2012
Updated:	February 2018
Updated:	May 2018
Updated:	February 2020

Human Resources

Technology

The use of district technology by Everett Public Schools employees is vital to its daily activities. Effective instruction and efficient operation and management require a staff that is skilled in the use of technological tools. Ongoing training is essential.

Additionally, Everett Public Schools permits the use of personal electronic devices ("PEDs", e.g., smartphones, tablets, slates, notebooks, laptops, cellular phones, and other similar mobile electronic devices.) We believe that a PED can play a positive role in furthering our staff and students' learning. The Everett Public Schools wireless network permits individuals with a district network account and a PED to access the Internet.

Access

Employees will have access to job-appropriate technologies while being provided opportunities to use those technologies.

Appropriate Use

1. It is the expectation of the district that employees effectively and appropriately use available technology.

2. Inappropriate use should be reported to appropriate district officials.

3. All users of district technology shall comply with current copyright laws (Board Policy 2312 and Procedure 2312P).

4. No user will attempt to breach or modify device hardware and software security measures. Employees will immediately notify the site technician if tampering with the device is suspected.

5. No user will attempt to modify the physical appearance or operating system of any technology equipment. This includes, but is not limited to, unauthorized software updates, and copying or installing non-district licensed software.

Ownership of Work

All work completed by employees as part of their employment will be considered property of the district. The district will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

General Use of Everett Public Schools Technology

1. Diligent effort by all users must be made to conserve system resources; e.g., system storage, network bandwidth, software licenses, etc.

2. Prior to having access to district technology, every effort shall be made to provide appropriate training.

Personal Security

Staff should not share personal information about employees or students without appropriate authorization.

System Use

1. All use of district technology must be in support of education and Everett Public Schools' operations and consistent with the mission of the district. Everett Public Schools reserves the right to prioritize use and access to district technology.

2. Any use of district technology must be in conformity with state and federal law, system use policies and district policy.

3. Use of district technology for commercial solicitation is prohibited except as allowed by law.

4. District technology constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.

5. Subscriptions to mailing lists, bulletin boards, chat groups, commercial online services or other information services must be directly related to classroom curriculum or the job responsibilities of the employee.

6. District technology and/or personal PEDs shall not be used to disrupt the operation and use of district technology by others. District technology, including hardware and software, shall not be destroyed, modified, removed or abused in any way.

7. Use of district technology to develop programs or institute practices that harass other users or gain unauthorized access to any technology service or information and/or damage to the components of a technology service or information are prohibited.

8. Users are responsible for the appropriateness of the material they transmit or publish. Hate mail, harassment, discriminatory remarks or other antisocial behaviors are prohibited. This may also include the manufacture, distribution, or possession of inappropriate digital images.

9. Use of district technology to access, store or distribute obscene or pornographic material is prohibited.

10. The use of district technology, including cell phones, to conduct and communicate district business via email, district social media and text are all subject to the Washington Public Records Act. Thus, text messaging is limited to district-approved messaging applications, and message content should be limited to classroom reminders, setting up conferencing or notification with parents/guardians, emergencies, safety-related matters or to communicate routine, non-substantive time-sensitive matters.

    Sending phone, email, text, instant messenger, or other forms of written or electronic communication to students when the communication is unrelated to schoolwork or other legitimate school business is prohibited.

Communications that are one-way and sent to the entire class may be sent directly to students through a district-approved application. If any communication is directed to a small group of students or an individual student, staff shall include a parent/guardian unless doing so would jeopardize the safety, health or welfare of the student. Staff members should use student school email addresses and the contact information on file for the student including student and parent/guardian contact information from the district student information system and not personally collected contact information, except in an emergency situation.

If staff members are using online live streaming audio/video platforms e.g., Zoom, Skype, staff will provide prior notice to parents/guardians of when such virtual meetings will take place.

11. Physically connecting or attaching any computer, networking equipment or device to district technology via network ports and/or communications closets, by anyone other than a network technician or other individuals expressly authorized by the director of the Information Systems and Technology Department, is prohibited. Unauthorized computer or networking equipment or components will be removed without notice and immediately investigated for security violations.

Use of Personal Electronic Devices (PEDs) and Accounts

Staff may possess and use personal wireless/Wi-Fi PEDs, provided that such devices do not pose a threat to academic integrity, disrupt the learning or work environment or violate the privacy rights of others. Any district business that is conducted on an employee's personal PED or using personal email or personal social media accounts creates a public record regardless of who owns the PED and whether the account is personal. The district prohibits the conduct of district business using text messaging or personal email or personal social media accounts except in emergencies, safety–related matters, or to communicate routine, non-substantive time-sensitive matters.

Staff in possession of personal PEDs shall observe the following conditions:

1. The Everett Public Schools wireless network will provide filtered Internet access. Everett Public Schools is not liable for access to any other network accessed while the PED is operated in district buildings (including Internet service provided by any commercial service provider). Everett Public Schools will not be responsible for unauthorized financial or resource obligations (i.e., subscriptions and license fees) resulting from the use of, or access to, the district's computer network or the Internet.

2. PEDs shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs or audio or video recordings of others without their permission or sharing, posting, or publishing photographs, videos or recordings of others without their permission.

3. Staff are responsible for the personal PEDs they bring to school. The district shall not be responsible for loss, theft, damage or destruction of PEDs brought onto district property or to district-sponsored or related events or activities. It should be recognized and understood that a PED may not be compatible with district systems. District support staff will provide technical support on a best effort basis only. Access to district systems with a PED is not guaranteed.

4. Everett Public Schools will not be held liable for commercial service charges that occur from the use of an individuals' PED. It is the employee's responsibility to make sure they understand the usage options that are available to them and whether their provider's service plan includes Internet access and all related costs.

Security

1. Users are responsible for maintaining the confidentiality of their user IDs and passwords and will not leave an open file or session which is unattended or unsupervised. Account/ID owners are ultimately responsible for all activity and security breaches under their accounts/IDs or via their PED.

2. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, misrepresent other users on district technology or attempt to gain unauthorized access to any data or entity on specific computers or the network.

3. Communications may not be encrypted so as to avoid district security review.

4. Users will avoid using easily guessed passwords and will be required to change passwords regularly (90 days) or as necessary to maintain security.

5. District employees shall not share their passwords with students.

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

A. Change passwords according to district policy;

B. Do not use another user's account;

C. Do not insert passwords into email or other communications;

D. If you write down your user account password, keep it in a secure location;

E. Do not store passwords in a file without encryption;

F. Do not use the "remember password" feature of Internet browsers; and

G. Lock the screen or log off if leaving the computer.

Internet Safety

Personal Information and Inappropriate Content

A. Staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, email, or as content on any other electronic medium;

B. Staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;

C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy;

D. If dangerous or inappropriate information or messages are encountered, staff should notify the appropriate school authority; and

E. Be aware that the persistence of digital information, including images and social media activity, may remain on the Internet indefinitely.

Career and Technical Education (CTE)

A. Software, equipment and technology must meet CTE and LITS district standards;

B. CTE equipment and technology must remain in the classroom in which it is deployed. Only CTE field technicians, authorized by LITS or CTE, can remove or relocate CTE equipment and technology;

C. Equipment and technology must be repaired ONLY by authorized CTE field technicians, authorized by LITS or CTE. Unauthorized repairs to CTE equipment and technology can void warranties and/or cause damage;

D. Course frameworks indicate which CTE software is approved and a part of curriculum. New software proposals must be submitted to CTE according to CTE Teacher Handbook; and

E. Software, equipment and technology require training on proper use and safety prior to purchase, installation and/or deployment.

Filtering and Monitoring

Filtering and monitoring technology services are in use on all district technology with access to the Internet using district technology. Filtering and monitoring systems are designed to block or filter access to Internet content the district deems inappropriate, including pornography and any depictions that are obscene or are harmful to minors in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;

B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content);

C. Email inconsistent with the educational and research mission of the district may be considered SPAM and blocked from entering district email boxes;

D. The district will provide appropriate adult supervision of Internet use while at school. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;

E. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and

F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct, and assist effectively.

No Expectation of Privacy

It is the policy of Everett Public Schools that district technology is to be used for district-related purposes. Employees have no expectation of privacy when utilizing district technology or when conducting district business using PEDs or accounts.

When responding to a public records request under the Washington Public Records Act, the district will access all district technology to provide a complete response. In addition, the district will access PEDs if the employee has used a personal device, personal email account or personal social media account to conduct district business.

The district reserves the right to inspect, without notice, to review, monitor, and log, as appropriate, all activity using district technology when:

1. It is considered necessary to maintain or protect the integrity, security or functionality of district or other computer resources to protect the district from liability;

2. There is reason to believe that the users have violated this policy or otherwise misused computing resources;

3. An account appears to be engaged in unusual or unusually excessive activity; and

4. It is otherwise required or permitted by law. Additionally, the username and computing services of the individuals involved may be suspended during any investigation or misuse of computer resources.

District Responsibilities

Everett Public Schools shall:

1. Review, monitor, and log, as appropriate, all activity on district technology for responsible use consistent with the terms of the policy and procedures.

2. Make determinations on whether specific uses of district technology are consistent with these acceptable use guidelines.

3. Remove a user's access to district technology, with or without notice, at any time the district suspects that the user is engaged in unauthorized activity or violating this policy. In addition, further disciplinary or corrective action(s) may be imposed for violations of the policy.

4. Cooperate fully with law enforcement investigation(s) concerning, or relating to, any suspected or alleged inappropriate activities on district technology or any other electronic media.

5. From time to time, the district will make a determination on whether specific uses of district technology are consistent with the regulations stated above. Under prescribed circumstances, non-student or non-staff use may be permitted, provided such individuals demonstrate that their use furthers the purpose and goals of the district and is authorized by a district administrator.

Discipline and Consequences for Unauthorized Use of Technology

Violation of Everett Public Schools' expectations for use of technology may be cause for disciplinary action up to, and including, termination of employment.

Cross references:	Board Policy 3245	Technology
	Procedure 3245P	Technology
	Board Policy 4400	Election Activities
	Board Policy 5225	Technology
	Board Policy 6550	Data Security and Privacy

Adopted:	April 2005
Revised:	June 2011
Updated:	February 2012
Revised:	August 2015
Updated:	February 2018
Revised:	September 2018
Updated:	February 2020
Revised:	April 2020
Revised:	June 2020
Revised:	February 2023
Revised:	April 2023

Acceptable Use of District Technology

In order to receive access to district technology, this Acceptable Use Policy (AUP) form must first be completed, signed and the original forwarded to the Human Resources Department.

Everett Public Schools Technology Access
Date (print)　　　First Name　　　Last Name　　　Site/Department
My signature below indicates that I have read and understand the Everett Public Schools (EPS) Technology Policy 5225 and Procedure 5225P, and that I agree to the conditions of this policy.
Employee signature (required)

My initials below and signature above indicates the following:

Statement	Initials
I have reviewed a copy of the EPS AUP.	
I have read and understand all aspects of the AUP.	
I understand that all information stored on the district's computers, networks, and all other district technology is the sole property of EPS.	
I understand that I have no expectations of privacy for my use of the EPS's computers, networks, and all other district technology.	
I understand that any district business that is conducted on my PED or using personal email or personal social media accounts creates a public record regardless of who owns the PED and whether the account is personal.	
I understand that the district limits the conduct of district business using text messaging, personal email or personal social media accounts. District-approved messaging applications and message content should be limited to classroom reminders, setting up conferencing or notification with parents/guardians, emergencies, safety-related matters, or to communicate routine, non-substantive time-sensitive matters.	
Career Technical Education (CTE) only:	**Initials**
I understand that any equipment and technology purchased by CTE are the property of CTE and may be moved, redeployed or repaired ONLY by CTE field technicians.	
I understand that prior to using or obtaining any new CTE software, equipment and technology, CTE facilitators must verify that it aligns with my CTE framework.	
I understand that I will be properly trained in proper use and safety prior to obtaining and utilizing CTE software, equipment and technology.	

Adopted:　　August 2015
Revised:　　April 2020
Revised:　　April 2023

MANAGEMENT SUPPORT

Data Security and Privacy

Organizational, Staff and Student Data

The data world has grown considerably more complex in the quantity and breadth of data, the internal and external demands to access and analyze data along with the sophistication of its use. As a result, there are a number of challenges facing the district around management, security and the use of data whether it be student, staff or related to the district as an organization. The purpose of this policy is to provide guidance and a framework to encourage and support the district's use of data for decision-making purposes to improve student learning, while safeguarding the security of the data and the privacy of our students, staff and the district as an organization.

Regardless of the device with which Everett Public Schools data is accessed, staff members and contractors are expected to protect student, staff and district-related personal and sensitive information at all times. This policy covers the use of district-purchased devices, as well as devices used by employees and/or contractors that are not owned by the district to access district data, web-based tools and services, including applications.

Data permeate all aspects of the district ranging from individual student performance information, to the classroom, schools, operations departments, and the school board; and thus, this policy must serve a wide range of needs. In light of the rapidly changing data environment, the accompanying procedure should be annually reviewed. The superintendent or designee will establish procedures that define the district's responsibilities for data security and privacy.

Cross references:	Board Policy 1332	Authorization of Signatures
	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 2125	Web-based Resources and Other Online Educational Services
	Procedure 2125P	Web-based Resources and Other Online Educational Services
	Board Policy 3250	Release of Student Directory Information
	Board Policy 3600	Student Records
	Procedure 3600P	Student Records
	Board Policy 5225	Technology
	Procedure 5225P	Technology
	Procedure 6550P	Data Security and Privacy
	Everett Public Schools Business Information Manual	

Legal references: Chapter 28A.604 RCW   Student user privacy in education rights
                      20 U.S.C. § 1232g   Family Educational Rights and Privacy Act (FERPA)
                      34 CFR Part 99   Family Educational Rights and Privacy

Adopted: August 23, 2016
Updated: March 2017
Updated: February 2018
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MANAGEMENT SUPPORT

Data Security and Privacy

It is expected that all employees, volunteers and agents will safeguard student and district data and adhere to the following expectations to protect student and staff privacy and district information as afforded by law.

Definitions

District Data	District data is information created, collected, maintained, transmitted, or recorded by or for the district to conduct district business. It includes data used for planning, managing, operating, controlling, or auditing district functions, operations, and mission; and student and/or staff information created, collected, and maintained by the district including but is not limited to, information in paper, electronic, audio, and visual formats.
Personal Data	Personal data is information created, collected, maintained, transmitted, or recorded by district owned devices, media, or systems that is personal in nature and not related to district business. Personal data includes, but is not limited to, information in paper, electronic, audio, and visual formats. (Staff see Procedure 5225P for Acceptable Use Policy.)

Roles

Data Users	Data users who access district data must comply with: all applicable laws and regulations; district rules, policies, procedures, and standards; and contracts.
Data Managers	Data managers are individuals assigned specific data management responsibilities. They typically have operational responsibility for the management of district data in their functional area.
Data Stewards	Data stewards are designated administrators whose functional areas of responsibility include the creation or origination of and the accessibility to district data. They have overall responsibility for procedures, defining access, managing, and maintaining district data.
Data Governance Group	Data governance group is made up of key data and system stewards who are responsible for the coordination of data entry, security, reporting and accessibility to district data. The group has the responsibility to define, review and promote practices aligned with federal, state, and district policies and procedures.

Chief Information Officer	Chief information officer is responsible for planning and directing strategic, secure, and sustainable use of technology for the purpose of ensuring future use of district-wide instructional, communications and administrative technology is viable. This position coordinates and provides oversight of the data governance group.
Service Providers	Service providers include vendors, strategic partners, higher education institutions or organizations that enter into agreements or contracts with the district. Vendors, partners and outside organizations are responsible to abide by all policies and procedures (research, gift, etc.) and/or enter into contracts that safeguard district data.

Responsibilities

Data Users Responsibilities

Staff members with access to personally identifying information should consider themselves data users and are responsible to ensure the security of data. These responsibilities include:

1. Understand the important of protecting and securing district data as an asset and follow standards and best practices.

2. Understand the use of data in accordance with applicable legal, regulatory, administrative, and contractual requirements; intellectual property or ethical considerations; and strategic or proprietary worth and/or district rules and policies.

Data Manager Responsibilities

Due to job duties and data access, data managers are designated employees who have greater levels of responsibility to ensure the security of data and inform data users. These responsibilities include:

1. Promote the importance of protecting and securing district data as an asset and establish standards and best practices.

2. Attend trainings and remain current regarding the importance of protecting and securing district data as an asset and establish standards and best practices as applied to the stewardship of a specific system.

3. Document and disseminate committee decisions and other relevant information to other data managers and data users.

4. Respond to requests and questions submitted to the district's records office at publicrecords@everettsd.org.

Data and System Stewards Responsibilities

Due to job duties and data access, data and system stewards are designated employees who have greater levels of responsibility to ensure the security of data and train data managers. These responsibilities include:

1. Comply and implement district policies and procedures for the access, use, disclosure, and protection of district data.

2. Provide operational guidance and training regarding data access, use, and compliance with district rules, policies, standards and procedures, as well as applicable legal, regulatory, administrative, and contractual requirements relating to data integrity, security, and confidentiality.

3. Facilitate appropriate district system and data access and relinquishment.

4. Serve as a member of the "data governance group".

5. Remediate reports of unauthorized data access, misuse, or integrity issues.

6. Report suspected loss, unauthorized access, or exposure of institutional data to the chief information officer.

Data Governance Group Responsibilities

Under the leadership of the chief information officer, the data governance group has the responsibility to review practices and proposals to ensure the security of electronic district data.

1. Provide guidelines for systems requiring integration or use of district data.

2. Create resources to inform and educate data users, data managers and data and system stewards to access and maintain security.

3. Publish and maintain data access procedures and approval processes for managing institutional data.

4. Define methods for ensuring security of district data, contributing to improving security practices, and establishing standards as applied to system stewardship.

5. Facilitate appropriate district system and data access and relinquishment.

Chief Information Officer

The chief information officer has the responsibility for providing leadership to the data governance group.

1. Appoint members to the data governance group.

2. Facilitate the group to ensure the district's data is secure in a multitude of district and service providers systems.

3. Oversee appropriate district system and data access and relinquishment.

4. Report verified loss, unauthorized access, exposure of institutional data, or data breach to the superintendent.

Records Management

With the enormous amounts of data and concerns for protecting privacy, it is essential that federal, state and district regulations be adhered to in the use and sharing of data, as well as to its destruction.

Data Destruction

To prevent unauthorized disclosure, district data must be properly disposed of using destruction methods that meet the legal, regulatory, and/or district retention requirements. The Local Government Common Records Retention Schedule (CORE) and Public Schools (K-12) Records Retention Schedule provides the requirements for the secure destruction of district data as outlined in the district Business Information Manual.

Public Records

When requests for data are made by the public, the requestor will follow the procedures outlined in Board Policy 4340 Public Access to District Records.

Contract Management

Student and Staff Systems

1. All proposed contracts involving the release or sharing of student and staff data must be submitted to the chief information officer or designee. The chief information officer or designee will convene the data governance team consisting of representation from Learning Management Services, Information Systems and Technology, Business Services and the department or school submitting the contract for review.

2. The default option should be that entities that want access to Everett Public Schools student and staff data shall use the Everett Public Schools contract template.

3. In the event that the entity insists that Everett Public Schools begin with the entity's standard contract (and the entity has the negotiation leverage to insist), the proposed contract shall be reviewed by the chief information officer to determine compliance with law and protection for student privacy.

4. The data governance group will be knowledgeable about the Family Educational Rights and Privacy Act (FERPA), the Children's Internet Protection Act (CIPA), and Children's Online Privacy Protection Act (COPPA) and their associated regulations, as well as Board Policy and Procedure 3600, Student Records, and Board Policy 3250, Release of Directory Information, and the FERPA forms used by Everett Public Schools.

5. The starting point for all contracts will be that no personally identifiable student and staff information will be shared to anyone other than a school official with a legitimate educational interest in the information.

6. If personally identifiable student and staff information must be shared to effectuate the purpose of the contract, the chief information officer or designee will determine if the data shared shall be defined as narrowly as possible and contain contract provisions consistent with Everett Public Schools' obligations under FERPA, a specific FERPA exception applies, or whether parental consent will be necessary.

7. Outside entities will be designated as school officials only in rare cases and only by the chief information officer or designee.

8. All contracts involving the release or sharing of student and staff data shall be maintained by the Business Department in a single location.

9. The chief information officer or designee, in consultation with the Everett Public Schools procurement supervisor and counsel as needed, shall review all contracts to determine whether they contain adequate protections for notification and indemnification of Everett Public Schools in the event of a data breach or violation of student and staff privacy.

Service Providers for Student Use

It is the expectation of school service providers to protect all student personal information they collect, how they use the data and share the student personal information (RCW 28A.604.020). School service means a website, mobile application, or online service that:

a) Is designed and marketed primarily for use in a K-12 school;

b) Is used at the direction of teachers or other employees of a K-12 school; and

c) Collects, maintains, or uses student personal information. A school service does not include a website, mobile application, or online service that is designed and marketed for use by individuals, or entities generally, even if also marketed to a United States K-12 school. A school service provider is an entity that operates a school service to the extent that it is operating in that capacity.

School service providers may collect, use and share student personal information only for purposes authorized by the relevant educational institution or teacher or with the consent of the student or the student's parent or guardian. School service providers may not sell student personal information with the exception of a purchase, merger, or other type of acquisition of a school service provider. School service providers may not use or share any student personal information:

1) For purposes of targeted advertising to students; or

2) To create a personal profile of a student other than for supporting authorized purposes authorized by the relevant educational institution or teacher, or with the consent of the student or the student's parent or guardian.

School service providers must obtain consent before using student personal information in a manner that is materially inconsistent with the school service provider's privacy policy or school contract for the applicable school service in effect at the time of the collection.

In an effort to maintain privacy of student data, these requirements are not to be construed to apply to general audience websites, general audience mobile applications, or general audience online services even if login credentials created for a school service provider's website, mobile application, or online service may be used to access those general audience websites, mobile applications, or online services. It is also not intended to impede the ability of students to download, export, or otherwise save or maintain their own student data or documents.

Cross reference: Board Policy 6550   Data Security and Privacy

Adopted: August 2016   Updated: December 2018
Updated: March 2017   Updated: December 2019
Revised: May 2018   Updated: August 2022

EVERETT PUBLIC SCHOOLS

Integrated Technology Plan
2022-28

Introduction

Everett Public Schools' second iteration of the Integrated Technology Plan (ITP) spans 2022 through 2028. The plan deepens the utilization of technology to achieve our mission of inspiring, educating, and preparing each student to achieve to high standards, contribute to our community, and thrive in a global society. Technology plays an increasingly critical role as Everett Public Schools strengthens its foundation on the pillars of Climate, Culture, Systems, and Instruction. Everett Public Schools fully embraces our role in assuring students be active, knowledgeable, and ethical users of hardware, software, and communication platforms. The updated Integrated Technology Plan is designed to ensure the district provides innovative technology tools to staff and students as part of creating an equitable, accessible, and sustainable system.

Digital opportunities for enriching personal and professional lives surround staff, students, and families in school, in community, at work, and at home. Technology advancements are moving rapidly and require schools and educators be adaptable. We measure our success in the utilization of technology by every student along with each staff member. Our success is tied to how our students demonstrate they are well-rounded, healthy, and flexible thinkers with global perspectives who can access resources and collaborate. We further believe our success will be evident when each staff member develops their talents, engages in problem-solving and innovates within their work to enhance the system.

FITTING THE PIECES TOGETHER

http://tech.ed.gov/files/2015/12/Pieces_1

INFRASTRUCTURE
Providing accessibility, resources and connectivity so that learning is everywhere, all the time

Within our schools, staff educate students about the social importance of how they best engage with technology to establish a supportive, productive climate. Instructors equip students to explore and positively shape culture, engaging students to fully embrace their role as global citizens. Technology has forever altered the landscape for instruction, providing easy-to-access quality information, potential to accelerate and personalize learning, alongside the power for the learner to move from consumer to creator. Everett Public Schools continues to build on that foundation knowing that "Technology" is more than a device. Simply supplying a device to each student is not enough to increase achievement. The tools must be purposefully used to have impact.

Research-based

Everett Public Schools continues to align our work with the current National Office of Education Technology Plan (NETP) goal areas: **leadership**, **learning, teaching, assessment**, and **infrastructure** assuring to keep our community focus with the goal for **community outreach.** In each goal area, the second iteration of the plan moves beyond the implementation-focus of the first phase plan and on to strategies, key measures, and who is responsible for executing action plans that more directly impact instruction.

The work is woven in to our Strategic Plan Initiatives and has ongoing close contact with industry experts, neighboring districts, and school districts heavily invested in technology across the state and nation, as well as strategic partners. Leadership maintains ongoing dialogue with our Technology Advisory Council (TAC) and Shared Leadership in Technology team as well as staying current by reviewing research and a variety of models on how to best use technology for rigorous, personalized learning for students in the classroom.

Implementation Process

1. Prepare action steps as a leadership team for each goal area (leadership, teaching, learning, assessment, and infrastructure) and integrate into Strategic Plan Initiative work annually.
2. Budget financial resources to sustainably fund the various digital, human, and technological resources necessary to meet the goals of the plan both from capital, general fund, and other sources.
3. Coordinate with school administration, associations leadership, operational managers, directors, and executive leadership to identify activities and outcomes leveraging technology in the annual district planning, department plans, and school improvement plans.
4. Use advisory councils and strategic partnerships to review plans and progress toward plans' goals.
5. Ensure there is a robust infrastructure in advance of device deployment to assure equitable access to high-speed 24/7 connectivity.
6. Expand building staff to address both technical and instructional support for the expansion and utilization of technology.
7. Coordinate with academics, career and technical education, teaching and learning, special education, and categorical programs related to a core instructional design to align learning technology tools to instructional and curricular goals and universal access.
8. Develop technology proficiency expectations and accompanying professional development offerings in collaboration with each district working group.
9. Plan with shared leadership team training for all teachers' abilities to reach proficient and distinguished levels in effectively creating technology–transformed learning environments.
10. Review annually the effectiveness and efficiency of deployment/upgrade plans for central systems to confirm or reconsider short-term and long-term requirements, assure equitable access, and upgrade or update as needed.
11. Review annually roles and responsibilities for plan's action steps and re-evaluate targets.

Integrated Technology Plan Goals 2022-28

Goal 1:	**Leadership**	All leaders fully leverage technology within their leadership roles and areas of responsibilities to strengthen teaching, learning, and operations.
Goal 2:	**Teaching**	All learners are supported by educators who fully integrate technology into their instruction to connect learners to experiences that empower and inspire.
Goal 3:	**Learning**	All learners have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.
Goal 4:	**Assessment**	All levels of our education system leverage the power of technology to measure what matters and use quality assessment data to improve teaching, learning, and operations.
Goal 5:	**Outreach**	All stakeholders, including families, strategic partners, and the community, will have opportunities to learn about, provide feedback on, and partner with the district about technology in school, at home, and in the community.
Goal 6:	**Infrastructure**	All levels of our education system will have equitable access to a robust and comprehensive infrastructure when and where they need it for teaching, learning, and operations.

Goal 1: Leadership

All leaders fully leverage technology within their leadership roles and areas of responsibilities to strengthen teaching, learning, and operations.

Strategies	Key Measures	Strategic Plan Alignment
Change Management and Instructional Shift		
Embed strategies from the Integrated Technology Plan (ITP) into the district annual plans, department plans, and school improvement plans.	ITP strategies of effective use of technology are embedded in initiative plans, annual department action plans, and all levels of school improvement plans and impacts visible in school reviews	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement Theme F: Human capital recruitment, development, and retention
Assess the value and alignment of current technology solutions and inventories to intended educational outcomes, college and career readiness standards, and operational efficiencies and contrast with other solutions, products, and processes, including openly licensed content.	Completed review of district and building instructional tools Usage statistics	Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Ensure that policies, procedures, training, and resources equip all staff with the right tools and ongoing support to personalize learning, raise student achievement and improve staff effectiveness while maintaining the security, privacy and confidentiality of student, family, and staff data.	Policies system tools and software that align effectiveness, efficiency targets while safeguarding student, family, and staff data as evidenced in audits	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement Theme F: Human capital recruitment, development, and retention
Select and review all district resources and systems through a process that includes an examination of state, national, industry-specific, global digital resources that align with district infrastructure requirements.	Verification that planned use of adopted curriculum and operational systems align with technical and instructional support resources	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme F: Human capital recruitment, development, and retention
Professional Learning related to Technology		
Coordination across central instructional leaders to leverage technology such that professional development sessions are embed utilizing technology to increase engagement and deepen learning reflected in proficient and distinguished levels of teaching.	Proficiency standards in technology adopted and embedded throughout instructional professional development Ratings on Danielson Framework in areas related to technology integration	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Collaborate with all operational department leaders and supervisors to integrate technology into the design of trainings including on-site and job-embedded professional learning offerings such that staff leverage technology to improve effectiveness, efficiency, and communication reflected in proficient and distinguished levels of performance.	Number and variety of professional learning opportunities by work group Survey of staff technology proficiency levels Usage statistics of digital tools	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme F: Human capital recruitment, development, and retention

Finance

Secure sustainable funding streams from all funding sources for human and non-capital costs for technology initiatives including appropriate strategic community and industry partnerships.	Allocation of non-capital funds related to Integrated Technology Plan Preservation of instructional and technical support beyond capital-funded implementation Number and variety of strategic partnerships and their contributions to implementation of Integrated Technology Plan	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement Theme F: Human capital recruitment, development, and retention
Develop funding models and plans for sustainable technology purchases while paying special attention to eliminating those resources and tasks made obsolete by technology.	Reduction of paper and copying expenses Utilization of online storage Retention and storage requirements	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement Theme F: Human capital recruitment, development, and retention
Ensure that instructional materials adoptions, supplemental materials, and operational applications include sustainable funding for the management of products; access for all users on and off-site, hardware compatibility and costs, ongoing training for all students and staff; and include online and digital resources compliance to standard prior to purchase.	Annual budget for new staff and product update training beyond adoption year Usage statistics for each digital resource both off and on-site	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement Theme F: Human capital recruitment, development, and retention

Goal 2: Teaching

	All learners are supported by educators who fully integrate technology into their instruction to connect learners to experiences that empower and inspire.
Teaching	

Strategies	Key Measures	Strategic Plan Alignment
Provide continuous, just-in-time support that includes professional development, mentors, and informal collaborations to ensure all staff can contribute to the selection of tools that minimize privacy and security risks and evaluate the match of resources to the creation of experiences that balance safety and security with advancing engagement, learning and effectiveness.	Staff completion of training events Ratings in professional learning experiences Observation of district resources fully integrated into instruction and work-specific improvements	Theme B: Effective instructional practices Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme F: Human capital recruitment, development, and retention
Connect with other educators and experts across the district, other communities and around the world to co-create opportunities for learning as well as model deeper exploration of content.	Affiliations of staff with other organizations Collaboratively developed content, conferences, connections networked beyond district	Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme E: Community engagement Theme F: Human capital recruitment, development, and retention
Collaboratively design experiences in which learners examine problems and think deeply about their learning in spaces where they can experiment, iterate, and take intellectual risks with all the information they need at their fingertips to create a much broader menu of how students can learn and show what they know.	Lesson models and examples highlighting desired skills Demonstration of utilization in technology in problem-based learning Variety of demonstrations displayed by students	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Model and train staff in technology-enhanced instructional approaches including the Substitution, Augmentation, Modification, Redefinition (SAMR) model using a variety of learning technologies to support both formal and informal learning, utilization within the adopted curriculum focused on student proficiency in content, educational technology, and college and career readiness standards.	Usage statistics on instructional tools Number of staff completing integrated technology training Student proficiency and growth in standards and 21st century skills Observations of technology-enriched lessons identified as SAMR	Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Implement research-based, technology-transformed intervention programs to provide personalized learning in conjunction with teacher-facilitated large and small groups and one-on–one instruction (e.g. ELL, special education, Title I).	Usage statistics of intervention program resources Student growth within each program	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning

Goal 3: Learning

All learners have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.

Strategies	Key Measures	Strategic Plan Alignment
Integrate digital citizenship, data literacy, security, and privacy concerns into instruction to promote responsible use of technology and online learning environments including web-enabled collaboration, and communication networks,	Trainings and lessons utilized throughout classrooms # of student infractions utilizing technology	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Utilize technology in the design of learning experiences that are more relevant, engaging and are organized around real-world challenges, project-based learning, and pursuit of personal interests.	Instructional maps with integrated use of technology highlighted Student samples	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Allow learners to leverage technology in the pursuit of personal interests, innovations, and interactive learning opportunities; to collect and use data; to consider ideas in more than one way; to collaborate with peers, mentors, and experts; and to produce representations of knowledge and unique perspectives.	Student samples from across courses highlighting student performances and reflections Usage statistics of applications	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Enlarge the audience for student thinking and products to gather input and feedback from multiple perspectives.	Accounting of feedback stakeholders beyond school staff and family members	Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement
Utilize simulations and games to expand cognitive skills as well as advance non-cognitive competencies including forming relationships and solving problems through development of self-awareness, control of impulsivity, executive function, working cooperatively, and caring about oneself and others.	Student samples from across courses highlighting student performances and reflections	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement Theme F: Human capital recruitment, development, and retention
Integrate technology in early year instructional design that allows for adults and peer interacting or co-viewing technology with a focus on increasing learning opportunities.	Technology use in early learning researched best practices identified in instructional planning Student samples	Theme C: Equitable access to resources to support student learning

Goal 4: Assessment

All levels of our education system leverage the power of technology to measure what matters and use quality assessment data to improve teaching, learning, and operations.

Strategies	Key Measures	Strategic Plan Alignment
Create technology-enabled assessments to provide a richer and nuanced picture of student needs, interests, and abilities.	Usage statistics for assessments	Theme B: Effective instructional practices B.1.a, B.2.c
Enhance assessment items to include questions that allow students to demonstrate more complex thinking and share their understanding in more unique ways (I.E. graphic response, simulations, equation response, performance-based, game-based assessment)	Usage statistics for assessments Number of common assessments developed and in use which include multiple task interactions	Theme B: Effective instructional practices B.1.a, B.2.c
Increase accessibility with technology tools to instructional resources and assessment items. (I.E. increase font size, color, contrast, text to speech, bilingual dictionaries, glossaries, assistive technology like refreshable braille, and alternate response systems)	Implementation of integrated accommodations and usage statistics	Theme B: Effective instructional practices B.2.b
Design and implement valid, reliable, and rigorous formative and summative digital assessments aligned to the content standards and integrating the 21st century skills.	Usage statistics for assessments Number of content-specific performance tasks Number of common assessments developed and in use Student proficiency and growth as measured by assessments	Theme B: Effective instructional practices B.2.c
Provide professional development to interpret results from different types of assessments, utilize assessment tools, and access data dashboards to give students, educators, parents, and other stakeholders timely and actionable feedback.	User feedback on design of data dashboards Usage statistics of analytics tools Number and attendance at professional development offerings	Theme B: Effective instructional practices B.1.a, B.2.c
Support with system tools a model of assessment that includes ongoing gathering and sharing of data for continuous improvement of teaching and learning within practices, policies, and regulations that ensure privacy and information protection for staff and students.	Policies and procedures for student and staff data developed and implemented Usage statistics of assessment and analytics tools	Theme B: Effective instructional practices B.1.a, B.2.c
Identify and implement assessment technologies that allow for embedding a wide variety of assessment items which engage and motivate learners while assessing content standards and the 21st century skills.	Usage statistics on assessment technologies Student proficiency and growth as measured by assessment technologies	Theme B: Effective instructional practices
Maintain inventory of supported devices for administration of practice and actual online assessments (local, state, and national).	Number of supported devices at each site	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation

Goal 5: Outreach

 All stakeholders, including families, strategic partners, and the community, will have opportunities to learn about, provide feedback on, and partner with the district about technology in school, at home, and in the community.

Strategies	Key Measures	Strategic Plan Alignment
Establish feedback loops with all stakeholders (staff, families, community), communicating in a variety of venues and formats, key elements of the Integrated Technology Plan, policy explanations and resource options including district devices that move between district and home.	Number of communication modes utilized for Integrated Technology Plan information Website analytics on Integrated Technology Plan website and its key resources *Let's Talk* parent feedback Number and variety of participants providing feedback Number of responses to surveys	Theme C: Equitable access to resources to support student learning Theme E: Community engagement
Provide resources and training for students, families, and other key stakeholder groups to support student use of devices, instructional and productivity software, and collaboration environments.	Analytics for online training resources Number of trainings offered and variety of attendees	Theme C: Equitable access to resources to support student learning Theme E: Community engagement
Collaborate with area agencies, civic groups, strategic partners, cultural organizations, business leaders, vendors, and community organizations in connecting families to resources and opportunities to extend student learning through use of technology beyond the school programs.	Number of events, event attendance, and survey returns	Theme C: Equitable access to resources to support student learning Theme E: Community engagement
Increase the capacity to provide safe and secure access to the Internet within the community, through industry partners and at home, with a special focus on equity of access.	Number of homes connected using district-provided service, number of strategic partnerships to expand Wi-Fi access	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme C: Equitable access to resources to support student learning Theme E: Community engagement
Engage a wide range of stakeholders to evaluate innovative technologies that can transform student learning.	Number of events and event attendance	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement

Goal 6: Infrastructure

 All levels of our education system will have equitable access to a robust and comprehensive infrastructure when and where they need it for teaching, learning, and operations.

Strategies	Key Measures	Strategic Plan Alignment
Maintain sustainability plans for technology life cycle management that include • sustainable funding sources • district-wide and onsite technical support • network security, access, performance, and services • data security of operational and student systems • online collaboration environments • device refresh plans which sustain provisioning every student and teacher with an updated mobile device, appropriate software, and resources for research, communication, and multimedia content creation	Status of technology lifecycle management plan Identified funding sources for sustaining the Integrated Technology Plan Total computers deployed to students and educators in an established refresh cycle with appropriate software and resources	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme F: Human capital recruitment, development, and retention
Provide adequate and reliable network bandwidth, services and infrastructure to ensure electrical access, data, voice, and video services are effectively and efficiently supporting technology utilization and integration into teaching, learning, safety and operations.	Network bandwidth capacity and utilization	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Provide sufficient and qualified technical personnel to manage and maintain the technology infrastructure and related services.	Work order statistics Satisfaction surveys Ratio of technical staff to technologies	Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme F: Human capital recruitment, development, and retention
Ensure throughout district facilities staff and students have ubiquitous, reliable, safe, and secure access to the Internet and adequate wireless connectivity.	Number of wireless access points installed throughout the district Internet bandwidth capacity and utilization	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement Theme F: Human capital recruitment, development, and retention
Provide services to support safe and secure access to Internet connectivity with a special focus on equity of access.	Number of devices connecting using district-provided service Usage analytics of online learning resources	Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation Theme E: Community engagement

Ensure selection process for all online resources and downloaded applications includes a full technology review aligned with the digital tool review process including alignment to strategic plan priorities, data security, technical and network requirements, integration, and rostering protocols.	Number of resources reviewed compared to number of resources implemented Number of resources leveraging Active Directory Inventory of products and application managers	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation
Implement into design and update of learning spaces integration of technology in line with current standards and capacity to update over time in all spaces in the school environment and reconsider what may be defined as learning spaces that support 21st Century learning.	Design elements incorporated into schools Lifecycle management plan to accompany updated facility improvements, modifications, and new construction	Theme A: Supportive culture where each student is engaged, thrives and values learning Theme B: Effective instructional practices Theme C: Equitable access to resources to support student learning Theme D: Consistency and accountability for key processes affecting student success, balanced with differentiation and innovation

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Technology Handbook for Students and Parents 2023/2024

Everett Public Schools
3900 Broadway, Everett, WA 98201
425-385-4000 • www.everettsd.org

Letter from Superintendent

Everett Public Schools community paved the way in 2016 for every student in every school in the district to access an educational computing device. And what a difference it has made! In 2022, the community renewed this commitment with the passage of the 2022 capital levy, and the first cycle of device updates is already underway.

Over the six-year implementation of this levy, the district will be able to sustain the 1:1 program, enhance our infrastructure, provide professional development, and support, and continue integrating technology into the operations and instruction of the district. The levy will put into action the Integrated Technology Plan and build out a sustainable model for advancing staff skills in leveraging technology for learning in partnership with our community, families, students and staff.

Everett Public Schools believes investing in technology equips our staff and students with resources that strengthen teaching and learning. Integrating technology and mastering the digital world means equipping students to acquire the knowledge, attitudes and skills that help them to adapt to our rapidly changing society and adopt a growth mindset. It empowers them to evolve personally and professionally.

Transformative use of technology enriches collaboration, communication, creativity, and critical thinking. Students can enter a global arena exploring a wide variety of perspectives guided by instructional staff fostering citizenship skills such as empathy, respect for the diversity and worth of others, and advocacy for self, school, and community.

Thank you for supporting transformative learning by saying "yes" to this and other impactful educational opportunities.

Dr. Ian B. Saltzman
Superintendent

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Everett Public Schools Student Technology

Overview
In 1992, this district was one of the state's first to ask its residents to support educational technology in schools. At that time, 70 percent of the voters resoundingly said "yes!" That initial technology levy and subsequent ones during the last quarter century laid the foundation for the 1:1 rollout launched with the approval of the 2016 technology levy and renewed by the community in 2022.

Everett Public Schools (EPS) defines technology as more than a keyboard and monitor. The district's Integrated Technology Plan incorporates nationally recognized core values which drive how we make decisions about technology which foster ethical, equitable and effective technology use. Goals link leadership, learning, teaching, assessment, community outreach, and infrastructure to the transformative use of technology.

The district is committed to classroom technology because it:

- Promotes student engagement and learning enthusiasm
- Encourages collaboration among students, teachers, parents, guardians, community, and people throughout the world through interactive networking
- Guides students' learning and knowledge production
- Opens students' access to information and opportunities to connect to this learning in meaningful and relevant ways

What is the student 1:1 (one to one) initiative?
One computing device for EACH student.

How does 1:1 help learning?
Technology is an educational basis in school today. It is a tool necessary for students to successfully use, produce and create information in a 21st century classroom – and to be prepared for the world they will enter after graduation.

1:1 access will level the playing field for all students. When each student has a device like all others, learning opportunities are equitable. All students then have the same tools aligned with classroom learning.

What does that look like in each school?
Each student from preschool to graduation has access to a computing device, equipped with age-appropriate software. High and middle schools assign devices to each student to bring back and forth daily. Elementary schools have full computer carts in each classroom and may check out computers for students to take home. Elementary school parents and guardians can check with your child's school for details.

About the devices

Everett Public Schools provides each student with a device that can connect wirelessly to the district network. Included on each device is a filtering agent and limitations. Everett Public Schools provides more advanced technology as students move through school levels.

- *Elementary School - Chromebook*
  A device for elementary school students running Google Chrome OS. Student tasks are accomplished in the Chrome browser on the device, with all their work stored in the cloud.

- *Middle School - Ink-Enabled Convertible Chromebook*
  A device for middle school students running Google Chrome OS. The device can be used as both a tablet and a laptop. Students use the stylus to draw, take notes and write directly on the screen. Student tasks may be done in the Chrome browser or through approved Chrome apps installed on the device, with all their work stored in the cloud.

- *High School - Windows Ink-Enabled Convertible Laptop*
  A device for high school students running Windows. The device can be used as both a tablet and a laptop. Students use the stylus to draw, take notes and write directly on the screen. Student devices include access to the school network through the district Virtual Private Network (VPN) when offsite and able to make an internet connection.

Safety and security

The district is diligent with ensuring Everett Public Schools utilizes standard network security practices. This includes using several best-in-class tools to alert, defend, and remediate district network breach attempts. Although this does not make hacking our system impossible, it does make it more difficult to breach our network. Along with the security tools we use, we follow OSPI recommendations and block internet traffic from several countries that are known to support phishing and ransomware attacks.

Passwords provide the first line of defense against unauthorized access to computers and unauthorized access to personal information on devices. Students regularly use strong passwords and update them regularly. Reiterate the importance of strong passwords and avoid sharing with others.

Device guidance for parents and guardians

Before receiving their first device or at the beginning of the school year, each parent or guardian virtually signs the Student Technology Use Agreement EACH YEAR during the online Annual Update process or on paper. The agreement acknowledges that the parent and guardian has read this handbook and understands the district's acceptable use standards for students.

The best way to keep students safe and on task is to have adults present and involved. This handbook and the Student Technology Use Agreement explain parent and guardian obligations to monitor how students use devices away from school.

Ways to be involved as a parent or guardian in how your student uses a 1:1 device
- Be genuinely curious about what your student is doing and learning with the device. Ask questions and ask to see the work underway. You will be intrigued and likely "get hooked" on learning too.
- Work with your student to develop an agreed-upon set of expectations and rules for how and when the device is used at home.
- Allow the device to be used only in common rooms of your home, not in isolated areas or bedrooms.

Basic rule of thumb: When using a district device, assure students can answer "yes," to each question.
- Am I using this device to support my learning?
- Am I using this device in ways that follow all local, state, and federal laws?
- Am I using the device in "school appropriate" ways?

Home practices
- Store the power cord and charger at home
- Charge your device fully each night
- Store the device on a desk or table, never on the floor
- Protect the device from extreme heat or cold, food and drink, and small children and pets

Traveling cautions
- Have students shut down the device completely before traveling with it
- Carry the device in a backpack or padded case
- Do not leave the device in a vehicle, especially where someone outside the vehicle might see it
- If someone threatens your child to take the device, coach them not to resist and simply give it up. Then notify a school staff member by email when your child gets to school. The district partners with local law enforcement to recover stolen devices.

What should we do if my student is leaving the district?

- Be sure to turn in your device and all accessories as part of the withdrawal process. You can turn all these components into your school's technician, office manager, or when you return your textbooks.
- If not returned, standard district rules for restricting records apply until the replacement cost is received or the device returned. You may be fined for any missing components or device damage caused by negligence.

Device responsibility for students

Students are responsible for having devices charged and ready to go each day. Students who need to leave devices at school can arrange for that at school. Throughout the year, updates on all student devices will be required which is why students need to bring their devices to school and **fully shut down and restart regularly.**

Specific to students who have Windows OS devices, there will periodically be required software updates to install to address security vulnerabilities, fix software bugs and improve the functionality of the device. Many updates will be advertised on the device and available through Software Center, along with a deadline for when the updates must be installed. Students should install these updates as soon as conveniently possible to avoid having their device automatically rebooted if the software has not been installed before the advertised deadline.

All student devices are expected to be turned in at the end of the school year in June for the technical staff to prepare for the following school year. Students participating in summer school will keep their device until the end of the summer session. If a device has not been turned in for updates, school staff will work to collect and update in the fall.

At school students should:
- Follow the guidelines and rules established by the teacher
- Make sure the device is ready for use by arriving with the device fully charged
- Install required updates as soon as they become available to avoid having a forced reboot, which will occur on the day of the advertised installation deadline
- Never leave the device unattended for any reason
- Never pile things on top of the device like at the bottom of the locker
- Take home and charge devices to be ready for class.

In class students will want to:
- Center the device on a desk or table
- Close the lid before carrying the device
- Lock the device or close the device before walking away from it
- Fully shut down and then restart the device regularly to ensure optimal performance

Web camera best practices
The device's web camera is an extraordinary opportunity to use a 21st century tool to practice and build communications skills. The web cam's use is limited to educational purposes, under a teacher's direction.

Acceptable use of district devices

It is important that students, parents, and guardians know and understand the responsibilities of using these learning devices. Although each device is checked out to an individual student, they are owned by the district and use must adhere to federal, state and district laws, policies, and procedures. Acceptable use involves adherence to guidelines that require students to use the devices ethically, legally, and efficiently for learning. Full information about student technology use can be found in Board Policy 3245 and Procedures 3245. Students who violate the rules of acceptable use are subject to disciplinary action.

Appropriate Use
- Follow internet safety guidelines
- Share with a teacher any information about security problems
- Keep surface of device and all peripherals (power cords, chargers, pens, etc.) in original condition free of drawings, stickers, writing, or any other stray marks.
- Protect the device by being the only user to avoid being responsible for others mistreatment of your device
- Keep any passwords private only sharing with a parent or guardian
- Report any prohibited use violations or unauthorized activity without getting involved to a staff member

Prohibited Use
Doing any of the following means you are subject to disciplinary action:
- **DO NOT** install any software not approved by the district
- **DO NOT** vandalize or tamper with equipment, programs, network performance, files, network components or pre-installed district software
- **DO NOT** attempt to make changes to the device operating system
- **DO NOT** modify or attempt to repair any of the hardware in your device.
- **DO NOT** develop or use programs to harass others, hack, bring in viruses, change others' files, or to gain unauthorized access on the network

Damaged or stolen devices

What happens when devices are damaged or stolen?
If a 1:1 device is not returned, intentionally damaged, or lost because of negligence, or stolen, but not reported to school and/or police in a timely manner, the student and/or parent or guardian may be responsible for repair or replacement costs.

The district will cover the costs for one instance per school year of accidental damage of the device. There is a difference between an "accident," and "negligence." If your device's damage is deemed intentional or the result of negligence, you may be disciplined and held responsible for the cost of repairing or replacing your device.

If your device is lost, damaged or stolen, you must report this to your school administrator within 24 hours – or the next school day if the damage happens on a weekend or during a school break.

If your device is lost or stolen, work with your school administrator or designee to file a district property report within 24 hours. The Learning and Information Technology Services (LITS) department will assign you a replacement device.

Each student's device has recovery software enabling the district to remotely lock and disable it. This renders the device unusable until returned to the district.

You will be responsible for its replacement cost of a lost or stolen device IF the device was checked out to you, and you failed to follow the district protocols to safeguard it.

Replacement costs

High school Windows laptop
Replacement costs vary based on model*

Complete Computer	$1500 - $1600
Power Supply & Cable	$50 - $60
Digital Inking pen	$30 - $60

If you need to replace a peripheral item such as a pen or power supply, check with your school treasurer to purchase from the supplies available at your school.

Middle school convertible Chromebook
Replacement costs vary based on model*

Complete Computer	$600 - $700
Power Supply & Cable	$50 - $60
Digital Inking pen	$20 - $50
Case	$25 - $35

If you need to replace a peripheral item, such as a pen or power supply, check with your school technology support staff for the replacement and fee assessment.

Elementary school Chromebook
Replacement costs vary based on model*

Complete Computer	$550 - $650
Power Supply & Cable	$40 - $50

If you need to replace a peripheral item, such as the power supply, check with your school office manager for the replacement and fee assessment. If you have questions or concerns about fees or replacement, please contact your school administrators.

* The cost ranges listed above are bulk pricing costs. This is what the district paid to purchase the devices for deployment at each school. All fines for lost, stolen or damaged devices will be based upon these costs.

Software applications and cloud drives

Students are provided a district approved operating system along with other software applications that assure security and safe use for staff and students. Students are responsible to maintain district software on their school device, downloading through district-approved processes, and responsibly use applications and cloud environments. Students will be instructed on how to update and download approved software

Examples of district supported cloud environments include:

- *Microsoft Office 365*
  Web based Microsoft Office suite with cloud file storage and Outlook email. Students collaborate with their teachers and peers, and work on their files from any location with internet access. While enrolled in Everett Public Schools, students may download Microsoft Office on up to five home devices.
- *Google Cloud Apps*
  Web based application suite with cloud file storage and Google Classroom. Students collaborate with their teachers and peers, and work on their files from any location with internet access

Other District-supported software
The district selects a range of instructional and production-based software applications for staff to use with students in their classrooms. The Learning and Information Technology Services department supports access to these program-sponsored products. Additional tools used by staff require formal review and individual staff support student use of those approved for use tools following appropriate use guidelines.

File storage rules
Students should save work to Office 365 or EPS Google Drive. If work is saved on the device's hard drive, it could be lost if the hardware fails.

Content rules
All files and images including those on desktops or screensavers must be school appropriate. Inappropriate materials include references to:
- Alcohol, tobacco, or drugs
- Guns and weapons
- Gang-related references or symbols
- Obscene language, pornographic materials, or nudity
- Bullying or harassment
- Discriminatory or prejudicial behavior

Video submissions, virtual sessions, and multimedia recording:

As part of daily activities, students may take part in various multimedia activities to support and enhance learning. These could include but are not limited to:

- Video meetings
- Screencasts and Podcasts
- Video and audio submissions

These activities could be recorded, and the recordings may include the video, audio, and chat logs. Recordings may be posted in Canvas courses and other district locations.

Student email

All students in Everett Public Schools are provided with an email address. Elementary students are limited to receiving and sending emails with staff and notification messages from within Everett Public Schools. Students in grades 6-12 can use email to send and receive communications to collaborate with classmates, interact with staff and gather information from outside resources.

Acceptable use of software applications

It is important that students, parents, and guardians know and understand the responsibilities of using software applications whether on a district computer or a personal computer. Full information about student technology use can be found in Board Policy 3245 and Procedures 3245. Students who violate the rules of acceptable use are subject to disciplinary action.

Appropriate Use
- Keep the school district email account password private
- Use email for school-related and educational purposes only
- Be aware that all student email is the property of Everett Public Schools and is archived, so it can be reviewed at any time if there are any concerns over content
- Explore online and access materials that are directly related to classroom learning or are appropriate for school assignments
- Assure online communications are respectful and professional, reporting any cyber-bullying or objectionable language encountered in public or private messages. *(For example, racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous language.)*

Prohibited Use
Doing any of the following means a student is subject to disciplinary action:
- **DO NOT use the network or email** for financial or commercial gain, advertising, or political lobbying or for sending or forwarding non-school related content including jokes or chain letters.
- **DO NOT** use email for harassment, profanity, obscenity, racist remarks, cyber-bullying, hate mail or discrimination
- **DO NOT** reveal personal information or someone else's' birthdate, home address or phone number
- **DO NOT** invade someone else's privacy, use another person's account or password, or allow another person to access your account or password for any system or software applications.
- **DO NOT** obtain copies of, or modify files, data or passwords belonging to someone else
- **DO NOT** use the network for illegal activities, including copyright, license, or contract violations
- **DO NOT** post anonymous messages or unlawful information on the network, including falsifying permission, authorization, or identification documents
- **DO NOT** download or install any software including hacking software, shareware, freeware, music, games, images, videos, or other media outside of district-approved processes
- **DO NOT** attempt to access sites blocked by the district filtering system

Technical support

How to get help when your device does not work as it should
1. Check with your teacher.
2. Visit the school's technician; check out the technician's drop-in times posted in your school library
3. Submit a Help Desk request. Students and families can submit a request using Let's Talk via the Everett School District Website.

How your technician helps
Your technician will troubleshoot and fix the device, if possible. If the malfunction is related to your device's warranty, the district sends it back to the manufacturer for repair. (Manufacturers cover defect malfunctions for four years.) Your technician will issue you a replacement device to use during repair time. Your replacement device may be a laptop or Chromebook with less functionality than the device being repaired.

- It is a student's responsibility to treat a replacement device with the same diligent care as the original device.
- If your device has been misused or intentionally damaged or neglected, your technician will determine if it can be made to function again.
  - If the device can be made functional again, your technician will record visible damage in the district's inventory system. This damage is part of your record in connection with your device.
  - If the device cannot be made to function again, your technician will follow procedures for intentionally damaged devices or those damaged by negligence.

What if we do not have internet access at home?
Everett Public Schools is partnering with T-Mobile to provide internet access for qualified students who do not otherwise have internet access at home. Submit a Help Desk ticket request using Let's Talk via the Everett School District Website.

Frequently asked student and parent questions

What if a battery is dead because a student forgot to charge it?
> It will not happen more than once or twice, but a student who forgets to charge a device may be able to borrow a spare power cable from school. Parents and guardians can help establish charging habits. If a student lives in multiple households, families may purchase extra cords and chargers.

What if my student forgets to bring the device to school?
> Without a device, your student may miss out on instructional activities. Parents and guardians can help establish habits with consistent reminders. Each school has some loaner devices. Priority for loaners goes to students who have equipment issues outside of their control. Students not bringing their laptop to school may have to adjust how they access learning activities. This could mean handwriting a document to be submitted electronically later. Makeup work may result from these necessary adjustments.

What about locker room security for devices?
> A secure location is available for students in PE and on athletic teams, and PE and coaching staff will instruct students about those locations and security procedures. Please check with your coach or teacher and follow the directions specific to the school. During after-school events, a staff member will lock devices in a secure location.

What if a student forgets a password?
> Teachers can help reset passwords. School technicians can also help.

What if I do not sign the usage agreement? I do not want my family to be responsible for a device.
> A student without a device at home is limited in learning and has less access to learning resources. If a student's parents or guardians refuse to sign the usage agreement, the student will still be able to access a device at school. This means reporting before school to a designated area to check out a device and returning there after school to check it back in. This process varies at each school so please make sure to check with your school administrator for the exact process your student will need to follow.

How does this work for students taking off-campus classes like Running Start and Sno-Isle?
> Each student in all 1:1 school is issued a device. Running Start students must coordinate training times and the process for checking out devices. Full time Running Start and Sno-Isle students must also routinely (at least once a quarter when meeting with school counselors) return to school for security updates and to maintain device accounts on the district network. Filtering software on off-campus devices is set to district standards, not to off-site program standards so students may need to meet with the community college for device checkout if they need different restrictions.

My student has her own device. Can she use that instead of the district one?
No – for several reasons, including safety, instruction, technical support, and equity.
- Safety: District-installed web filters and other safety precautions help prevent students from accessing inappropriate or unsafe websites at school and at home.
- Instruction: District-installed software is not available on outside devices. The same software, and even the same version, is on each district laptop, so teachers are quickly and efficiently able to teach entire classes and help individual students.
- Technical Support: Support staff can provide robust technical support for district-provided devices. The same level of support is not available for non-district devices.
- Equity: Some families cannot afford the latest computer or even a computer at all. If all students are using the same device, they focus on what they are learning with devices, not on the differences among devices.

How does the district monitor compliance with acceptable use of computers and internet?
The district archives all internet traffic, including emails and files. These are searchable and subject to investigation and public records requests whenever there is a concern or request. While students may be able to delete their internet browsing history on an individual device, all internet activity is stored and searchable on the district network.

How will you protect my student from objectionable material?
Each device comes with filtering software that works at school and at home. The software screens out objectionable websites. Students learn about digital safety and responsibility and how to stay away from objectionable material and be safe online. However, no filtering system is perfect, and it is important parents and guardians monitor computer use and practice digital citizenship. A useful source of information about Digital Citizenship and Literacy is available on the district website at https://www.everettsd.org/Page/23774

What if I have concerns about the amount of time my student is spending in front of a screen?
You can help reduce non-productive, non-school screen time by:
- Limiting the amount of time your child is using the device for entertainment
- Keeping the bedroom as a screen free area; televisions; cell phones or computers do not need to be in your child's bedroom, especially at night
- Encouraging your child to get plenty of exercise and daily physical activities
- Increasing the amount of screen time your student spends ***creating*** content over the amount of time spent ***consuming*** content

Learn more from recent Common Sense Media study of use by tweens and teens. https://www.commonsensemedia.org/sites/default/files/research/report/8-18-census-integrated-report-final-web_0.pdf