



Division of Information and Technology

2018-2019

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Mrs. Dawn Mathieu

Office location: 20 Chestnut Street, 1st floor

Please enter a helpdesk ticket into SchoolDude Helpdesk.

For technology emergencies please contact the helpdesk at Ext 86540.

District Technology Department Staff Assignment 2018-2019

The department directory is available [here](#).

NECSD TECHNOLOGY VISION

Leveraging technology to foster creativity, personalize learning, and surmount barriers, all students will attain the skills needed to navigate the digital world beyond Academy Field.

NECSD TECHNOLOGY MISSION

Through the meaningful integration of technology in all classrooms, students will possess the 21st-century skills needed to succeed as outstanding citizens and leaders.

Role of Instructional Technology Facilitator

- As a member of the District Technology Department, the ITF serves as facilitator/coach for the instructional technology needs of the building, working as a liaison among the building faculty & staff, building administration and central administration. Additional roles of the ITF include:
- Meets with teachers individually and small group during open periods, team, grade, faculty meeting times to assist teachers with instructional technology needs.
- Provides mini demos and trainings on variety of instructional technology resources
- Works as a coach with teachers and their classes modeling the effective use of instructional technology integration into the curriculum aligned with Common Core and National Educational Technology Standards, this is accomplished in varied ways, whole class, small groups
- Assists other building non instructional staff with technology questions
- Works with teachers to develop a process in their classroom for management of resources with students
- Conducts staff development on district and building instructional technology initiatives and needs
- Conducts a survey in conjunction with Executive Director for Technology and Instructional Technology Specialist for Professional Development and other needs relating to instructional technology
- Attends regular Instructional Technology Facilitator meetings with Executive Director for Information and Technology and District Instructional Technology Facilitator.
- Attends monthly District Technology Department meetings
- Participates in conferences, demos, trainings and inter-visitations to other schools
- Performs basic troubleshooting of technology needs and acts as a liaison with the district technology department technicians regarding any higher end helpdesk issues, by answering questions if further clarifications are needed.
- Reports “emergency and high priority” technology issues as soon as possible
- Provides information for District Technology newsletter, highlighting various instructional technology projects, events, etc in their building
- Assists faculty and administration with completing software requests for their building.

ONE THING - THREE YEAR GOALS

GOAL 1: Ensuring all teachers have the knowledge of how to use G Suite for Education to increase student centered learning and engagement.

This is a vital component to the overarching goal of our Digital Convergence Initiative, leveraging the learning potential of all students in to prepare them for a successful future as 21st century citizens. The plan is to bring together different technologies – mobile devices, interactive whiteboards, streaming media, and digital content – to enhance all student learning, by increasing student engagement and student technology literacy.

GOAL 2: Gather data through surveys and scheduled meetings to ensure all teachers are participating in the professional learning related to technology and student centered learning and engagement

Through the meaningful integration of technology in all levels of curriculum, instruction and assessment, the Newburgh learning community will engage in deep learning and acquire 21st century skills necessary to become leaders beyond Academy Field.

Technologies will be introduced within the district that will give all teachers many more options to enrich the curriculum, open windows to new educational experiences, and engage students in exciting new ways. The purposeful use of these technology-based instructional tools requires ongoing and sustained professional development, support, and modeling, and such learning opportunities are valuable for infusing real-world learning experiences into the daily curriculum. This is an important part of the strategy articulated in Vision 2020. To accomplish this goal, proficiency with the Google tools supported by the district is essential. Our goal to support all new teachers so they become Google Educator Level 1 certified by January of their first year. Our goal for current teachers and administrators is to provide in person and online support so that they are Google Educator Level 1 certified by June 2019.

GOAL 3: Monitor the use of Google tools and coordinate workshops focused on student centered learning strategies

The Newburgh Enlarged City School District continues to develop a 21st Century setting where educators engage our students in technology-rich instruction using G Suite, Chromebooks, and BYOD as a cornerstone. To support critical thinking, the district will focus on the SAMR model and the ISTE Standards as the lens through which technology enriched student centered learning is measured. We will expand access to high quality, ongoing, and sustained job-embedded opportunities for professional growth for teachers, administrators, and other support staff, including the use of district professional development days. We will offer vast new opportunities to collaborate, learn, share, and master best practices with colleagues in school buildings across the country.

Administrative Software Programs/Contact Information

Program Name	Purpose	Contact
SchoolDude	Technology Helpdesk	Technology Help Desk Ext. 86540 System Admin: Dawn Mathieu
Infinite Campus	Student Information System	Ext. 86540 System Admin-Sal Vasile
My Learning Plan (Frontline)	For conferences and PD workshops	Ext. 86540 System Admin: Jeremy Wood - Senior Network Manager
WinCap	Purchasing Questions HR Questions	Business Office- Ext. 33482 Michelle Anderson HR Ext. 33465
AESOP (Frontline)	Absence (Substitute) Management	HR Ext. 33465 Renee George
StaffTrac	Evaluations	HR Ext. 33465
SchoolFront	Package for Recruitment & Other	HR Ext. 33465
Portal District Website	Vacation requests, interview committee, BEDS, Documents	Ed Schindler Ext. 33409
SchoolDude	Helpdesk Facilities	Andy Velez: Executive Director for Maintenance and Operations Ext. 86811
IEP Direct	Program for IEPs	Chris Bayer: Assistant Superintendent for Exceptional Learners Ext. 86528
Nutrikids	Foodservices	Caitlin Lazarski-Food Service Manager Ext. 33426

THE SAMR MODEL

The SAMR (Substitution, Augmentation, Modification, Redefinition) model is a framework for determining what impact the use of technology may have on teaching and learning. Learning that engages students in the Substitution and Augmentation stages may enhance a lesson, but it is the Modification and Redefinition stages that transform the students' learning experience. Consider the illustration and the example below:

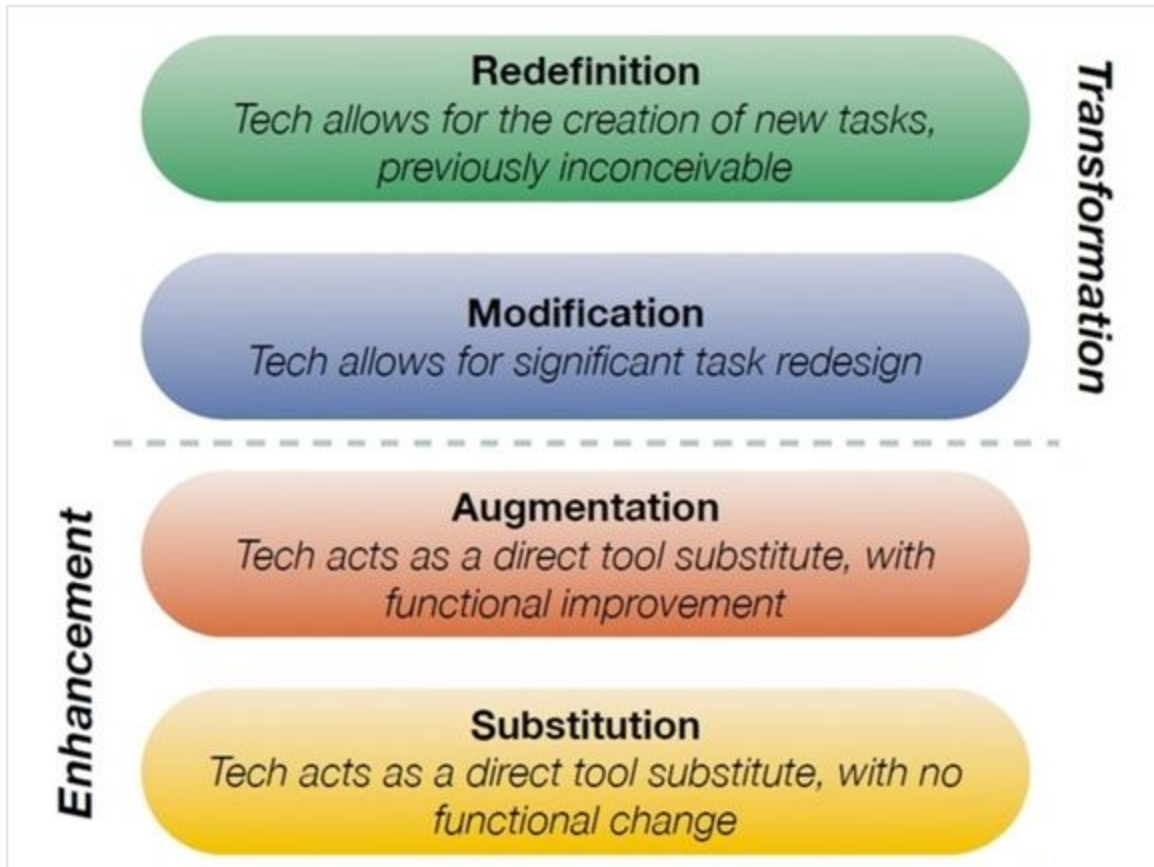


Image the creation of Dr. Ruben Puentedura, Ph.D. <http://www.hippasus.com/rrpweblog/>

Example:

Past Practice - Ms. Jones, an English teacher, asks her students to use a pen and paper to write a persuasive essay regarding something that should be improved in their school.

Substitution - Ms. Jones asks her students to type a persuasive essay on a computer, print it, and submit it. Some of the essays may be displayed in the hallway. This use of technology is a substitute for writing the essay with a pen and paper. It's an enhancement, but certainly not

transformational.

Augmentation - Ms. Jones asks her students to type a persuasive essay on a computer. Before printing the essay, she encourages each student to use the digital tools (i.e. spell check, various text styles, and changes in page layout) to improve the final draft. This augmentation is an enhancement, but it does not transform student learning.

Modification - Ms. Jones asks her students to use online collaborative writing tools (i.e. wikis, Google Docs) to share their persuasive essays with each other. Students peer edit the work of other students and make comments and suggestions. Students may continue working on the essay outside of school, anywhere they have an internet connection, and the final drafts are then shared to the community-an authentic audience--via the school's website. This model provides improved access, critical thinking, communication, and collaboration. It transforms the student learning experience.

Redefinition - Ms. Jones asks her students to use online collaborative writing tools (i.e. wikis, Google Docs, forms, videoconferencing) to collaborate with students in another class-perhaps a different community or country-and identify a mutual problem. Students collaboratively create a persuasive essay, and students contribute various expertise to the project to make it come alive (i.e. adding pictures, videos, and audio interviews-- to support the collective point of view. They post their work to a global audience -i.e. a blog, a website or an online publication, and seek feedback through posted responses and online surveys. This use of technology completely transforms the students' learning experience.

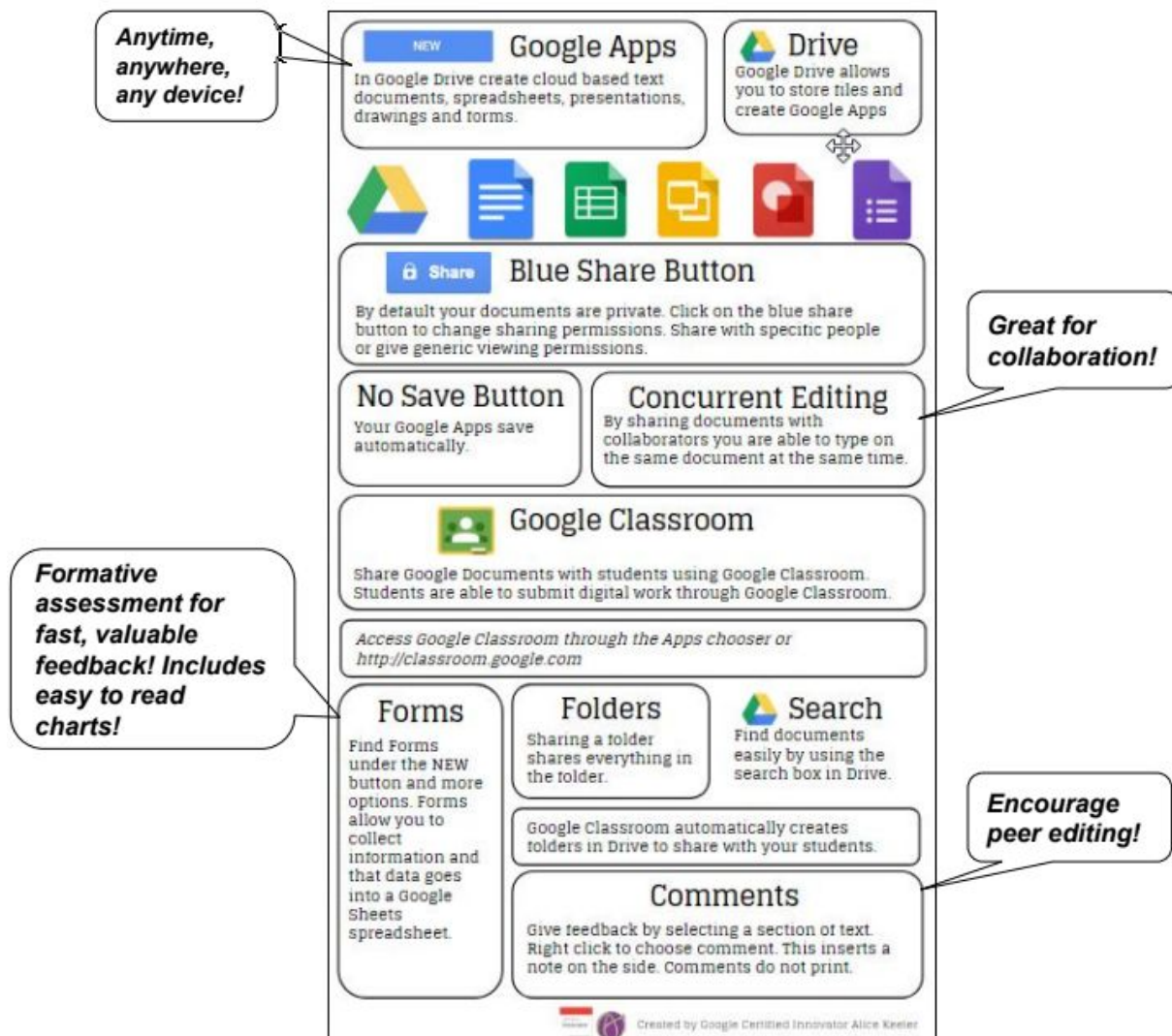
G-Suite for Education

G Suite for Education is available to students, teachers, staff, and administrators. The Division of Information and Technology offers a variety of learning opportunities and there is a wealth of self-paced tutorials online. This resource brings many benefits to our learning community, including:

- Accessing and editing files in real time, anywhere, anytime and on any device with an internet connection
- The capacity to view and restore changes to a document.
- Using Google Classroom to manage student assignments, notes, projects, and provide learning opportunities which are easily differentiated
- Video conferencing at anytime from any device-at no cost--with others around the world
- Collaborating with others on documents, spreadsheets, presentations, and more in real time, anywhere, anytime and on any device with an internet connection
- Easily translating documents to/from dozens of languages

For the district to fully leverage the impact these G Suite tools can have on student learning and district operations, it is vital that our teachers and administrators are well versed in how to use the G Suite as well as strategies for curriculum design which integrates these tools using the

SAMR model. To reach this level of proficiency, the Instructional Technology Facilitators will provide professional learning opportunities during professional development days throughout the school year. These sessions will align with the curriculum Google for Education provides in its online certification program--Google Certified Educator Level 1. The district provides the opportunity for all teachers and administrators to become Google Certified Educators by providing support and exam vouchers for Level 1 and Level 2 certifications.



ISTE STANDARDS FOR STUDENTS

1. Empowered Learner

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

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

2. Digital Citizen

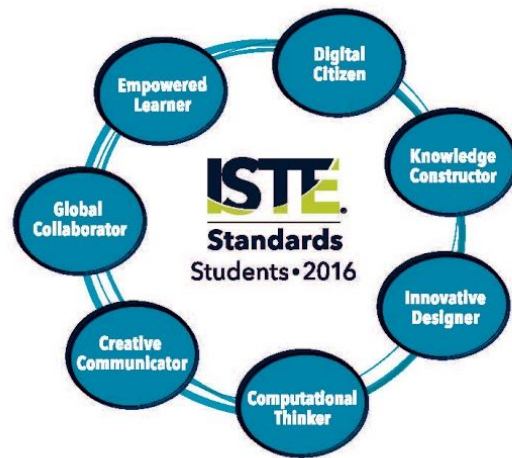
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

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

3. Knowledge Constructor

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

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



4. Innovative Designer

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

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

5. Computational Thinker

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

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

6. Creative Communicator

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

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

7. Global Collaborator

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

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

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ISTE STANDARDS FOR EDUCATORS

Empowered Professional

1. Learner

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

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

2. Leader

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

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

3. Citizen

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

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





Learning Catalyst

4. Collaborator

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

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

5. Designer

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

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

6. Facilitator

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

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

7. Analyst

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

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

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ISTE STANDARDS FOR COACHES

1. Visionary Leadership

Technology coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

- a. Contribute to the development, communication and implementation of a shared vision for the comprehensive use of technology to support a digital age education for all students.
- b. Contribute to the planning, development, communication, implementation and evaluation of technology-infused strategic plans at the district and school levels.
- c. Advocate for policies, procedures, programs and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines.
- d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.



2. Teaching, Learning and Assessments

Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant and engaging learning experiences for all students.

- a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.
- b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
- c. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.
- d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (such as critical thinking, metacognition and self-regulation).
- e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product and learning environment based on student readiness levels, learning styles, interests and personal goals.
- f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.
- g. Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.

- h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

3. Digital Age Learning Environments

Technology coaches create and support effective digital age learning environments to maximize the learning of all students.

- a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.
- b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.
- c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.
- d. Select, evaluate and facilitate the use of adaptive and assistive technologies to support student learning.
- e. Troubleshoot basic software, hardware and connectivity problems common in digital learning environments.
- f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.
- g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers and the larger community.

4. Professional Development and Program Evaluation

Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.

- a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.

- b. Design, develop and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning and assessment.
- c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

5. Digital Citizenship

Technology coaches model and promote digital citizenship.

- a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.
- b. Model and facilitate safe, healthy, legal and ethical uses of digital information and technologies.
- c. Model and promote diversity, cultural understanding and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents and the larger community.

6. Content Knowledge and Professional Growth

Technology coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

- a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the ISTE Standards•S and ISTE Standards•T.
- b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management and adult learning to improve professional practice.
- c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.

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ISTE STANDARDS FOR ADMINISTRATORS

1. Visionary Leadership

Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
- b. Engage in an ongoing process to develop, implement and communicate technology-infused strategic plans aligned with a shared vision.
- c. Advocate on local, state and national levels for policies, programs and funding to support implementation of a technology-infused vision and strategic plan.

2. Digital Age Learning Culture

Administrators create, promote and sustain a dynamic, digital age learning culture that provides a rigorous, relevant and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital age learning.
- b. Model and promote the frequent and effective use of technology for learning.
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- d. Ensure effective practice in the study of technology and its infusion across the curriculum.
- e. Promote and participate in local, national and global learning communities that stimulate innovation, creativity and digital age collaboration.

3. Excellence in Professional Practice

Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.:

- a. Allocate time, resources and access to ensure ongoing professional growth in technology fluency and integration.
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty and staff in the study and use of technology.
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools.
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.





4. Systemic Improvement

Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- b. Collaborate to establish metrics, collect and analyze data, interpret results and share findings to improve staff performance and student learning.
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
- d. Establish and leverage strategic partnerships to support systemic improvement.
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching and learning.

5. Digital Citizenship

Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b. Promote, model and establish policies for safe, legal and ethical use of digital information and technology.
- c. Promote and model responsible social interactions related to the use of technology and information.
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

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Digital Citizenship

Working in a global, digital and collaborative environment requires understanding and practicing digital citizenship. The district aligns its digital citizenship philosophy to a widely accepted standard established by the nonprofit organization *Common Sense*. The organization provides a wealth of resources for teachers, students, and families, including a K-12 vertically aligned framework for digital citizenship (see chart). Teachers and students are encouraged to make use of the digital citizenship resources available, particularly the [interactive games](#) designed for the 3-6, 6-8 and 9-12 grade bands. Obtaining a [Digital Passport](#) (grades 3 and up) or Citizenship [Driver's License](#) (K-12) is strongly recommended.



Digital Citizenship Curriculum	K - 2			3 - 5			6 - 8			9 - 12			
	1	2	3	1	2	3	1	2	3	1	2	3	4
Internet Safety	●	●		●		●		●			●		
Privacy & Security	●	●	●	●	●	●	●		●			●	●
Relationships & Communication	●	●	●	●	●	●	●	●	●	●	●	●	●
Cyberbullying & Digital Drama		●		●		●	●		●	●		●	●
Digital Footprint & Reputation		●		●	●	●		●	●	●	●	●	●
Self-image & Identity				●	●	●	●	●	●	●	●		
Information Literacy	●	●	●	●	●	●	●	●	●	●	●	●	●
Creative Credit & Copyright	●			●	●		●	●	●	●		●	●

© 2015 Common Sense Media is a national nonprofit organization dedicated to helping educators empower young people to think critically, behave safely, and participate responsibly in our ever-changing digital media world.

Visit www.commonsense.org/educators to learn more.

Parent Involvement

Including the family in Digital Citizenship is a vital component of promoting digital literacy for our scholars and each school engages parents and family members in various ways. [Resources](#) include class conversations, surveys, community workshops, web resources and more.

Professional Learning Opportunities

The Newburgh Enlarged City School District is committed to providing our staff with ongoing and sustained professional development. These opportunities take place in formal workshops during the school day (i.e. common planning times), after school, during conference days, during faculty or department meetings, and as scheduled. The district provides an Instructional Technology Specialist at each school for the express purpose of empowering teachers with an

expert in teaching strategies to collaborate with teachers on lesson design, modeling, “just-in-time” support, and one-to-one or small group learning sessions.

Monitoring of Systems, Filtering, and Consequences for Misuse.

As set forth in the 2015-2020 strategic blueprint (Vision 2020: The Way Forward), NECSD seeks to provide technology-rich instruction to support evolving student learning, including online and connected learning. The district uses various monitoring and filtering software to maintain the integrity of the network and meet CIPA and FERPA requirements. In addition to on-site filters and monitoring software, district filters are applied to Chromebooks used in-district as well as outside of the district. Students are not permitted to access the internet with the Chromebook --both on and off campus-- via a cellular provider, personal account, or any other means which circumvents the District’s filters.

All students are to take reasonable precautions with district-provided devices. Students found intentionally damaging a device will be responsible for the cost of repairs and disciplinary consequences.

BYOD Guidelines and Accountability

NECSD provides a BYOD wireless network for students in grades 11 and 12 who choose to use their personally owned devices as part of their learning experience in school. When technology is used in classrooms, the district will provide devices to students who do not bring a personally owned device.

Any access and use must be in accordance with district policies, regulations, and school guidelines, and the district reserves the right to limit or restrict student use of personally owned technology on school property or at school-sponsored events as detailed in [Policy 5695 - Use of Electronic Devices](#).

Student owned devices used in school must connect to the district’s BYOD wireless network, which applies filtering in compliance with the Children’s Internet Protection Act and the district’s policies. Students are not permitted to access the internet via a cellular provider, personal account, or any other means which circumvents the District’s filters.

Students and their parents/legal guardians are responsible for the proper care and security of their device, and the district is not liable for the loss, damage, misuse, or theft of any personal technology brought to school. The following are suggestions for students to safeguard their devices:

- Keep a copy the serial number and model numbers of all devices
- Install virus protection on all devices
- Install and activate tracking software if this is available
- Set a PIN, pattern, or password to be required to access the device

The district will not provide technical support for personally owned devices, and students should not expect access to charging stations during the day.

The use of electronic devices that may distract from or disrupt the educational process and/or that may be used as weapons (including but not limited to laser pointers, light pointers) are prohibited.

Board of Education Policies

Board of Education Policies are available [here](#).

School Dude Helpdesk Directions

Detailed directions for using School Dude Help Desk are available [here](#)