



Division of Information and Technology

2017-2018

Topics

- **District Technology Department Staff Assignment 2017-2018**
- **NECSD Technology Vision and Mission**
- **Instruction** ○ The SAMR Model
 - G-Suite for Education ○
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 - ✦ For Coaches
 - ✦ For Administrators ○ Role of Instructional Technology Facilitator
- **Guidelines** ○ Directions for Obsolete Technology Equipment ○ Overview of New York State Smart Schools Act Investment Plan ○ Standard Operating Procedures and Board Policies

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Mrs. Dawn Mathieu

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District Technology Department Staff Assignment 2017-2018*

(* Subject to change, updates will be found at <http://newburghschools.org/page.php?page=27>)

District Wide

Ms. Cheryl Rabinowitz-Executive Director for Information & Technology
Mr. John Krouskoff-Supervisor of Information Technology
Mr. Matt Quick-Network Specialist-Network/Wireless
Mr. Marc Bilyou-Systems Engineer-Phones/Security Cameras
Mr. John Lewis- AV Repair Technician
Mrs. Dawn-Lyn Mathieu-Helpdesk Coordinator
TBA-Senior Typist

Building Micro Computer Technicians

Mrs. Yvonne Branley-North, P-Tech@ North
Mr. Anthony D. Bruce-West, New Windsor, BOE BO & Tech
Mr. Brandon Coats - South, BOE C & I, Equity & Access
Mr. Ken Cummings -Meadow Hill
Mr. Tom Durante -Gardnertown, Fostertown
Mr. Angel Valle - NFA Main, Chestnut
Mr. Brian Farrell -NFA Main, Chestnut
Mr. Jim Niblo - Horizons, Balmville, BOE Exceptional Learners, Central Reg.
Mr. Wyatt Stevens - Heritage, BOE Supt. & Deputy Supt Office, HR
Mr. Thomas Maldarelli III- Temple Hill
Mr. Thomson Niblo-GAMS, Vails Gate

Building Instructional Technology Facilitators

Mr. Nick Karnavezos	Fostertown
Mr. Nick Karnavezos	Gardnertown
Mrs. Helen Zoutis	GAMS
Mr. John Blakley	Meadow Hill
Mr. Andrea Merrill	New Windsor
Mrs. Elizabeth Cappello	Temple Hill
Mrs. Helen Zoutis	Vails Gate
Mrs. Shaun Merritt-Scott	Heritage
Mrs. Conchetta Carbone	South Middle
Mrs. Melanie Larkin	NFA Main
Mr. William Antonelli	NFA Main
Mrs. Jackie Holmes	NFA North
Mrs. Andrea Merrill	NFA West
TBA	Balmville, Horizons-on-the-Hudson



NECSD TECHNOLOGY VISION

124 Grand Street ▪ Newburgh, NY 12550 ▪ Phone: (845) 563.3400 ▪ www.newburghschools.org

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.

NECSD FUTURE-READY GOALS

GOAL 1: DIGITAL CONVERGENCE

An overarching goal of our Digital Convergence Initiative is to maximize the learning potential of all students in an effort 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 student learning, by increasing student engagement and student technology literacy.

POLICIES

Policies established in this plan will reflect Newburgh's transition to 21st century teaching and learning.

ROBUST DIGITAL INFRASTRUCTURE

To provide access to all scholars, the District seeks to enhance and expand advanced infrastructure systems for communication, computing, and networking throughout Newburgh Enlarged City School District. The establishment of a robust infrastructure will provide enhanced connectivity for students, staff, and parents; increased security; and continuity of operations in the event of an emergency.

DIGITAL CURRICULA

Digital curricula maintain cost-effective, current and up-to-date information and provides universal access for all. Moving towards a digital curriculum will allow our district provide more flexibility in how students can take courses and classes.

GOAL 2: STUDENTS

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.

GOAL 3: STAFF

ENGAGING INSTRUCTION

The Newburgh Enlarged City School District Plans to develop a 21st Century setting where educators will deliver technology-rich instruction. This will support evolving student learning and will include online and connected learning. Technology-rich teaching practices will ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age.

PROFESSIONAL LEARNING

To accomplish this goal, NECSD will provide ongoing staff development and coaching to encourage and support professional competencies for 21st century skills & deeper learning. By expanding access to highquality, ongoing, job-embedded opportunities for professional growth for teachers, administrators, and other education professionals, we will offer teachers and administrators vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country.

GOAL 4: FAMILIES AND THE COMMUNITY

The District is dedicated to seeking out and fostering external partnerships that support technology enhancements. A world-class educational system cultivates the full participation, support and resources of families and community partners.

As it relates to technology, NECSD will seek community partnerships that include formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.

A goal of this initiative will be to develop and sustain educational programs supported by advanced technology systems provided in conjunction with community and government partners.

PROFESSIONAL DEVELOPMENT

Strategies for providing ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.

OVERVIEW

Professional development will be provided such that all teachers will be fluent in all aspects of effective instruction in a 21st Century Classroom. Support and training will also be provided to help teachers deal with

all aspects of restructuring their teaching and learning environment, especially with regard to new classroom management issues, which may arise in the 21st Century classroom. The following 21st Century Skills are expected of all students and staff:

- Capable information technology users
- Information seekers, analyzers and evaluators.
- Problem solvers and effective users of productivity tools
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed and responsible technology users

The SAMR Model

The **SAMR** (**S**ubstitution **A**ugmentation **M**odification **R**edefinition) 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 example below

<p>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.</p>
<p>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. <i>It's an enhancement, but certainly not transformational.</i></p>
<p>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, <i>but it does not transform student learning.</i></p>
<p>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 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. <i>It transforms the student learning experience.</i></p>

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.*

The SAMR Model

As teachers consider available digital tools and the learning styles of the students they serve, actively deciding how and why to include technology resources can lead to increasingly engaged learners. Consider the example below. A graphical representation of the SAMR model is on the following page.



Adapted from Dr. Ruben Puentedura's original image: <http://www.hippasus.com/rpweblog/>


G-Suite for Education at NECSD


G-Suite for Education (formerly Google Apps for Education) is available to students, teachers, staff, and administrators. The Department of Information and Technology will offer a variety of learning opportunities and there is a wealth of self-paced tutorials online. This resource brings many benefits to our 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

**Anytime,
anywhere,
any device!**

NEW **Google Apps**
In Google Drive create cloud based text documents, spreadsheets, presentations, drawings and forms.

 **Drive**
Google Drive allows you to store files and create Google Apps



 **Blue Share Button**
By default your documents are private. Click on the blue share button to change sharing permissions. Share with specific people or give generic viewing permissions.


No Save Button
Your Google Apps save automatically.

Concurrent Editing
By sharing documents with collaborators you are able to type on the same document at the same time.


 **Google Classroom**
Share Google Documents with students using Google Classroom. Students are able to submit digital work through Google Classroom.
Access Google Classroom through the Apps chooser or <http://classroom.google.com>

Forms
Find Forms under the NEW button and more options. Forms allow you to collect information and that data goes into a Google Sheets spreadsheet.

Folders
Sharing a folder shares everything in the folder.
Google Classroom automatically creates folders in Drive to share with your students.

 **Search**
Find documents easily by using the search box in Drive.

Comments
Give feedback by selecting a section of text. Right click to choose comment. This inserts a note on the side. Comments do not print.

 Created by Google Certified Innovator Alice Keeler

**Great for
collaboration!**

**Formative
assessment for
fast, valuable
feedback! Includes
easy to read
charts!**

**Encourage
peer editing!**

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:

- a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- b. build networks and customize their learning environments in ways that support the learning process.

- c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

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:

- a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

- d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

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.

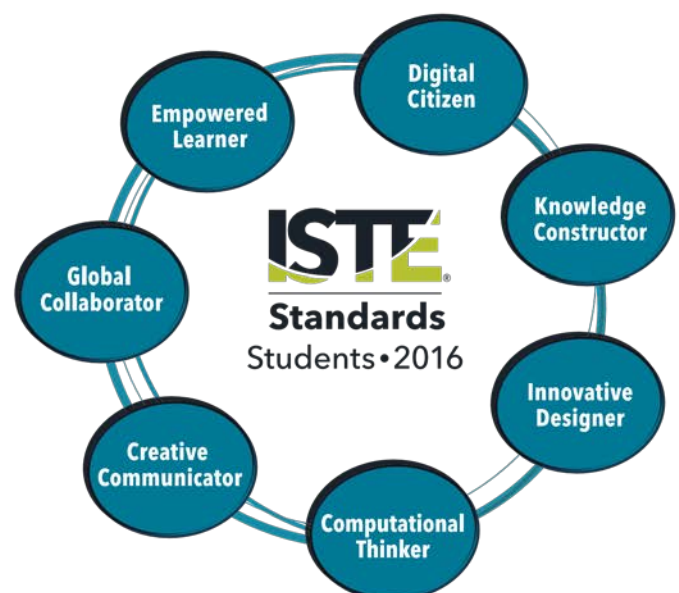
5. Computational Thinker

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.

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:

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



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

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.

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.

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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- 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.

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.

- c. Use collaborative tools to expand students' authentic,

3. Citizen

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

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



realworld 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.

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.

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.

- b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

- c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

5. Designer

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

- a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

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7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators: a. Provide alternative ways for students to demonstrate

competency and reflect on their learning using technology.

- b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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 researchbased 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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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 trouble shooting 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.

Newburgh Enlarged City School District
Job Description

TITLE:	1• Instructional Technology Facilitator (TOSA)
REPORTS TO:	Building Principal and the Superintendent's Designee
QUALIFICATIONS:	<p><u>Minimum Education Level, Certification and Experience</u></p> <ul style="list-style-type: none"> • Bachelor's degree and Master's Degree from an accredited college or university . • Valid New York State teacher certification • 3 years of successful teaching experience • Experience developing and delivering a variety of adult professional development activities <p>Highly Preferred</p> <ul style="list-style-type: none"> • New York State Educational Technology Certification • Degree in Computer Science/Educational Technology <p>Skills Required</p> <ul style="list-style-type: none"> • Knowledge of instructional technologies, instructional delivery, curriculum development, data analysis and assistive technologies. • Fluency with a wide range of hardware and software including but not limited to computers/tablets (Windows/Mac/ Android/Chrome), audio visual equipment, . Interactive Whiteboards, mobile devices, the Office 365 Ecosystem, Learning Management Systems, Infinite campus, Open Ed Resources, IMS Global and Interoperability Standards.
JOB GOAL:	Instructional Technology Facilitators (ITF's) instruct other school staff and students in using technology for teaching and learning. They provide training, integration strategies, and support to teachers and administrators empowering them to use digital resources effectively. ITFs exhibit flexibility, adaptability, and resourcefulness in an ever-changing technology environment.
	<ul style="list-style-type: none"> • Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels. • Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences. • Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards. • 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. • 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 (e.g., critical thinking, metacognition, and self-regulation). • Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals.

	<ul style="list-style-type: none"> • 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. • Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.
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April 2016

	<ul style="list-style-type: none"> • Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments. • 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. • Collaborate with teachers, administrators, students and the District Instructional Technology Specialist to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure. • 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. • Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. • Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies.
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Vision for Instructional Technology Facilitators

Demands of a 21st century education dictate strong roles for Instructional Technology Facilitators. In order to bring consensus and common, shared ownership of the vision and purpose of the work of the school and District, Instructional Technology Facilitators provide, promote, and participate in shared leadership. They are valued for leading a strong and comprehensive school instructional technology program which provides tools, resources, and content that promote critical thinking, problem solving, and information and communications literacy while also making content engaging, relevant, and meaningful to students. Instructional Technology Facilitators encourage student-owned 21st century learning including collaboration, communication, critical thinking and creativity. They enable teaching in all content areas including global awareness, civic literacy, financial literacy, and health awareness. Instructional Technology Facilitators demonstrate the value of lifelong learning and encourage the school community to learn and grow. They are reflective about their practice and promote inclusion and analysis of assessments that are authentic, structured and demonstrate student understanding.

April 2016



Dr. Roberto Padilla

Mr. Ed Forgit
Mr. Michael McLymore
Ms. Sara Feliz
Mr. Gregory Kern

Superintendent of Schools

Deputy Superintendent
Asst. Superintendent, Human Resources
Asst. Superintendent, Curriculum & Instruction
Asst. Superintendent, Finance

To: All NECSD Employees

From: Ms. Cheryl Rabinowitz-Executive Director for Information and Technology (Ext. 33455)

Date: September 1, 2017

Subject: Directions for Obsolete Technology Equipment for 2017-2018

1. If a building has technology equipment they would like to declare obsolete, items should be marked with labels that have been supplied by the District Technology Dept.
2. Please list all items in an excel file with the following information, if known.
 - a. Serial
 - b. Model
 - c. Description of Item
 - d. Manufacturer
 - e. Reason for it being declared obsolete.
3. If the building needs assistance with Steps 1 & 2, please contact the computer technician assigned to your building for assistance
4. Please send the completed excel file to Mrs. Dawn Lyn Mathieu Helpdesk Coordinator so these items can be assessed by the Technology Dept. and declared obsolete by Business Office and BOE Clerk as applicable.
5. Once excel file has been sent to Mrs. Mathieu Please complete a helpdesk ticket with **Facilities** to have these items removed facilities.
6. If an item needs to be repaired, this item(s) should NOT be included in the obsolete file but a helpdesk ticket for this item(s) with Technology should be completed, so it can be repaired either internally by the technology department, covered under warranty repair or be repaired by a repair service if applicable.

NEW YORK STATE SMART SCHOOLS BOND ACT PRELIMINARY INVESTMENT PLAN 2015-2018

PLAN OVERVIEW

In January 2014, Governor Andrew M. Cuomo called for New York State to invest \$2 billion in its schools through a Smart Schools Bond Act (SSBA). Voters approved the Smart School Bond Act in November 2014 and as a result the Newburgh Enlarged City School District was allocated to receive \$12,831,056. In alignment with the goals set by the Newburgh Enlarged City School District 2015-2018 Technology Plan, adopted by the District, the Smart Schools Investment Plan will utilize the SSBA funding allocation in the following instructional technology priorities:

- Upgrade NECSD network infrastructure
- Expand the NECSD wireless equipment in place
- Refresh uninterrupted power supply
- Provide for instructional devices and classroom technology

In collaboration with the NECSD District Wide Superintendent's Committee for Technology, and in consultation with groups of District Administrators, Teachers, Students, Parents, and Community Members located within the Newburgh Enlarged City School District geographic boundaries, and aligned with the NECSD 2015-2018 Technology Plan, this three-year investment plan has been drafted to focus this funding on the Smart Schools Bond Act allowable expenditures that include:

- School Connectivity
- Classroom Technology
- High-Tech Security Features

PRECONDITIONS

All New York State public school districts are required to complete and submit a District Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include investments in high-speed broadband or wireless connectivity and/or learning technology equipment or facilities as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department (NYSED). The Newburgh Enlarged City School District submitted their required Instructional Technology Plan survey to NYSED in September 2015 and was approved in October 2015.

As established by the Smart Schools Bond Act Guidance, as a precondition to utilizing the SSBA funds the District has to ensure there is adequate Internet bandwidth to further expand wireless connectivity for classrooms, additional technology devices for classrooms. The minimum adequate Internet bandwidth is 100Mbps per 1,000 students to support the inclusion of additional learning technology devices for the classroom.

NECSD has a managed fiber system between buildings in our school district's wide area network which provides capabilities of up to 10 Gigabit of interconnectivity. However, currently NECSD is using only 1 Gigabit

between sites for district interconnectivity. The Smart Schools Bond funding will provide for important upgrades to the NECSD network infrastructure allowing increased connectivity to 10 Gbps.

Standard Operating Procedures

<u>TITLE:</u> Loan of Instructional Computer Hardware		SOP No.: 2511
		Effective Date: 09/01/2016
		Pages of Pages
PURPOSE	Instructional computer hardware which is designated for use in any public school or is approved by any school authorities, can be loaned free, on an equitable basis, to students attending nonpublic schools located in the District and to students with disabilities residing in the District who attend programs.	
PROCEDURES 1. Instructional computer hardware which is designated for use in any public school or is approved by any school authorities, can be loaned free, on an equitable basis, to students attending nonpublic schools located in the District and to students with disabilities residing in the District who attend programs. 2. Instructional computer hardware is defined as micro and/or mini computer equipment, terminals for instructional purposes, technology equipment with a useful life used in conjunction with or in support of educational programs, including but not limited to video, solar energy, robotic, satellite, laser and other equipment as approved by the Commissioner of Education. 3. The District shall not be required: • To purchase or otherwise acquire instructional computer hardware or technology equipment the cost of which exceeds the amount of state aid provided in Section 753 of the Education Law; • To loan to nonpublic school students in the District or to students with disabilities, instructional computer hardware purchased with local or federal funds or with state funds other than instructional computer hardware aid funds; • To purchase and loan computer software programs which are religious in nature or content. 4. The Superintendent of Schools shall establish regulations for carrying out an equitable loan program regarding instructional computer hardware.		
PERSON/DEPARTMENT RESPONSIBLE: Superintendent of Schools		
REFERENCE: Section 753 of the Education Law; Section 4401(s)(c), (2)(e),(2)(g), (2)(i) and (2)(l) of the Education Law		

Standard Operating Procedures

<u>TITLE:</u> Information Security Breach and Notification	SOP No.: 8100
	Effective Date: 09/01/2016
	Pages of Pages
PURPOSE	Recognizing the rise in identify theft and the need for state residents to be notified of security breaches which have or may have resulted in the release of personal, private information, the State enacted the Information Security Breach and Notification Act. This Act, which added a new section 208 to the State Technology Law, requires municipalities and other local agencies, including school districts and BOCES, to adopt a notification policy consistent with the requirements of law. The Board of Education acknowledges the State's concern regarding the rise in identity theft and the need for prompt notification when security breaches occur.
PROCEDURES <ol style="list-style-type: none"> 1. Any breach of the district's computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the district shall be promptly reported to the Superintendent and the Board of Education. 2. It should be noted, however, that good faith acquisition of personal information by an officer or employee or agent of the district for the purposes of the district is not a breach of the security of the system, provided that the private information is not used or subject to unauthorized disclosure. 	
PERSON/DEPARTMENT RESPONSIBLE: The Superintendent of Schools, in accordance with appropriate business and technology personnel	
REFERENCE: Reference: State Technology Law §208	

<u>TITLE:</u> Computer Network System Use	SOP No.: 8200
	Effective Date: 09/01/2016
	Pages of Pages

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PURPOSE

Access to computer networks, including the Internet and other technologies, can be an effective and valuable educational and research tool. All users of the District's computer network system, including but not limited to electronic equipment, electronic mail and the Internet, must understand that use is a privilege, not a right, and that such use entails responsibility on the part of the user. Computer access will be provided by the District to all students and staff members in accordance BOE Policy 8200 .

PROCEDURES:

1. Students and Employees are expected to make appropriate use of computer resources provided by the school or the District. You must:
 - a. Use computer resources only for authorized purposes.
 - b. be responsible for all activities on your assigned account;
 - c. access only files and data which are your own, which are publicly available, or to which you have been given access;
 - d. use only legal versions of copyrighted software which have been purchased by the District;
 - e. be considerate in your use of shared resources;
 - f. maintain the privacy of your own password.
2. Students and Employees are not make inappropriate use of computer resources provided by the District or school. The following actions are considered inappropriate:
 - a. using computers for personal entertainment and game-playing;
 - b. using computers for personal communications (including e-mail) unrelated to school or District work;
 - c. using another person's password or revealing personal password to another staff or student;
 - d. using another person's files or data without permission;
 - e. using computer programs to decode passwords or to access control information;
 - f. attempting to circumvent or subvert system security measures;
 - g. copying files, data, or programs from the Internet without permission;
 - h. engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating viruses, damaging files, or disrupting service;

Standard Operating Procedures

- i. changing screensavers, wallpapers, monitor calibration, or any computer settings;
 - j. engaging in obscene, threatening, or harassing communication over district networks;
 - k. vandalizing or modifying in any way hardware or software components;
 - l. making or using copies of any software, storing such copies on district systems, or sending them over networks;
 - m. The use of the computer network system for other purposes, including but not limited to for-profit or commercial activity, personal business or illegal activity is prohibited.
 - n. engaging in any activity that does not comply with the general principles listed at the beginning of this document.
3. Any parent/guardian who does not want his/her child to have access to the District's computer network system must notify the District in writing.
4. Teacher Web Pages -All web pages residing on a District-supported server or service are the property of the Newburgh Enlarged City School District. Commercial use, use for the pursuit of personal or financial gain, advertising, soliciting, as well as use for any personal purpose are prohibited. Each teacher/staff is responsible for the content posted on his/her webpage hosted on the District-supported servers/services and will follow all District procedures. Teacher web pages may link only to sites that are of educational significance and sites relating to the curriculum and activities of the District.
5. Internet access is provided with the understanding that the District cannot control the content available on the Internet. While the vast majority of sites available provide a wealth of useful information to staff and students, some sites may contain information that is inaccurate, offensive, defamatory or otherwise inappropriate for students. The District does not condone or permit the use of such materials in the school environment and makes good faith efforts to limit access by students to such inappropriate materials.
6. Use of technology protection measures, block or filter Internet access by: adults to visual depictions that are obscene or child pornography, and minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children's Internet Protection Act.
7. Upon the approval of the Superintendent or his/her administrative designee, any such measures may be disabled or relaxed for staff members conducting bona fide investigations in accordance with criteria established by the Superintendent or his/her designee.
8. The Superintendent or his/her designee also shall develop and implement procedures that provide for the safety and security of students using direct electronic communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.

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9. In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access or other unlawful activities; and access to inappropriate matter on the Internet and World Wide Web. The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

10. The computer network coordinator shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.
11. All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's acceptable use policy. Failure to comply may result in disciplinary action including, but not limited to, the suspension or revocation of computer access privileges.
12. The district shall also provide age-appropriate instruction regarding appropriate online behavior, including: 1. interacting with other individuals on social networking sites and in chat rooms, and 2. cyberbullying awareness and response. Instruction will be provided even if the district prohibits students from accessing social networking sites or chat rooms on district computers.
13. Privacy Users acknowledge that the network administrator may periodically need to review on-line activities in the course of performing routine maintenance of the system. Users further acknowledge that if there is reasonable suspicion of a user having violated Policy 8200 or its implementing regulations, or any applicable law, the network administrator and/or appropriate school official may require access to his/her files, including private correspondence and private files, to review on-line activities. Any administrator reviewing such files in accordance with this Policy shall not be subject to any claims arising out of such review. The School District, however, prohibits the unauthorized disclosure, use and dissemination of personal information regarding minors by its officers, employees or agents. Failure by any user to comply with District policy or regulations regarding the use of the computer network system may result in suspension and/or revocation of computer access and/or related privileges. Further, a breach in the terms of Policy and Regulations may be considered an act of insubordination, which may result in disciplinary action in accordance with law, and applicable collectively negotiated agreements and legal action where appropriate.

PERSON/DEPARTMENT RESPONSIBLE: The Superintendent of Schools, The Executive Director for Technology and Information. The Building-Level Administrator or the District-Level Network Administrator may at any time suspend or revoke the computer use privileges for any actions in violation of the Guidelines above.

REFERENCE: Children's Internet Protection Act,



Standard Operating Procedures

<u>TITLE;</u> Computer Energy Conservation		SOP No.: 8201		
		Effective Date: 09/01/2016		
		Pages of Pages		
PURPOSE	In an effort to conserve both energy and the District's fiscal resources, the Board of Education encourages and supports a computer energy conservation program.			
PROCEDURES <ol style="list-style-type: none">1. All computers and monitors, as well as accessories, must be shut down during all extended periods of inactivity, such as weeknights, weekends, holidays and recesses.2. To the extent feasible, the District Technology Department will enable power management settings on computers such as "standby" or "hibernate" in order to reduce electricity consumption and costs.3. Building level administrators will monitor computers in their buildings to ensure compliance with this policy 8201 Computer Energy Conversation.				
PERSON/DEPARTMENT RESPONSIBLE: District Technology Department and Building level administrators are				
REFERENCE: Cross Ref: Policy No. 7460: Energy Conservation & Policy No. 7461: Energy Management Conservation				

<u>TITLE;</u> Internet Safety		SOP No.: 8202
		Effective Date: 09/01/2016
		Pages of Pages

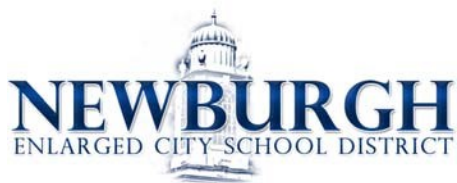
Standard Operating Procedures

PURPOSE

The Board of Education is committed to efforts that serve to make internet use safe for children. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent of Schools to procure and implement the use of technology protection measures that block or filter Internet access.

PROCEDURES

1. The Superintendent or designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of digital communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.
2. In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web (collectively "Internet"). The Superintendent or designee shall establish and implement procedures that enforce these restrictions.
3. The Technology Director designated under the District's Computer Network or Responsible Use for Technology and the Internet Policy, shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.
4. The district shall also provide age appropriate instruction to students regarding appropriate online behavior including but not limited to interacting on social networks, websites and chat rooms, and cyberbullying awareness and response. Such instruction will be provided even if the District prohibits students from accessing social networking sites and chat rooms on District Technology.
5. All users of the District's technology resources, including access to the Internet, must understand that use is a privilege, not a right, and that any such use entails responsibility. Users must comply with the requirements of Federal and State laws and regulations, this



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<p>policy, in addition to generally accepted rules of network etiquette, and the District’s Computer Network Systems Policy. Failure to comply may result in disciplinary action including but not limited to the suspension and revocation of technology access privileges; discipline in accordance with law and the District Code of Conduct for students, discipline in accordance with law and applicable collectively negotiated agreement for employees, as well as legal action where appropriate.</p>
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<p>PERSON/DEPARTMENT RESPONSIBLE: Superintendent & Executive Director for Information & Technology</p>
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<p>REFERENCE: Ref: Public Law No. 106-554 (Children’s Internet Protection Act) Public Law No. 110-384 (Protecting Children in the 21st Century Act) , District’s Code Of Conduct, District’s Computer Network Systems Policy.</p>



Standard Operating Procedures

TITLE: School District Website		SOP No.: 8331		
		Effective Date: 09/01/2016		
		Pages of Pages		
PURPOSE	In order to support the vision and mission of the Newburgh Enlarged City School District, the District maintains a website, http://newburghschools.org/			
PROCEDURES				
<p>1. The School District Website for the following purposes:</p> <ul style="list-style-type: none">a. showcasing innovative student and staff educational projects, presentations and learning experiences.b. providing a gateway to District and community resources, as well as to educational websites;c. providing a means for the community to access District information; andd. providing a means for encouraging communications among students, District personnel, the community and associated organizations. <p>2. The School District website may not be used for any commercial promotional activity, financial gain or personal use.</p>				
PERSON/DEPARTMENT RESPONSIBLE: The Superintendent of Schools shall promulgate regulations for the use of the School District website.				
REFERENCE:				

<u>TITLE:</u> Use of Electronic Devices		SOP No.: 8464
		Effective Date: 09/01/2016
		Pages of Pages
PURPOSE	Use of electronic devices can provide great potential for enhanced learning opportunities for all students. However, there are many other uses of electronic devices which can distract from the learning process or otherwise violate the rights of students; thus the use of electronic devices for legitimate educational purposes is permitted, only under the direction of the classroom teacher with approval from the building administration and in accordance with the Code of Conduct.	
PROCEDURES		
<i>Procedures for Students</i>		
<p>1. Students are permitted to bring personal electronic devices to school; however, once a student enters the school building, such devices must be turned off and kept out of sight during the hours of the student instructional day. In addition, all headphones and earbuds must be stored and kept out of sight. Personal electronic devices may include but are not limited to:</p> <ul style="list-style-type: none">• Existing and emerging mobile communication systems and smart technologies (e.g., cellular phones, Smartphones, Internet enabled phones);• Handheld entertainment systems (MP3 players, iPods, etc.)• Current or emerging wireless technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing etc.• Accessories such as headphones and earbuds. <p>2. If such device, headphones or earbuds are seen or used during the student instructional day, except under the limited circumstances set forth in this policy, the following are the consequences:</p> <ol style="list-style-type: none">a. First offense - the device (defined to include headphones and/or earbuds) will be confiscated until the parent/guardian (“parent”) comes to school to pick it up. The parent must also sign a document acknowledging that if there is a second offense the device will be confiscated until the end of the quarter and if there is a third offense, the device will be confiscated until the end of the school year.b. Second offense - the device will be confiscated until the end of quarter.c. Third offense - the device will be confiscated until the end of the school year. <p>3. If a student refuses to turn over the device, headphones and/or earbuds to the teacher or administrator, there will be disciplinary consequences in accordance with the District Code of Conduct.</p> <p>4. The Board of Education prohibits 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,</p>		

light pointers. A student who violates this will be subject to discipline in accordance with law and the District Code of Conduct.

5. The Board of Education also prohibits audiotaping, videotaping or photographing on school property, except with permission of a staff member or for the purpose of photographing or videotaping public events (e.g., athletic events, plays, concerts, awards ceremonies). A student who violates this will be subject to discipline in accordance with law and the District Code of Conduct.
6. In order to ensure examination security, except as specifically required by law, the possession and/or use of any such electronic devices is prohibited during any test, examination, quiz etc. In addition to being subject to discipline and confiscation of the device, a student determined to have cheated on a quiz, test or examination through the use of an electronic device shall be given a grade of zero in that quiz, test or examination.
7. Students may not possess any electronic communication device or technology during Regents Examinations either in the room where the test is administered or while on a supervised break and until the examination has been completed, handed in and the student has left the examination room. If a student is observed with any such device or related technology while taking a State examination, the student will be allowed to complete the examination. The incident shall be reported to the Building Principal. If the Building Principal determines that the student had a prohibited device in his/her possession during the examination, the test will be invalidated and no score will be calculated for the student. (1) The incident must also be reported, in writing, to the New York State Education Department, Office of State Assessment. *(1 Section 225 of the Education Law makes fraud in examinations, such as obtaining aide from or giving aid to another person during a Regents Examination, a misdemeanor.)*

Procedures for Employees

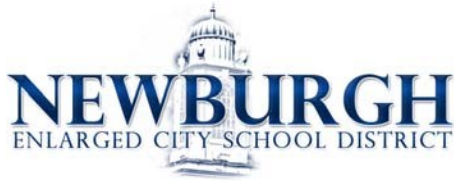
8. Employees must keep electronic devices turned off during student instructional time. Failure to do so may subject the employee to discipline in accordance with law and any applicable collectively negotiated agreement.

Procedures for Emergencies

9. During health and safety emergencies, such as fire drills, bomb threats and evacuations, no electronic devices may be used by students, staff or any third party, for the safety of students and staff, unless express permission is given by the Building Administration or staff member in charge.

Privacy

10. Personal electronic devices shall not be used in any way that threatens, humiliates, harasses or intimidates students, staff or visitors, or otherwise violates District policies and regulations or state or federal laws. Students are prohibited from sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexually explicit nature on their personal electronic devices while on school premises, at school-sponsored activities or on school transportation, or from off campus and which are received at school or school activities.
11. The Board of Education prohibits any form of photography, tape recording or video recording of any individual on school property, in school facilities or at school-sponsored activities without that individual's knowledge, as well as the dissemination of any photograph or recording without the individual's permission. In no event shall any individual photograph or record in a zone where an individual has a reasonable expectation of privacy, including but not limited to locker rooms, bathrooms, and Nurse's office. A student who violates the BOE policy 8464 shall be subject to discipline in accordance with law and the District Code of Conduct. An employee who



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violates the BOE Policy 8464 shall be subject to discipline in accordance with law and any applicable collectively negotiated agreement. Law enforcement authorities will be contacted in an appropriate case

PERSON/DEPARTMENT RESPONSIBLE:

Enforcement: It shall be the responsibility of District staff members (including but not limited to administrators, teachers, teaching assistants, teacher aides and security guards) to strictly enforce the provisions and to report violations to the building administration.

Responsibility: The decision to bring electronic devices to school or school sponsored events rests with the individual student and his/her parents/guardians or the individual employee, respectively, and therefore the responsibility for such devices rests solely with the individual student or employee. The School District discourages bringing electronic devices to school. The School District assumes no responsibility or liability whatsoever for investigating, repairing or replacing an electronic device in the event that an electronic device is damaged, misplaced or stolen during the school day, when on school property or when in attendance at a school sponsored event, whether on or off of school property. The School District further assumes to responsibility or liability for any claims, losses, damages, suits, expenses or costs (including but not limited to communication bills, data usage bills) of any kind arising out of or related to the use or possession of a personal electronic devices.

REFERENCE: Policy 8464 Use of Electronic Devices, , Section 225, Education Law and Cross Reference: District Code of Conduct

POLICY:

Newburgh Board of Education

No. 8100

OPERATIONS

Information Security Breach and Notification

Information Security Breach and Notification

NOTE: Recognizing the rise in identify theft and the need for state residents to be notified of security breaches which have or may have resulted in the release of personal, private information, the State enacted the Information Security Breach and Notification Act.

This Act, which added a new section 208 to the State Technology Law, requires municipalities and other local agencies, including school districts and BOCES, to adopt a notification policy consistent with the requirements of law. The following policy and attendant regulations are meant to fulfill those notice requirements.

The Board of Education acknowledges the State's concern regarding the rise in identity theft and the need for prompt notification when security breaches occur. To this end, the Board directs the Superintendent of Schools, in accordance with appropriate business and technology personnel, to establish regulations which:

- Identify and/or define the types of private information that is to be kept secure. For purposes of this policy, "private information" does not include information that can lawfully be made available to the general public pursuant to federal or state law or regulation;
- Include procedures to identify any breaches of security that result in the release of private information; and
- Include procedures to notify persons affected by the security breach as required by law.

NOTE: Although not required by law, it may be appropriate for both the Superintendent and the Board to be notified when security breaches occur. It should be noted, however, that good faith acquisition of personal information by an officer or employee or agent of the district for the purposes of the district is not a breach of the security of the system, provided that the private information is not used or subject to unauthorized disclosure.

Any breach of the district's computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the district shall be promptly reported to the Superintendent and the Board of Education.

**Computer Network System Use
OPERATIONS**

Computer Network System Use

The Board of Education of the Newburgh Enlarged City School District is committed to the goal of improved student learning and effective teaching. The Board believes that access to computer networks, including the Internet and other technologies, can be an effective and valuable educational and research tool. The Board further believes that the computer network system, through software applications, online databases, bulletin boards and the Internet, and emerging features and uses of an electronic network, will significantly enhance student learning, as well as provide local, statewide, national and global communications opportunities for staff and students. Therefore, it is the policy of the Board to support and encourage the use of computers and computer-related technology in order to support open research and education in the District. The use of the computer network system for other purposes, including but not limited to for-profit or commercial activity, personal business or illegal activity is prohibited.

All users of the District's computer network system, including but not limited to electronic equipment, electronic mail and the Internet, must understand that use is a privilege, not a right, and that such use entails responsibility on the part of the user. Computer access will be provided by the District to all students and staff members in accordance with this Policy. In order to assure the integrity of the computer network system in the District, each account holder must agree to act responsibly and to comply with this Policy and its implementing Regulations. Any parent/guardian who does not want his/her child to have access to the District's computer network system must notify the District in writing. The Superintendent of Schools shall develop rules and regulations governing the use and security of the District's computer network system.

Teacher Web Pages

All web pages residing on a District-supported server or service are the property of the Newburgh Enlarged City School District. Commercial use, use for the pursuit of personal or financial gain, advertising, soliciting, as well as use for any personal purpose are prohibited. The Superintendent of Schools and/or his/her designee may suspend webpage access at any time if an individual fails to adhere to the protocol or requirements stated herein. Each teacher/staff is responsible for the content posted on his/her webpage hosted on the District-supported servers/services and will follow all District procedures. Teacher web pages may link only to sites that are of educational significance and sites relating to the curriculum and activities of the District.

Internet Safety

Internet access is provided with the understanding that the District cannot control the content available on the Internet. While the vast majority of sites available provide a wealth of useful information to staff and students, some sites may contain information that is inaccurate, offensive, defamatory or otherwise inappropriate for students. The District does not condone or permit the use of such materials in the school environment and makes good faith efforts to limit access by students to such inappropriate materials.

POLICY:**Newburgh Board of Education****Computer Network System Use**

The Board directs the Superintendent of Schools to procure and implement the use of technology protection measures that block or filter Internet access by:

- adults to visual depictions that are obscene or child pornography, and

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- minors to visual depictions that are obscene, child pornography, or harmful to minors, as defined in the Children's Internet Protection Act.

Upon the approval of the Superintendent or his/her administrative designee, any such measures may be disabled or relaxed for staff members conducting bona fide investigations in accordance with criteria established by the Superintendent or his/her designee.

The Superintendent or his/her designee also shall develop and implement procedures that provide for the safety and security of students using direct electronic communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access or other unlawful activities; and access to inappropriate matter on the Internet and World Wide Web.¹ The Superintendent or his or her designee shall establish and implement procedures that enforce these restrictions.

The computer network coordinator shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements.

All users of the district's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette, and the district's

¹ In accordance with the Children's Internet Protection Act,

- *Child pornography* refers to any visual depiction, including any photograph, film, video, picture or computer or computer generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct. It also includes any such visual depiction that (a) is, or appears to be, of a minor engaging in sexually explicit conduct; or (b) has been

Newburgh Board of Education**Computer Network System Use**

created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (c) is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

- *Harmful to minors* means any picture, image, graphic image file, or other visual depiction that (a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (b) depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

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acceptable use policy. Failure to comply may result in disciplinary action including, but not limited to, the suspension or revocation of computer access privileges.

The district shall also provide age-appropriate instruction regarding appropriate online behavior, including:

1. interacting with other individuals on social networking sites and in chat rooms, and
2. cyberbullying awareness and response.

Instruction will be provided even if the district prohibits students from accessing social networking sites or chat rooms on district computers.

Privacy

Users acknowledge that the network administrator may periodically need to review on-line activities in the course of performing routine maintenance of the system. Users further acknowledge that if there is reasonable suspicion of a user having violated this Policy or its implementing regulations, or any applicable law, the network administrator and/or appropriate school official may require access to his/her files, including private correspondence and private files, to review on-line activities. Any administrator reviewing such files in accordance with this Policy shall not be subject to any claims arising out of such review.

The School District, however, prohibits the unauthorized disclosure, use and dissemination of personal information regarding minors by its officers, employees or agents.

Failure by any user to comply with District policy or regulations regarding the use of the computer network system may result in suspension and/or revocation of computer access and/or related privileges. Further, a breach in the terms of this Policy and Regulations may be considered an act of insubordination, which may result in disciplinary action in accordance with law, and applicable collectively negotiated agreements and legal action where appropriate.

Adoption:

Revised: December 18, 2001

Revised: November 25, 2008

Revised: February 24, 2010

Revised: November, 25, 2014

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Uso del Sistema de la Red de Informática

La Junta de Educación del Distrito Escolar Extendido de la Ciudad de Newburgh está comprometida con la meta de mejorar el aprendizaje y ofrecer una enseñanza eficaz. La Junta cree que el acceso a las redes informáticas, incluyendo el Internet y otras tecnologías, pueden ser una herramienta educativa y de investigación eficaz y valiosa. La Junta también cree que el sistema de la red de computadoras, a través de aplicaciones de programas de informática, bases de datos en el Internet, tableros de anuncios, características emergentes y usos de una red electrónica, mejorarán significativamente el aprendizaje de los estudiantes, así como proporcionarán oportunidades de comunicación local, estatal, nacional y global para el personal y los estudiantes. Por lo tanto, es la política de la Junta el apoyar y fomentar el uso de computadoras y tecnología relacionadas con las computadoras con el fin de apoyar la investigación abierta y la educación en el distrito. Se prohíbe el uso del sistema de la red de informática para otros fines, incluyendo pero no limitado a fines de lucro o actividades comerciales, asuntos personales o actividades ilegales.

Todos los usuarios del sistema de la red de computadoras del distrito, incluyendo pero no limitado a equipos electrónicos, correo electrónico e Internet, deben comprender que el uso es un privilegio, no un derecho, y dicha utilización implica responsabilidad por parte del usuario. Se proporcionará acceso a una computadora por el distrito para todos los estudiantes y los miembros del personal conforme a esta póliza. Con el fin de asegurar la integridad del sistema de la red del equipo en el distrito, cada titular de cuenta debe aceptar actuar responsablemente y cumplir con esta póliza y su normativa de desarrollo. Cualquier padre o tutor que no quiere que su niño tenga acceso al sistema de la red de computadoras del distrito deberá notificar al distrito por escrito. El superintendente de las escuelas deberá desarrollar las normas y reglamentos que rigen el uso y la seguridad del sistema de la red de computadoras del distrito.

La Página Web del Maestro

Todas las páginas web que residen en un servidor apoyado por el distrito o servicio son propiedad del Distrito Escolar Extendido de la Ciudad de Newburgh. Se prohíbe el uso comercial, uso para la búsqueda del beneficio personal o financiero, publicidad, solicitudes, así como el uso para cualquier propósito personal. El superintendente de las escuelas o su designado puede suspender el acceso al Internet en cualquier momento si un individuo es incapaz de cumplir con el protocolo o requisitos establecidos en el presente. Cada maestro y el personal son responsables por el contenido publicado en su página web alojada en los servidores y servicios respaldados por el distrito y seguirá todos los procedimientos del distrito. La página web del maestro puede enlazar sólo a páginas web que tengan trascendencia educativa y que estén relacionadas con el plan de estudios y actividades del distrito.

La Seguridad en el Internet

El acceso al Internet es proporcionado con el entendimiento de que el distrito no puede controlar el contenido disponible en el Internet. Mientras que la gran mayoría de las páginas web disponibles proporcionan una amplia variedad de información útil para los profesores y los alumnos, algunas páginas pueden contener información que es inexacta, ofensiva, difamatoria u otra manera inadecuada para los estudiantes. El distrito no condona ni permite el uso de dichos materiales en el entorno escolar y hace esfuerzos de buena fe para limitar el acceso de los estudiantes a tales materiales inapropiados.

Febrero 27, 2001

Adopción:

Página 1 de 3

Revisado: Diciembre 18, 2001

Revisado: Noviembre 25, 2008 Revisado:
Febrero 24, 2010

Revisado: Noviembre 25, 2014

La Junta Directiva rige al superintendente de las escuelas para adquirir e implementar el uso de medidas de protección tecnológicas que bloquean o filtran el acceso al Internet a través de:

- representaciones visuales de adultos que son obscenas o de pornografía infantil, y
- representaciones visuales de menores que son obscenas, de pornografía infantil, o perjudiciales para los menores, tales como se define en la Ley para la Protección de los Niños en el Internet.

Tras la aprobación del superintendente o su designado administrativo, cualquiera de estas medidas puede ser desactivada o liberada a los funcionarios de investigaciones auténticas según criterios establecidos por el superintendente o su designado.

El superintendente o su designado también deberá desarrollar e implementar procedimientos que proporcionen la protección y la seguridad de los estudiantes mediante comunicaciones electrónicas directas; monitoreo de las actividades en línea de los estudiantes utilizando computadoras del distrito; y restringir el acceso de estudiantes a los materiales que son perjudiciales para los menores de edad.

Además, la Junta Directiva prohíbe la divulgación no autorizada, uso y divulgación de información personal acerca de los estudiantes; acceso no autorizado en línea u otras actividades ilícitas; y el acceso a material inadecuado en el Internet y la World Wide Web.^{[11](#)} El superintendente o su designado deberá establecer e implementar procedimientos que hacen cumplir estas restricciones.

El coordinador de la red informática supervisará y examinará todas las actividades de la red de las computadoras del distrito para garantizar el cumplimiento de esta póliza y regulación de acompañamiento. Él o ella también será responsable de asegurar que el personal y los estudiantes reciban entrenamiento sobre sus requerimientos.

Todos los usuarios de la red de computadoras del distrito, incluyendo el acceso al Internet y al World Wide Web, deben entender que el uso es un privilegio, no un derecho, y que cualquier uso conlleva responsabilidad. Ellos deben cumplir con los requisitos de esta póliza y regulación de acompañamiento, además de las reglas de etiqueta de la red generalmente aceptada y póliza de uso aceptable del distrito. El incumplimiento puede resultar en acción disciplinaria, incluyendo, pero sin limitarse a, la suspensión o revocación de los privilegios de acceso de computadora.

El distrito también deberá proporcionar instrucción apropiada para la edad con respecto a un comportamiento adecuado en línea, incluyendo:

1. interactuar con otras personas en las páginas web de redes sociales y en salas de charlas (“chat rooms”), y
2. conocimiento y respuesta a acoso cibernético (“cyberbullying”).

USO DEL SISTEMA DE LA RED INFORMÁTICA

Se proveerá instrucción aun cuando el distrito prohíbe a los estudiantes que tengan acceso a las páginas web de redes sociales o salas de charlas (“chat rooms”) en computadoras del distrito.

La Privacidad

El usuario reconoce que el administrador de la red puede necesitar periódicamente revisar las actividades en línea (“online”) en el curso de mantenimiento rutinario del sistema. Además el usuario reconoce que si hay una sospecha razonable de un usuario haber violado esta póliza o su normativa de desarrollo o cualquier ley aplicable, el administrador de la red o el oficial escolar asignado puede requerir acceso a sus archivos, incluyendo correspondencia privada y archivos privados, para revisar las actividades en línea. Cualquier administrador que revise dichos archivos de conformidad con esta póliza no podrá ser objeto de cualquier reclamación que surja de dicha revisión.

El distrito escolar, sin embargo, prohíbe la divulgación no autorizada, uso y divulgación de información personal sobre menores por parte de sus oficiales, empleados o funcionarios.

Incumplimiento por cualquier usuario de la póliza del distrito o regulaciones sobre el uso del sistema de la red del equipo, puede resultar en la suspensión o revocación de acceso a una computadora o privilegios relacionados. Además, una violación de los términos de esta póliza y normativa puede considerarse un acto de insubordinación, que puede resultar en acción disciplinaria conforme a la ley y aplicable a los acuerdos colectivamente negociados y acciones legales cuando sea apropiado.

[\[1\]](#) según la Ley de Protección de Internet de los Niños,

- *Pornografía infantil* se refiere a cualquier representación visual, incluyendo cualquier fotografía, película, video, foto o computadora o computadora que genera imagen o foto, hecho o producido por medio electrónico, mecánico u otro, de conducta sexualmente explícita, donde la producción de dicha representación visual implica el uso de una menor participación en conducta sexualmente explícita. También incluye cualquier representación visual que (a) es o parece ser, de una menor participación en comportamiento sexualmente explícito; o (b) ha sido creada, adaptada o modificada para parecer una menor participación identificable a una conducta sexualmente explícita; o (c) es publicitada, promovida, presentada, descrita o distribuida de tal manera que transmite la impresión de que el material es o contiene una representación visual de un menor de edad participando en una conducta sexualmente explícita.
- *Nocivo para los menores de edad* significa cualquier foto, imagen, archivo de imagen gráfica u otra representación visual que (a) tomadas en su conjunto y con respecto a los menores de edad, hace un llamamiento a un interés lascivo en desnudez, sexo o excreción; (b) representa, describe o representa, de manera claramente ofensiva con respecto a lo que es apto para menores de edad, un acto sexual real o simulado o contacto sexual, actos sexuales normales o perversos reales o simulados o una exhibición lasciva de los genitales; y (c) tomado en su conjunto, que carecen de valor literario, artístico, político o científico en cuanto a los menores de edad.

POLICY:***Newburgh Board of Education*****OPERATIONS****No. 8201**

Computer Energy Conservation***Computer Energy Conservation***

In an effort to conserve both energy and the District's fiscal resources, the Board of Education encourages and supports a computer energy conservation program. To this end, it is the District's policy that all computers and monitors, as well as accessories, are shut down during all extended periods of inactivity, such as weeknights, weekends, holidays and recesses. In addition, to the extent feasible, the District will enable power management settings on computers such as "standby" or "hibernate" in order to reduce electricity consumption and costs.

Building level administrators are charged with the responsibility of monitoring and periodically testing computers in their buildings to ensure compliance with this policy.

POLICY:***Newburgh Board of Education*****OPERATIONS**

Adopted: December 16, 2008Cross Ref: Policy No. 7460: Energy Conservation &
Policy No. 7461: Energy Management Conservation*Page 1 of 1***No. 8202**

Internet Safety

Internet Safety

The Board of Education is committed to efforts that serve to make internet use safe for children. To this end, although unable to guarantee that any selected filtering and blocking technology will work perfectly, the Board directs the Superintendent of Schools to procure and implement the use of technology protection measures that block or filter Internet access by:

- adults to visual depictions that are obscene or child pornography, and
- minors to visual depictions that are obscene, child pornography, or harmful to minors¹, as defined in the Children's Internet Protection Act.

Subject to staff supervision, however, any such measures may be disabled or relaxed for adults conducting bona fide research or other lawful purposes, in accordance with criteria established by the Superintendent or his or her designee.

The Superintendent or designee also shall develop and implement procedures that provide for the safety and security of students using electronic mail, chat rooms, and other forms of digital communications; monitoring the online activities of students using district computers; and restricting student access to materials that are harmful to minors.

In addition, the Board prohibits the unauthorized disclosure, use and dissemination of personal information regarding students; unauthorized online access by students, including hacking and other unlawful activities; and access by students to inappropriate matter on the Internet and World Wide Web (collectively "Internet"). The Superintendent or designee shall establish and implement procedures that enforce these restrictions.

The Technology Director designated under the District's Computer Network or Responsible Use for Technology and the Internet Policy, shall monitor and examine all district computer network activities to ensure compliance with this policy and accompanying regulation. He or she also shall be responsible for ensuring that staff and students receive training on their requirements. The district shall also provide age appropriate instruction to students regarding appropriate online behavior including but not limited to interacting on social networks, websites and chat rooms, and cyberbullying awareness and response. Such instruction will be provided even if the District prohibits students from accessing social networking sites and chat rooms on District Technology.

All users of the District's technology resources, including access to the Internet, must understand that use is a privilege, not a right, and that any such use entails responsibility. Users must comply with the requirements of Federal and State laws and regulations, this policy, in addition to generally accepted rules of network etiquette, and the District's Computer Network

POLICY:**Newburgh Board of Education****OPERATIONS**

¹ Any picture, image, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, and actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.

Adopted: June 27, 2012 Ref: *Public Law No. 106-554 (Children's Internet Protection Act)* *Public Law No. 110-384 (Protecting Children in the 21st Century Act)*
47 USC §254 20 USC §6801 Page 1 of 2

No. 8202 Internet Safety

Systems Policy. Failure to comply may result in disciplinary action including but not limited to the suspension and revocation of technology access privileges; discipline in accordance with law and the District Code of Conduct for students, discipline in accordance with law and applicable collectively negotiated agreement for employees, as well as legal action where appropriate.

POLICY:***Newburgh Board of Education*****OPERATIONS**

Adopted: June 27, 2012Ref: *Public Law No. 106-554 (Children's Internet Protection Act)**Public Law No. 110-384 (Protecting Children in the 21st Century Act)*

47 USC §254

20 USC §6801

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No. 8331

School District Website

School District Website

In order to support the vision and mission of the Newburgh Enlarged City School District, the District maintains a website for the following purposes:

1. showcasing innovative student and staff educational projects, presentations and learning experiences.
2. providing a gateway to District and community resources, as well as to educational websites;
3. providing a means for the community to access District information; and
4. providing a means for encouraging communications among students, District personnel, the community and associated organizations.

The School District website may not be used for any commercial promotional activity, financial gain or personal use.

The Superintendent of Schools shall promulgate regulations for the use of the School District website.

POLICY:***Newburgh Board of Education*****OPERATIONS**

Adopted: November 29, 2005

*Page 1 of 1***No. 8332**

Student Photographs/Digital Images on Web Sites

Student Photographs/Digital Images On Web Sites

In recognition of the potential dangers inherent in using student photographs on the District's websites, it is the policy of the Board of Education to prohibit the use of student photographs on the District's websites and in the District's e-newsletter unless it is a distant group photograph and no student is identifiable. Notwithstanding the above, a student's photograph/digital image may be used on the District's website and in the District's e-newsletter with the parent's/guardian's written permission.

It is the further policy of the Board of Education that only students' first names will be used on the website and that no student names will be used in conjunction with photographs, artwork and written work, unless specific written permission is received from the student's parent/guardian to do so.

POLICY:

Newburgh Board of Education

OPERATIONS

Adopted: November 29, 2005

Page 1 of 1

Use of Electronic Devices

Students

The Board of Education recognizes and respects that parents want to communicate with their children going to and from school for safety reasons. Therefore, students are permitted to bring personal electronic devices to school; however, once a student enters the school building, such devices must be turned off and kept out of sight during the hours of the student instructional day. In addition, all headphones and earbuds must be stored and kept out of sight. If such device, headphones or earbuds are seen or used during the student instructional day, except under the limited circumstances set forth in this policy, the following are the consequences:

- First offense - the device (defined to include headphones and/or earbuds) will be confiscated until the parent/guardian ("parent") comes to school to pick it up. The parent must also sign a document acknowledging that if there is a second offense the device will be confiscated until the end of the quarter and if there is a third offense, the device will be confiscated until the end of the school year.
- Second offense - the device will be confiscated until the end of quarter.
- Third offense - the device will be confiscated until the end of the school year.

If a student refuses to turn over the device, headphones and/or earbuds to the teacher or administrator, there will be disciplinary consequences in accordance with the District Code of Conduct.

For purpose of this policy, personal electronic devices may include but are not limited to:

- Existing and emerging mobile communication systems and smart technologies (e.g., cellular phones, iPhones, Smartphones, Internet enabled phones);
- Personal Digital Assistants (PDAs) (Palm organizers, pocket PCs etc.)
- Handheld entertainment systems (MP3 players, iPods, ear buds, etc.)
- Current or emerging wireless technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing etc.
- Accessories such as headphones and earbuds.

The Board of Education prohibits 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. The Board of Education also prohibits audiotaping, videotaping or photographing on school property, except with permission of a staff member or for the purpose of photographing or videotaping public events (e.g., athletic events, plays, concerts, awards ceremonies). A student who violates this paragraph will be subject to discipline in accordance with law and the District Code of Conduct.

Examinations

In order to ensure examination security, except as specifically required by law, , the possession and/or use of any such electronic devices is prohibited during any test, examination, quiz etc. In addition to being subject to discipline and confiscation of the device, a student determined to have cheated on a quiz, test or examination through the use of an electronic device shall be given a grade of zero in that quiz, test or examination.

Students may not possess any electronic communication device or technology during Regents Examinations either in the room where the test is administered or while on a supervised break and until the examination has been completed, handed in and the student has left the examination room. If a student is observed with any such device or related technology while taking a State examination, the student will be allowed to complete the examination. The incident shall be reported to the Building Principal. If the Building Principal determines that the student had a prohibited device in his/her possession during the examination, the test will be invalidated and no score will be calculated for the student.¹ The incident must also be reported, in writing, to the New York State Education Department, Office of State Assessment.

Employees

Employees must keep electronic devices turned off during student instructional time. Failure to do so may subject the employee to discipline in accordance with law and any applicable collectively negotiated agreement.

Emergencies

During health and safety emergencies, such as fire drills, bomb threats and evacuations, no electronic devices may be used by students, staff or any third party, for the safety of students and staff, unless express permission is given by the Building Administration or staff member in charge.

Privacy

Personal electronic devices shall not be used in any way that threatens, humiliates, harasses or intimidates students, staff or visitors, or otherwise violates District policies and regulations or state or federal laws. Students are prohibited from sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexually explicit nature on their personal electronic devices while on school premises, at school-sponsored activities or on school transportation, or from offcampus and which are received at school or school activities.

¹ *Section 225 of the Education Law makes fraud in examinations, such as obtaining aid from or giving aid to another person during a Regents Examination, a misdemeanor.*

The Board of Education prohibits any form of photography, tape recording or video recording of any individual on school property, in school facilities or at school-sponsored activities without that individual's knowledge, as well as the dissemination of any photograph or recording without the individual's permission. In no event shall any individual photograph or record in a zone where an individual has a reasonable expectation of privacy, including but not limited to locker rooms, bathrooms, and Nurse's office. A student who violates this policy shall be subject to discipline in accordance with law and the District Code of Conduct. An employee who violates this policy shall be subject to discipline in accordance with law and any applicable collectively negotiated agreement. Law enforcement authorities will be contacted in an appropriate case.

Enforcement

It shall be the responsibility of District staff members (including but not limited to administrators, teachers, teaching assistants, teacher aides and security guards) to strictly enforce the provisions of this policy and to report violations to the building administration.

Responsibility

The decision to bring electronic devices to school or school sponsored events rests with the individual student and his/her parents/guardians or the individual employee, respectively, and therefore the responsibility for such devices rests solely with the individual student or employee. The School District discourages bringing electronic devices to school. The School District assumes no responsibility or liability whatsoever for investigating, repairing or replacing an electronic device in the event that an electronic device is damaged, misplaced or stolen during the school day, when on school property or when in attendance at a school sponsored event, whether on or off of school property. The School District further assumes no responsibility or liability for any claims, losses, damages, suits, expenses or costs (including but not limited to communication bills, data usage bills) of any kind arising out of or related to the use or possession of a personal electronic device.