

CARTHAGE CENTRAL SCHOOL DISTRICT



INSTRUCTIONAL TECHNOLOGY PLAN 2015-2018



Computer Technology Mission Statement

The Carthage Central School District will provide computer-related technology and appropriate training to implement curriculum and instruction that meets or exceeds the CCSD exit outcomes, the New York State Core Curriculum, and College/Career Readiness Standards.

District Computer Technology Committee

The Technology Committee focuses on district wide staff development and technology improvement for the education of district students. The committee consists of one representative from each of the following positions:

Instructional	Carthage High School, Carthage Middle School, Black River Elementary, Carthage Elementary, West Carthage Elementary, Library Media Specialist, Special Education, District Instructional Technology Specialist (Co-Chairperson)
Other	District Administrator, Computer/Teaching Assistant, Board of Education (minimum of one), Director of District Computer Technology (Co-Chairperson)

The committee will meet once a month during non-instructional time. However, release time may be granted as needed to provide the committee with the necessary time for training or planning. The purpose of the District Technology Committee will be to plan for the schools' technology needs and to offer ideas and suggestions for acquiring and implementing equipment and software, training staff, and evaluating technology programs. A student focus group will attend several meetings throughout the year. A possible community focus group may be solicited during different times of the school year.

District Demographics

The Carthage Central School District consists of six instructional buildings: three K-4 elementary level buildings, one 5-8 middle school level, one 9-12 high school level, and one alternative education building. The district spans across a distance of 202 square miles and has an enrollment of approximately 3,600 students. This technology plan will need to be fluid to accommodate additional needs before increases become reality. The district currently provides over 3,000 computers, as well as peripherals, software, and alternative electronic devices to students and staff.



Vision of the Instructional Technology Program

The Carthage Central School District is dedicated to preparing its students to be successful in the ever-changing society. It is, therefore, important that students understand and incorporate present and future technologies into their lives. Through computer technology and associated applications and devices, each student has the opportunity to acquire transferable skills and knowledge that will last for a lifetime. This will include district provided equipment, as well as personal devices (i.e., Bring Your Own Device - BYOD). It is from this rationale that the district asserts the importance of technology in education as a driving force for change in the educational environment.

The Instructional Technology Plan represents a continued and systematic infusion of technology throughout the district. Through the implementation of this plan, all staff and students will continually develop technological proficiencies as an important foundation for their success. It outlines what needs to be accomplished at specific grade levels in order for students to meet or exceed the CCSD exit outcomes, the New York State Core Curriculum, and College/Career Readiness Standards.

Goals of the Instructional Technology Plan

This plan provides guidelines to meet students' needs and to help them develop more sophisticated computer competencies, skills, and practices throughout their PreK-12 learning experiences at the Carthage Central School District. In addition, the district's mission statement, the district's goals, and the district's exit outcomes shape the philosophy and design of the plan. This plan does the following:

- Defines the roles and expected competency levels of computer-related technologies at various grade levels.
- Outlines the professional development strategies that ensure appropriate software, hardware, and online tools training.
- Establishes a flexible timeframe for implementation of the computer technologies.
- Strives to be forward thinking and prepared for change.
- Works to be ever conscious of fiscal constraints and seeks creative means to fund needed advancement.
- Provides an opportunity and system for assessing and implementing the telecommunication services, hardware, software, and other technology services.



District Requirements for Effective Implementation of Technology

Continuing advances in technology are bringing changes that have an increasing impact on the way the district obtains, processes, presents, evaluates, and uses information. Therefore, the district is committed to the following:

- **Shared Vision:** Proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community.
- **Empowered Leaders:** Stakeholders at every level empowered to be leaders in effecting change.
- **Implementation Planning:** A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources.
- **Consistent and Adequate Funding:** Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development.
- **Equitable Access:** Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders.
- **Skilled Personnel:** Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources.
- **Ongoing Professional Learning:** Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.
- **Technical and Instructional Support:** Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources.
- **Curriculum Framework:** Content standards and related digital curriculum resources that are aligned with and support digital-age learning and work.
- **Student-Centered Learning:** Planning, teaching, and assessments will center around the needs and abilities of individual students (i.e., assistive technology).
- **Assessment and Evaluation:** Continuous assessment and evaluation of the use of ICT and digital resources.
- **Engaged Communities:** Partnerships and collaboration within communities to support and fund the use of ICT and digital learning resources.
- **Support Policies:** Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and district operations.
- **Supportive External Context:** Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards.



International Society for Technology in Education (ISTE) Standards for Students 2007 (As of 12/09/2011) Reprinted with permission from *National Education Technology Standards (NETS) for Students – Connecting Curriculum and Technology*, published by the International Society for Technology in Education (ISTE) NETS Project.

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues
- d. identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. develop cultural understanding and global awareness by engaging with learners of other cultures
- d. contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems
- b. select and use applications effectively and productively
- c. troubleshoot systems and applications
- d. transfer current knowledge to learning of new technologies



Instructional Technology Competency Indicators

Through the use of technology in the district curriculum, students will gain experience with the following indicators by the end of the school year.

General Indicators:

Follow Acceptable Use Policy and adhere to the Responsible Use Agreement

Kindergarten

- Have a simple understanding of the Responsible Use Agreement.
- Identify the hardware components of a computer system.
- Demonstrate proper care and use of computers.
- Use mouse to point and click on items.
- Recognize how to locate and use letters, numbers, enter, and backspace on a keyboard.
- Use interactive websites, and/or interactive software.
- Log on and log off a computer using a user ID and password with assistance.
- Recognize that the computer is a source of information.

Grade One

- Have an understanding of the Responsible Use Agreement.
- Practice competencies of previous grade levels.
- Discuss ownership of computer-created work (naming and saving files).
- Identify basic software terms (i.e. menu, toolbar, icon, desktop, window, shut down, log off, etc.).
- Introduce keyboarding concepts (including posture & hand position).
- Recognize how to locate and use letters, numbers, and special keys on a keyboard (i.e. shift, enter key, space bar, period, comma, etc.).
- Begin to read and follow on-screen directions.
- Recognize word processing software as a tool for writing by typing words and sentences with the keyboard.
- Log on and log off a computer using a user ID and password independently.
- Introduce proper shutdown procedure.



Grade Two

- Practice competencies of previous grade levels.
- Recognize an individual's rights of ownership to computer-generated work (basic copyright).
- Identify how electronic databases (i.e., library card catalog, Internet search engines, etc.) are used in the school, neighborhood, and community as ways to collect, organize, and display information.
- Introduce the concept of opening/closing programs.
- Implement keyboarding program.
- Insert a picture in a document.
- Use word processing software to enter, save, print, retrieve text, and produce a one paragraph document in one sitting.

Grade Three

- Practice competencies of previous grade levels.
- Recognize that the copyright law protects what a person, group, or company has created.
- Use word processing software to enter, save, print, retrieve text , and produce a two-three paragraph document in one sitting.
- Demonstrate proper keyboarding techniques for upper and lower case letters.
- Locate and gather information about a topic from quality sources by using research tools, software, and\or electronic databases. (i.e., library card catalog, Internet search engines, etc.).
- Use basic copy and paste in a word processed document.

Grade Four

- Practice competencies of previous grade levels.
- Maintain, expand, and improve proper keyboarding techniques.
- Use word processing tools to enter, edit, save, print, retrieve text, and produce a one page document in one sitting.
- Use basic word processing functions regularly (i.e., copy/paste, insert, text formatting).
- Create a project as a group/class activity using presentation or publishing tools.
- Use research to create a technology-enhanced project and cite sources of copyrighted material.
- Introduce digital citizenship, cyber bullying, cyber etiquette, and other related concepts.
- Recognize and evaluate quality sources of information obtained through the use of telecommunication technologies, i.e., Internet, electronic resources, etc.



Grades Five through Eight

- Practice competencies from previous grade levels.
- Demonstrate efficient computer skills (i.e., organizing folders, using appropriate word processing functions, creating graphs and charts).
- Develop an understanding of global digital citizenship, i.e., social media practices, collaborative online work spaces, and global awareness.
- Develop and refine search strategies to obtain information.
- Plan and create technology-based projects relevant to the curriculum and select and utilize appropriate technologies.
- Save and open files from external drives (thumb drives, network).
- Recognize and evaluate quality sources of information obtained through the Internet.
- Understand and sign the Responsible Use Agreement School (Level 5-8).
- Demonstrate an understanding of plagiarism by citing sources.
- Understand copyright law and its legal implications.
- Recognize and model appropriate behaviors relating to security, privacy, passwords, and personal information.

Grades Nine through Twelve

- Practice and refine competencies from previous grade levels.
- Understand and sign the Responsible Use Agreement School (Level 9-12).
- Demonstrate ability in using current technologies.
- Identify issues surrounding complex technology environments.
- Organize and manipulate data through various applications in order to interpret and present data.
- Select and use appropriate technology to efficiently collect, analyze, and display data.
- Select and use appropriate technologies as a means of artistic expression.
- Use electronic resources for research.
- Adhere to copyright guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.
- Demonstrate legal and ethical behaviors when using information technology.
- Understand real world opportunities and applications for technology.
- Utilize technology for assistance and transition to post-high school endeavors.



Staff Development

- **Staff Training to Help Students Meet Grade Level Competencies in Technology**

The district will provide staff training and assistance that allows teachers to feel comfortable and proficient in the use of technology to ensure that their students acquire baseline technology competencies necessary for the beginning of the next grade level. With baseline technology competencies in place at the beginning of the year, teachers will be able to concentrate in using technology as a tool to increase and enhance learning for students. Teachers' primary focus will be on truly integrating technology into the curriculum, rather than only teaching prerequisite skills necessary to integrate that technology. Training and assistance will focus on raising teacher proficiency levels. As shown below, this will promote integration of technology to help meet and exceed the NYS standards and will provide for effective communication with parents and students.

- **Training and Assistance to Help Teacher Efficiently and Effectively Use Technology to Meet and Exceed NYS Common Core Standards**

The district will provide staff training and assistance that will empower teachers with the necessary knowledge, skills, and confidence to create and implement projects using technology as a tool to increase and enhance student learning. Teachers will go through a project development process that takes into account their own abilities using technology, student abilities, needs of the curriculum, academic standards for their grade level, as well as hardware and software needs. Group and individual assistance will provide teachers with the knowledge and ability to integrate technology-based projects in their classroom. This will be accomplished through a blend of whole group, turnkey, and individual instruction.

- **Training and Assistance to Help Teacher Efficiently and Effectively Communicate with Students, Parents, and the Community**

The district will provide staff training and assistance that will empower teachers with the necessary knowledge, skills, and confidence to create a bridge of communication among school, home, and the community. The use of telecommunication technologies will provide the tools to accomplish this goal. Teachers will be prepared to use e-mail, Internet resources and Infinite Campus (SIS) to increase communication. Teachers will be provided the opportunity to learn and utilize web-related skills (i.e., class websites, podcasts, blogs, etc.) as an avenue for communication with parents and students.



ISTE Standards for Teachers 2008 (As of 12/09/2011)

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Effective teachers will model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers will:

- a. Promote, support, and model creative and innovative thinking and inventiveness.
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers will:

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers will:

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.



4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers will:

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers will:

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community copyright.

In order for the Carthage Central School District to accomplish these standards, the district has identified the following elements as key to the staff development process:

1. Every year, new teachers will receive the appropriate number of professional development hours as required by the district's mentor program. Topics include an orientation to the network, e-mail, how to access the Internet, review of the district web site, the use of *My Learning Plan*, *Staff Access Page*, *Infinite Campus*, *Tableau*, *COMETnet*, and file management on the network. File management covers how to use the network's shared folders and home directories.
2. The district's instructional technology specialists or computer assistants will work with teachers to set up projects integrating technology in the classroom. Effective utilization of computer technology resources, including classroom and lab computers, as well as the district's network, will be coordinated and developed.
3. All teaching staff will be asked to complete a needs assessment to determine individual and district needs during a Superintendent's Day.
4. Staff development time will be set aside for staff to access new technologies.
5. The Computer Technology department staff members will receive necessary training to effectively meet the needs of teachers and staff using computer technology in the classroom.



ISTE Standards for Administrators 2009 (As of 12/09/2011)

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1. Visionary Leadership.

Educational 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. Educational Administrators will:

- 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.

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

- 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.

Educational 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. Educational Administrator will:

- 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.

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4. Systemic Improvement.

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

- 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.

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

- 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.

Infrastructure and Hardware

Infrastructure

West Carthage Elementary, the Carthage Middle School, and the Transportation Building are connected directly to the Carthage High School via direct fiber lines.

Fiber optic lines create a Wide Area Network connecting the Carthage High School, Black River Elementary, Carthage Elementary, and Great Bend together through the DANC project, as well as tying the district into the Jeff-Lewis BOCES Fiber Network.

Building level network backbone includes wiring closet(s), switches, and virtual file servers which are housed at the high school campus with replication to the Great Bend building.

There are numerous virtual and physical file servers for file storage and application services.

All instructional buildings are wired with managed access points throughout the building at a rate of 50% classroom saturation. All access points are managed by a centralized wireless controller located in the high school MDF.

Voice/data/mail/video communications systems are established across the district.



Hardware

PC compatible computers are installed district wide to ensure consistency, manageability and economy.

A range from 1 to 12 computers (desktops, netbooks, and/or laptops) is present in each classroom.

Chromebooks are being utilized in the middle school and high school. A modified one-to-one Chromebook pilot is in place in the high school English department.

iPads are infused into classrooms at the K-1 grade level, as well as in Special Education classrooms.

District Computer Labs		
High School	Middle School	Elementary Buildings
Computer Lab A	Computer Applications Lab - 6th Grade Lab	1 Computer Lab per building
Graphics Lab	7 th Grade Lab	
Project-Lead-the-Way Lab	8 th Grade Lab	
Learning Lab – study hall	Technology Lab	
Staff Development Lab	Electronic Music Lab	
Music Lab		
Library Lab	Library Lab	

Movable, Wireless Laptop/Netbook/Tablet Carts in District		
High School	Middle School	Elementary Buildings
4 Laptop Carts	3 Laptop Carts	1 Laptop Cart
6 Apex Laptop Carts	1 STEM Laptop Cart	1 netbook Cart
4 STEM Laptop Carts	1 Special Ed Laptop Cart	Black River - 4th grade PBL classrooms have one Laptop Cart each with 15 Laptops
3 Chromebook Carts	10 Chromebook Carts	
1 Project Lead the Way Cart		



Districtwide advanced scientific, graphic, and technical hardware:

- Peripherals in each building, such as: document cameras, web cameras, interactive whiteboards, 3-D printers, digital cameras, scanners, CPS (clickers), CD-writers, mounted and/or portable projectors in all classrooms.
- Video conferencing equipment to be utilized for instructional purposes via the telecommunication lines.
- Tablet PCs or laptops for all teachers.
- Laptops provided to each building for use on a sign-out basis.
- Internet filtering server.

Software Applications		
<u>Elementary (K-4)</u>	<u>Middle School (5-8)</u>	<u>High School (9-12)</u>
<ul style="list-style-type: none"> • Windows OS • iOS • MS Office • Google Docs • Gmail • Microsoft Browser • Mozilla Firefox • Chrome • Lightspeed Internet Filter System • Infinite Campus (SIS) • COMETnet Private Cloud • SMARTBoard software – SMART Notebook, SMART Tools • CPS (Classroom Performance System) – “Clickers” • Kurzweil 3000 • Learning.com • Multimedia research online: Library databases • Earobics 1 & 2 (web and standalone) • Essential Skills – Read to Succeed, Reading Comprehension, Super Phonics, Super Phonics Level 2 	<ul style="list-style-type: none"> • Windows OS • iOS • MS Office • Google Docs • Gmail • Microsoft Browser • Mozilla Firefox • Chrome • Lightspeed Internet Filter System • Infinite Campus (SIS) • COMETnet Private Cloud • SMARTBoard software – SMART Notebook, SMART Tools • CPS (Classroom Performance System) – “Clickers” • Kurzweil 3000 • Learning.com • Multimedia research online: Library databases • Exam software – subject specific • Read 180/SRI • GuidanceDirect – Career and College online • Music software - Sibelius/Practica, Musica/Band in a Box, Cakewalk, and Finale 	<ul style="list-style-type: none"> • Windows OS • iOS • MS Office • Google Docs • Gmail • Microsoft Browser • Mozilla Firefox • Chrome • Lightspeed Internet Filter System • Infinite Campus (SIS) • COMETnet Private Cloud • SMARTBoard software – SMART Notebook, SMART Tools • CPS (Classroom Performance System) – “Clickers” • Kurzweil 3000 • Multimedia research online: Library databases • Exam software – subject specific • Read 180/SRI • GuidanceDirect – Career and College online • Music software - Sibelius/Practica, Musica/Band in a Box, Cakewalk, and Finale • GIS (geographic mapping software) • CorelDraw & Corel Photopaint



<ul style="list-style-type: none">● Microgram Programs– Mathosaurus 1&2● Turbo Math Maniacs● Clock Faces● Coin Critters● Turbo Math Facts● Number Concepts 1 & 2● Letterbugs		<ul style="list-style-type: none">● Adobe PageMaker & Photoshop● Pasco scientific software● Project Lead the Way● Geometers Sketchpad● Chief Architect● APEX Online Learning
Additional software to meet the specific needs of curricular areas		

Assistive Technology

The district has made provisions for assistive technology for students with disabilities by ensuring that all IEP accommodations are met. If the accommodations require the use of assistive technology, then the district’s Assistive Technology Team assesses the need and makes appropriate recommendations to ensure the students have equal access to the general education curriculum.

Special Education staff has equal opportunity to attend appropriate staff development throughout the region and the state. Many staff also utilize visitations to neighboring districts to observe how the new technology functions for students with disabilities before the district purchases the assistive technology for its students.

In addition to meeting the instructional curriculum within Special Education, the district has developed an Assistive Technology Team. The team members attend appropriate regional training to learn about the most recent assistive technologies. The staff returns to the school for trials with appropriate students. Thus, staff is able to make appropriate recommendations for purchasing the technology.



Budgetary Considerations

Experience has taught the district that the process of education is a global, not a linear, one. The district understands that a variety of practices will be employed on an on-going basis to move from the current configuration to the identified goals.

Projected Technology Budget			
Category	2015-2016	2016-2017	2017-2018
Hardware	\$82,000	\$80,000	\$80,000
Software	\$53,320	\$55,000	\$55,000
Supplies & Materials	\$77,288	\$77,288	\$77,288
Madison-Oneida BOCES/RIC (Multi-year purchases and services)	\$182,001	\$187,461	\$190,000
Capital Projects	\$900,000		
Staff Development	TBD	TBD	TBD
Grants	TBD	TBD	TBD

Funding for the technology needs of the district may come from various sources which may include: local hardware and software funds, state or federal grants, Model Schools/CLO COSER, donations, parent groups (PTO), or loans. This funding will be used not only to purchase the equipment and software needed, but also to provide instruction to staff members.



Evaluation

The intent of technology in education is to improve instruction and increase student achievement. To achieve this goal, the district will use the following tools to measure the effectiveness of the integrated curriculum.

- Students will develop and demonstrate a broad spectrum of technology skills in creating high quality work, which will meet or exceed the New York State Common Core Standards and College/Career Readiness Standards.
- Students will produce high quality work in all classes as evidenced by local test scores and exhibitions.
- Student work will show evidence that students have met the instructional technology competency standards for their grade level as outlined in this plan.
- Students will meet or exceed mastery level on the New York State Technology Assessment.
- Teachers will be evaluated in the use of instructional technologies as part of the Annual Professional Performance Review.
- Teachers and students will be asked to complete a computerized survey to evaluate their technology proficiency skills.



POLICIES AND DOCUMENTS



Carthage Central School District

Acceptable Use Policy

The responsible use of computers and computer networks is a powerful tool in the support of the instructional program. The purpose of the Carthage Central School District (CCSD) Educational Information Network is to provide quality, equitable, efficient access of technology resources to support and enhance our curriculum. In support of the CCSD mission statement, access to our network will provide connections to worldwide resources and facilitate local, regional, and worldwide communications. This policy outlines acceptable and unacceptable use of the CCSD network, a wide area network linking the schools, administrative offices, and the Internet. This includes all users of the CCSD network.

Acceptable Use

Use of the CCSD network should be done in a proper and ethical manner to meet the vision or educational goals summarized above. The CCSD network is a shared resource and will only fulfill its mission when used appropriately. Acceptable use can include, but not be limited to, the list of rules below:

- The CCSD network is established solely for educational purposes and their support. CCSD network users are responsible for all activities under their account.
- Any CCSD network user's traffic that traverses another network may be subject to that network's acceptable use policy.
- Users shall only use their own user identification to log in to the CCSD network.
- Users will abide by this policy even when using their own personally owned device(s) in accordance with the Bring Your Own Device (BYOD) Agreement.

Unacceptable Use

Any use of the CCSD network should be focused on productive educational goals. Any intentional behaviors or practices that hinder or disrupt such goals can be considered unacceptable. Unacceptable use can include, but not be limited to, the list of rules below:

- Any use of the CCSD network for commercial, religious purposes or political lobbying is prohibited.
- Under no circumstances should a user give out their user identification or password to another user.
- Any use of the CCSD network for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited. Illegal activities shall be defined as a violation of local, state, or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, including the intentional introduction of viruses, corruption of systems, files and resources.
- Vandalism, which is defined as any malicious attempt to harm or destroy school equipment or data on the network or the Internet, may result in cancellation of privileges and/or criminal prosecution.
- Any access to files other than those authorized for the specific user by CCSD is a crime, which may result in a felony arrest.
- Any use of the CCSD network for purposes in conflict with approved school board policies & procedures are prohibited. School policy prohibits the illegal copying of documents, software, and other materials.



CCSD Network Access & Accounts

- Access to the CCSD network is considered a privilege and is permitted to the extent that available resources allow.
- All CCSD personnel and students are eligible for a CCSD network account on a CCSD network server.
- Every network user shall be assigned a unique and secure password to access the CCSD network. This user identification and password must not be shared with others.
- Network accounts may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on or accessed by district computers are private.
- From time to time, the CCSD will make decisions on whether specific uses of the CCSD network are consistent with this policy. The district shall remain the final authority on use of the network and the issuance and cancellation of user accounts.

Internet Access

The district provides access to the internet via the CCSD network. Standard use of the internet utilizes a proxy server based filter that screens for non-curriculum related pages. Due to the nature of such filtering technology, the filter may at times filter pages that are inappropriate for staff & student research. Unfiltered accounts will not be granted to anyone who uses the CCSD network. Staff and students should be aware that the server logs all web access and that these logs may be reviewed periodically during normal system maintenance.

Electronic Mail

Electronic mail (e-mail) is provided to staff and students in support of the instructional program and its support services. Acceptable use of e-mail is based on common sense, common decency and civility as applied to all communications within the electronic environment. In addition to the broad acceptable use principles, the following unacceptable uses of e-mail are specifically delineated:

- Sending harassing, abusive, or offensive material to or about others.
- Intercepting, altering, or disrupting e-mail systems and/or messages.
- Introducing messages and graphics to e-mail systems with the intent to cause network congestion.

Electronic communications are protected by the same laws and policies, and are subject to the same limitations as other types of media. When using or storing messages on the network, the user should consider both the personal ramifications and the impact on the school system, should the messages be disclosed or released to other parties. Extreme caution must be used when committing confidential information to the network, as its confidentiality cannot be guaranteed. Messages sent to the wrong address could be used inappropriately and the receiver could save the information indefinitely. Employees and students should not consider e-mail as private.



Carthage Central School District Bring Your Own Device (BYOD) Agreement for Students

Purpose:

In an effort to put students at the center and empower them to take control of their own learning, the Carthage Central School District will allow high school students to use personal technology devices. BYOD for students will be phased in the district’s other buildings after the pilot in the high school is evaluated. Students wishing to participate must follow the responsibilities stated in the Acceptable Use Policy, as well as the following rules.

Rules:

1. Any student who wishes to use a personally owned electronic device within the Carthage Central School District grounds must read and sign this agreement and submit it to the building principal.
2. The student takes full responsibility for his/her device and keeps it with him/her at all times. The district is NOT responsible for the security, care, repair, replacement, or any modifications needed to use the device at school.
3. The school reserves the right to inspect a personal device. Any violations of board policies, administrative procedures, school rules, or any misconduct while using the personal device can result in the loss of use of the device in school and/or disciplinary action.
4. A personal device will be charged prior to bringing the device to school and will be capable of running off its own battery while at school.
5. The student may not use the device(s) to record, transmit, or post photos or videos of a person or persons on campus.
6. Wired network access, as well as mobile broadband (i.e. Verizon, AT&T, etc.), is not permitted. All devices must only connect via the BYOD wireless network.
7. Students may only use their own devices by permission of the staff member who is responsible for the student.

Device Types:

For the purpose of this program, the word “device” means a privately owned wireless and/or portable electronic piece of equipment and includes laptops, netbooks, tablets/slates, e-readers, and iPod Touches (wi-fi only) and iPads (wi-fi only). Cell and smart phones and any device that can access the Internet through a 3rd party provider (Verizon, AT&T, etc.) are not allowed.

As a student, I understand and will abide by the Responsible Use Agreement and the BYOD agreement. I further understand that any violation of the above can result in the loss of my network and/or device privileges, as well as other disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the Responsible Use Agreement and the BYOD agreement. I have read and discussed the information with him/her, and he/she understands the responsibility needed when using the CCSD network and the personal device.

Student Signature: _____ Date: _____ Grade Level: _____

Student Printed Name: _____

Parent Signature: _____ Date: _____

Parent Printed Name: _____



Carthage Central School District

Bring Your Own Device (BYOD) Agreement for Staff

Purpose:

The Carthage Central School District will allow staff to use personal technology devices. Staff wishing to participate in BYOD must follow the responsibilities stated in the Acceptable Use Policy as well as the following rules.

Rules:

1. Any staff who wishes to use a personally owned electronic device within the Carthage Central School District grounds must read and sign this agreement and submit it to the IT department.
2. The staff member takes full responsibility for his/her device and keeps it with him/her at all times. The district is not responsible for the security, care, repair, replacement, or any modifications needed to use the device at school.
3. The school reserves the right to inspect a personal device. Any violations of board policies, administrative procedures, school rules, or any misconduct while using the personal device can result in the loss of use of the device in school and/or disciplinary action.
4. Any personal device will be charged prior to bringing the device to school and will be capable of running off its own battery while at school.
5. Wired network access, as well as mobile broadband (i.e. Verizon, AT&T, etc.), is not permitted. All devices must only connect via the BYOD wireless network.

Device Types:

For the purpose of this program, the word “device” means a privately owned wireless and/or portable electronic piece of equipment and includes laptops, netbooks, tablets/slates, e-readers, and iPod Touches (wi-fi only) and iPads (wi-fi only).

As a staff member, I understand and will abide by the Responsible Use Agreement and the BYOD agreement. I further understand that any violation of the above can result in the loss of my network and/or device privileges, as well as other disciplinary action.

Staff Signature: _____

Date: _____

Printed Name: _____



**Carthage Central School District
Information Technology Department
Staff Laptop/Tablet Agreement**

Name of Staff Member: _____

Your signature below indicates that you understand and accept the following requirements:

- The laptop/tablet computer is the property of the Carthage Central School District. During a staff member’s extended absence, the computer has to be available to the substitute teacher in the school building.
- Appropriate and professional use of the laptop/tablet is governed by the guidelines set forth in the CCSD Acceptable Use Policy, and the CCSD Internet Safety Policy, as well as local, state, and federal laws.
- **The laptop/tablet must be in school every day to be available to students during the school day since all computers have to be available for student and faculty use.**
- The CCSD IT department has the right to request the return of the laptop/tablet for maintenance.
- Any type of hardware or software changes to the laptop/tablet is prohibited. Only CCSD IT staff may make changes to the laptop/tablet. **Adhering of decals, stickers, or any adhesive to the tablet/laptop is prohibited.**
- Responsible steps will be taken to ensure the security, use, and transportation of the laptop/tablet to avoid damage or theft of the computer or its components. The security of the electronic pen, included with the tablet, is also the responsibility of the teacher. In the case of a lost pen, a teacher will have to cover the cost (market value) of the pen.
- Techhelp@carthagecsd.org will be notified immediately if any damage or theft to the laptop/tablet occurs.
- Notification to the CCSD IT department is required upon retirement, resignation, leave of absence, or for other changes in employment status. The laptop/tablet must be returned to the CCSD IT department as a result of the above circumstances.

Signature _____

Date _____

OFFICE USE ONLY				
Hardware:	Manufacturer:	Model #:	Serial #:	CCSD Inventory #
Laptop/Tablet				



Carthage Central School District Responsible Use Agreement for Staff

The purpose of the computers and related resources that comprise the Carthage Central School District (CCSD) network is to aid and support the education of students. This network provides for ready access to local, district, and global resources. The following acceptable and unacceptable uses are for the safekeeping of district resources, students, staff, and other employees, as well as to insure quality experiences for all involved. These uses are derived from the CCSD Acceptable Use Policy.

Acceptable Use

- The sole intended use of the CCSD network is limited to educational purposes.
- The CCSD network is a collection of shared resources and operates best when used appropriately.
- Access to network resources is dependent upon agreeing to terms of use. This means if you use the school's computers, you agree to follow the rules.
- Only use your password to access your files.
- Keep in mind that any files are not your property but belong to the district. Files may be examined by a designated administrator/director at any time.
- You are the only one responsible for your activities while using district resources.

Unacceptable Use

- Any use of the CCSD network for commercial, religious, or political purposes.
- Using another person's user identification, password, or tampering with files other than your own.
- Use of the CCSD network for illegal, inappropriate, or obscene purposes. School officials reserve the right to define what is inappropriate and obscene for the educational setting.
- Vandalism in any form is prohibited. This may include, but is not limited to, physical mistreatment of equipment, the introduction of viruses or harmful programs, tampering with files, resources or the intentional corruption of systems. Reported instances may result in the suspension of privileges and/ or criminal prosecution.
- Any access to files other than those authorized for the specific user by CCSD is a crime and may result in a felony arrest.

Internet Access

- All district computers have an installed Internet proxy server, which is a filter to deny access to inappropriate web sites.
- No unfiltered Internet accounts will be provided for any users. However, this filtering system does not preclude the possibility of accessing inappropriate sites. It is still the responsibility of the staff member to insure that they are using appropriate web sites.

Electronic Mail

- Email is provided to staff as necessary to support the instructional program. Staff members utilizing the CCSD e-mail account must adhere to the Acceptable Use Policy.

I have read and understand the above CCSD Responsible Use Agreement adapted from the CCSD Network Acceptable Use Policy. By signing this document I agree to follow the rules in this agreement and the CCSD Network Acceptable Use Policy.

Staff Signature: _____ Date: _____

Printed Name: _____



Carthage Central School District

Responsible Use Guidelines for Students - High School (Grades 9-12)

The purpose of the computers and related resources that comprise the Carthage Central School District (CCSD) network is to aid and support the education of students. This network provides for ready access to local, district and global resources. The following acceptable and unacceptable uses are for the safe keeping of district resources, students, staff and other employees as well as to insure quality experiences for all involved. They are derived from the CCSD Acceptable Use Policy that can be found in your student handbook.

Acceptable Use

- The sole intended use of the CCSD network is limited to educational purposes.
- The student is responsible for his/her own behavior. The CCSD network is a collection of shared resources and operates best when used appropriately.
- Access to network resources is dependent upon agreeing to terms of use. This means if a student uses the school's computers, he/she agrees to follow the rules.
- Use only an individual password to access any files. The student's personal folder on the school server is much like a locker. It is to contain only a student's individual files. However, any student files also belong to the school and may be examined by a school employee at any time. Please do not share items in the home folder or share your home folder with other students. Remember that each student is responsible for individual activities while using district resources.

Unacceptable Use

- Any use of the CCSD network for commercial, religious, or political purposes.
- Using another person's user identification, password or tampering with files other than your own.
- Use of the CCSD network for illegal, inappropriate or obscene purposes. School officials reserve the right to define what is inappropriate and obscene for the educational setting.
- Vandalism, in any form, is prohibited. This may include, but is not limited to, physical mistreatment of equipment, the introduction of viruses or harmful programs, tampering with files, resources or the intentional corruption of systems. An attempt at any of these acts is also vandalism. All reported instances may result in the suspension of privileges and/ or criminal prosecution.
- Any access to files other than those authorized for the specific user by CCSD is a crime and may result in a felony arrest.

Internet Access

- All district computers have an installed Internet proxy server, which is a filter to deny access to inappropriate web sites.
- No unfiltered Internet accounts will be provided for any users. However, this filtering system does not preclude the possibility of accessing inappropriate sites. It is still the responsibility of the student to insure that they are using appropriate web sites.

The Carthage Central School district provides computer, network, e-mail, and Internet access for all students. If you do not wish for your child or children to have access, you must contact your child's or children's building principal in writing.



Carthage Central School District

Responsible Use Guidelines for Students - Middle School (Grades 5-8)

The purpose of the computers and related resources that comprise the Carthage Central School District (CCSD) network is to aid and support the education of students. This network provides for ready access to local, district and global resources.

- Student access to the CCSD network is considered a privilege.
- An individual user ID and secure password will be assigned for access to the CCSD network. This user ID and password must not be shared with others.
- The CCSD network is only for educational purposes. Use of the CCSD network for any other purpose is prohibited.
- Vandalism, which is defined as any malicious attempt to harm or destroy school equipment or data on the network or the Internet, may result in loss of privileges and/or criminal prosecution.
- Any access to files other than those authorized for the specific user by CCSD is a crime, which may result in a felony arrest.
- The student is responsible for all activities on his/her CCSD network account.
- The student account on the CCSD network is not private. Network administrators may review files on the account to insure the student is responsibly using the system.
- When using the Internet, the CCSD network has a filter that does not allow access to non-curriculum related pages.
- Any use of e-mail, either now or in the future, will be for educational purposes only. When using e-mail, the student is responsible for sending information and materials that are legal, appropriate, and not considered offensive.
- When using the Internet, the student is responsible for not pursuing information that is illegal, inappropriate, or could be considered offensive.
- From time to time, the Carthage Central School District will make decisions regarding whether specific use of the CCSD network is consistent with this policy.
- The Carthage Central School District is the final authority on use of the network and issuing or canceling user accounts.

The Carthage Central School district provides computer, network, and Internet access for all students. If you do not wish for your child or children to have access, you must contact your child's or children's building principal in writing.



Carthage Central School District

Responsible Use Guidelines for Students - Elementary School (Grades K-4)

The purpose of the computers and related resources that comprise the Carthage Central School District (CCSD) network is to aid and support the education of students. This network provides for ready access to local, district and global resources.

- Student access to the CCSD network is considered a privilege.
- An individual user ID and secure password will be assigned for access to the CCSD network. This user ID and password must not be shared with others.
- The CCSD network is only for educational purposes. Use of the CCSD network for any other purpose is prohibited.
- Vandalism, which is defined as any malicious attempt to harm or destroy school equipment or data on the network or the Internet, may result in loss of privileges and/or criminal prosecution.
- Any access to files other than those authorized for the specific user by CCSD is a crime, which may result in a felony arrest.
- The student is responsible for all activities on his/her CCSD network account.
- The student account on the CCSD network is not private. Network administrators may review files on the account to insure the student is responsibly using the system.
- When using the Internet, the CCSD network has a filter that does not allow access to non-curriculum related pages.
- Any use of e-mail, either now or in the future, will be for educational purposes only. When using e-mail, the student is responsible for sending information and materials that are legal, appropriate, and not considered offensive.
- When using the Internet, the student is responsible for not pursuing information that is illegal, inappropriate, or could be considered offensive.
- From time to time, the Carthage Central School District will make decisions regarding whether specific use of the CCSD network is consistent with this policy.
- The Carthage Central School District is the final authority on use of the network and issuing or canceling user accounts.

The Carthage Central School district provides computer, network, and Internet access for all students. If you do not wish for your child or children to have access, you must notify in writing your child's or children's building principal.



Carthage Central School District

E-mail Guidelines for Students - High School (Grades 9-12)

Purpose of this Agreement

The purpose of this agreement is to ensure the proper access, usage and disclosure of Carthage Central School District's (CCSD hereafter) e-mail system by its students. E-mail is a tool provided by CCSD to complement traditional methods of communications to support teaching and learning. Students have the responsibility to use this resource in an effective, ethical and lawful manner. Violations of any kind to the Acceptable Use Policy may result in disciplinary actions and or felony charges.

Ownership of Data

CCSD owns all e-mail accounts and all data transmitted or stored via e-mail.

Privacy

Students must have no general expectation of privacy in e-mail messages sent through the school's e-mail system. IT staff and other school officials may, at any time, access student's e-mail accounts to investigate security or abuse of CCSD's policies. Accessed e-mail will only be disclosed to those individuals with a need-to-know or as required by law.

Inappropriate and Prohibited Use

Any inappropriate e-mail is prohibited. Students receiving such e-mail should immediately contact CCSD's IT department. Some examples of prohibited e-mail are described below:

- The use or attempt to use the e-mail account of others.
- Any creation and exchange of a message that contains harassing, obscene, or threatening items.
- The knowing transmission of a message containing a computer virus.
- Sending plagiarizing and cheating materials, advertisements, solicitations, chain letters, and all other non-school related e-mail.
- The use of the e-mail account to register at inappropriate web sites per the Acceptable Use Policy.
- Any type of documentation that is fraudulent, harassing, profane, obscene, intimidating, defamatory, or otherwise unlawful/inappropriate may not be sent.

Expiration of Accounts

Student e-mail accounts will remain in effect for as long as the student remains enrolled in the school district. When the student leaves CCSD, the account will be immediately deleted. A student's e-mail account will also be deleted immediately if the student does not comply with the CCSD's e-mail agreement and CCSD's Acceptable Use Policy.

Student Responsibilities

Students are expected to read e-mail on a regular basis and manage their accounts appropriately. Sharing of passwords is strictly prohibited. Each student is responsible for his/her account, including the safeguarding of access to the account. All e-mail originating from the student's account is deemed to be authored by that student. It is the responsibility of that student to insure compliance with these guidelines.

Viruses & Spam

While incoming e-mail is scanned for viruses and for spam, it is impossible to guarantee protection against all viruses and spam infected messages. Attachments should only be opened when the student is certain of the nature of the message. If any doubt exists, the student must contact the sender to verify the authenticity of the message or the attachment.

Access of E-mail Accounts

Student e-mail accounts will be accessed via <http://mail.carthagecsd.org> or the student resources link from the CCSD web page.

The Carthage Central School district provides e-mail accounts for all high school students. If you do not wish for your child or children to have access, you must notify in writing your child's or children's building principal.



INTERNET SAFETY POLICY

Students and employees using a Carthage Central School District computer network and the Internet must comply with the CCSD Internet Safety Policy and Regulation. In addition, students who use CCSD computers and the Internet in a component school district must comply with the CCSD Internet Safety Policy and Regulation.

Internet access from CCSD computers is reserved solely for educational purposes for students and reserved solely for work related purposes for employees. Access to the Internet for students shall be under the direction and supervision of the staff assigned to the particular Internet access area or computer.

Every computer used by minors (student computers), at the CCSD, that has Internet access shall contain filtering software. Such filtering software shall be designed and shall operate so that images, which are obscene, pornographic or harmful to minors, shall not be displayed. In addition, the filtering software will block minors' access to Internet sites, which, in the Board's determination, contain material inappropriate for minors. The CCSD shall enforce the operation of such filter during any use of such computers by minors.

Every employee computer or computer not used by minors, at the CCSD, shall contain filtering software that operates so that images which are obscene or pornographic shall not be displayed. The CCSD shall enforce the operation of such filter during any use of such computer. However, the District Superintendent or his/her designee may disable the filtering software to enable adults to access blocked sites for bona fide research or other lawful purposes.

Minor students using a CCSD computer network or Internet are prohibited from revealing personal information over the Internet without the permission of the parent or guardian. Minor students are prohibited from using the CCSD computer network or the Internet to access chat room or direct electronic communication. Further, minor CCSD students are prohibited from using the CCSD computer network or the Internet to gain or attempt to gain unauthorized access to other computers or systems. For a full listing of prohibited activities for both minors and adults, refer to the Internet Safety Regulation. In addition to those penalties set forth in the Code of Conduct, a violation of the Internet Safety Policy may result in the loss of Internet privileges.

Opinions, advice, services and all other information expressed on-line are those of the on-line author and not of the CCSD. The Internet contains information pertaining to a variety of subjects. Not all information is accurate or reliable, particularly where the advice of medical, legal, accounting or other professionals would be appropriate. Users are advised not to rely on advice found on the Internet. The CCSD is not responsible for such advice.

Legal Ref: *Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act*



INTERNET SAFETY REGULATION

Definitions

“*Obscenity*” is defined as any work that an average person would find, taken as a whole, appeals to a prurient interest. The work must also depict or describe, in a patently offensive way, sexual conduct as specifically defined in state law. Moreover, the work, taken as a whole, has to lack serious literary artistic, political or scientific value.

“*Child pornography*” is defined as any visual depiction, including a 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

1. the production of visual depiction involves the use of a minor (under age 18) engaging in sexually explicit conduct;
2. such visual depiction is or appears to be, of a minor engaged in sexually explicit conduct;
3. such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaged in sexually explicit conduct; or
4. such visual depiction 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:

1. taken as a whole, and with respect to minors, appeals to prurient interest in nudity, sex or excretion;
2. 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
3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

“*Material inappropriate of minors*” is defined as..... Board determination will be based on community standards.

Filtering

1. Computers used by minors (student computers)

Every computer used by minors (student computers), at the CCSD, having Internet access shall contain filtering software. Such filtering software shall be designed and shall operate so that images, which are obscene, pornographic or harmful to minors, shall not be displayed. In addition, the filtering software will block minors’ access to Internet sites, which, in the Board’s determination, contain material inappropriate for minors. The CCSD shall enforce the operation of such filter during any use of such computers by minors.

2. Every employee computer or computer not used by minors

Every employee computer or computer not used by minors, at the CCSD, shall contain filtering software that operates so that images which are obscene or pornographic shall not be displayed. The CCSC shall enforce the operation of such filter during any use of such computer. However, the District Superintendent or his/her designee may disable the filtering software to enable adults to access blocked sites for bona fide research or other lawful purposes.



Prohibited conduct of MINORS using direct electronic communication

1. Accessing, transmitting or retransmitting any information which is obscene, pornographic, harmful to minors or material inappropriate for minors as the phrases are defined above;
2. Transmitting personal credit card information;
3. Transmitting personal identification information, including home address, phone number, real last name or any other information which might allow someone they are communicating with online to locate them;
4. Arranging a face-to-face meeting with someone he/she "meets" on a CCSD computer network or Internet without his/her parent's permission;
5. Using instant messenger services or programs, internet relay chat or other forms of direct electronic communication, or enter a chat room without the express permission of the staff member supervising the computer resource;
6. Disabling or attempting to disable filtering software;
7. Accessing, transmitting or retransmitting material which promotes violence or advocates destruction of property, including information concerning the manufacture of destructive devices, such as explosives, fireworks, smoke bombs, incendiary devices or the like; or
8. Accessing, transmitting or retransmitting material which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial, ethnic or religious group over another.
9. Using or possessing bootleg software. Bootleg software means any software which has been downloaded or is otherwise in the user's possession without the appropriate registration of the software, including the payment of any fees owing to the owner of the software;
10. Using encryption software from any access point within the CCSD;
11. Transmitting e-mail through an anonymous re-mailer or using unauthorized e-mail accounts;
12. Accessing the internet from a CCSD computer using a non-CCSD internet account;
13. Using the CCSD computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access;
14. Disclosing a personal password to others or using others' passwords;
15. Committing or attempting to commit any willful act (through physical action or by electronic means) involving the use of the network which damages, disrupts or otherwise interferes with the operation of the network within the CCSD or any network connected to the internet, including the use or attempted use or possession of computer viruses or so-called hacking or other unlawful activities on line;
16. Violating state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or any other applicable law or municipal ordinance.

In addition to those penalties set forth in the Code of Conduct, a violation of the Internet Safety Policy may result in loss of Internet privileges.



Prohibited conduct of any ADULT using direct electronic communication

1. Accessing, transmitting or retransmitting any information which is obscene or contains any child pornography as the phrases are defined above;
2. Using or possessing bootleg software. Bootleg software means any software which has been downloaded or is otherwise in the user's possession without the appropriate registration of the software, including the payment of any fees owing to the owner of the software;
3. Using encryption software from any access point with the CCSD;
4. Transmitting e-mail through an anonymous re-mailer or using unauthorized e-mail accounts;
5. Accessing the internet from a CCSD computer using a non-CCSD internet account;
6. Using the CCSD computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access;
7. Disclosing a personal password to others or using others' passwords;
8. Committing or attempting to commit any willful act (through physical action or by electronic means) involving the use of the network which damages, disrupts or otherwise interferes with the operation of the network within the CCSD or any network connected to the internet, including the use or attempted use or possession of computer viruses or so-called hacking or other unlawful activities on line; or
9. Violating state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or any applicable law or municipal ordinance.

Certification with respect to minors

CCSD must submit to the Federal Communications Commission (FCC) a certification indicating the CCSD has an Internet safety policy in place that includes the operation of an Internet filtering program that protects against the access to visual depictions that are obscene, child pornography, harmful to minors, or material inappropriate for minors. Certification must also state that the CCSD is enforcing the operation of the Internet filter during any use of computers by minors.

Certification with respect to adults

CCSD must certify that is enforcing an Internet safety policy that includes the use of Internet filter software that protects against adults accessing obscene materials or child pornography. Certification must also state that the CCSD is enforcing the operation of the Internet filter program during the use of the computers by adults.

Regulations and Dissemination

The District Superintendent is authorized to develop and implement regulation consistent with the Internet Safety Policy. The District Superintendent will also be responsible for disseminating the Internet Safety Policy and Regulation to CCSD Staff and students.

Legal Ref: Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act