

CRANSTON PUBLIC SCHOOLS

DISTRICT TECHNOLOGY PLAN

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FY2017 (FY2017-FY2020)

For review by Executive Staff and School Committee

CRANSTON, RHODE ISLAND

CRANSTON PUBLIC SCHOOLS

DISTRICT TECHNOLOGY PLAN

2017 - 2020

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CRANSTON PUBLIC SCHOOLS

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CRANSTON PUBLIC SCHOOLS

TECHNOLOGY PLAN REVISION COMMITTEE

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CRANSTON PUBLIC SCHOOLS

Cranston, Rhode Island

Vision Statement

Our vision is to be a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

Mission Statement

In partnership with families and community, Cranston Public Schools will empower all students to achieve academic and personal excellence, exhibit persistent effort and live as resourceful, inquiring and contributing global citizens.

FORWARD

We have formed the District Technology Plan Review Committee to review, revise and update the Technology Plan for Cranston Public Schools. This plan conveys our vision and mission statements, our beliefs in technology and our K-12 instructional goals for students and teachers as they relate to technology skills. Through this plan, we hope to provide equitable access to the use of technology to enable students to become empowered learners.

Technology in this context includes all information technology hardware and software used to enhance the district's communication, information processing, and productivity needs.

The Cranston Public Schools fully support and adopt the International Society for Technology in Education's view that "Technology is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life."

Cranston Public Schools Technology Vision Statement

Technology in the Cranston Public Schools will afford increased opportunities for students to attain challenging educational standards. Through information technology resources, students in the Cranston Public Schools will be empowered to think more critically, communicate more effectively, solve problems more creatively, and be actively engaged in their learning. By creating a technology-rich environment, a community of lifelong learners will be provided with the skills to succeed in our constantly changing information age.

Cranston Public Schools Technology Mission Statement

In order to prepare our students for their future world, a world of constant change, we must provide technology rich learning environments in which our investment in technology and training is equal to our students' educational needs, supports our curriculum, and prepares our students to be knowledgeable and productive user of technology.

To assist us with our technology revision plan we adopt and embrace the following standards, goals, plans, models, professional development and budget strategies and implementation timelines:

The Cranston Public Schools adopts and embraces the following [*National Education Technology Standards \(NETS\) for Students and Teachers*](#) as determined by the International Society for Technology in Education (ISTE) 6

ISTE STANDARDS FOR STUDENTS

1. Empowered Learner

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

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

2. Digital Citizen

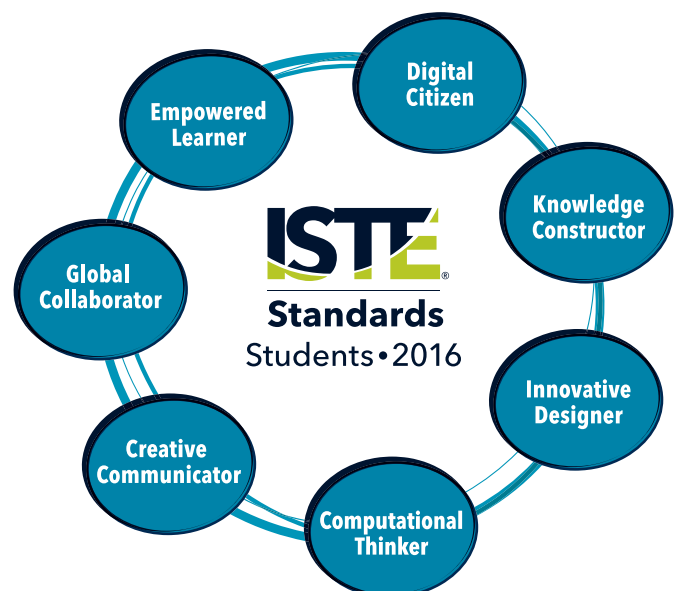
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

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

3. Knowledge Constructor

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

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



4. Innovative Designer

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

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

5. Computational Thinker

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

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

6. Creative Communicator

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

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

7. Global Collaborator

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

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

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ISTE STANDARDS FOR EDUCATORS

Empowered Professional

1. Learner

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

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

2. Leader

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

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

3. Citizen

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

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





Learning Catalyst

4. Collaborator

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

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

5. Designer

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

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

6. Facilitator

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

- a. 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.

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.

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NETS for Students **Profiles for Technology Literate Students**

Performance Indicators

A major component of the NETS Project is the development of a general set of profiles describing technology-literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

The Profiles for Technology Literate Students provide performance indicators describing the technology competence students should exhibit upon completion of the following grade ranges:

- Grades PreK - 2
- Grades 3 - 5
- Grades 6 - 8
- Grades 9 - 12

These profiles are indicators of achievement at certain stages in PreK-12 education. They assume that technology skills are developed by coordinated activities that support learning throughout a student's education. These skills are to be introduced, reinforced, and finally mastered, and thus, integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and a productive citizenry. The standards and performance indicators are based on input and feedback from educational technology experts as well as parents, teachers, and curriculum experts. In addition, they reflect information collected from professional literature and local, state, and national documents.

GRADES PRE K - 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

ISTE National Educational Technology Standards for Students (NETS*S)

http://cnets.iste.org/students/s_profiles.html

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

GRADES 3 - 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues

Profiles for Technology Literate Students

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3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

GRADES 6 - 8

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

GRADES 9 - 12

Performance Indicators:

All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 12 students will:

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1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

THE CURRENT PLAN

The Cranston Public Schools have met most of our overall district goals presented in the last four technology plans. Additionally, we have incorporated some technological developments that were not included in these plans. This is the nature of the ever-growing world of technology. Plan as we may, some issues must be addressed as we go. As we plan for technology during the next three-year segment it is our hope that we will concentrate on the following set of realistic goals and continue to be flexible enough to recognize and adapt to new and innovative approaches as they develop.

The Cranston Public Schools Overall District Goals:

1. Continue to, not only adopt, but embrace the National Educational Technology Standards.
2. Implement technology benchmarks clearly identifying grade level responsibilities for grades K-5.
3. Continue to allow all students, teachers, administrators and staff to have access to e-mail and the Internet from accessible workstations during all school and at least some non-school hours.
4. Continue to use technology to communicate between and among central administration, schools, teachers, students and families. Examples: School Committee Agenda distribution via e-mail, School Committee minutes posted on home page, all possible correspondence that is capable of electronic transmittal is transmitted in this manner.
5. Continue to encourage ALL students, teachers, administrators and staff to USE available technology.
6. Expand use of Google Apps for Education
7. Continue to implement the one-to-one computing model, using BYOD
8. Continue to utilize Google Docs to present Student Electronic Portfolios in alignment with the District's Graduation requirements
9. Master the Aspen Student Information System
10. Implement and Evaluate the Blended Learning Environment

RECOMMENDATIONS

The technology plan will be implemented with integrated district and school based delivery priorities. The first priority will be to continue adapt our basic core of technology common to all buildings. The second priority will be to continue to generate school based delivery options to allow each school to address the unique physical structure, mix of students, and staff at that building.

Basic Core of Technology:

Equipment and Software:

- In April of 2016, Cranston Public Schools (CPS) solicited bids for telecommunications services for the administration buildings and schools. This solicitation was made in anticipation of the summer 2016 expiration of the existing contract with Cox Business Services.
 - An RFP was drafted and released in accordance with CPS procedures. Requested information included:
 - Monthly per line costs
 - Monthly per line voice mail costs
 - Any costs involved in changing phones or equipment from existing configuration (if required)
 - Training for phones and/or voice mail if new system utilizes a different user interface from the existing configuration
 - Confirmation of required and optional calling features included
 - Local, in-state toll, and interstate toll rates
 - Pricing/capability for automated attendant features
 - Cutover plans
 - Support and service requirements
 - Pricing for a 5-year contract, with five optional 1-year renewals
 - After careful evaluation COX Communication was awarded the contract utilizing IP Centrex (Voice over IP) technology over a network that is separate from the District's Data Network. The contract with COX is a 5 year contract. The COX contract allows for an option of five, one year extensions.

- In addition to the purchases from Dell on the State MPA beginning in 2017 the District began purchasing some computer equipment and peripherals from CDWG Government and Education. The educational pricing has been negotiated by RISTE, The Rhode Island Society of Technology Educators, on behalf of all RI Districts. The District believes in exposing students to various platforms of technology for the purposes of integration. The District purchases include: Chromebooks, COWS (Computers on Wheels, mobile carts with laptops), HP Desktop computers, Interactive White Boards, Document Cameras and Projectors. All devices are purchased with a 3-year, next day parts agreement. Both CDWG and Dell are proving to be cost effective and reliable and therefore it is the intention of the Technology Department to utilize both vendors for all but Apple purchases. Apple computing devices are purchased directly from Apple for Education. These devices include iPads and a minimal amount of Apple Desktops and laptops. Apple pricing does not afford the district the buying power necessary to accommodate a limited budget.
- Updated wireless networks have been installed in all classrooms districtwide. In addition Phase II of the WCI (Wireless Classroom Initiative) has expanded access into all common areas inclusive of cafeterias, gymnasiums and auditoriums.
- All PC-based and administration computers include the latest version Microsoft Office Professional. The purchases for software are made through Dell/ASAP Software which has been awarded the State Software MPA.
- All staff members of the Cranston Public Schools have an e-mail address. The Cranston Public Schools is using Google Apps for Education which includes GMail for all users.
- The Cranston Public Schools Web Server is hosted through Host Gator on a dedicated server. The web site structure is Joomla. All of the Schools have individual web pages linked to this page.
- The Cranston Public Schools utilizes a Cisco Firewall hosted by our internet service provider, OSHEAN
- The Cranston Public Schools utilizes iBoss filtering through OSHEAN to align with CIPA regulations.

Classroom/Lab Computers- minimum requirements:

Currently purchasing computers with the following specifications (will update specifications to reflect need as technology changes):

- 21 inch flat panel monitor with built in speakers
- 8 GB Ram
- 500 gig HD
- Windows 10
- Microsoft Office Professional
- Ethernet and Wireless connectivity

Labs should be equipped with the necessary number of above listed computers and the following additional components:

- High Speed Network Laser Printer
- Scanner with OCR Software
- Access to a Digital Imaging
- Devices to aid physically impaired students using computers, as needed
- Presentation devices to project computer image on large screen TV's or screens.
- Headsets where necessary
- Appropriate furniture to accommodate equipment
- Appropriate electrical power and air conditioning to accommodate equipment

Additional Computer Facilities within a School (Elementary and Secondary)

- In addition to the classroom computers and labs, computer workstations are located in the main office and principal's office at each of the schools in the District. Also, computers and mini labs are located in the Library Media Centers at each school. Faculty, Administrators and students have Internet access points throughout the schools. Mobile labs are available in all schools.

Instructional Technology Infrastructure Internal and External Connections

- The Cranston Public Schools wiring infrastructure consists of Cisco Routers located at the building level being routed back to the Central Administration Building. Cox Communications supplies 1GB of Bandwidth to our Internet Service Provider (OSHEAN). The Elementary Schools are using COX lines equivalent to 250MB. The Secondary Schools are supplied with 1GB. NAT (Network Address Translation) is used internally and a bank of IP's is set up at the Cisco Router at the access point out to the Internet. Cisco ASDM (Adaptive Security Device Manager) software is in place to protect the Cranston Public Schools Network.

Current External Connections:

- All Elementary Schools

- 250 MB line
- Special Services and Adult Education Building:
 - 250 MB line
- High Schools, Career and Technical Center, Middle Schools:
 - 1 GB
- Briggs Building-Head End
 - 1 GB

Projection:

- Existing routing devices and infrastructure are evaluated regularly to ensure full usage of existing bandwidth. Changes made as needed.
- No increase in bandwidth has been requested from Cox for the 2017-2018 school year

Current internal connections

- Category-5e/6 Ethernet data networks have been established in all district buildings. All classrooms have Ethernet drops in addition to the computer labs and library media centers. All buildings with more than one wiring closet are connected via 10GB fiber-optic backbones.
- All schools have integrated wireless networks per the Wireless Classroom Initiative Grant project that was completed in 2016. All buildings have 100% of academic areas covered with .Cisco/Meraki Wireless Access Points.
- In 2016 the district requested funding for Category II erate funding to replace all district wiring closet switching components. The district received 60% reimbursement for the project which was completed in September of 2017. The project consisted of replacment of existing, outdated switches with new Cisco Switches in every wiring closet in the district.

Technology Support and Maintenance

The Cranston Public Schools is home to approximately 2500 computers ranging in age from new to 7 years old. The academic and administrative computers are maintained by the Technology Staff. The Technology Staff is made up of the following:

- Director of Technology
- Senior Technician
- Computer Technician
- Computer Technician
- Computer Technician

Repairs:

- Technicians are assigned to 9-10 schools/buildings
- Technicians are scheduled weekly for .5 days at the Elementary and Middle schools and weekly for 1.0 days at the High Schools
- Repair requests are submitted via Tech Tickets that are filled out online and distributed to the building level techs in electronic format utilizing Google Docs. The Tech Tickets can be found on the users Aspen home page.
- Phone calls for immediate priority assistance are handled by the Director of Technology

Software:

- Software purchases and licensing are the responsibility of the Technology Services Department
- Installation of newly purchased software or upgrades are performed by the technology staff

Network Infrastructure:

- The network infrastructure is monitored by the Director of Technology, repairs are performed by either the technology staff or by the outside vendors responsible for the Cranston Public Schools Datalink Network (COX)

Elementary School

Classroom:

Elementary classrooms generally have 4-6 desktop computers in addition to a teacher workstation. Many classrooms also have Projectors and Elmo Document Cameras for the purpose of presentations. In addition computer carts suited with PC, Chromebook, or Apple laptops are available to the teachers.

Each year, technology funding should be used to purchase additional computer workstations and/or mobile computing carts. Computer workstations are to be distributed in accordance with the school's Strategic Plan. When funding permits, additional workstations shall be purchased and assigned to each classroom and the library media center.

Principals develop and maintain an inventory of computer hardware and software. The inventory designates the distribution of hardware and software per classroom, library, and office in accordance with each school's Strategic Plan.

Computer Labs:

In addition to the classroom computers some schools house computer labs. This decision is dependent upon space allocation within the school and the projection for future classroom expansion.

Accommodations for physically challenged students' needs must be considered when designing classroom and computer labs. Table heights and doorframe sizes need to be measured carefully in order to properly accommodate physically challenged students. Adaptive technologies may also have to be purchased and installed on a computer workstation to assist with visual, auditory, and/or dexterity problems of special needs students.

Library media centers are equipped with Internet accessible computers for student use.

Middle School

The middle school model includes subject specific computer labs (Technology Education), a generic multi-purpose computer lab, and multiple workstations in the library media center with student access. As newer computers are purchased to replace computer labs the older units will be repositioned in classroom whenever possible.

Classroom:

Each middle school classroom should have a minimum of one multi-media personal computer, with sufficient memory and speed to operate current software, have access to the CPS Network, the Internet and access to a network printer. Each classroom should also have access to a LCD projection device for whole class instruction. The LCD projectors should be shared throughout the building for cost effectiveness. Networked high-speed laser printers should be strategically placed in common access areas.

Computer Labs:

The middle school model includes a Technology Education lab for the delivery of curriculum instruction and one all-purpose generic multidisciplinary lab accessible to all.

The MS lab model includes a minimum of two fully functional computer labs with network and Internet access. One of the fully functional labs will be dedicated to the use of Technology Education Department. The second fully functional lab will be "generic" computer lab for general use

It is recommended that these labs accommodate 25 – 30 students, and be situated so all screens are viewable by the teacher and a separate work area is available as well. Each lab should contain a LCD projection device for whole class instruction and a networked laser printer. Tech Ed labs used for desktop publishing classes should also have a high speed color laser printer.

Accommodations for physically challenged students need to be considered. Adaptive technologies may also have to be installed on computer workstations to address the needs of special needs students.

Timetable

Necessary funds should continue to be made available during the scope of this plan (with preference to spreading funding between or among budget years where applicable) to:

- Provide additional computers to address increased electronic assessment required by RIDE
- Provide access to LCD projection devices as noted.
- Provide networked high-speed laser printers in strategically placed common access areas.
- Continue to update existing computer labs.
- Increase existing units in labs to accommodate increased enrollment.
- Provide a networked color laser printer for desktop publishing labs (one per school).
- Provide a LCD projection device for all computer labs.
- Continue to provide adaptive technologies for special needs students.

High School

The high school model design includes subject specific computer labs, a generic multi-purpose computer lab, multiple workstations in the library media center, and classroom access. A teacher workstation is available for every classroom. Each High Schools is equipped with multiple mobile labs containing Chromebooks, PC or Apple laptops. All High School rooms designated as Home Rooms(Advisories) are equipped with at least one Computer with Internet connectivity.

Classroom:

Teacher and student workstations will connect to the network for sharing software, resources, data exchange capabilities, and accessing information stored in the library media center. The workstation is to be used to present whole class instruction, illustrate ideas and concepts, manage and organize information, assist in classroom management, and encourage student participation. The teacher can present instructional software for a whole group before taking the class to the computer lab. Students can also utilize the workstation to present their work to the entire class.

Computer Labs:

The high school model incorporates the use of subject-specific computer applications labs in the subject areas of Math, English/writing, Technology Education, Business Education, reference resources, and one multidisciplinary/open lab. Mobile labs are now available at CHSE, CHSW and the CACTC.

Accommodations for physically challenged students need to be considered. Adaptive technologies may also have to be installed on a computer workstation to address the needs of special needs students.

Library Media Center

The library media center will support networked automated circulation, online catalog, e-books, informational databases and other electronic resources. In addition, multiple desktop, laptop and computer workstations accessible to students and teachers will provide access to information via the Internet. The computer workstations should also provide accessibility to word processing, spreadsheet, email/communication software, and presentation software either locally or via GAFE. It is recommended that sufficient (approx. 30) desktop, laptop, and/or tablet devices be available in all library media centers.

Other technical equipment for the delivery of instruction via technology includes:

- Connections to high speed, high capacity wireless networks
- Connections to high speed network laser printer(s)
- Connection to a local color printer
- Projection device for large screen presentations
- A projection screen
- Devices with DVD connections and recorders
- A telephone with outside access
- Distance learning capacity

Timetable

Necessary funds should be made available during the scope of this plan (with preference to spreading funding between or among budget years where applicable) to:

- Align student information with Aspen Student Information System and Destiny
- Provide professional development for all LMS on instructional technology and digital citizenship for integrating relevant and emerging technology into content area instruction

Administrative Management

Administrative School Offices:

The Cranston Public Schools continues to utilize Aspen as its instrument for Student Information. The Aspen SIS provides real-time, web-based student information management for administrators, teachers, counselors, nurses, and parents. The system assists the district in state and federal reporting.

Some of the features and advantages of the Aspen SIS :

All users have access to real-time data, rather than merged versions of yesterday's data.

All users have access to the SIS from any location that has an internet connection, rather than from specified work stations at the school building level.

All district employees can have access to the SIS, depending on role and need, rather than just select users with particular roles and responsibilities.

Other features of Aspen include:

Electronic student attendance, teacher grade books (including all courses' curriculum) and on-line grade reporting...A Standards-based assessment and reporting system has also been developed

Electronic IEP's and special education reporting

Health record management

Parent and Student Portal access to monitor students' progress.

Training and Support

Teacher Evaluation and Professional Development Workflows

The District continues to use a Centralized Registration Office.

A Data Manager/Student Registrar position has been added to oversee this office and to coordinate on-line registration and other digital processes, as well as supervise and support the staff.

One full-time and one half-time (summer only) Central Registration secretaries were hired to staff the Central Registration Office. This staff is augmented by specially trained central office secretaries during “peak” registration times (two-three weeks before the start of the new school year.)

Administrative Management

District Administrative and Management Goals:

The school district will...

- Continue to use technology to improve communication within and among all school buildings, staff and central office administrators
- Continue to expand access of the current student information management system
- Expand the current student information modules to include Health Record Module, Parental Internet Access Modules (PIAM) Goal achieved via Aspen
- Continue to use technology to enhance all record keeping
- Continue to insure that all school buildings and administrative offices will have the capacity to acquire information and perform document processing applications i.e. : desktop publishing, forms management, database, spreadsheet, on-line communication, and graphics using a common software package
- Continue to use technology to coordinate the distribution and sharing of all educational resources among all buildings and district personnel i.e. student data, educational research, curriculum resources
- Expand the record keeping capabilities of special needs data
- Continue to use technology to facilitate systematic assessment of curriculum, instruction and learner achievement

Timetable

Necessary funds should be made available during the scope of this plan (with preference to spreading funding between or among budget years where applicable) to:

- All Cranston District attendance, entry, withdrawal, discipline action, discipline infraction, grading, and calendars coordinated in the Aspen system
- Continue to provide staff training for Aspen users
- Continue to provide Teacher access to Aspen student information

STAFF DEVELOPMENT TRAINING

Staff development is widely recognized as one of the most important elements contributing to the success of technology implementation and to effect change in teaching and learning. The implementation and integration of technology into the learning process occurs through an active staff development program that targets teachers, administrators, teacher assistants, and secretaries.

The purpose of the Cranston Public Schools' professional development is to provide "Cranston Public School Community Members" with increased knowledge and skills designed to improve instruction and increase student learning.

Professional development is strategically planned and reflective of system-wide goals, individual school goals and needs, and personal professional growth and development. The professional development promotes inquiry, discourse, networking, and collaboration. It is the primary goal of professional development to improve instruction and student learning ultimately creating an environment that fosters achievement of high standards.

We need to insure that participants engage in meaningful professional development activities that are in line with the goals set forth in their school improvement plan. It is imperative that participants select activities that will improve student learning and ultimately improve test scores. We have introduced the "Focus Group" concept that allows individuals to concentrate their professional development hours on one topic. Research indicates that in order to truly change classroom practice, teachers need to have time to learn new strategies, try them out in their classrooms, and then return to reflect on how the instruction affected student performance. It is expected that those who decide to try this approach will incorporate what they learn into their daily teaching.

In-House Trainer Model:

Indicators of successful staff development programs have pointed to the use of a district's own personnel in the delivery of staff instruction. Utilizing district personnel as technology teachers ensures our own "in-house" consultants who are available to re-explain, demonstrate, or review concepts that bring a comfort level to the participants.

The use of outside consultants as instructors is limited to the occasions when the knowledge level of the software or the schedule of sessions does not allow for the use of a district trainer

Site-Base Delivery of Staff Development:

At the building level, school technology team members provide leadership and technical training. Library media specialists, or teachers recognized by the building principal, are natural leaders in providing technical assistance to the teachers in their building. Frequently, these same individuals are members of the school's school improvement team or technology committee who have identified the training needs of their fellow staff members.

Technology team members should be:

- Interested in technology
- Responsive to change
- Users of a variety of teaching strategies
- Committed to teaching, coaching and sharing developing expertise with others

Schools continue to work with their building Technology Action Plans. School technology teams:

- identify yearly goals for bringing staff to next level
- specify the equipment configuration for delivery of instruction
- identify procedures for selecting curriculum software to learn
- develop building staff development plan
- establish evaluation and revision process based upon teacher feedback
- become peer coaches and encourage
- model best instructional practices implementing technology into their lessons

FUNDING STRATEGY

- The Cranston Public Schools budget for the 2017-2018 school year was requested and accepted, \$259,450.00 is available for technology purchases. Actual budget funding follows:
 - Internet access-web host \$20,000.00
 - New Equipment \$200,000.00
 - Outside Tech. Support \$950.00
 - Software \$25,000.00
 - Repair Supplies \$11,500.00
 - Repairs \$2000.00

- The Cranston Public Schools budget for the 2016-2017 school year was requested and accepted, \$259,450.00 was made available for technology purchases. Actual budget funding follows:

○ Internet access-web host	\$20,000
○ New Equipment	\$200,000.00
○ Outside Tech. Support	\$950.00
○ Software	\$25,000.00
○ Repair Supplies	\$11,500.00
○ Repairs	\$2000.00

- Funding over the past EIGHT years follows:*

○ 2017-2018	\$ 259,450.00
○ 2016-2017	\$ 259,450.00
○ 2015-2016	\$ 360,166.00
○ 2014-2015	\$ 348,972.00
○ 2013-2014	\$368,972.00
○ 2012-2013	\$368,972.00
○ 2011-2012	\$376,558.75
○ 2010-2011	\$376,558.75

* grant funding not included in totals

- Over the next three years, Cranston will maintain its current level of technology services and purchase needed equipment through the use of Fund I funds, Title II and Title V funding sources. Teacher technology training will be accomplished using a combination of Title II, Title V, Article 31 for professional development, and local funding. Cranston will aggressively seek other funding sources such as private foundation money and competitive grant monies in order to maintain and improve their current standing in the area of technology.

- Cranston Public Schools continues to participate in the Federal E-Rate reimbursement program. The funding for Telephone services was discontinued in the 20127-2018 school year. The district continues to receive reimbursement for Internet Services and Category II, inside wiring services.
 - 2018-2019 Internet Access E-Rate Anticipated request
 - Total before reimbursement \$32,490.00
 - E-Rate requested reimbursement \$19,494.00
 - CPS contribution \$12,996.00
 - 2017-2018 Internet Access E-Rate request
 - Total before reimbursement \$32,490.00
 - E-Rate requested reimbursement \$19,494.00
 - CPS contribution \$12,996.00
 - 2016-2017 Internet Access E-Rate request
 - Total before reimbursement \$34,200.00
 - E-Rate requested reimbursement \$57,950.02
 - CPS contribution \$13,680.00
 - 2016-2017 Category II E-Rate request - district wide switch replacement
 - Total before reimbursement \$418,077.99
 - E-Rate requested reimbursement \$250,846.79
 - CPS contribution \$167,231.20
 - 2016-2017 Telephone Service E-Rate request- awaiting confirmation from eRate
 - Total before reimbursement \$110,838.00
 - E-Rate reimbursement \$ 22,167.60
 - CPS contribution \$ 88,670.40

District Administrative and Management Goals:

The school district will...

- Continue to use technology to improve communication within and among all school buildings, staff and central office administrators
- Continue to use technology to enhance all record keeping
- Continue to insure that all school buildings and administrative offices will have the capacity to acquire information and perform document processing applications i.e. : desktop publishing, forms management, database, spreadsheet, on-line communication, and graphics using a common software package
- Continue to use technology to coordinate the distribution and sharing of all educational resources among all buildings and district personnel i.e. student data, educational research, curriculum resources
- Expand the record keeping capabilities of special needs data
- Continue to use technology to facilitate systematic assessment of curriculum, instruction and learner achievement
- Explore the advantages of a Blended Learning Environment

District Technology Curriculum Integration Models

- Elementary Schools
 - IXL for Mathematics K-11
 - Connect Ed – Wonders Reading Series Technology Component – K-5
 - Renaissance - STAR Reading and Mathematics 2-11
 - STEMScopes – Science – K-8
- Secondary Schools
 - IXL for Mathematics K-11
 - Renaissance - STAR Reading and Mathematics 2-11
 - STEMScopes – Science – K-8

District Technology Assessment Tools

- Elementary Schools
 - STAR Math
 - STAR Reading
 - Teaching Strategies Gold - PK
 - McGraw Hills Wonders Reading Series
 - RICAS – Grades 3-8
 - AIR Science – State Assessment – Grades 5, 8 and 11
 - ACCESS – ELL Assessment – Grades K-12

- Secondary Schools
 - STAR Math
 - STAR Reading
 - RICAS – Grades 3-8
 - ACCESS – ELL Assessment – Grades K-12
 - NAEP Assessment – Grades 3-12 – depends on year

Ongoing Evaluation Process:

- The District Technology Plan will be updated every six months to reflect changes to date
- The Evaluation will include review by all members of the Technology Revision Committee

Appendix

TECHNOLOGY ACCEPTABLE USE POLICY

6161.2

This policy's intent is to ensure appropriate educational access to computers, the CPS Network of computers, and the Internet.

Students found in violation of the Technology Acceptable Use Policy will be referred to the building principal or appropriate administrator and the parent or guardian will be notified. The building administrators will have the right and responsibility to exercise judgment in all technology use violations, including those that may not have been specifically outlined in the acceptable use policy. Consequences may include suspension of computer privileges, notification of police, and suspension from school and/or recommendation for exclusion from school for up to one calendar year.

Educational Purpose

The Cranston Public Schools Network (CPSnet) has been established for an educational purpose to support and enhance the curriculum. For the purpose of this policy, the term CPSnet shall include Cranston Public Schools computers, local area networks (LANs), wide area networks (WANs), wireless networks (Wi-Fi), and access to the Internet through CPSnet or other Internet Service Providers.

The CPSnet has not been established as a public access service or a public forum. Cranston Public Schools has the right to place restrictions on the material accessed or posted through the system. Users, including faculty, staff, students, and others granted access shall agree to follow the rules set forth in the Cranston Public Schools Disciplinary Procedure Handbook.

The CPSnet shall not be used for private commercial purposes. This means offering, providing or purchasing products or services for non-school related usage.

Political lobbying is not allowed through the CPSnet.

Student Internet Access

1. Students will have access to the CPSnet information resources through their classrooms, library, or school computer labs.
2. Student users **and** their parent(s)/guardian(s) must sign the "Technology Acceptable Use Policy Agreement" portion of this handbook. **Signatures are required in order for students to be granted access to the Internet.** The parent(s)/guardian(s) can withdraw approval at any time.

Unacceptable Uses

1. Breach of Personal Safety
 - a. Student users will not post personal contact information about themselves, their parent(s)/guardians or other people. Personal contact information includes (but is not restricted to) home address, telephone, school address, work address or parent information, etc.
 - b. Student users will not meet in person with anyone met online.
 - c. Student users will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes them feel uncomfortable.

2. Illegal Activities

- a. Users will not attempt to gain unauthorized access to the CPS network or to any other computer system through the CPSnet or go beyond authorized access levels. This includes attempting to log in through another person's account or access another person's files. **These actions are illegal**, even if only for the purposes of "browsing."
- b. Users will not make deliberate attempts to disrupt the CPSnet or any other computer system or destroy data by spreading computer viruses or by any other means. **These actions are illegal**.
- c. Users will not use the CPSnet to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal activity, threatening the safety of a person and/or invading the privacy of individuals.

3. System Security

- a. Under no conditions should a password be provided to another person. Users are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts to protect their own liability.
- b. Users will immediately notify a teacher or a system administrator if a possible security problem has been identified.
- c. Users will avoid the spread of computer viruses by following the district virus protection procedures.

4. Inappropriate Language

- a. Users will not send, display or receive any public and/or private messages through the CPSnet that contain inappropriate language. This restriction also applies to material posted on school web pages.
- b. Users will not send, display or receive messages through the CPSnet that use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- c. Users will not send, display or receive information through the CPSnet that could cause damage or disruption.
- d. Users will not send, display or otherwise engage in personal attacks, including prejudicial or discriminatory attacks through the CPSnet.
- e. Users will not send, display or receive messages through the CPSnet that harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If asked to stop sending messages, the user must stop.
- f. Users will not send, display or receive false or defamatory information about a person or organization through the CPSnet.
- g. Users will not send, display or receive anonymous messages using pseudonym signatures through the CPSnet.

5. Respect for Privacy

- a. Users will respect the privacy of confidential messages and will not repost those messages without the permission of the person who sent the message.
- b. Users will not post private information about another person or organization.

6. Respect for Resource Limits

- a. Users will utilize the system only for educational activities and limited, high quality self-discovery activities. Faculty will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the Cranston Public Schools curriculum. All students will be informed by faculty of their rights and responsibilities as users of the CPSnetwork prior to gaining access to that network, either as an individual user or as a member of a class or group.
- b. Student users will not download any file without the expressed permission of the instructor.
- c. Users will not post chain letters or engage in “spamming.” Spamming is sending an annoying or unnecessary message to a large number of people.
- d. All users will check their e-mail frequently and delete unwanted messages promptly.

7. Plagiarism and Copyright Infringement
 - a. Users will provide proper citation for information gathered from CD-ROMs, through the CPSnet, or on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
 - b. Users will respect the rights of copyright owners. Copyright infringement occurs when a user inappropriately reproduces a work that is protected by a copyright. A work includes: text, graphics, photos, sounds, music, animation, video and software programs. If a work contains language that specifies appropriate use of that work, users should follow the expressed requirements. If unsure whether or not a work may be used, permission from the copyright owner must be requested.

8. Inappropriate Access to Material
 - a. Receiving or inputting pornographic materials, promoting violence, engaging in racial, gender or other defamatory slurs or for personal attacks on others through the CPSnet is strictly prohibited.
 - b. Receiving or transmitting information throughout the CPSnet pertaining to dangerous instruments such as bombs, automatic weapons, or other illicit firearms, weaponry, or explosive devices is prohibited.
 - c. The CPSnet does not permit the use of chatrooms.

Individual Rights

1. Search and Seizure
 - a. Network administrators may review files and communications to maintain system integrity and to ensure that users are utilizing the CPSnet responsibly. Users should not expect that files stored on district servers or computers will be private.
 - b. An individual search will be conducted if there is reasonable suspicion that a user has violated this policy.

2. Due Process
 - a. The Cranston Public Schools will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the CPSnet.
 - b. In the event there is a claim that a user has violated this policy, the user will be notified of the suspected violation. An opportunity to present an explanation will be provided.

Limitation of Liability

1. The Cranston Public Schools makes no guarantee that the functions or the services provided by or through the CPSnet will be error-free or without defect.
2. The Cranston Public Schools will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
3. The Cranston Public Schools is not responsible for the accuracy or quality of the information obtained through or stored on the CPSnet.
4. The Cranston Public Schools will not be responsible for financial obligations arising through the unauthorized use of the CPSnet system.

1. The Cranston Public Schools will provide age-appropriate training for students who use the Cranston Public Schools Internet facilities. The training provided will be designed to promote the district's commitment to:
 - a. The standards and acceptable use of Internet services as set forth in the Cranston Public Schools Internet Safety Policy
 - b. Student safety with regard to safety on the Internet
 - c. appropriate behavior while on online, on social networking Web sites, and in chat rooms
 - d. cyberbullying awareness and response.
2. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA") in the Cranston Public Schools is achieved with the assistance of M86 web filtering hosted by RINET. This utility allows the district to block access to inappropriate content. The following is a guideline to the filtering that has been configured through the R3000 interface.

High School Category Blocks

- o Adult Content
- o Child Pornography
- o Pornography
- o Games

Middle School Category Blocks

- o Adult Content
- o Child Pornography
- o Pornography
- o "R" Rated
- o Games

Elementary School Category Blocks

- o Adult Content
- o Child Pornography
- o Pornography
- o "R" Rated
- o Obscene/Tasteless
- o Games

Cranston District wide Custom Blocks

- o Facebook
- o Myspace
- o YouTube (able to access safe videos through VuSafe)

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

It is a privilege, not a right, to use the CPSnet and the information resources found on the network and on the Internet.

PARENT SIGNATURE PAGE

Parent(s)/Guardian(s) and students must sign both the “DISCIPLINARY PROCEDURES” AND the “TECHNOLOGY ACCEPTABLE USE POLICY sections of this page. Sign and return this form to school.

TO: The Principal

FROM: Student's Name:

Student's Homeroom: _____ Date:

We have read, discussed, and understand the DISCIPLINARY POLICY AND PROCEDURES HANDBOOK FOR CRANSTON PUBLIC SECONDARY SCHOOLS.

Student's Signature:

Parent(s)/Guardian(s)' Signature

TECHNOLOGY ACCEPTABLE USE POLICY

I, _____(Student's Signature), as a user of the Cranston Public Schools' CPSnetwork, agree to follow the rules of the Technology Acceptable Use Policy.

PARENT(S)/GUARDIAN(S)

As the parent(s)/guardian(s) of the minor student signing above, I have read the “Technology Acceptable Use Policy” and agree to promote this policy with my son/daughter. Having read the policy, I grant permission for my son/daughter to access networked computer services such as electronic mail and the Internet.

Parent/Guardian Signature: _____ Date: _____

Once properly completed, this agreement page should be removed from the booklet and returned to the student’s homeroom teacher before the completion of the first week of school. Non-compliance will result in disciplinary action.

PERMISSION TO APPEAR IN PUBLICATIONS

As the parent/guardian of the minor student signing above,

CHECK ONE: I do agree I do not agree to allow my child to be photographed and/or identified in print or electronic publication as those photographs pertain to the promotion of school functions.

Parent/Guardian Initials: _____

DRAFT

Cranston Public Schools Internet Filtering Policy

Pursuant to R.I.G.L. 16-21.61-1

1. Definitions

In accordance with the Children's Internet Protection Act (CIPA), Cranston Public Schools is required to have in place a filtering device on all computers with Internet access. The filter should protect minors from access to visual depictions that are obscene or constitute child pornography, or that are harmful to minors, as defined in CIPA below:

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.

2. Cranston Public Schools Filtering Device

(A) iBoss Secure Web Gateway

- hosted by Cranston's Internet Service Provider-OSHEAN
- The iboss Distributed Gateway Platform™ meets the needs of K-12 schools with capabilities that include:
 - CIPA Compliance
 - Defense against non-standard protocols
 - Advanced Malware Protection
 - Support for Computer Based Testing
 - Mobile Device Management

3. Technology Committee

- (A) Cranston Public Schools appointed a Technology Committee, which includes library staff, IT staff, administrators, and educators to determine the list of appropriate categorical blocks to remain in compliance with the CIPA

- (B) Principles of academic freedom were considered in deciding what categories to filter

- (C) The Technology committee shall annually review the filtered categories annually and make recommendations to the District Technology Director for necessary adjustments

4. Cranston Public Schools Current District Filter Configuration

- (A) Categories
 - Malware
 - Porn/Nudity
 - Adult Content
 - Porn/Child
 - Web Proxies
- (B) Additional Settings
 - YouTube Safe Search
 - Strict Safesearch Enforcement
- (C) Blocked applications
 - Gaming:non-educational
 - File Sharing:non-educational (ie. music sharing sites)
- (D) URL Block List
 - Facebook
- (E) Monitoring
 - Real time user active monitoring enabled

5. Requests to Unblock Website

(A) Websites may be unblocked in certain circumstances for anyone who meets the following criteria:

- Educational purposes – there is educational material being blocked by the filtering system. Where access to a specific site consistent with the purpose of education is blocked, the site shall be unblocked.
- Staff related purposes – a staff member needs a website unblocked related to their job (such as purchasing, law enforcement, bona fide research).

(B) Any person requesting to have a site unblocked should submit a formal request to the Director of Technology through the online ticketing system. The request submission will include:

- Date of the request
- Website address to be unblocked
- Explanation of purpose for unblocking the site (refer to criteria above)
- Name and title of the requester
- If deemed appropriate to the criteria mentioned above and if there is no threat to the network or resources, the site will immediately be unblocked and access granted.

6. Denied Requests

(A)) If a request to unblock a website is denied, the Director of Technology will provide the specific reasons as to why the request was denied as well as the individual's right to appeal the decision.

(B) Further appeals may be made in writing to the Superintendent requesting that the denial be overturned.

7. Reporting

- (A) Cranston Public Schools will maintain a public record of any requests made to unblock a website and all copies of responses provided.
- (B) Cranston Public Schools will submit annual reports to the school committee regarding the number of requests granted and denied to unblock a site. The results of the report shall be used to review the filtering categories in place and consider modifications to them or to the administrative procedures in place.
- (C) The report shall also be used to determine whether improvements and modifications should be made to the filter itself

Bring Your Own Device (BYOD) Policy

Purpose:

The Cranston Public Schools recognizes that its students need to be engaged in activities that promote 21st Century learning skills. Communication and collaboration are central tenets of the 21st Century learner. Many students' lives today are filled with media that gives them mobile access to information and resources whenever and wherever needed. The Cranston Public Schools has developed a secure, centrally-managed wireless infrastructure that can support personal wireless electronic devices. The Cranston Public Schools will allow students to use personal electronic devices after they and their parents/guardians have signed the BYOD student user agreement. Students wishing to participate must follow the policies stated in the CPS Acceptable Use Policy (AUP) as well as the following requirements.

Device Types:

For the purpose of this program, the word "device" means a privately owned wireless and/or portable electronic piece of equipment that includes laptops, netbooks, tablets/slates, iPod Touches, smart phones, eReaders and any device that can connect to a wireless infrastructure.

Responsible use of BYOD:

1. The purpose of the use of electronic devices in CPS is educational. Electronic devices are not to be used to contact anyone inside or outside of school department buildings.
2. The use of BYOD is limited to the discretion of the teacher. Electronic devices are not to be used unless directed to do so by a teacher. Students are not to use electronic devices in classrooms until directed by a teacher. Teachers cannot require that students have a device with them in class. Teachers will not be expected to provide tech support to students experiencing difficulty with their devices.

Requirements:

- For any student who wishes to use a personally owned electronic device within the Cranston Public Schools, they and their legal guardian must read and sign this agreement and submit it to the building principal.
- Students and parents at the start of each new school year must renew this policy.
- The student accepts full responsibility for his or her device and shall keep it with him/herself at all times. The Cranston Public Schools is not responsible for the security of the device.
- The student shall be responsible for the proper care of their personal device, including any costs of repair, replacement or any modifications needed to use the device at school.
- The school reserves the right to inspect a student's personal device if there is reason to believe that the student has violated CPS policies, administrative procedures, school rules or has engaged in other misconduct while using their personal device.

- Violations of any CPS policies, administrative procedures or school rules involving a student's personally owned device may result in the loss of use of the device in school and/or disciplinary action according to the CPS disciplinary code, which may include loss of use of device ranging from a day to the rest of the year, detention, ISS, and/or suspension. The device may be confiscated and a parent will be required to pick it up.
- The student shall comply with teachers' requests to shut down the device.
- Personal devices shall be charged prior to bringing it to school and shall be capable of running off its own battery while at school.
- The student shall not use the devices to record, transmit or post photos or video of a person or persons on campus, nor shall any images or video recorded at school be transmitted or posted at any time without the permission of the teacher or appropriate school official.
- The student shall only use their device to access relevant files in accordance with the CPS Student AUP.
- Students are not to make any attempts to bypass or circumvent network security systems or filters. Students are only to access the internet via the CPS network, not through cellular networks or other wireless connections.

Policy Adopted: 8/18/14 (Res. No. 14-8-26)

**CRANSTON PUBLIC SCHOOLS
CRANSTON, RHODE ISLAND**