CRANSTON PUBLIC SCHOOLS

DISTRICT TECHNOLOGY PLAN

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CRANSTON, RHODE ISLAND

CRANSTON PUBLIC SCHOOLS

DISTRICT TECHNOLOGY PLAN
2013 - 2016
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CRANSTON PUBLIC SCHOOLS

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CRANSTON PUBLIC SCHOOLS

Cranston, Rhode Island

Vision Statement

Cranston Public Schools is a diverse community of learners who work collaboratively as critical thinkers. Students are supported with best instructional practices that provide meaningful learning experiences and are held by high professional standards. Together with community partnerships, we ensure a nurturing learning environment that fosters student success.

Mission Statement

The mission of the Cranston Public Schools is to empower our students to acquire the resourcefulness which prepares learners for life role performances in a world of constant change and continuous discovery.

The Student We Want to Graduate

The student successfully completing an educational program in the Cranston Public Schools is an inquisitive, literate, culturally aware, lifelong learner with positive self-esteem, who is able to think creatively and to critically analyze information.

The student is a resourceful, technologically proficient worker, who contributes to team efforts. As a responsible citizen, the student is an ethical, self-reliant and socially responsive member of the global community.

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 "the student we want to graduate."

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in Education's view that "Technology is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of 21st century work, communications, learning,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.

What We Believe About Technology

Our Educational System Must Produce Technology Capable Kids

To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. Within an effective educational setting, technology can enable students to become:

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

A combination of essential conditions are required to create learning environments conducive to powerful uses of technology, including:

- Vision with support and proactive leadership from the education system
- Educators skilled in the use of technology for learning
- Content standards and curriculum resources
- Student-centered approaches to learning
- Assessment of the effectiveness of technology for learning
- Access to contemporary technologies, software, and telecommunications networks
- Technical assistance for maintaining and using technology resources
- Community partners who provide expertise, support, and real-life interactions
- Ongoing financial support for sustained technology use
- Policies and standards supporting new learning environments

ESTABLISHING NEW LEARNING ENVIRONMENTS

Incorporating New Strategies

- Traditional Learning Environments ……New Learning Environments
- Teacher-centered instruction …….Student-centered learning
- Single sense stimulation ……Multisensory stimulation
- Single path progression ……...Multipath progression
- Single media ……Multimedia
- Isolated work ……..Collaborative work
- Information delivery ……Information Exchange
- Passive learning ……Active/exploratory/inquiry-based learning
- Factual, knowledge-based learning ……...Critical thinking and informed decision-making
- Reactive response ……Proactive/planned action
- Isolated, artificial context …….Authentic, real-world context

The most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. The resulting learning environments should prepare students to:

- Communicate using a variety of media and formats
- Access and exchange information in a variety of ways
- Compile, organize, analyze, and synthesize information
- Draw conclusions and make generalizations based on information gathered
- Know content and be able to locate additional information as needed
- Become self-directed learners
- Collaborate and cooperate in team efforts
- Interact with others in ethical and appropriate ways

Teachers know that the wise use of technology can enrich learning environments and enable students to achieve marketable skills. It is still critical, however, that educators analyze the potential benefits of technology for learning and employ it appropriately.

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.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

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

A major component of the NETS Project is the development of a general set of profiles describing technology (ICT) literate students at key developmental points in their precollege education. These profiles are based on ISTE's core belief that all students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. Coupled with the standards, the profiles provide a set of examples for preparing students to be lifelong learners and contributing members of a global society. The profiles highlight a few important types of learning activities in which students might engage as the new NETS•S are implemented. These examples are provided in an effort to bring the standards to life and demonstrate the variety of activities possible. Space limitations and the realities of the constantly evolving learning and technology landscapes make it impossible to provide a comprehensive collection of examples in this document, and consequently, students and teachers should not feel constrained by this resource. Similarly, because this represents only a sampling of illuminating possibilities, the profiles cannot be considered a comprehensive curriculum, or even a minimally adequate one, for achieving mastery of the rich revised National Educational Technology Standards for Students. Educators are encouraged to stay connected to the ISTE NETS Refresh Project and contribute their best examples to expand this resource. The profiles are divided into the following four grade ranges. Because grade-level designations vary in different countries, age ranges are also provided.

☐ Grades PK–2 (ages 4–8)

☐ Grades 3–5 (ages 8–11)

☐ Grades 6–8 (ages 11–14)

☐ Grades 9–12 (ages 14–18)

It's important to remember that the profiles are *indicators of achievement at certain stages* in primary, elementary, and secondary education, and that success in meeting the indicators is predicated on students having regular access to a variety of technology tools. Skills are introduced and reinforced over multiple grade levels before mastery is achieved. If access is an issue, profile indicators will need to be adapted to fit local needs. The standards and profiles are based on input and feedback provided by instructional technology experts and educators from around the world, including classroom teachers, administrators, teacher educators, and curriculum specialists. Students were also given opportunities to provide input and feedback. In addition, these refreshed documents reflect information collected from professional literature.

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced. The categories are:
1. Creativity and Innovation

2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Technology (ICT) Literate Students Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4-8):
1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems.(4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

Technology (ICT) Literate Students Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5 (ages 8-11):
1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6. Conduct science experiments using digital instruments and measurement devices. (4, 6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning

tools with teacher support. (4, 6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

Technology (ICT) Literate Students Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):
1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1,2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

Technology (ICT) Literate Students Grades 9–12 (Ages 14–18)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9–12 (ages 14–18):
1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1, 4)
2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1, 2)
3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)
4. Employ curriculum-specific simulations to practice critical-thinking processes. (1, 4)
5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. (1, 2, 3, 4)
6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
(4, 5, 6)

7. Design a Web site that meets accessibility requirements. (1, 5)
8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (3, 5)
9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1, 5)
10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4, 6)

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR TEACHERS

All classroom teachers should be prepared to meet the following standards and performance indicators.

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

B. apply current research on teaching and learning with technology when planning learning environments and experiences.

C. identify and locate technology resources and evaluate them for accuracy and suitability.

D. plan for the management of technology resources within the context of learning activities.

E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

A. facilitate technology-enhanced experiences that address content standards and student technology standards.

B. use technology to support learner-centered strategies that address the diverse needs of students.

C. apply technology to develop students' higher order skills and creativity.

D. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers: apply technology in assessing student learning of subject matter using a variety of assessment techniques.

A. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

B. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

A. use technology resources to engage in ongoing professional development and lifelong learning.

B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. apply technology to increase productivity.

D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

A. model and teach legal and ethical practice related to technology use.

B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

C. identify and use technology resources that affirm diversity

D. promote safe and healthy use of technology resources.

E. facilitate equitable access to technology resources for all students.

THE CURRENT PLAN

The Cranston Public Schools have met most of our overall district goals presented in the last three 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 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 Microsoft Office 365, currently used as district email system
7. Begin to implement the one-to-one computing model, using BYOD
8. Convert the e-portfolio system to the Aspen Student Information System
9. Master the Aspen Student Information System
10. Integrate the new Wireless Network that was created via the State Wireless Classroom Initiative Bond

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:

- Telephone service is supplied throughout the District utilizing Centrex technology which supplies a centralized method of call distribution. The District awarded the bid for services to COX Communications in June of 2007. Centrex has proven to be a cost effective alternative to the Cranston Public Schools. The current contract with COX has been extended through June of 2015. The option to extend the initial contract period as noted in the original contract has been selected and COX will remain the telephone service vendor for an additional year. The original COX contract allows for an option of five, one year extensions.
- Since July 2001, the Technology Department has been purchasing all new computers and peripherals from the State Master Price Agreement that was awarded to Dell. The current standard classroom computer configuration consists of a Optiplex 3010 multi-media computer with a 3.20 GHz Dual core processor, wireless connectivity, 4 GB Ram and a 19-inch flat panel monitor. Dell updates the configuration regularly as newer technologies become available. All

computers are purchased with a 3-year, next day parts agreement. The Dell purchases have proven both cost effective and reliable and therefore it is the intention of the Technology Department to continue to purchase all hardware from Dell for the secondary level and administration.

- Assessment Carts- Each school was given a 30 unit Dell 3330 computer cart to be used for assessment purposes (PARCC, STAR…). Each cart consists of the following:
  - 30 Dell 3330 laptop computers
  - 30 usb mice
  - 30 headsets
  - 1 storage cart
  - 1 wireless access poing
- Elementary Schools continue to expand on the Apple Education Technology. All purchases made at the elementary level go through the Education Pricing Agreement established by Apple. Elementary level schools have been purchasing iMac computers with the built-in ability to join the existing Ethernet network or the building level wireless network. Assessment carts were the exception to the Elementary Apple purchase standard.
- Updated wireless networks are being installed in all classrooms distritwide. Funding is provided by the RIDE WCI grant.
- All secondary level and administration computers are being installed with Microsoft Office 2013 Professional and Microsoft Security Essentials. The purchases for software are made through Dell/ASAP Software which has been awarded the State Software MPA. Upon request, the Elementary computers may also have Microsoft Office Professional for Macs installed.
- The district goal is to implement a 1:1 computing environment utilizing BYOD, implementation will take place upon completion of the new wireless network slated for August 2014.
- Individual cable modems are available in every school library as an additional means of connecting to the Internet.
- All staff members of the Cranston Public Schools have an e-mail address. The Cranston Public Schools is using Microsoft Office 365. It is the continued intention of the Technology Dept. and Administrators to improve communication by the utilization of e-mail.
- The Cranston Public Schools Web Server is hosted through Host Gator. The web site is utilizes Joomla. All of the Schools have individual web pages linked to this page.
- The Cranston Public Schools utilizes a Cisco Firewall
- The Cranston Public Schools utilizes R3000 filtering through RINET to align with CIPA regulations. The filtering solution will be migrating to another tool over the summer and will continue to be hosted by OSHEAN our district service provider.

Secondary Level Classroom/Lab Computers- minimum requirements:

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

- 19 inch flat panel monitor with built in speakers
- 4 GB Ram
- 250 gig HD
- Windows 7
- Microsoft Office Professional 2013
- Microsoft Security Essentials
- Ethernet and Wireless connectivity

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

- High Speed Network Laser Printer (currently purchasing Dell Network Laser Printer)
- Scanner with OCR Software
- Access to a Digital Camera
- 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

Elementary Classroom/Lab Computers- minimum requirements:

Multimedia Computers with the following specifications (See update note above):

- iMac computers with minimum of 4 GB Ram
- 3.1 GHz Intel Core 2 Duo
- 250 gig HD
- Ethernet connectivity/wireless connectivity
- Apple Software installed when purchased- Microsoft Office upon request

Labs should be equipped with the above listed multimedia computer and the following additional components:

- High Speed Network Laser Printer (Dell Network Laser Printer)
- Scanner with OCR Software
- Access to a Digital Camera
- Devices to aid physically impaired students using computers, as necessary
- 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 secondary level 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 300 MB of Bandwidth to our Internet Service Provider (OSHEAN). The Bandwidth requested for the fiscal year beginning July 1, 2014 is 1GIG. The Elementary Schools are using COX lines equivalent to 40MB with a requested increase to 80MB.. The Secondary Schools are supplied with 80MB with a request to increase to 200MB. 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. Checkpoint Firewall software is in place to protect the Cranston Public Schools Network.

Current External Connections:

- All Eighteen Elementary Schools
  - 40 MB line
- Special Services and Adult Education Building:
  - 40 MB line
- High Schools, Career and Technical Center, Middle Schools:
  - 100 MB
- Briggs Building-Head End
  - 300 MB

Projection:

- Existing routing devices and infrastructure are evaluated regularly to ensure full usage of existing bandwidth. Changes made as needed.
- Increase in bandwidth has been requested from Cox for the 2014-2015 school year
- Routers have been replaced as necessary to accommodate the increased bandwidth request

Current internal connections

- Category-5/6 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. The High Schools, Bain and Park View have fiber-optic backbones that connect the main wiring closets Wireless connectivity is being used in all district buildings.
- The Elementary Schools have Category-5 Ethernet networks established. Classrooms, labs, offices and library media centers are networked. Wiring closets are attached via Cat-5 Ethernet. All schools have wireless connectivity available.
- All schools will have parallel wireless networks per the Wireless Classroom Initiative Grant project that should be completed by the start of the 2014-2015 school year.

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

In addition the High Schools have teachers that are paid a stipend to be the first line of fire to the staff and instructional technology needs. These individuals work with the Technicians to assure the end user, be it staff or student, prompt service as needed. At the Elementary Level, library media specialists serve as the technology contact to the staff and students prior to contacting the district technicians.

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
- Computer Service Request forms are distributed to each school
- Request forms are filled out and reviewed by the buildings technology representative
- Technology request forms are forwarded to the main office and left for the technician for their scheduled visit
- Phone calls for immediate priority assistance are handled by the Director of Technology
- Summer repair requisitions are distributed to each school in June to enable the Technology staff the ability to be sure that all repairs have been accomplished prior to the start of the new school year

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:

In keeping with the district goal of providing one computer for every five students, five or six student computer workstations and one teacher workstation per classroom provide sufficient computer access for most classroom activities and user needs. The computer workstations shall have

access to a state-of-the-art, multi-page printer. Once a school building is completely networked, it is unnecessary for each computer to have its own printer. Network printers are being purchased whenever possible to replace local based printers for cost effectiveness.

Each year, technology funding should be used to purchase additional computer workstations with the district goal of one computer for every five students. 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. The Strategic Plan should include a timeline for replacing antiquated hardware and for the acquisition of new software.

Schools provide projection devices or large screen televisions to connect to an Internet-ready workstation in order to enhance the delivery of instruction to large groups in all instructional areas. When a projection device is not available at the building level a unit can be borrowed from the technology office.

The following computer-related hardware is suggested as additional purchases that the School Improvement team may recommend to enhance the use of technology in the delivery of instruction: Digital cameras, flatbed scanners, video conferencing cameras, CD- Burners, color printer (ink-jet or laser).

Computer Labs:

While it is recommended that computer workstations be assigned to classrooms, some schools may consider creating a multi workstation computer lab. 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.

Mobile labs are being purchased at the secondary level schools to assure technology availability throughout the schools.

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

Each classroom defined as a home room is equipped with at least one Internet accessible computer to be used with the Aspen Student Information System.

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. All High School rooms designated as Home Rooms(Advisories) are equipped with at least one Dell PC 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. Additionally, efforts will be made to place small cluster of computers in as many classrooms as possible.

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. Move to mobile lab environments.

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. The number of computer workstations in a lab can be used towards the district goal of providing a computer workstation for every 5 students. Evaluate ability of BYOD to accommodate the district goal of a 1:1 environment and make adjustments to tech plan as necessary.

Library Media Center

The library media center will support networked automated circulation and catalog functions as well as provide access to full-text database sources via the web. All schools are online with Destiny for Library automation. In addition, multiple computer workstations accessible by students and teachers will provide access to the catalog, to a variety of reference CD-ROM programs, and the Internet. The computer workstations should also provide accessibility to word processing, spreadsheet, and presentation software. Considering space limitations, it is recommended that at a minimum 4-6 computer workstations be provided in an elementary library, 8-14 workstations at the middle school level, and 15-25 workstations are available in the high school library.

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

- Ability to backup software files; internal CD-ROM burner
- connections to high speed network laser printer(s)
- connection to a local color printer
- projection device for large screen demonstrations of PowerPoint presentations, webpages
- a projection screen
- televisions with DVD connections
- digital cameras
- digital camcorder
- a telephone with outside access

- a distance learning connection (cable-TV, satellite dish)
- DVD recorders

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 elementary LMS on how to operate a variety of circulation functions.
- Continue to work with collections in preparing shelflist cards for marc conversion.
- Provide professional development for elementary library media specialists on various functions of automation software.

Administrative Management

Administrative School Offices:

The Cranston Public Schools continues to utilize Aspen as it's 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 and in meeting educational standards set by the No Child Left Behind act. This system creates an opportunity to maintain better informed stake holders and to better ensure that every child receives the same level of individual care.

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 and on-line grade reporting

Electronic IEP's and special education reporting

Health record management

Parent access to monitor their children's progress.

Training and Support

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The District continues to us a Centralized Registration Office.
One full-time and one half-time 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 to secondary building level department chairpersons, Central Office Staff (Briggs) and the Special Services Center.
- 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 2014-2015 has not been approved to date.

- The Cranston Public Schools budget for the 2013-2014 school year was requested and accepted, $368,972.00 was made available for technology purchases. Actual budget funding follows:
    - e-Portfolio $32,568.00
    - Internet access $37,050.00
    - New Equipment $260,504.00
    - Outside Tech. Support $950.00
    - Software $25,000.00
    - Repair Supplies $10,900.00
    - Repairs $2000.00

- The Cranston Public Schools budget for the 2012-2013 school year was requested and accepted, $368,972.00 was made available for technology purchases. Actual budget funding follows:
    - e-Portfolio $32,568.00
    - Internet access $37,050.00
    - New Equipment $260,504.00
    - Outside Tech. Support $950.00
    - Software $25,000.00
    - Repair Supplies $10,900.00
    - Repairs $2000.00

- The Cranston Public Schools budget for the 2011-2012 school year was requested and accepted, $376,558.75 was made available for technology purchases. Actual budget funding follows:
    - e-Portfolio $39,436.75
    - Internet access $42,750.00
    - New Equipment $245,122.00
    - Outside Tech. Support $950.00
    - Software $25,000.00
    - Repair Supplies $10,000.00
    - Wiring Supplies $1900.00
    - Repairs $9500.00

- Funding over the past EIGHT years follows:*
    - 2002-2003 $ 71,000.00
    - 2003-2004 $ 175,500.00
    - 2004-2005 $ 23,000.00
    - 2005-2006 $ 191,940.00
    - 2006-2007 $275,704.00
    - 2007-2008 $297,147.67
    - 2008-2009 $326,473.00
    - 2009-2010 $356,667.00
    - 2010-2011 $376,558.75
    - 2011-2012 $376,558.75
    - 2012-2013 $368,972.00
    - 2013-2014 $368,972.00

  *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.

    - 2014-2015 Internet Access E-Rate request
        - Total before reimbursement $45,000.00
        - E-Rate requested reimbursement $28,800.00
        - CPS contribution $17,000.00
    - 2013-2014 Internet Access E-Rate request
        - Total before reimbursement $68,750.04
        - E-Rate requested reimbursement $41,937.52
        - CPS contribution $26,812.52

- 2012-2013 Internet Access E-Rate request
  - Total before reimbursement $95,000.04
  - E-Rate requested reimbursement $57,950.02
  - CPS contribution $37,050.02

- 2011-2012 Internet Access E-Rate request
  - Total before reimbursement $95,000.04
  - E-Rate requested reimbursement $52,250.02
  - CPS contribution $42,750.02

- 2014-2015 Telephone Service E-Rate request- awaiting confirmation from eRate
  - Total before reimbursement $144,000.00
  - E-Rate reimbursement 61% of actual charge

- 2013-2014 Telephone Service E-Rate request
  - Total before reimbursement $144,000.00
  - E-Rate reimbursement 61% of actual charge

- 2012-2013 Telephone Service E-Rate request
  - Total before reimbursement $144,000.00
  - E-Rate reimbursement 61% of actual charge
  - CPS contribution(to date) 49% of actual charge

- 2011-2012 Telephone Service E-Rate request
  - Total before reimbursement $144,000.00
  - E-Rate reimbursement $79,220.00
  - CPS contribution $64,780.00

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
- Establish a BYOD (bring your own device) environment equipped with the latest technologies awarded through the WCI Grant accompanied by a District BYOD Policy to be approved by the School Committee

District Technology Curriculum Integration Models

- Elementary Schools
    - Scholastic/Tom Snyder
        - System44
        - READ ABOUT
- Secondary Schools
    - Scholastic/ Tom Snyder
        - READ180
    - Odyssesyware
        - Virtual learning environment to supplement Mathematics

District Technology Assessment Tools

- Elementary Schools
        - STAR Math
        - STAR Reading
        - PALS
- Secondary Schools
        - NWEA Math Assessment

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

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Appendix

TECHNOLOGY ACCEPTABLE USE POLICY

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. Breech 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.

Internet Safety

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
- Adult Content
- Child Pornography
- Pornography
- Games

Middle School Category Blocks
- Adult Content
- Child Pornography
- Pornography
- "R" Rated
- Games

Elementary School Category Blocks
- Adult Content
- Child Pornography
- Pornography
- "R" Rated
- Obscene/Tasteless
- Games

Cranston District wide Custom Blocks
- Facebook
- Myspace
- 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 <u>sign both</u> 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 Signtature: *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: _____