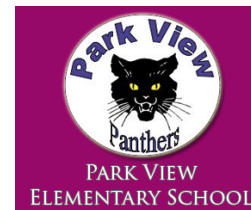




TECHNOLOGY PLAN  
LCAP: 2016-2017  
(RUSD Strategic Plan)



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## Vision/Mission

### We Believe:

- Students are our first priority.
- All students are capable of learning.
- All people have a right to an environment that feels safe and accepting both physically and emotionally.
- Individuals are entitled to the support and opportunity needed to realize their own unique potential.
- That like skills, as well as academics, are critical for a successful future.
- That integrity, honesty, problem solving and decision-making are the core of our success.
- That our supportive community is essential to our high quality schools.

### Our Vision includes Technology

The Ripon Unified School District is committed to offering the highest quality education in the San Joaquin Valley. We provide a safe, positive, and stimulating environment where students are our first priority. Our district has state-of-the-art facilities that exemplify pride of ownership. Technology is cutting edge and abundant in all areas of the curriculum. It is accessible to students and staff both at school and at home, keeping the district competitive. We recognize that mutually beneficial relationships are essential between the district and community. Our children enjoy coming to school.

### Our Mission

The Ripon Unified School District is committed to working together with parents and the community to provide a high quality education. The district will create a safe learning environment characterized by trust and respect. We ensure that each student will be a contributing citizen in an ever-changing diverse and global society.

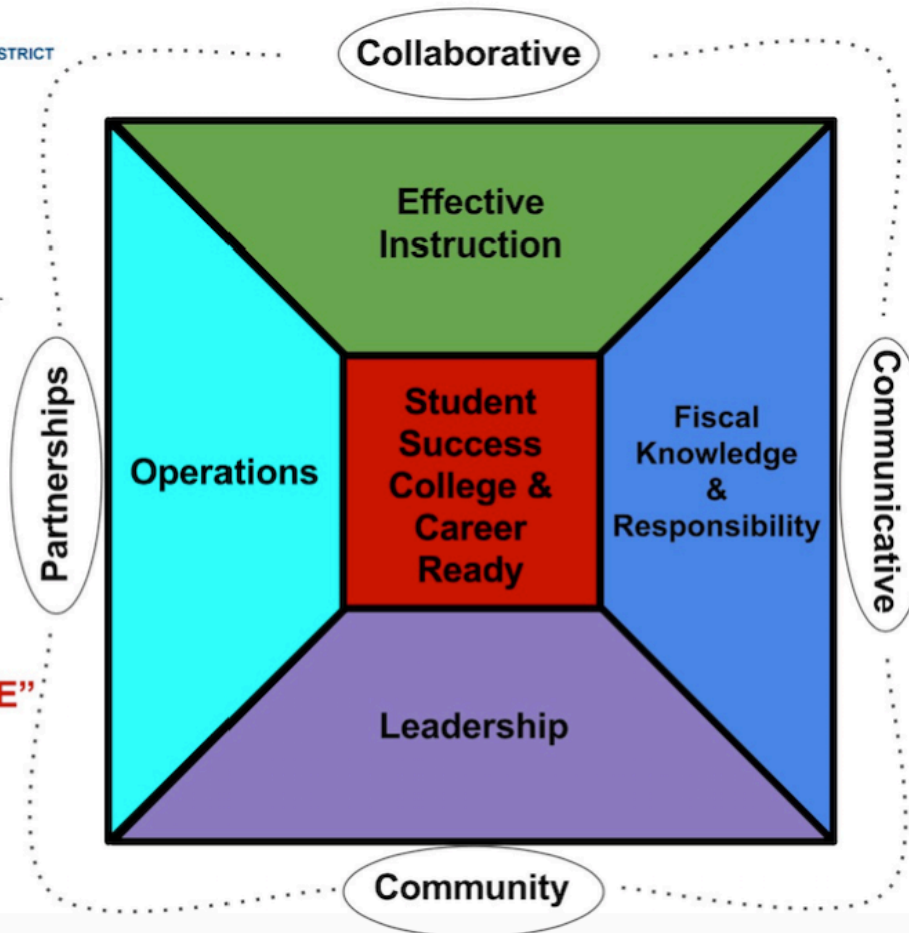
# District Profile



We Model **R**esponsibility  
We are **U**nited to Engage/Empower  
We Expect **S**uccess for All  
We are **D**edicated to Education

**Mission**  
**"WE EXPECT EXCELLENCE"**

## Linking the Lines of Learning



## LCAP Goals

- Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.
- Build a thorough Response to Intervention (RTI) program that is consistent across the district and Accelerate the growth of all students, including underperforming subgroups in all areas.
- Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.
- Provide an educational program with support services, including staffing and operations.

# History/Our Schools

## Ripon Education

“Education was a vital ingredient in building a good individual. The citizens of Dent and Castoria Township, which was to become Ripon, demonstrated this early on in the development of the public school districts. Zinc House School was the first step in this process; being formed in 1852. The schools needed to be accessible to students by horse or by foot. This was the reason for a high number of schools in the Ripon area. By 1890 Ripon had 4 schools, with a daily attendance of 108 students: River School 14, Zinc School 33, San Joaquin School 32, and Ripon School 29.”

## Ripon Union High School

“The first year of high school was held in 1910-1911 at Odd Fellows Hall. There were fourteen pupils and one teacher. A teacher’s salary in this time was \$150.00 a month. A permanent school building was needed so a bond election was held in June of 1911 for \$22,500, but it did not pass. Then in 1916, the third bond election was held and was approved with \$27,000 for a new high school.”

Resource: CityofRipon.org

## Present

Currently, our District houses 5 elementary sites and two high schools: Ripon Elementary, Ripona Elementary, Weston Elementary, Colony Oak Elementary, Park View Elementary, Ripon High School and Harvest High School. All of our elementary sites service students from grades Kindergarten through 8<sup>th</sup>, with the exception of two sites, that also house Transitional Kindergarten classes. Ripon High School services students in grades 9-12. Our second High School is an alternative education site that services students in grades 10-12.

# Demographics

Female	Male	Socio-Economic Disadvantaged	White	Hispanic	EL
48.6%	51.4%	34.7%	55.5%	35%	11.5%

# Stakeholders

## **School Board**

Dr. Kit Oase, President  
Chad Huskey, Vice-President  
Christina Orlando, Clerk  
Ernie Tyhurst, Board Member  
Mike Fisher, Board Members

## **District Administration**

Dr. Ziggy Robeson, Superintendent  
Sonia Lasyone, CBO  
Kathy Coleman, Director of Curriculum and Categorical Programs  
Lisa Cheney, Director of Student Services  
Paty Mendoza, Program Manager

## **Site Principals**

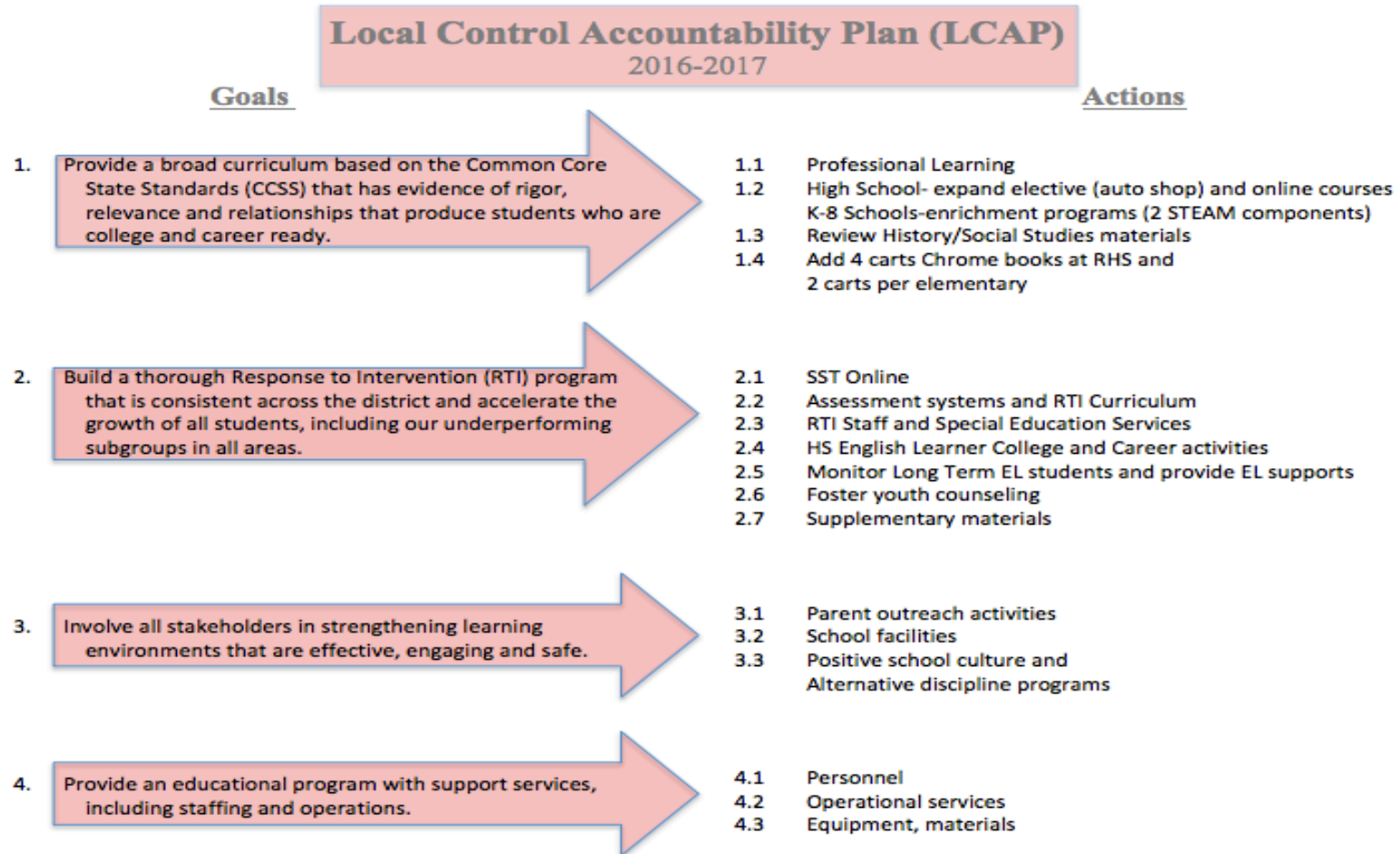
Dr. Dante Alvarez	Lisa Fereria
Cheryl Griffiths	Michael Larson
Mona Ogden	Lance Morrow
Keith Rangel, VP	Dr. Sergei Samborski

## **Technology Cadre**

Aline White	Mayra Gomez
Heidi Hawes	Samara Stevens
Nicole Stock	Sean Derrick
Jason Yang	Jacob Bradshaw
Tony Hunt	Mindy Genasci
Paty Mendoza	Kathy Coleman

# LCAP Summary

Below is a snapshot of our LCAP. This provides a clear picture of our Goals and our Actions for each Goal.



# Integration of Technology: LCAP View for 2016-2017

**Goal 1- Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships that produce students who are college and career ready.**

- 1.1 Professional Learning- includes ELA/D technology component, STEAM, special education programs, intervention programs and other software and technology
- 1.2 High School- expand elective (auto shop) and online courses, K-8 Schools- enrichment programs (2 STEAM components)
- 1.3 Review History/Social Studies materials, including technology components
- 1.4 Add 4 carts Chrome books at RHS and 2 carts per elementary

**Goal 2- Build a thorough Response to Intervention (RTI) program that is consistent across the district and accelerate the growth of all students, including our underperforming subgroups in all areas.**

- 2.1 SST Online
- 2.2 Assessment systems and RTI Curriculum

**Goal 3- Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.**

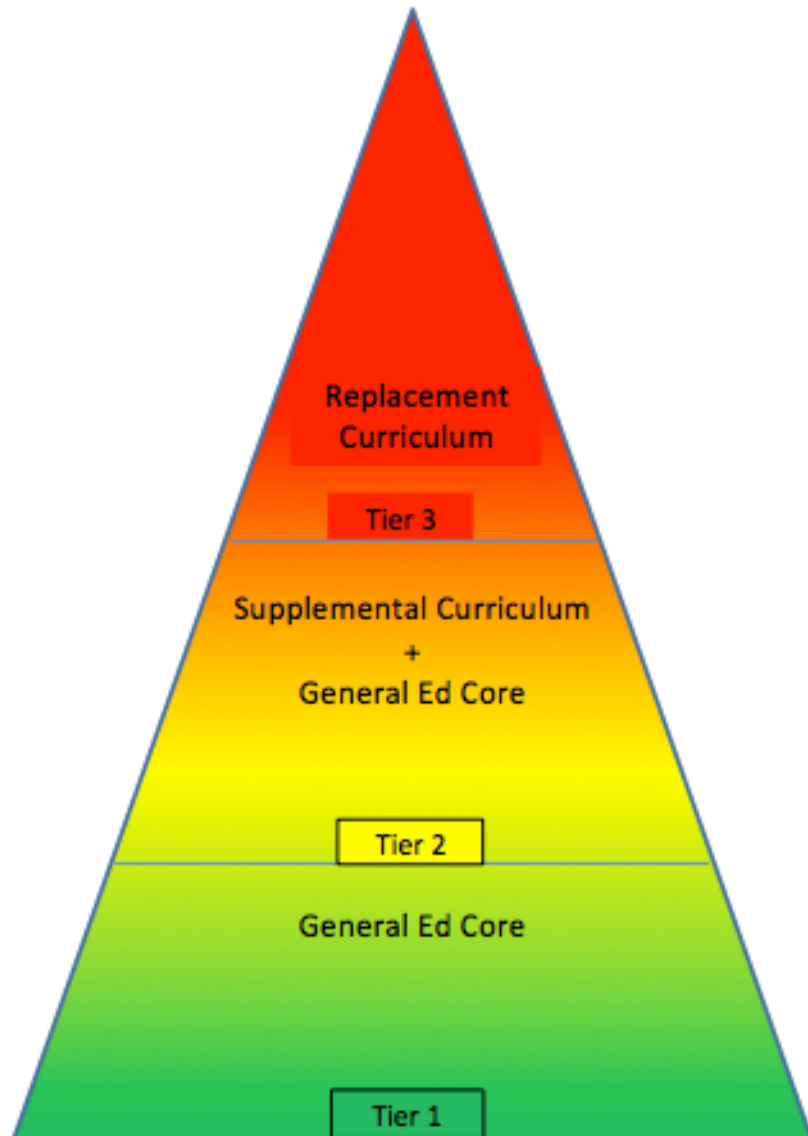
- 3.1 Parent outreach activities: AERIES, CAASPP, Online Educational Technology Resources, Social Media, Emails,

**Goal 4- Provide an educational program with support services, including staffing and operations.**

- 4.3 Equipment, materials

# Response to Intervention Summary

Our district has recently implemented a strong Response to Intervention model in grades K-12. This model has several components that allow us, as educators, to measure our students' growth as well as monitor their areas of need.



## **Tier 2 Interventions**

- Horizons
- Academic Literacy
- Think Through Math

## **Tier 3 Interventions**

- Reading Intensive
- READ 180/System 44
- MATH 180

## **K-8<sup>th</sup> Grades**

- 4 x yearly
- TK-2<sup>nd</sup> grades AIMSweb Assessments
- 3-8<sup>th</sup> grades STAR Assessments

## **9<sup>th</sup>-12<sup>th</sup> Grades**

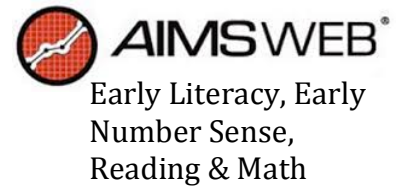
- 8<sup>th</sup> grade Benchmarks
- Grades & Teacher

# RTI Model Technology Integration

Data Management Systems



Universal Screenings



Tier 3



Tier 2



Tier 1

# RTI Model

## Technology Integration

### Data Management Systems

**SEIS**: SEIS provides centralized online management of IEPs and Special Education records.

**SST Online**: SSTOnline is an organizational tool for Student Success Team meetings.

**Renaissance Learning**: A cloud-based assessment, teaching, and learning solution.

**aimsweb**: aimsweb is an assessment and RTI solution for universal screening, progress monitoring, and data management used for grades K-2. Aimsweb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.

### Universal Screenings

**Renaissance STAR 360 Reading and Math**: Tier I reading and math assessment

**aimsweb Early Literacy, Early Number Sense, Reading and Math**: Tier I, II, III literacy and math assessment

**SRI and SMI**: Tier II and III reading and math assessment

### Classroom Technology Integration

**READ/MATH 180**: Tier III reading and math intervention replacement curriculum

**Funnix**: Tier III math intervention support

**Moby Max**: Tier II or Tier III reading and math support

**Lexia**: Tier II reading supplemental support

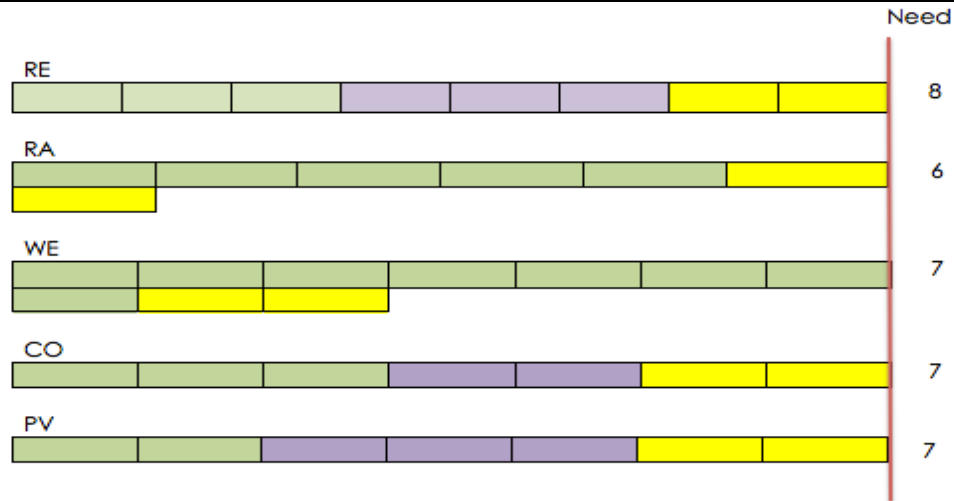
**IXL**: Tier I math supplemental support

**Khan Academy**: Tier I math supplemental support

# Moving Towards 1:1 Technology

The technology cadre determined that a reasonable starting place for devices is 1 Chrome cart per 6<sup>th</sup>-8<sup>th</sup> grade class and 1 Chrome cart per 4<sup>th</sup>-5<sup>th</sup> grade level at each site. These numbers equal the NEED below. The Now column reflects what the school currently owns. The End of Year 15/16 (EOY) data tells what has been purchased to be in place for next year. In addition, the last column shows what will be purchased through the 16/17 LCAP.

School	NEED	Now	EOY 15/16	LCAP 16/17
Ripon El	8	3	3	2
Ripona	6	5	0	2
Weston	7	8	0	2
Colony Oak	7	3	2	2
Park View	7	2	3	2



Eventually, the plan is to have 1 iPad cart per K-3 grade level at each site.

School	NEED	Now
Ripon El	4	1
Ripona	4	0
Weston	4	2
Colony Oak	4	2
Park View	4	2

Ripon HS currently has 5 Chrome book carts that are checked out to teachers. With the new ELA/D adoption, it is imperative that students have access in their English classes at all times. Therefore, 7 new carts have been purchased specifically for the Language Arts classes. In addition, 4 more carts will be purchased with LCAP funds for the checkout system at Ripon High.

School	Now	EOY 15/16	LCAP 16/17
Ripon HS	5	7	4
Harvest HS	1:1	0	0

# Classroom Setup

The expectation is that every classroom has a teacher computer/work station, a projector and a document camera. Listed below are the needs by school. These items have been purchased to be in place for next year.

<b>School</b>	<b>Computer</b>	<b>Projector</b>	<b>Document Camera</b>
<b>Ripon El</b>	3	0	9
<b>Ripona</b>	0	0	0
<b>Weston</b>	0	1	1
<b>Colony Oak</b>	0	1	4
<b>Park View</b>	0	1	1
<b>Ripon HS</b>	0	6	15
<b>Harvest HS</b>	0	0	0

# Infrastructure

Ripon Unified School District Infrastructure will consist of (1) access point (AP) for every two rooms. We have standardized on Ruckus Access Points, keeping in line with county support. In testing this brand and with manufacturer's recommendation they were able to get better connectivity with 1 unit per 2 rooms. July 2016 will see all sites upgraded to the Ruckus APs, replacing the 7 year old HP Access points that we installed in 2011/12.

CAT6 networking cable will be used in classrooms and offices on any new expansion to provided scalability to all devices and future proof new construction or modernization.

Each site is connected via a fiber WAN(Wide Area Network) provided by Spectrum by Charter. Each site has a 1GB connection to the district office that feeds back to the San Joaquin County Office of Education via a 1GB connection. Expansion might include increasing our link to the COE to 10 GB. Currently we use less than 25% of our bandwidth.

All classrooms will have 2 or more network ports to allow wired devices such as phones and Access Points to connect to their respective switch.

# Technical Support

Desktop support is provided by the 2 on-staff Technology Specialists. They handle, all support related to computers, software, online applications, printers, iPads, telephony, district website, Chromebooks, and servers on site.

The Aeries/CALPADS staff member handles the student information system. This includes student records, reports, parent, and student access.

User Accounts for employees are setup and administered by HR and the County Office.

Each site is responsible for maintaining their own school website.

SJCOE provides support for the physical network on site.

## Technology Content Cadre

Dates	Time	Location	Outcomes
9.23.16	8:00-3:15	TBD	-Review RUSD Tech Standards -Dig into RUSD Tech Plan -Create a technology training roll-out plan -Look at using book, Google Apps with Common Core, as a training tool -Discuss CLMS (Jan. 6,7,8)
11.2.16	8:00-3:15	TBD	-DEMO technology Tools -District Technology Resources -County Tech Resources

## Participants:

grade	TK-12	
4	Samara Stevens	CO
5	Nicole Stock	PV
7	Heidi Hawes	WE
8	Mayra Gomez	RA
8	Aline White	RE
RHS	Sean Derrick	RHS
HH	Jason Yang	HH
DO	Mindy Genasci	DO
DO	Tony Hunt	DO
DO	Jacob Bradshaw	DO
DO	Paty Mendoza	DO
DO	Kathy Coleman	DO



# Ripon USD Technology Standards



## TECHNOLOGY STANDARDS (TK-2)

### TK-K

- ❖ Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
  - Little Bird Tales (free basic or \$24.99/year for 20 students, \$1.25 per additional), Storybird (free basic version)
- ❖ Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
  - Videos, Discovery Education (site license needed), YouTube
- ❖ Demonstrate the safe and cooperative use of technology. (5)
  - commonsensemedia.org (free)
- ❖ Independently apply digital tools and resources to address a variety of tasks and problems. (4,6)
  - math websites
- ❖ Communicate about technology using developmentally appropriate and accurate terminology. (6)
  - Vocabulary chart
- ❖ Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

### K

- ❖ Find and evaluate information related to a current or historical person or event using digital resources. (3)
  - Subscription to Scholastic News (subscription needed)

### 1

- ❖ Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
  - Little Bird Tales (costs \$1.25 student) Storybird(free but costs for printing), Puppetpals(costs \$5.99 per)
- ❖ Independently apply digital tools and resources to address a variety of tasks and problems. (4,6)

### 1-2

- ❖ In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
  - Kidspiration

## 2

- ❖ Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
  - CNN Student News(free), NewsELA(costs, call for quote)
- ❖ Find and evaluate information related to a current or historical person or event using digital resources. (3)
  - CNN Student News, NewsELA
- ❖ Communicate about technology using developmentally appropriate and accurate terminology. (6)

## TK-2

- ❖ Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
- ❖ Demonstrate the safe and cooperative use of technology. (5)
  - iSafe, NetSmartz
- ❖ Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

**Applications for Best Practices:** Storybird, Google Draw, Starfall, Google Docs, Dictionary.com, Chrome Browser, Scholastic Let's Find Out, Science Spin, Accelerated Reader

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 stands 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

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## TECHNOLOGY STANDARDS (3-5)

### 3

- ❖ Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
  - Posters on modeling proper keyboarding posture

### 3-4

- ❖ Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
  - Google Docs, Google Slides, PowerPoint, Prezi (free)

### 3-5

- ❖ Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
  - PowerPoint Training, Google Slides (free)
- ❖ Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
  - Google Sheets (free), Flow charts, graphic organizers
- ❖ Conduct science experiments using digital instruments and measurement devices. (4, 6)
  - Google Sheets (free), Weather readings, Flow charts/Graphic organizers

### 4-5

- ❖ Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)
  - Correct web syntax, Correct addressing, Password format

### 5

- ❖ Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
  - iMovie, DV, Movie Maker (free)
- ❖ Recognize bias in digital resources (3, 4)
  - View different sources on the topic

**Applications for Best Practices:** Video editing software, SumoPaint, Google Draw, Chrome Browser, Mind Mapping Software, Google Docs

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## TECHNOLOGY STANDARDS (6-8)

### 6-8

- ❖ Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
  - mind map software, kidspiration, webspiration. \$
  - **Projects-** Model of a Cell
- ❖ Create original animations or videos documenting school, community, or local events. (1, 2, 6)
  - imovie(free with Mac), wevideo, stop animation, Powtoons
  - **Projects-** Video Promotion of School/Town
- ❖ Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
  - Google Forms (free), Inspiration(cost)
  - **Projects-** Presidential Election - Poll + Writing Activity
- ❖ Participate in a cooperative learning project in an online learning community. (2)
  - Google Forms/Classroom(free)
  - **Projects-** Collaborate together for Mars Tasks
- ❖ Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
  - Web Research, easybib
  - **Projects-** Give students research sources and have them evaluate authenticity
- ❖ 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)
  - GPS, Digital Scavenger Hunt, USB Microscope, Digital Probe
  - **Projects-** Use tool to record humidity levels of the week - observe graph and explain findings
- ❖ Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
  - Graphic Calculators(cost)
  - **Projects-** Use Graphic calculators to solve real-world problems
- ❖ Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
  - ibooks(free), storybird(cost), iphoto(free with Mac)
  - **Projects-** Create, illustrate + print themed narrative
- ❖ Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
  - Keynote, Slides, Prezi, powerpoint
  - **Projects-** Make a presentation about #2

- ❖ Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)
  - Web resources
  - **Projects-** Mousesquad - Enrichment

**Applications for Best Practices:** Mind Mapping Software, Chrome Browser, Google Docs, PowToon Presentations, Google

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## TECHNOLOGY STANDARDS (9-12)

### 9-12

- ❖ Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1, 4)
  - **Departments-** CTE, English, Health, History, Language, Science
    - PowerPoint (\$), Quizlet (free), Animoto (\$ trial)
    - **Projects-** Jeopardy, Vocabulary builder, digital storybook
- ❖ Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1, 2)
  - **Departments-** Art, CTE, English, Government, History, Language
    - Google Photos (free), Crevado (free), PowerPoint (\$), Google Slides (free)
    - **Projects-** Geneology Tree, cultural impact, safety equipment, timeline charts
- ❖ Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)
  - **Departments-** CTE, Economics, English, Government, Language, Math, Science
    - Google Drive software (free), Microsoft Office software (\$)
    - **Projects-** Personal finance & budgeting, resume & cover letters, Supply & demand curves, compare population of prey vs predator, etc.
- ❖ Employ curriculum-specific simulations to practice critical-thinking processes. (1, 4)
  - **Departments-** CTE, English, Health, History, Language, Math, Science, Social Sciences
    - Google drive software (free), Microsoft Office software (\$)
    - **Projects-** group projects, concept mapping
- ❖ Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. (1, 2, 3, 4)
  - **Departments-** CTE, English, Health, History, Language, Math, Science, Social Sciences
    - Google drive software (free), Microsoft Office software (\$), YouTube (free)
    - **Projects-** digital storytelling project, video project
- ❖ 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)
  - **Departments-** CTE, English, Health, History, Language, Science
    - PowerPoint (\$), Quizlet (free), Animoto (\$ trial)
    - **Projects-** student-lead PowerPoint presentation
- ❖ Design a Web site that meets accessibility requirements. (1, 5)
  - **Departments-** CTE, Economics, English, Government, Languages, Math, Science
    - Blogger (free), Google Docs (free)
    - **Projects-** student-design website, classroom website
- ❖ Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (3, 5)
  - **Departments-** Art, CTE, English, Government, History, Language
    - Youtube (free), PowerPoint (free)
    - **Projects-** digital storytelling project, video project

- ❖ Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1, 5)
  - **Departments-** Art, CTE, English, Government, History, Language
    - PowerPoint (free), Youtube (free)
    - **Projects-** digital storytelling project, video project
- ❖ Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4, 6)
  - **Departments-** CTE, Economics, English, Government, Language, Math, Science
    - [gcflearnfree.org](http://gcflearnfree.org) (free)
    - **Projects-** computer & technology class/project

**Applications for Best Practices:** Google Sites, Google docs, Chrome Browser, Code.org

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Technology Cadre 12/15

# Keyboarding and Proficiency Skills

## **RUSD Technology – Keyboarding Component K-8 2016-2017**

### **Proficiency Skills:**

#### **Kindergarten Technology Proficiency Skills**

##### **Student will:**

- K-1 Identify and use the enter key, arrow keys, space bar, delete key, backspace key, Caps Lock
- K-2 Identify and use the numbers and letters keys
- K-3 Use the mouse to click and drag
- K-4 Open and close application programs
- K-5 Type name
- K-6 Save work
- K-7 Show responsible use of equipment
- K-8 Work independently and cooperatively using technology tools
- K-9 Use ergonomically correct posture at the computer
- K-10 Demonstrates acceptable behavior at the computer and in the lab
- K-11 Understands developmentally appropriate Internet use with respect to safety, manners, advertising, research, and technology

#### **<sup>st</sup> 1 Grade Technology Proficiency Skills**

##### **Student will have mastered K Proficiency Skills, plus:**

- 1-1 Identify the monitor, CPU, mouse, printer, keyboard, CD-Rom
- 1-2 Demonstrate basic startup and shutdown procedures for computers and other electronic devices
- 1-3 Use the enter key, arrow keys, space bar, delete key, backspace key, Caps Lock, Num Lock, escape key, Shift key
- 1-4 Identify and read basic program commands such as “press space bar” and “continue”
- 1-5 Use keyboarding skills to increase productivity and accuracy
  - a. Use both the right and left hand to select appropriate keys
  - b. Begin using correct posture, placing both hands on keyboard at all times
  - c. Encourage use of more than one finger on each hand to stroke keys
  - d. Reinforce recognition and use of special, letter and number keys
- 1-6 Use word processing
  - a. Enter text to compose simple sentence
  - b. Edit text using arrow keys, delete, and backspace
  - c. Save a file
- 1-7 Use a graphics/paint program to create shapes, colors, and pictures using basic tools
- 1-8 Understands developmentally appropriate Internet use with respect to safety, manners, advertising, research, and technology

#### **<sup>nd</sup> 2 Grade Technology Proficiency Skills**

##### **Student will have mastered Grade 1 Proficiency Skills, plus:**

- 2-1 Use appropriate technology vocabulary, such as program, printer, menu bar, desktop, folder, keys, Internet, website, icon
- 2-2 Demonstrate appropriate use of keyboard, control keys, disk drive/CD-Rom drive, mouse, and monitor

- 2-3 Log in and out, start and exit programs
- 2-4 Use keyboarding skills to increase productivity and accuracy
  - a. Use correct posture with both hands on keyboard
  - b. Introduce touch typing
    - c. Reinforce use of special keys
  - 1. Master the space bar and enter keys
  - 2. Reinforce the enter key, arrow keys, space bar, delete key, backspace key, Caps Lock, Num Lock, escape key, Shift key
  - 3. Introduce the tab key
- 2-5 Use word processing
  - a. Understands the concepts of insertion point, cursor, and word wrap
  - b. Can enter, delete, cut, copy and paste text
  - c. Compose, edit, and publish a paragraph, story or poem
  - d. Can save and retrieve a file
  - e. Print a document
- 2-6 Use multimedia program that incorporates text and graphics to demonstrate knowledge of a specific content area topic.
  - a. Create single and multiple screen projects
  - b. Plan and create a linear sequence which tells a story using text and graphics
- 2-7 Use a graphics/paint program to create a graphic to illustrate an idea in a story
- 2-8 Understands developmentally appropriate Internet use with respect to safety, manners, advertising, research, and technology.

rd

### **3 Grade Technology Proficiency Skills**

**Student will have mastered Grade 2 Proficiency Skills, plus:**

- 3-1 Use technology resources for research on individual and collaborative projects and activities
  - a. Navigate Internet toolbar independently
  - b. Locate information in a teacher selected online resource
  - c. Practice ethical use of technology (copyright, plagiarism)
  - d. Exhibits safe online behavior
- 3-2 Use mind/concept mapping program to define and refine information
- 3-3 Use keyboarding skills to increase productivity and accuracy
  - a. Use correct posture with both hands on keyboard and fingers on the Home Row
  - b. Continue keyboarding practice with a process goal of 10 WPM, 70% accuracy
- 3-4 Use Word Processing
  - a. Introduce additional special character and punctuation keys
  - b. Format a document using fonts, text size, styles, color and alignment
  - c. Locate and insert a graphic into a document
  - d. Use of spelling and grammar tools
- 3-5 Use graphics/paint program to manipulate objects
  - a. Select
  - b. Move
  - c. Rotate, stretch, shrink and flip
  - d. Duplicate, cut, copy, and paste
- 3-6 Use multimedia program that incorporates text and graphics to demonstrate knowledge of a specific content area topic.
  - a. Plan scope and sequence of a project using storyboard
  - b. Use color, text styles and sound to compliment project

## <sup>th</sup> **4 Grade Technology Proficiency Skills**

**Student will have mastered Grade 3 Proficiency Skills, plus:**

- 4-1 Use online and electronic resources to communicate, collaborate, and retrieve research and digital media retrieval.
  - a. Access the Internet and use teacher-reviewed bookmarks and/or links.
  - b. Enter a URL into the browser location to access a Web site.
  - c. Make bookmarks in a browser.
  - d. Respect the privacy of other students' work
  - e. Efficiently use resources (time-manage)
- 4-2 Use mind/concept mapping program
  - a. Illustrate a process
  - b. Brain storm
- 4-3 Use keyboarding skills to increase productivity and accuracy
  - a. Use correct posture with both hands on keyboard and fingers on the Home Row
  - b. Continue keyboarding practice; goal of 15 WPM, 75% accuracy
- 4-4 Use Word Processing
  - a. Set columns
  - b. Use numbering and bullets
  - c. Insert symbols
  - d. Use highlighting
  - e. Can adjust line spacing
  - f. Use tab keys
  - g. Insert graphics
- 4-5 Use graphics/paint program to create and manipulate objects
  - a. Save in different formats
  - b. Insert image into a student project
- 4-6 Use multimedia program that incorporates text and graphics and sound to demonstrate knowledge of a specific content area topic.
  - a. Use of transitions, looping, timing for presentation
- 4-7 Use spreadsheet program to visually represent data
  - a. Understands cell concept
  - b. Can format cells (font, size, color, alignment)
  - c. Can input data
  - d. Can use chart wizard to graph data in a simple format
  - e. Can save and retrieve a file

## <sup>th</sup> **5 Grade Technology Proficiency Skills**

**Student will have mastered Grade 4 Proficiency Skills, plus:**

- 5-1 Use online and electronic resources to communicate, collaborate, and retrieve research and digital media retrieval.
  - a. Use search engines to locate information using keywords
  - b. Use 'find' function to locate information on a webpage
  - c. Use equipment for positive and productive functions.
  - d. Apply the concept, and understand the consequences of plagiarism and copyright infringement.
  - e. Identify and cite Internet and electronic references in a bibliography.
- 5-2 Use mind/concept mapping program
  - a. Organize, compare, contrast information
- 5-3 Use keyboarding skills to increase productivity and accuracy
  - a. Use correct posture with both hands on keyboard and fingers on the Home Row
  - b. Continue keyboarding practice with a process goal of 20 WPM, 80% accuracy
- 5-4 Use Word Processing
  - a. Use thesaurus function
  - b. Use header/footer

- c. Move objects and text within the document
- 5-5 Use graphics/paint program to create and manipulate objects
  - a. Utilize basic paint, text, and graphic tools.
  - b. Select, crop, move and resize images.
- 5-6 Use multimedia program that incorporates text and graphics and sound to demonstrate knowledge of a specific content area topic.
  - a. Use of animations
  - b. Use of hyperlinks
  - c. Present to an audience
- 5-7 Use spreadsheet program to visually represent data
  - a. Can collect and input data
  - b. Can create a graph/chart from collected data
- 5-8 Integrate two or more applications
  - a. Toggle between two or more applications.
  - b. Copy and paste text, graphics, and/or other media resources from one application to another.
- 5-9 Troubleshooting
  - a. Know how to check cable and power connections.
  - b. Know how to force quit applications.
  - c. Know how to warm reboot a computer.
  - d. Refill printer paper.

### **Technology Proficiency Skills for 6<sup>th</sup> -8<sup>th</sup> Grades**

The middle school student literate in computer applications...

1. Knows how to use a word processing program and applies it in a meaningful way as a tool in daily life.
  2. Knows how to create and select an appropriate graphic and demonstrates proper use when preparing materials for real life situations.
  3. Knows how to access sites on the Internet.
  4. Knows the value of keyboarding and demonstrates its proper use.
  5. Knows the impact of technology on society and understands how to be an ethical user of technology.
  6. Knows how to create and use a spreadsheet as a tool to present and graph real data.
  7. Knows how to use the computer to design a presentation and publication for disseminating information.
  8. Knows how to use management and systems features common to multiple platforms and applications.
- 
1. Knows how to use a word processing program and applies it in a meaningful way as a tool in daily life.
    - a. Demonstrates the use of basic word processing functions (e.g., menu, tool bars, dialog boxes, spell checker, thesaurus, page layout, headers and footers, word count, tabs).
    - b. Compose a class report using advanced text formatting and layout styles (e.g., single and double spacing, different size and style of fonts, indents, headers and footers, pagination, table of contents, bibliography).
  2. Knows how to create and select an appropriate graphic and demonstrates proper use when preparing materials for real life situations.
    - a. Describe and convert different graph formats (i.e., pict, gif, tiff, jpeg, bmp, etc.)

- b. Describe and demonstrate different ways to acquire graphics (i.e., scanned images, digital images, etc.)
  - c. Import and/or copy graphics from different sources (i.e., clipart, scanned or digital images, Internet graphics, screen shots, etc.)
- 3. Knows how to access sites on the Internet.
  - a. Define basic Internet terms
  - b. Use an Internet browser to access and/or copy graphics, information and text for use in other projects
  - c. Use the Menu options in an Internet browser to navigate to other sites, find information, print, etc.
  - d. Properly site sources and applies copyright laws when using materials.
- 4. Knows the value of keyboarding and demonstrates its proper use.
  - a. Use proper keyboarding techniques
  - b. Use correct fingering for alphabetic keys, numeric keypad, and common marks of punctuations.
  - c. Identify the importance of accuracy before speed.
- 5. Knows the impact of technology on society and understands how to be an ethical user of technology
  - a. Describe ways in which technology has a global influence.
  - b. Identify meaningful ways to use the Internet.
  - c. Identify reasons why software can't be downloaded to District computers (legality/illegality, potential virus contamination, corrupting District hardware/software because of potential conflicts, etc.).
  - d. Identify situations that would interfere with the ability of other users to make effective use of school computers and network resources (logging in with someone else's user id, deleting files, etc.).
  - e. Describe a variety of current technological trends and devices and the usefulness of each.
- 6. Knows how to create and use a spreadsheet as a tool to present and graph real data.
  - a. Create a spreadsheet (enters data into cells).
  - b. Use a spreadsheet to cut, copy and paste cell data, delete and insert cells/rows/columns.
  - c. Format row height, column width, and numbers.
  - d. Use basic formulas and function commands.
  - e. Create, interpret, and modify graphs/charts in different formats (bar, pictograph, pie, etc.)
  - f. Modify page layout including setting print range.
  - g. Format and print a spreadsheet, including the text, text wrap, alignment, print range, colors, and fonts.
  - h. Export graph or spreadsheet data to another environment
- 7. Knows how to use the computer to design a presentation and publication for disseminating information.
  - a. Describe different display media and their effective use in a production or presentation.
  - b. Determine the purpose of a specific production or presentation.
  - c. Design and produce a desktop published document.
  - d. Plan a computer based multimedia presentation using an outline or storyboard.
  - e. Design and produce a multimedia presentation with a combination of text, graphics, animation, audio, and/or video.
  - f. Identify the criteria for judging the technical quality of a production or presentation and determine how well the presentation meets the criteria.

- g. Recommend ways to improve future productions or presentations.
- 8. Knows how to use management and systems features common to multiple platforms and applications.
  - a. Identify and use common features among software applications (print preview, cut, copy, paste, undo, help, etc.).
  - b. Use page preview options to analyze work and make changes before printing.
  - c. Select a specific printer and set print options.
  - d. Use multiple applications simultaneously to copy and paste data.
  - e. Use the Help function in any application.
  - f. Use file/folder management to organize, store and access files on a computer disk, drive, server, or other storage device.
  - g. Demonstrate troubleshooting strategies for hardware and software problems.
  - h. Describe the operating and file management software of a computer (e.g., desktop, file, window, folder, directory, pull-down menu, dialog box, etc.).
  - i. Identify common software packages or application suites and describe methods for determining the best tool for the intended purpose.

## **Instructional Delivery**

### **K-2<sup>nd</sup> grades**

**Abcya.com -Keyboarding Zoo**  
**minimum**  
**learntotype.com**

**15 minutes twice weekly**

### **3<sup>rd</sup>- 8<sup>th</sup> grades**

**Typing.com**  
**minimum**  
**TypingClub.com**  
**Type to learn**

**15 minutes three times weekly**

**Programs will track proficiency per student once entered in the system by trimester starting in the 2016 school year with only the winter and spring semesters.**

# California Standards for the Teaching Profession

## **Standard 1: Engaging and Supporting All Students in Learning**

1) using knowledge of students to engage them in learning, 2) connecting learning to students' prior knowledge, backgrounds, life experiences, and interests, 3) connecting subject matter to meaningful real-life contexts, 4) using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs, 5) promoting critical thinking through inquiry, problem solving, and reflections, 6) monitoring student learning and adjusting instruction while teaching.

## **Standard 2: Creating and Maintaining Effective Environments for Student Learning**

1) promoting social development and responsibility within a caring community where each student is treated fairly and respectfully, 2) creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students, 3) establishing and maintaining learning environments that are physically, intellectually, and emotionally safe, 4) creating a rigorous learning environment with high expectations and appropriate support for all students, 5) developing, communicating, and maintaining high standards for individual and group behavior.

## **Standard 3: Understanding and Organizing Subject Matter for Student Learning**

1) demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks, 2) applying knowledge of student development and proficiencies to ensure student understanding of subject matter, 3) organizing curriculum to facilitate student understanding of the subject matter, 4) utilizing instructional strategies that are appropriate to subject matter, 5) using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students, 6) addressing the needs of English learners and students with special needs to provide equitable access to the contents.

## **Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

1) using knowledge of students' academic readiness, language proficiency, cultural backgrounds, and individual development to plan instruction, 2) establishing and articulating goals for student learning, 3) developing and sequencing long-term and short-term instructional plans to support student learning, 4) planning instruction that incorporates appropriate strategies to meet the learning needs of all students, 5) adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

## **Standard 5: Assessing Students For Learning**

1) applying knowledge of purposes, characteristics, and uses of different types of assessments, 2) collecting and analyzing assessment data from a variety of sources to inform instruction, 3) reviewing data, both individually and with colleagues, to monitor student learning, 4) using assessment data to establish learning goals and to plan, differentiate, and modify instruction, 5) involving all students in self-assessment, goal-setting and monitoring progress, 6) using available technologies to assist in assessment, analysis, and communication of student learning, 7) using available technologies to assist in assessment, analysis, and communication of student

learning, 7) using assessment information to share timely and comprehensible feedback with students and their families.

**Standard 6: Developing as a Professional Educator**

1) reflecting on teaching practice in support of student learning, 2) establishing professional goals and engaging in continuous and purposeful professional growth and development, 3) collaborating with colleagues and the broader professional community to support teacher and student learning, 4) working with families to support student learning, 5) engaging local communities in support of the instructional program, 6) managing professional responsibilities to maintain motivation and commitment to all students, 7) demonstrating professional responsibility, integrity and ethical conduct.

**Employee  
Internet Ethics  
and  
Acceptable Use Agreement**

for  
San Joaquin County Office of Education  
Data Processing JPA

Revised March 02, 2001

# **San Joaquin County Office of Education**

## **Data Processing JPA**

### **Employee Internet and Network Access Ethics**

#### **I. INTRODUCTION**

During the past five years access to the Internet has radically changed the way our county and school districts relate to the world. The information super highway has become a reality. From the district office, or from your home, you are able to travel all over the world to gather information. As we continue to travel this electronic highway, the rules to keep travel safe have become even more vital to successfully completing the journey.

The San Joaquin County Office of Education Data Processing JPA Network (IT JPA WAN) and the Internet represent powerful resources which allow you to find information in this world-wide electronic network. You are able to connect to and correspond with businesses, major universities, national libraries, school district employees, and other people around the world.

Just as you learn social codes and behaviors which are acceptable at your offices, you need to learn the correct procedures and rules for using the network of information services. We require all employees to adhere to these guidelines. ***If you break any of these rules, you will not be allowed to continue to use the system and could face disciplinary action by your respective school district.***

#### **II. THE INTERNET**

The Internet is a global technology network made up of many smaller contributing networks to support the open exchange of information among many different kinds of institutions all over the world. This system gives immediate access to information. It's like being able to open any book in any library from your computer. You can look at (and print out) articles, documents, and pictures, and review current facts about news, weather, and sports that you may use in your everyday routine. In addition, e-commerce is a reality and the Internet has become another means of conducting business.

#### **III. IT JPA WAN**

The IT JPA WAN is one of the hundreds of thousands of networks that make up the Internet. The DP JPA Department of Information Technology has connected most of the district offices and many of the schools sites to the Internet through direct high speed connections within the IT JPA WAN. The IT JPA WAN provides information sharing and communication with the other districts and school sites. This network supports activities which will benefit all employees.

#### **IV. GETTING STARTED**

Before you begin to use the IT JPA WAN and its connection to the Internet, it is important that you understand the many consequences of this computer connection. It is also important that you understand that your use of this powerful tool is a privilege. It can provide you with countless hours of exploration and use, but like a driver's license, it is a privilege that can be taken from you for breaking the rules. The Internet does include some material that is not suited for business. The intent of San Joaquin County Office of Education Data Processing JPA (DP JPA) is for employees to use connections to the Internet only for purposes consistent with educational business, instructional, and curriculum purposes. Anyone who uses the network illegally or improperly will lose the privilege of using it. Additionally, you cannot use the IT JPA WAN for commercial, political, or for profitable services. This document will detail for you what is the proper way to use this communication tool.

#### **V. WHO IS WATCHING?**

The Internet and IT JPA WAN are "public places." You must always remember that you are sharing this space with many others users. Potentially, millions of individuals at the same time may be interacting across the network. Your actions can be monitored by others on the network. If you use a particular service on the network chances are that someone knows the connections that you are making, knows about the computer shareware that you have borrowed, and knows what you looked at while you were in the system. Because these connections are granted to you as part of the larger scope of educational materials, the DP JPA reserves the right to monitor all traffic on the network. We do this to make sure that the network continues to function properly for all of its users.

#### **VI. SJCOE CONDUCT CODES**

Your school district has Personnel Policies and Employee Handbooks for all employees that detail appropriate behavior, outline rights, and set expectations for employees. Because the IT JPA WAN is used as part of a work activity, the district's code of conduct applies to network activities as well. Therefore, the network use policy is an extension of the district's Personnel Policies and Employee Handbooks. These rules apply to vandalism of computer equipment, unauthorized access to information, computer piracy, and any tampering with hardware or software.

These rules also apply to the electronic use of harassing and abusive or obscene language. You may not use the network to annoy, harass, or offend other people.

**“Harassing” means to engage in a knowing and willful course of conduct directed at another which seriously alarms, annoys, or harasses another, and which serves no legitimate purpose. In addition, “harassment” shall also mean to subject another to unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature as set forth in California Education Code section 212.5**

Other types of damage and information loss to a computer system are viruses and worms. If you are responsible for a computer becoming infected with viruses or worms (caution should be exercised when copying files), you could be held liable.

## **VII. MORAL AND ETHICAL ISSUES**

The moral and ethical issues involving the use of world-wide information systems deal with the appropriate access to information, the type of information accessed, and the behavior of the user. The DP JPA wants to provide you with a stimulating environment, but at the same time, we want to protect you from information that is not appropriate for employees to use. The DP JPA wants you to use this valuable tool, but at the same time we cannot condone the use of inappropriate information on the Internet. We simply acknowledge the fact that these materials exist and then do everything we can to actively avoid them. We cannot weed out all of the materials that are unacceptable for educational purposes, but it should be clearly understood by all employees that access to such material in any form is strictly forbidden. The network is designed to achieve and support educational goals, and any information that does not support educational business, instructional, and curriculum programs is to be avoided.

Although the actual percentage of unacceptable materials is small, it is a cause for concern for employees.

## **VIII. USING THE RESOURCES AND TRANSMITTING MESSAGES**

It may seem that there is no limit to the resources on the Internet, but the IT JPA WAN has a limited capacity to handle traffic. This means the more users there are on the network, the more congested the network becomes. If there are too many users at any given time, the traffic on the network grinds to a crawl, just like a traffic jam on a freeway. Some users may be cut off altogether. Although the network may slow down, normally it will continue to function. The following list will help avoid gridlock on the Internet and the IT JPA WAN, and provides guidelines for the proper creation and transmission of documents and messages:

- Do not tie up the network with idle activities.
- Do not play games with others on the network or on the Internet.
- Do not download huge files from places half a globe away. Take only the information you want and need. The best thing to do is get into the Internet, get what you need, and get out. Remember, there are many individuals who need to use this system.
- Do not send lengthy materials or mail; be brief.
- Do not send messages to large audiences when a small audience is appropriate.
- Do not send documents with spelling errors and make sure that your message is easy to read and understand.
- Do not use vague or inaccurate titles or descriptions for your documents.
- Do not send messages in poor humor or taste.
- Do not fail to cite references for any facts you represent.
- Do not attack Internet correspondents; persuade them with facts. Don't forget, they are human beings.
- Do not post messages to unknown groups.
- Do not use e-mail for commercial purposes.

## **IX. EXPECTED BEHAVIOR**

You are expected to use the network to pursue intellectual activities, seek resources, and access libraries. We want you to explore and discover what is available. We want you to learn new things and share that newfound knowledge with your friends and colleagues.

For your own safety and for the safety of others, remember to exercise caution when you are communicating with people in the outside world. Do not give out your home phone number, your address, or credit card numbers to anyone. They do not need to have that information. If you feel there is a problem or if you feel uncomfortable with the information someone is giving you, notify your supervisor or Department of Information Technology immediately.

By the same token, you may not harass other users. You do not want to run the risk of breaking the law by bothering other people. If a user on the network asks that you no longer send them e-mail or in any other way contact him/her, you are obliged to stop all contact immediately. You may feel you have the right of freedom of expression, but others have the right to be free from harassment.

## **X. LEGAL ISSUES**

### **A. The Law**

The State of California passed a computer crime bill in December 1979. The bill added section 502 to the Penal Codes making it a felony to intentionally and without permission access any data, computer, computer system or network for the purpose of: (1) devising any scheme or artifice to defraud, deceive or extort or (2) wrongfully obtaining money, property, or data.

It is also a felony to knowingly and without permission access, add, alter, delete, damage, or destroy any computer, computer system, computer software, computer program, or data. Penalties includes fines up to \$10,000 and/or imprisonment in the state prison for up to 16 months or in the county jail for two or three years, or a fine of \$5,000 and/or imprisonment in the county jail for up to one year. Anyone committing acts of this kind will face police charges and disciplinary action. The person will be punished to the full extent of the law. Some examples of offenses are removing another user's accounts, changing other user's passwords, using an unauthorized account, damaging any files, altering the system, or using the system to make money illegally. You may not cause damage to any school site or district property. This includes the network system.

### **B. Plagiarism**

The dictionary defines plagiarism as "taking ideas or writings from another person and offering them as your own." The employee who leads readers to believe that what they are reading is the employee's original work when it is not is guilty of plagiarism. Credit should always be given to the person who created the article or idea.

Be careful when you are using the Internet. Cutting and pasting ideas into your own document is very easy to do. So, be sure that you give credit to the author. That way your supervisor will know which ideas are yours, and you won't be guilty of plagiarism.

### C. Copyright

Copyright is another issue altogether. According to the Copyright Act of 1976, "Fair Use" means that you may freely use any information that you legally find on the Internet as long as you do so only for scholarly purposes. You may not plagiarize or sell what you find.

Suppose, for example, that you find a copy of Microsoft Word on the Internet. Could you legally copy it? The answer is NO. This is copyrighted software. You have to purchase software packages before you use them legally. Suppose you find an article about the use of Microsoft Word on the Internet. Can you legally copy it? The answer is yes, as long as you give credit to the author and do not sell the article for profit.

## **XI. DP JPA POLICY**

The DP JPA declares unethical and unacceptable behavior just cause for taking disciplinary action, revoking networking privileges, and/or initiating legal action for any activity through which an individual:

- Uses the IT JPA WAN for illegal, inappropriate, or obscene purposes, or in support of such activities. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle.
- Uses the IT JPA WAN for any illegal activity, including violation of copyrights or other contracts violating such matters as institutional or third party copyright, license agreements, and other contracts.
- Uses the IT JPA WAN to access harmful matter.  
Penal Code section 313 defines "harmful matter" as "matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest, and is matter which, taken as a whole, depicts or describes in a patently offensive way sexual conduct and which, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors."
- Intentionally disrupts network traffic or crashes the network and connected systems.
- Degrades or disrupts equipment or system performance.
- Uses IT JPA WAN or equipment for commercial or financial gain or fraud.
- Steals data, equipment, or intellectual property.
- Gains or seeks to gain unauthorized access to resources or entities.
- Forges electronic mail messages or uses an account owned by another user.
- Invades the privacy of individuals.
- Posts anonymous messages.

- Creates, distributes, or purposely activates a computer virus or worm.
- Uses IT JPA WAN to send or request racist, inflammatory, or sexist messages.
- Sends or requests messages or documents that are inconsistent with school or district policies, guidelines, or codes of conduct.
- Possesses any data which might be considered a violation of these rules in paper, magnetic (disk), or any other form.

A. Consequences of Violations

*Possible consequences of violations include, but are not limited to:*

- *Suspension of Internet access*
- *Revocation of Internet access*
- *Suspension of IT JPA WAN privileges*
- *Revocation of IT JPA WAN privileges*
- *Suspension of computer access*
- *Revocation of computer access*
- *Disciplinary action, up to and including termination of employment*
- *Legal action and prosecution by the authorities*

B. Remedies and Recourses

The district, school site, and DP JPA have the right to restrict or terminate network and Internet access at any time for any reason. The district and DP JPA have the right to monitor network activity in any form that it sees fit to maintain the integrity of the network.

# **San Joaquin County Office of Education Data Processing JPA**

## **CONSENT AND WAIVER**

The following form must be read and signed by you.

By signing the *Consent and Waiver* forms attached, I \_\_\_\_\_ (print name here) agree to abide by the following restrictions.

Further, I have been advised that the San Joaquin County Office of Education Data Processing (DP JPA) and district do not have control of the information on the Internet, although they attempt to provide prudent and available barriers. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people. While the DP JPA's intent is to make Internet access available to further educational goals and objectives, account holders will have the ability to access materials which may not be appropriate and meet these goals and objectives. The DP JPA believes that the benefits to employees to access the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access.

The employee must understand that employee access to the IT JPA WAN is developed to support the district's responsibilities and mission. The specific conditions and services being offered will change from time to time. In addition, San Joaquin County Office of Education Data Processing JPA makes no warranties with respect to the IT JPA WAN service, and it specifically assumes no responsibilities for:

- A. The content of any advice or information received by an employee from a source, or any costs or charges incurred as a result of seeking or accepting such advice.
- B. Any costs, liability, or damages caused by the way the employee chooses to use his/her District Network access.
- C. Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the DP JPA.
- D. While the DP JPA supports the privacy of electronic mail, employees must assume that this cannot be guaranteed.

By signing this form, I agree to the following terms:

- 1. My use of the IT JPA WAN must be consistent with the DP JPA and the district's primary goals.
- 2. I will not use the IT JPA WAN for illegal purposes of any kind.

3. I will not use the IT JPA WAN to transmit threatening, obscene, or harassing materials. The district and DP JPA will not be held responsible if I participate in such activities. In fact, by completing this contract, I agree that the DP JPA and district are not responsible for such behavior on my part.
4. I will not use the IT JPA WAN to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, using printers other than those designated in my department for employee use, and using the network to make unauthorized entry to any other machine accessible via the network.
5. I will not use the IT JPA WAN to access information or resources unless permission to do so has been granted by the owners or holders of rights to those resources or information. It is assumed that information and resources accessible via the IT JPA WAN are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights.

The DP JPA and district make no warranties of any kind, whether express or implied, for the services it is providing. The DP JPA will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the DP JPA or the district's negligence or by user's error or omissions. Use of any information obtained via the Internet is at the user's own risk. The DP JPA and district specifically deny any responsibility for the accuracy of or quality of information obtained through its services. All users need to consider the source of any information they obtain and consider how valid that information may be.

In accordance with the Electronic and Communications Privacy Act of 1986, 18 USCS Section 2510, all employees are hereby given notice that there are no facilities provided by the IT JPA WAN for sending or receiving private or confidential electronic communications. All messages shall be determined to be readily accessible to the general public. Do not use this system for any communications which the sender intends only for the sender and intended recipients to read. By your use of the IT JPA WAN, you agree to hold harmless the DP JPA and district, thereof, against any and all claims arising out of said use, no matter the cause or fault.

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## Required Signatures

I understand and will abide by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and the appropriate legal action. I also agree to report any misuse of the information system to my supervisor or to the Department of Information and Technology. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described in this document. All the rules of conduct described in district or school site policies, procedures, and handbooks apply when I am on the network.

**I understand that the e-mail account supplied by the Data Processing JPA (DP JPA) is not my personal e-mail and that it and its content are solely the property of the DP JPA and can be viewed by those authorized by the DP JPA.**

Please complete all of the information below and route the Consent and Waiver portion of this document to your district technology coordinator or Data Processing JPA Board Member for final approval. Your Internet access and account will not be granted without the completion of all informational items listed.

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Employee I.D. #: \_\_\_\_\_

Employee Work Phone: \_\_\_\_\_ Employee Home Phone: \_\_\_\_\_

Employee Home Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

## **DISTRICT REPRESENTATIVE**

Employees must have the signature of the district representative who has read this contract.

As a representative of the district, I have read this contract and understand that it is designated for educational business, curriculum, or instructional purposes. I understand that it is impossible for the DP JPA or district to restrict access to all controversial materials, and I will not hold the DP JPA or district responsible for materials acquired on the IT JPA WAN. I also agree to report any misuse of the information system to the Department of Information Technology. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described in this document .

Please complete all of the information below and route the Consent and Waiver portion of this document to Data Processing JPA Department of Information Technology for final processing.

District Representative (please print):

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **SECURITY AND PRIVACY**

The district employs various measures to protect the security of its technology resources and of their users' accounts. Users should be aware, however, that the district cannot guarantee such security. Users should therefore engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords, and changing them regularly. The sharing of passwords or logging onto any district system with another user's credentials is prohibited and subject to disciplinary action. Users will be held responsible for such data breach if they do not practice "safe computer" and leave machines unlocked or share login credentials. Users should also be aware that their uses of district technology resources are not completely private. While the district does not routinely monitor individual usage of its technology resources, the normal operation and maintenance of the technology resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for the rendition of service. The district may also specifically monitor the activity and accounts of individual users of district technology resources, including individual login sessions and communications, without notice, when (a) it reasonably appears necessary to do so to protect the integrity, security, or functionality of district or other computing resources or to protect the district from liability; (b) there is reasonable cause to believe that the user has violated, or is violating, this policy; (c) an account appears to be engaged in unusual or unusually excessive activity, as indicated by the monitoring of general activity and usage patterns; or (d) it is otherwise required or permitted by law. Any such individual monitoring, other than that specified in "(a)", required by law, or necessary to respond to perceived emergency situations, must be authorized in advance by an administrator of the district. The district, in its discretion, may disclose the results of any such general or individual monitoring, including the contents and records of individual communications, to appropriate district personnel or law enforcement agencies and may use those results in appropriate district disciplinary proceedings.

# **Student Internet Ethics and Acceptable Use Agreement**

for  
San Joaquin County Office of Education  
Data Processing JPA

Revised June 7, 2012

# San Joaquin County Office of Education

## Data Processing JPA

### Student Internet and Network Access Ethics

#### I. INTRODUCTION

During the past five years access to the Internet has radically changed the way our county and school districts relate to the world. The information super highway has become a reality. From your school, the district office, or from your home, you are able to travel all over the world to gather information. As we continue to travel this electronic highway, rules to keep traveling safe have become even more vital to successfully completing the journey.

The San Joaquin County Office of Education Data Processing JPA Network (IT JPA WAN) and the Internet represent powerful resources which allow you to find information in this world-wide electronic network. You are able to connect to and correspond with businesses, major universities, national libraries, other schools, and other people around the world.

Just as you learn social codes and behaviors which are acceptable at your school, you need to learn the correct procedures and rules for using the network of information services. We require all students to adhere to these guidelines. ***If you break any of these rules, you will not be allowed to continue to use the system.***

At the beginning of each school year, you and your parents, or legal guardians, will be required to sign the *Consent and Waiver* form attached. This means that you and your parents are aware of the school rules and proper procedures for using the Internet and the IT JPA WAN, and the consequences which would result if these rules are broken. This signed statement becomes your permission slip to take trips on the information highway.

#### II. THE INTERNET

The Internet is a global technology network made up of many smaller contributing networks to support the open exchange of information among many different kinds of institutions all over the world. This system gives immediate access to information. It's like being able to open any book in any library from your computer. You can look at (and print out) articles, documents, and pictures, and review current facts about news, weather, and sports that you may use in your classes.

#### III. IT JPA WAN

The IT JPA WAN is one of the hundreds of thousands of networks that make up the Internet. The DP JPA Department of Information Technology has connected most of the district offices and many of schools sites to the Internet through direct high speed connections within the IT JPA WAN. Access through the Internet

will typically occur in the school site libraries and at other locations such as student computer centers and classrooms. The IT JPA WAN provides information sharing and communication with other districts and school sites possible. This network supports activities which have educational value for administration, teachers, students, and parents.

#### **IV. GETTING STARTED**

Before you begin to use the IT JPA WAN and its connection to the Internet, it is important to your teachers, parents, and school administrators that you understand the many consequences of the new computer connections that you wish to make. It is important that you understand that your use of this powerful educational tool is a privilege. It can provide you with countless hours of exploration and use, but like a driver's license, it is a privilege that can be taken from you for breaking the rules. The Internet does include some material that is not suited for students. All minors using these resources will receive training in appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness and proper response. The intent of San Joaquin County Office of Education Department of Information Technology JPA (DP JPA) is for students to use connections to the Internet only for purposes consistent with the school district's approved curriculum. Anyone who uses the network illegally or improperly will lose the privilege of using it. Additionally, you cannot use the IT JPA WAN for commercial, political, or for profitable services. This document will detail for you what is the proper way to use this communication tool.

#### **V. WHO IS WATCHING?**

The Internet and IT JPA WAN are "public places." You must always remember that you are sharing this space with many others users. Potentially, millions of individuals at the same time may be interacting across the network. Your actions can be monitored by others on the network. If you use a particular service on the network chances are that someone knows the connections that you are making, knows about the computer shareware that you have borrowed, and knows what you looked at while you were in the system. Because these connections are granted to you as part of the larger scope of educational materials, the DP JPA reserves the right to monitor all traffic on the network. We do this to make sure that the network continues to function properly for all of its users.

#### **VI. SCHOOL CONDUCT CODES**

Your school or district office has a behavior code and student handbook for all students that detail appropriate school behavior, outline rights, and set expectations for students. Because the IT JPA WAN is used as part of a school activity, the school's code of conduct applies to network activities as well. Therefore, the network use policy is an extension of the school's behavior code. These rules apply to vandalism of computer equipment, unauthorized access to information, computer piracy, and any tampering with hardware or software.

These rules also apply to the electronic use of harassing and abusive or obscene language, and the sending or receiving of obscene images (sexting). You may not use the network to annoy, harass, cyberbully, or offend other people.

**“Harassing” means to engage in a knowing and willful course of conduct directed at another which seriously alarms, annoys, or harasses another, and which serves no legitimate purpose. In addition, “harassment” shall also mean to subject another to unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature as set forth in California Education Code section 212.5**

Other types of damage and information loss to a computer system are viruses and worms. If you are responsible for a computer becoming infected with viruses or worms, you could be held liable.

## **VII. MORAL AND ETHICAL ISSUES**

The moral and ethical issues involving the use of world-wide information systems deal with the appropriate access to information, the type of information accessed, and the behavior of the user. DP JPA wants to provide you with a stimulating educational environment, but at the same time, we want to protect you from information that is not appropriate for students to use.

The DP JPA wants you to use this valuable educational tool, but at the same time we cannot condone the use of inappropriate information on the Internet. We simply acknowledge the fact that these materials exist and then do everything we can to actively avoid them. We cannot weed out all of the materials that are unacceptable for academic purposes, but it should be clearly understood by all students that access to such material in any form is strictly forbidden. The network is designed to achieve and support instructional goals, and any information that does not support classroom learning is to be avoided.

Although the actual percentage of unacceptable materials is small, it is a cause for concern for students, parents, and teachers. If a student stumbles onto the information while doing legitimate research, he should contact your teacher or the person responsible for technology at your school.

## **VIII. ELECTRONIC LIBRARIES**

Guidelines for access to information have already been established in the Library Bill of rights of 1980. These principles can be applied to the Internet. This document states that “attempts to restrict access to library materials violate the basic tenets of the *Library Bill of Rights*; however, school librarians are required to devise collections that are ‘consistent with the philosophy, goals, and objectives of the school district.’” This means that students have the right to information, but the school has the right to restrict any information that does not apply to the approved curriculum.

It is not farfetched to consider the Internet as a vast digital library. After all, the electronic-database and information-search tools it uses are rapidly becoming part of school media centers and libraries, and many public libraries are beginning to offer some type of network access as part of their services.

The IT JPA WAN provides just such a connection to establish direct access to the appropriate materials that support curricular concerns.

## **IX. USING THE RESOURCES AND TRANSMITTING MESSAGES**

It may seem that there is no limit to the resources on the Internet, but the IT JPA WAN has a limited capacity to handle traffic. This means the more users there are on the network, the more congested the network becomes. If there are too many users at any given time, the traffic on the network grinds to a crawl, just like a traffic jam on a freeway. Some users may be cut off altogether. Although the network may slow down, normally it will continue to function. The following list will help avoid gridlock on the Internet and the IT JPA WAN, and it provides guidelines for the proper creation and transmission of documents and messages:

- Do not tie up the network with idle activities
- Do not play games with others on the network or on the Internet. Play games on your own time and on your own equipment.
- Do not download huge files from places half a globe away. Take only the information you want and need. The best thing to do is get into the Internet, get what you need, and get out. Remember, there are many students who need to use this system.
- Do not send lengthy materials or mail; be brief.
- Do not send messages to large audiences when a small audience is appropriate.
- Do not send documents with spelling errors and make sure that your message is easy to read and understand.
- Do not use vague or inaccurate titles or descriptions for your documents.
- Do not send messages in poor humor or taste.
- Do not fail to cite references for any facts you represent.
- Do not attack Internet correspondents; persuade them with facts. Don't forget, they are human beings.
- Do not post messages to unknown groups.
- Do not use e-mail for commercial purposes.

## **X. ELECTRONIC FIELD TRIPS**

The Internet and IT JPA WAN offer many opportunities for "electronic field trips" to distant locations. The DP JPA considers all connections to remote locations as field trips. Therefore, the rules that apply to student conduct on field trips apply to these electronic field trips as well. It is important that you realize you are acting as an ambassador for your school. Just as parental/guardian permission slips are required before you may take field trips, your parents, or legal guardians, have to give you permission for electronic field trips by signing the attached contract.

## **XI. EXPECTED BEHAVIOR**

You are expected to use the network to pursue intellectual activities, seek resources, access libraries and find international friends. We want you to explore this new "space" and discover what is available there. We want you to learn new things and share that newfound knowledge with your friends, parents, and teachers.

When you are using the computer network and communicating with others in remote or even close locations, keep the following in mind: (1) You cannot see them; (2) You cannot tell how old they are or even what sex they are; (3) They can tell you anything, and you cannot always be sure what they are telling you is true; and (4) Absolute privacy cannot be guaranteed in a network environment. So, you need to think carefully about what you say and how you say it.

For your own safety and for the safety of others, remember to exercise caution when you are communicating with people in the outside world. **Do not give out your home phone number or your address to anyone.** They do not need to have that information. If you feel there is a problem or if you feel uncomfortable with the information someone is giving you, tell your teacher or school site technology coordinator immediately.

By the same token, you may not harass other users. You do not want to run the risk of breaking the law by bothering other people. If a user on the network asks that you no longer send him/her e-mail or in any other way contact him/her, you are obliged to stop all contact immediately. You may feel you have the right of freedom of expression, but others have the right to be free from harassment.

## **XII. LEGAL ISSUES**

### **A. The Law**

The State of California passed a computer crime bill in December 1979. The bill added section 502 to the Penal Codes making it a felony to intentionally and without permission access any data, computer, computer system or network for the purpose of: (1) devising any scheme or artifice to defraud, deceive or extort or (2) wrongfully obtaining money, property, or data.

It is also a felony to knowingly and without permission access, add, alter, delete, damage, or destroy any computer, computer system, computer software, computer program, or data. Penalties includes fines up to \$10,000 and/or imprisonment in the state prison for up to 16 months or in the county jail for two or three years, or a fine of \$5,000 and/or imprisonment in the county jail for up to one year. Anyone committing acts of this kind will face police charges and disciplinary action by the school. The person will be punished to the full extent of the law.

Some examples of offenses are removing another user's accounts, changing other user's passwords, using an unauthorized account, damaging any files, altering the system, or using the system to make money illegally. You may not cause damage to any school or district property. This includes the network system.

### **B. Plagiarism**

The dictionary defines plagiarism as "taking ideas or writings from another person and offering them as your own." The student who leads readers to believe that what they are reading is the student's original work when it is not is guilty of plagiarism. Credit should always be given to the person who created the article or idea.

Be careful when you are using the Internet. Cutting and pasting ideas into your own document is very easy to do. So, be sure that you give credit to the author. That way your teacher will know which ideas are yours, and you won't be guilty of plagiarism.

### C. Copyright

Copyright is another issue altogether. According to the Copyright Act of 1976, "Fair Use" means that you may freely use any information that you legally find on the Internet as long as you do so only for scholarly purposes. You may not plagiarize or sell what you find.

Suppose, for example, that you find a copy of Microsoft Works on the Internet. Could you legally copy it? The answer is NO. This is copyrighted software. You have to purchase software packages before you use them legally. Suppose you find an article about the use of Microsoft Works on the Internet. Can you legally copy it? The answer is yes, as long as you give credit to the author and do not sell the article for profit.

## **XIII. DP JPA POLICY**

The DP JPA declares unethical and unacceptable behavior just cause for taking disciplinary action, revoking networking privileges, and/or initiating legal action for any activity through which an individual:

- Uses the IT JPA WAN for illegal, inappropriate, or obscene purposes, or in support of such activities. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle.
- Uses the IT JPA WAN for any illegal activity, including violation of copyrights or other contracts violating such matters as institutional or third party copyright, license agreements and other contracts.
- Uses the IT JPA WAN to access harmful matter.  
Penal Code section 313 defines "harmful matter" as "matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest, and is matter which, taken as a whole, depicts or describes in a patently offensive way sexual conduct and which, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors."
- Intentionally disrupts network traffic or crashes the network and connected systems.
- Degrades or disrupts equipment or system performance.
- Uses IT JPA WAN or equipment for commercial or financial gain or fraud.
- Steals data, equipment, or intellectual property.
- Gains or seeks to gain unauthorized access to resources or entities.
- Forges electronic mail messages, or uses an account owned by another user.
- Invades the privacy of individuals.
- Posts anonymous messages.
- Creates, distributes, or purposely activates a computer virus or worm.
- Uses IT JPA WAN to send or request racist, inflammatory, or sexist messages.

- Sends or requests messages or documents that are inconsistent with school or district policies, guidelines, or codes of conduct.
- Possesses any data which might be considered a violation of these rules in paper, magnetic (disk), or any other form.

#### A. Consequences of Violations

**Possible consequences of violations include, but are not limited, to:**

- **Suspension of Internet access**
- **Revocation of Internet access**
- **Suspension of IT JPA WAN privileges**
- **Revocation of IT JPA WAN privileges**
- **Suspension of computer access**
- **Revocation of computer access**
- **School suspension**
- **School expulsion**
- **Legal action and prosecution by the authorities**

#### B. Remedies and Recourses

If you are accused of any of the violations, you have all of the rights and privileges that you would have if you were accused of school vandalism, fighting, and so forth.

The district, school site, and DP JPA have the right to restrict or terminate network and Internet access at any time for any reason. The district and DP JPA have the right to monitor network activity in any form that it sees fit to maintain the integrity of the network.

# **San Joaquin County Office of Education Data Processing JPA**

## **CONSENT AND WAIVER**

The following form must be read and signed by you and your parent or legal guardian and school site teacher or administrator.

By signing the *Consent and Waiver* form attached, I \_\_\_\_\_ (print name here) and my parent(s) or guardian(s) agree to abide by the following restrictions. I have discussed these rights and responsibilities with my parent(s) or guardian(s).

Further, my parent(s) or guardian(s) and I have been advised that the San Joaquin County Office of Education Data Processing JPA (DP JPA), district, and school site do not have control of the information on the Internet, although it attempts to provide prudent and available barriers. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people. While the DP JPA's intent is to make Internet access available to further school and district educational goals and objectives, account holders will have the ability to access materials which may not be appropriate and meet these goals and objectives. The DP JPA believes that the benefits to educators and students to access the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. But ultimately, the parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their student should follow. To that end, the DP JPA, district, and school supports and respects each family's right to decide whether or not to apply for San Joaquin County Office of Education IT JPA WAN access. Any questions should be directed to the Department of Information Technology at (209) 468-4869 or school site or district technology staff members.

The student and his/her parent(s) or guardian(s) must understand that student access to the IT JPA WAN is developed to support the district's educational responsibilities and mission. The specific conditions and services being offered will change from time to time. In addition, DP JPA makes no warranties with respect to the IT JPA WAN's service, and it specifically assumes no responsibilities for:

- A. The content of any advice or information received by a student from a source, or any costs or charges incurred as a result of seeking or accepting such advice.
- B. Any costs, liability, or damages caused by the way the student chooses to use his/her District Network access.
- C. Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the DP JPA.
- D. While the DP JPA supports the privacy of electronic mail, students must assume that this cannot be guaranteed.

By signing this form I agree to the following terms:

1. My use of the IT JPA WAN must be consistent with the DP JPA's, district's, and school site's primary goals.
2. I will not use IT JPA WAN for illegal purposes of any kind.
3. I will not use the IT JPA WAN to transmit threatening, obscene, or harassing materials. The district, school, and DP JPA will not be held responsible if I participate in such activities. In fact, by completing this contract, I agree that the DP JPA, school, or district is not responsible for such behavior on my part.
4. I will not use the IT JPA WAN to interfere with or disrupt network users, services, or equipment. Disruptions include, but are not limited, to distribution of unsolicited advertising, propagation of computer worms and viruses, using printers other than those designated at my school site for student use, and using the network to make unauthorized entry to any other machine accessible via the network.
5. I will not use the IT JPA WAN to access information or resources unless permission to do so has been granted by the owners or holders of rights to those resources or information. It is assumed that information and resources accessible via IT JPA WAN are private to the individuals and organizations which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights.

The DP JPA, district, and school make no warranties of any kind, whether express or implied, for the services it is providing. The DP JPA will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the DP JPA's or the district/school's negligence or by user's error or omissions. Use of any information obtained via the Internet is at the user's own risk. The DP JPA, district, and school specifically deny any responsibility for the accuracy of or quality of information obtained through its services. All users need to consider the source of any information they obtain and consider how valid that information may be.

In accordance with the Electronic and Communications Privacy Act of 1986, 18 USCS Section 2510, all students are hereby given notice that there are no facilities provided by the IT JPA WAN for sending or receiving private or confidential electronic communications. All messages shall be determined to be readily accessible to the general public. Do not use this system for any communications which the sender intends only for the sender and intended recipients to read. By your use of IT JPA WAN, you agree to hold harmless the DP JPA, school and district, thereof, against any and all claims arising out of said use, no matter the cause or fault.

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## Required Signatures

I understand and will abide by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and the appropriate legal action. I also agree to report any misuse of the information system to the school site technology representative, teacher, or administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described in this document. All the rules of conduct described in district or school site policies, procedures, and handbooks apply when I am on the network.

**I understand that the e-mail account supplied by the Data Processing JPA (DP JPA) is not my personal e-mail and that it and its content are solely the property of the DP JPA and can be viewed by those authorized by the DP JPA.**

School District: \_\_\_\_\_ School Site: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### PARENT OR GUARDIAN

Students under the age of 18 must have the signature of a parent of guardian who has read this contract.

As the parent or guardian of this student, I have read this contract and understand that it is designated for educational purposes. I understand that it is impossible for the DP JPA, district, or school to restrict access to all controversial materials, and I will not hold the DP JPA, district, or school responsible for materials acquired on the IT JPA WAN. I also agree to report any misuse of the information system to the school site technology representative. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described in this document .

I accept full responsibility for supervision of my child should they use remote connections to the IT JPA WAN in a non-school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Please complete all of the information below and route the Consent and Waiver portion of this document to your sponsoring teacher for approval. Your Internet access and account will not be granted without the completion of all informational items listed.

Parent or Guardian Name (please print): \_\_\_\_\_ Home Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **SPONSORING TEACHER**

I have read this contract and agree to promote this agreement with the student. As the sponsoring teacher, I agree to instruct the student on acceptable use of the network and proper network etiquette. I also agree to report any misuse of the information system to the school site technology representative. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described in this document.

Teacher's Name (please print):

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **DISTRICT REPRESENTATIVE**

Students must have the signature of the district representative who has read this contract.

As a representative of the district, I have read this contract and understand that it is designated for educational purposes. I understand that it is impossible for the DP JPA or district to restrict access to all controversial materials, and I will not hold the DP JPA or district responsible for materials acquired on the IT JPA WAN, I also agree to report any misuse of the information system to the Department of Information Technology. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described in this document .

Please complete all of the information below and keep on file.

District Representative (please print):

Signature: \_\_\_\_\_

Date: \_\_\_\_\_