

**Roscoe Central School
Technology Plan
2018 to 2021**



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Mission Statement

At Roscoe our mission is to assure that each individual will become a well-rounded, educated person with a positive self image and a desire to be a lifelong learner. This will be accomplished by providing a certified, enthusiastic staff, implementing a comprehensive curriculum, in a cooperative, supportive, and well-ordered environment.

Vision and Goals

Vision Statement

At Roscoe Central School we strive to empower students with 21st century job skills. We will accomplish this by exposing students to various technologies, integrating those technologies into NYS curriculum, and providing the education to safely and responsibly become an accomplished digital citizen.

Goal #1

Provide more access to Technology in the Elementary Department.

This will be accomplished by expanding our fleet of iOS devices, introducing chromebooks for typing skills, distributing grade level applications, updating classroom technologies, and Staff Development.

Increase iOS Devices

Provide classroom sets for each grade Pre-K to 4 in the Elementary Department.

Chromebook Cart Typing Practice

Access to a shared cart of Chromebooks to introduce and practice traditional typing skills.

Grade Level Applications

Use iOS Apps that are specific to that grade level and individual student needs.

Update Classroom Technologies

Replace outdated classroom technologies with newer versions; Interactive Whiteboards and Document Cameras.

Staff Development

Individual, group, and independent learning opportunities to help teachers utilize their technology resources.

Goal #2

Provide more access to Technology in the Middle and High School

This will be accomplished by expanding access to Chrome Devices for all students grades 5 through 12.

Middle School

Students in grades 5 & 6 will have access to a shared Chromebook cart. Students will be introduced to Google Apps for Education and Schoology (LMS), these applications will be integrated into their core curriculums and focus on group collaboration.

High School

Students in grades 7 and 10 will be assigned a Chromebook each academic year. They will use the same device for the following two grade levels. Devices will be re-assigned to shared carts and distributed to other classrooms as needed until the product reaches its End of Life (EoL).

Goal #3

Ensure a safe and reliable network for student and staff use that is compliant with or exceeds NYSED standards.

As Technology is increasingly relied upon for testing, commerce, and records retention the systems that provide these services have become critical to daily operations. Any threats to these systems need to be minimized as much as possible. This will be accomplished by using the principles of Defense in Depth, principle of least-privilege, end-user training, traffic monitoring, comprehensive backup plan, network & department segmentation, and security protocols/policy.

Goal #4

Improve Physical Campus Safety with Technology

Creating a safe and productive work environment for students and staff is critical for a successful school. Not all threats can be completely eliminated, but safety protocols, programs, and services can be used to mitigate danger as much as possible. Roscoe Central School will improve its physical security with improved camera surveillance, and emergency phone protocols.

Improved Camera Surveillance

Roscoe Central School plans to upgrade its current security camera architecture with an IP based system that includes features currently unavailable with our coaxial DVR system.

Emergency Phone Protocols

The phone system will utilize an internal emergency number that contacts a calling group of administrative offices, 911 Alert services, and PA integration.

Curriculum and Instruction

Curriculum Integration

Roscoe Central School follows the [International Society for Technology in Education \(ISTE\) Standards](#) for Students and Educators. ISTE Standards have evolved as Technology has evolved from simply learning to use technology to the current initiative of transformative learning with technology.

Student Standards

1) Empowered Learner

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

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

2) Digital Citizen

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

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

3) Knowledge Constructor

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

- A)** Students plan and employ effective research strategies to locate information and

other resources for their intellectual or creative pursuits.

- B) Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- C) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- D) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4) Innovative Designer

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

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

5) Computational Thinker

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

- A) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- B) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- C) Students break problems into component parts, extract key information, and

develop descriptive models to understand complex systems or facilitate problem-solving.

- D) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6) Creative Communicator

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

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

7) Global Collaborator

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

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

work with others to investigate solutions.

Educator Standards

1) Learner

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

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

2) Leader

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

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

3) Citizen

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

- A) Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and

community.

- B) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- C) Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
- D) Model and promote management of personal data and digital identity and protect student data privacy.

4) Collaborator

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

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

5) Designer

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

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

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

6) Facilitator

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

- A) Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- B) Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- C) Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- D) Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7) Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals.

- A) Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- B) Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- C) Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Student Assessment

Educational Technology has evolved to allow for instant feedback and adaptive testing when utilizing Computer Based Testing (CBT). Roscoe Central School uses [Northwest Evaluation Association](#) (NWEA) assessments called Measures of Academic Progress (MAP), [Dynamic Indicators of Basic Early Literacy Skills](#) (DIBELS), and [New York State Education Department \(NYSED\) CBT](#) which utilizes Questar Assessments.

NWEA MAP assessments are given at least twice a year to all Roscoe Students in grades K to 11. Students that require additional monitoring are given a third test during the winter months. NWEA MAP assessments adapt to the student's responses and provide Teachers with a Raush Unit (RIT) Score. The RIT Score then becomes a metric that can be used to evaluate student progress throughout the school year. Feedback from NWEA MAP assessments are used by Academic Intervention Services (AIS) to determine needs and goals for students. Additionally, feedback from NWEA MAP assessments can be utilized by software to customize lessons to a students specific areas of need.

DIBELS is an assessment given to Elementary Students three times a year to assess academic progress. These assessments are reviewed by the AIS team and the results are used to customize student learning objectives.

NYSED CBT is administered to students in grades 3 to 8 for English Language Arts (ELA) and Math. Roscoe Central School fully participated in NYSED CBT for the first time in 2018, going completely paperless for NYSED 3 to 8 assessments. Roscoe Central School is prepared comply with future NYSED CBT initiatives.

Technology Resources

Roscoe Central School utilizes Technology to facilitate education across all grades levels on and off campus. Roscoe Students are exposed to various Technologies throughout their academic careers. This approach allows students to adapt to new Technologies and apply their skills to various mediums.

Elementary (Grades PK to 4) Classrooms have a dedicated set of iPADs for their students, access to a shared Chromebook cart, and technology classes in a Microsoft Windows based Computer Lab. iPADs are used for grade level applications, educational games, assessments, and web based resources. Chromebooks are used to practice typing, conduct research, and collaborative learning projects. Computer Labs are used to practice typing, access web based resources, educational games, and assessments.

Middle School (Grades 5 & 6) Classrooms have access to an iPad cart, Chromebook cart, Kindle Fire, and Windows based Computer Lab. iPADs are used for grade level applications, educational games, and web based resources. Kindle Fires are used as e-readers

that provide interactive features to literary works. Chromebooks and Computer Labs are used for collaborative learning, research, web based resources, and assessments.

High School Students (Grades 7 to 12) are each provided a Chromebook. In addition to a students 1 to 1 device they have access to our Distance Learning and Computer Labs. High School students use Chromebooks and Computer Labs for collaborative learning, research, web based resources, and assessments. The Distance Learning Lab provides educational opportunities to our students that aren't available in our school by allowing students to attend high school and college courses remotely.

Classroom Equipment

Electronic Whiteboards - Presentations and Student Interaction

Document Cameras - Presentations and Student Interaction

Wireless Access Points - Network Access for Devices

Computer Labs - Technology Instruction and Assessment

Printers

Student Devices

E-Reader (Kindle Fire) - Enhanced Features for Literary Works

Tablets (iPAD) - Grade Specific Applications and Web Resources

Chromebooks - Collaboration, Assessment, and Web Resources

Windows Desktops - Technology Instruction and Assessment

Cloud/Web Based Technology

Learning Management System (LMS, Schoology) - Web Based Classroom Environment and Parental Information

Roscoe Website - Community Involvement and Web Based Resources

Distance Learning - High School and College Courses; Virtual Field Trips

Numerous Educational Web Resources - Various Educational Websites

Google Apps for Education - Email, Collaboration, and Word Processing

Parental Communications & Community Relations

Roscoe Central School utilizes multiple communication mediums to convey information to Students, Parents, and the Community. Roscoe Central School uses a District Website, Parent Portal, Emergency Messaging Services, Learning Management System, and Email.

The [Roscoe Central School Website](#) is the main source of information for our community, parents, and students. Information available on the website includes: District Calendars, Academic Calendars, Educational Resources, Board Minutes, Board Policies, Sports Schedules, Contact Information, and Roscoe's Monthly Newsletter.

Our Student Information System (SIS) Schoology provides a Parent Portal. The Parent Portal provides the following information: Contact Information, Student Attendance, Discipline Records, NYS Testing Information, Progress Reports, Student Schedules, Assignment Grades, and Report Cards.

Roscoe Central School implements School Messenger for Informational and Emergency Messages. Parents receive informational messages about upcoming events and emergency messages regarding school closings or delays.

Schoology is the LMS used by Roscoe Central School. Schoology provides students with an electronic classroom where they can review, complete, and submit assignments online. Students also may participate in collaborative learning and independent learning through the LMS.

All of Roscoe Central Schools Faculty have access to email and voicemail; allowing students, parents, and the community to contact Roscoe's Faculty as needed. The contact information is available on Roscoe's District Website.

Collaboration

Roscoe Central School works closely with NYS Board of Cooperative Educational Services (BOCES) and Regional Information Centers (RICs) to provide services for Adult Education, GED Certification, and Professional Development.

Internet Safety

Roscoe Central School strives to create a safe learning environment for students. A large component of this is Internet Safety. Internet Safety is achieved through staff & student education, Child Internet Protection Act (CIPA) compliant content filtering, board policies, and network security appliances. Teachers, parents, and students must clearly understand Roscoe's Acceptable Use Policy (AUP) and class time will be spent discussing it to ensure cooperation.

Internet Safety instruction has become part of the elementary computer curriculum. Instruction in media literacy has been integrated into the curriculum at all levels as an essential dimension of scholarship and learning, especially in Library and Technology Classes. Teachers will be offered professional development opportunities by the district to understand the importance of media literacy, safety on the internet, and how to reinforce it continuously throughout the school year.

Professional Development

LINKS Team Plan

The Roscoe Central School District Professional Development Plan meets the requirement of the 100.2(dd) Regulations of the State of New York. The purpose of the plan is to increase student learning by providing meaningful, focused professional development opportunities that are aligned with the Common Core State Standards.

The professional development needs to be meaningful and in line with the District Goals established by the LINKS Team. Decisions regarding the content, delivery, and providers shall be made within the context of the District Professional Development Plan.

Description of the Plan

The Professional Development Plan is the result of extensive work by a district wide team. A needs assessment was sent to all staff to insure full representation of all teachers. The Plan was developed from the needs assessment, review of district and state assessments, and correlation with the district goals. Goals, objectives, barriers, critical success factors, and strategies were established to develop an understanding of the steps needed to implement high quality teaching and learning opportunities for all teachers to participate in professional development.

The goals and objectives of the plan focus on improving student growth and achievement by addressing teacher practices. Through professional development that increases the implementation of common core standards literacy, writing, and math skills of students will increase. Professional opportunities that increase Dignity For All Student (DASA) training will demonstrate an awareness of the importance of physical and mental wellness and the acceptance of diversity. Additionally, teachers will receive training to enable the increase in parental and community involvement. The goals of this professional development plan will be accomplished through the consideration of the development of the whole child.

Professional Development Activities

All District employees who hold professional teaching certificates for classroom teaching are required to complete professional development hours to maintain the validity of their certificates. Professional certificate holders must complete 100 hours every five years. Teachers will be offered opportunities to meet the 100 hours mandated through a variety of activities. Decisions regarding content, delivery, and providers of such professional development are within the purview of the District and must be in line with the professional development goals established

by the professional team. Such activities may include, but are not limited to (see attached calendars for specific dates):

- In-Service Courses and Workshops
- Faculty Meetings
- Superintendent's Conference Day
- Conferences-related to DDI and CCSS
- Accredited Webinars
- OLWEUS training

Prior approval of the activities must be received for meeting the Professional Development requirement. Members of the staff are also encouraged to continue their formal education through the completion of graduate courses.

The district will offer professional development activities to enable the completion of required certification hours. The content of the Roscoe Central School district's professional development plan is being supported in part by the Delaware –Chenango-Madison –Otsego Board of Cooperative Services, Sullivan County Board of Cooperative Services , Orange –Ulster Board of Cooperative Services , Mid-Hudson Regional Information Center, teacher center, and approved consultants.

Needs Assessment

As part of the ongoing professional development planning cycle, Roscoe Central School District reviews multiple sources to identify needs. The following documents will be analyzed annually to determine content and priority of the Professional Development Plan:

Student Achievement Data

- School Report Card
- NYS Assessments
- NWEA –MAP
- Disaggregated Students Achievement Data
- Report Cards
- Student Attendance and Discipline Reports
- Graduation and Drop Out Rates
- Special Education Classification Rates
- Academic Intervention Service Records
- Progress Monitoring
- Universal Pre-K screening
- DIBELS

Surveys

- Professional Development Needs Assessment Survey

- Title I Parent Survey
- OLWEUS student survey (one time per year)

Additional Data Sources

- BEDS Data
- Annual Professional Performance Reviews
- Community Forums

Professional Development Plan Alignment

The Professional Development Plan is a continuous and ongoing plan. Each year the plan will be reviewed to reassess alignment of goals and outcomes according to the Common Core State Standards and NYS Teaching Standards. The continuous focus of the plan will be instructional needs based on student achievement. The Plan will be revised based on the monitoring and analyses of student growth.

Needs Assessment Prioritizing

Student and teacher needs, along with district goals and objectives, will determine the priorities of the Professional Development Plan. Our student assessment data and teacher needs survey have identified the following areas of need:

- Building Mastery and Proficiency in ELA and Math through Formative and Summative Assessments and Data Driven Instruction
- Engaging students in active learning- cognitive and constructive learning
- Developing classroom and community partnerships
- Establish a school wide culture of collaboration and respect.
- Using support services to more effectively address at risk (academically or behaviorally) students.
- Improve implementation of research based instructional practices.

School District Professional Development Plan

District Resources

Internal Fiscal Resources: General Funding
Federal Grants

Internal Staff Resources: Teachers
Administrators
Support Staff

External Provider Resources:

Delaware –Chenango-Madison –Otsego Board of Cooperative Services
Sullivan County Board of Cooperative Services
Mid-Hudson Regional Information Center
Continuing Teacher and Leader Education Conferences provided by the Association of Math Teachers of New York State, Science Teacher Association of New York State, and the New York State English Council

External Community Resources:

Community Businesses
Parent Teacher Association
Community Based Organizations

These resources do not provide Continuing Teacher and Leader Education hours. However, their input and support are valuable in developing connections between the school and community to enrich the educational experiences of our students.

Implementation Plan

The Professional Development Plan will be implemented as outlined in the LINKS Plan with the timelines detailed in the calendars attached.

Mentoring Plan

First year teachers must participate in a mentoring program. The purpose of the mentoring program is to improve their ability to assist students in attaining the Common Core State Standards. The following mentoring plan was derived from the Roscoe Central School District Board of Education and Roscoe Teachers Association Collective Bargaining Agreement.

Infrastructure, Hardware, Technical Support, and Software

Network Infrastructure

The infrastructure provided by Roscoe Central School allows technology to be deployed and used in a safe and secure manner. Roscoe provides the following security services: Application Firewall, Firewall, Geo IP Filtering, Content Filtering, SPAM Filtering, Gateway Anti-Virus/Spyware, Client Anti-Virus, SSL Inspection, Group Policies, Wireless Policies, Google Admin Policies, and Intrusion Prevention. A robust wireless network provides support for student devices and will be maintained to properly support Roscoe's 1:1 initiative. Internal servers are virtualized and reside on one of two physical host which utilize a Storage Area Network (SAN) for data storage. All data and servers follow a backup schedule and that data is stored on multiple devices.

Hardware

<u>Client Device</u>	<u>Count (As of Spring 2018)</u>
Chromebook	113
iPAD	80
Chromebox	27
Windows Desktops	135
Windows Laptop/Tablet	10

Technical Support

Technical support is provided on site by the Technology Teacher and Network Administrator. Additional Support is provided through vendor contracts, BOCES, and RICs. All devices are kept under support and/or warranty during their expected lifetime.

Software

Roscoe Central School implements many different software packages throughout its educational environment. The table below highlights some of main programs used and their educational functions.

<u>Software</u>	<u>Function</u>
Schoology	LMS, Online Classroom, Homework Calendar
NWEA MAP	Student Assessments, RIT Scores
ABC Mouse	Website/App Elementary Education Games
Splash Math	iOS App for Elementary Math
DIBELS Next	Literacy Testing, AIS
Securly	Content Filtering
GoGuardian Teacher	Monitor Chromebook Activity
Adobe Suite	Technology Courses, Yearbook
Google Apps for Education	Collaboration, Word Processing, Email

Budget and Funding

Predictable Annual Purchases

<u>2018 - 2019</u>	<u>2019 - 2020</u>	<u>2020 - 2021</u>
PC Life Cycle Purchases	PC Life Cycle Purchases	PC Life Cycle Purchases
7th Grade Chromebooks	7th Grade Chromebooks	7th Grade Chromebooks
10th Grade Chromebooks	10th Grade Chromebooks	10th Grade Chromebooks
iPADs Grade 1 to 4	iPADS Pre-K & K	Replacement Wireless APs
Replacement Server	Replacement SAN	Replacement Firewall
Microsoft Academic VPP	Microsoft Academic VPP	Microsoft Academic VPP
Adobe Suite	Adobe Suite	Adobe Suite
Teacher Request Software	Teacher Request Software	Teacher Request Software
Server/SAN Warranty	Server/SAN Warranty	Server/SAN Warranty

Appendix

Board Policies

[Children's Internet Protection Act: Internet Content Filtering/Safety Policy](#)

[Bullying: Peer Abuse in Schools](#)

[Parents' Bill of Rights for Data Privacy and Security](#)

[Information Security Breach and Notification](#)

ROSCOE CENTRAL SCHOOL DISTRICT ACCEPTABLE USE POLICY

Anyone who uses electronics or electronic media (network access, thumb drives, etc.) provided by Roscoe Central School must read, agree to abide by, and sign an Acceptable Use Policy (AUP). Copies of the AUP will be kept on record by Roscoe Central School and will be updated on a yearly basis. Once a copy of the AUP is signed that person is bound to the terms of the AUP and any disciplinary action that may result in a violation of the terms of the contract.

Network Use

- 1.) All system use must be in support of education and consistent with the mission of the Roscoe Central School. Roscoe Central School reserves the right to prioritize use and access to the system.
- 2.) Any use of the system must comply with State and Federal law.
- 3.) The system constitutes public facilities and may not be used for personal gain or political agendas.
- 4.) The system shall not be used for malicious activities. Malicious activities include (but are not limited to): disruption of network services, intentional damage or modification to hardware or software, unauthorized installations, and the use of unauthorized equipment.
- 5.) Users are responsible for the appropriateness of materials they transmit over the network. The use of the network for hate mail, harassment, discriminatory remarks, pornographic material, or other undesirable behavior is strictly prohibited.

Security

- 1.) User accounts are intended for use only by the person that they are assigned to. The user may not share their account credentials or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.**
- 2.) Users shall not seek information on, obtain copies of, or modify files or passwords of other users. Any attempt to gain access to a user account that is not your own is strictly prohibited.**
- 3.) Passwords will be changed regularly and meet certain complexity guidelines.**

Personal Security

- 1.) Students should never reveal personal information without the permission from their teacher and parent or guardian.**

Copyright

- 1.) The unauthorized installation, use, storage, or distribution of copyrighted software or materials on district computers is prohibited. All users of Roscoe Central School's network shall abide by current copyright law.**

Filtering and Monitoring

- 1.) Roscoe Central School reserves the right to filter and monitor all use of electronics that are provided by the school or use the schools resources.**

General Use

- 1.) Users are required to conserve resources when possible. Computers must be turned off at the end of the day or during prolonged periods of inactivity. Old and unused files and e-mail should be deleted when possible.**
- 2.) Nothing in this document is intended to prevent the use of Roscoe Central School's equipment while under the direct supervision of teachers or staff.**