STUDENT ACCESS TO
DISTRICT COMPUTER SYSTEM RESOURCES

The Board of Education recognizes that as telecommunications and other new technologies shift the way that information may be accessed, communicated and transferred by members of society, these changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze it and evaluate such resources. In today's world, access to information and the ability to manipulate it is a critical life skill.

Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources and content. Board policy requires that all such materials be consistent with District-adopted curriculum guides, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities and development levels of the students.

While this continues to be the case for newly acquired printed media, no staff member is able to screen all the electronic content that may be potentially available through the District network. Telecommunications, because they may lead to any publicly available server in the world, will open classrooms and libraries to electronic information resources that have not been, nor can they possibly be, screened by staff for use by students. The District makes a reasonable attempt to shield students from inappropriate content. This effort includes the use of content filtering and other electronic means to limit access to inappropriate sites. Parents and students also share in this responsibility and they are encouraged to enter into discussions at home regarding the appropriate use of content available on the Internet or other publicly available networks.

Electronic information research skills are now fundamental to the preparation of citizens and future employees to live and work in the Information Age. The Board of Education expects that instructional staff will blend thoughtful use of this information throughout the curriculum and that the staff, along with parents, will provide guidance and instruction to students in the appropriate use of all informational resources, regardless of the source. Staff will consult guidelines for instructional materials contained in district policy and will apply the goals for selection of instructional materials to the use of information accessed via the District network computer system in support of formal classroom instruction.

Students are responsible for good behavior on school networks, just as they are in a classroom or a school hallway. General school rules for behavior and communications apply to student use of the District system and resources accessed via the system. Access to network services will only be provided to students who agree to act in a considerate and responsible manner.

All students will be granted access to District telecommunications and electronic information resources including filtered Internet content. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when accessing information from any source. If a parent or legal guardian wishes their child specifically not to have self-directed access to filtered Internet content, they should request and complete an Internet Use Declination Form and return it to the building principal.

Parents and guardians should note that teachers might select specific content from the Internet and other on-line sources to be used in support of their direct instruction of students. Teachers will apply the same selection process to the electronic content that they would apply to other forms of non-electronic content such as textbooks, magazines, and newspaper articles. Students may view this content electronically or in print; however, the teacher(s) who is responsible for supervising the instruction will control access.

Adopted: October 5, 2004

Reviewed: April 8, 2008

Revised: January 7, 2014