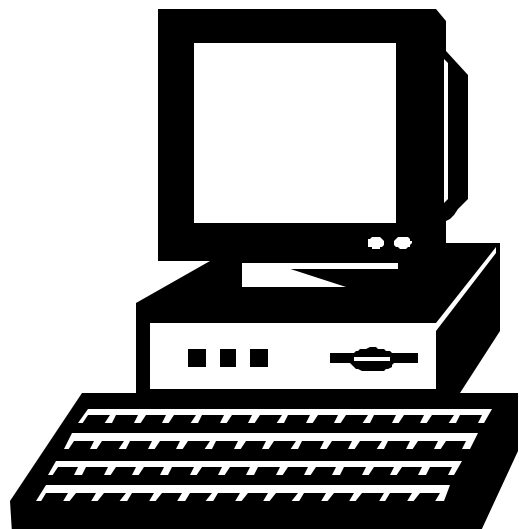


Paterson
Diocesan
Schools

Technology Guidelines

May 1999



PATERSON DIOCESAN SCHOOLS

Technology and Distance Learning Plan

Vision Statement

It is imperative for the Catholic schools of the Paterson Diocese to prepare students to be global citizens of the 21st century. Technology is a tool to serve the learning needs of all students, to create life-long learners, and to integrate curriculum disciplines. It is the medium which will ensure that our Catholic schools remain viable and competitive in the new millennium. Our vision is to see that all students become proficient in the core-curriculum content standards, and that all teachers become proficient in the integration of state-of-the-art educational technologies as they develop. Teachers need to be encouraged to utilize these technological resources in their classrooms in innovative and creative ways to stimulate student discovery and learning.

The use of technology:

- enables students to function to the best of their ability by enhancing critical thinking and problem solving skills
- enables teachers to facilitate student learning outcomes by enriching instruction and assessment techniques
- enables administrative effectiveness through facilitation of management techniques
- enriches the lives of all through instant and global communications

Mission Statement

The educational technology mission of the Paterson Diocesan Schools is to integrate technology into the educational program to prepare the school community for the challenges of the 21st century. We will do this by providing a comprehensive staff and curriculum development program for technology to achieve optimal educational outcomes within a Catholic Christian environment.

The Diocesan Technology Committee has endorsed this Vision and Mission Statement.

Planning and Implementation

The Diocesan Technology Committee, under the direction of the Diocesan Schools Office oversees the development and implementation of the vision, mission and plans for technology for the schools of the Diocese. This committee meets on a regular schedule and for special meetings when needed. The membership is representative of the Central Office, the elementary and high school administrators and faculty, technology advisors and the local community. This group has arranged regular ongoing in-service programs to assist in the design and implementation of technology plans at the local and Diocesan levels.

Education in the new millennium will see rapid change because of technology. It is imperative that our schools keep pace with these changes. Diocesan planning for technology should facilitate:

- access to collegiate and county libraries, Internet, and other distance learning resources outside the classroom which should be available district wide
- communication of all forms of media that should be available from all areas of the district to all other areas
- providing comparable services that are available to all students and staff to the extent that resources will allow
- the implementation of an infrastructure which will allow for flexibility and expansion the use of voice, video and data communication in every school
- central locations in each of the three counties for large group assembly areas which might be used for group instruction and presentations
- planned maintenance and upgrading of equipment/software to be budgeted annually
- the assessment and replication where appropriate of office technologies used in the corporate/business world
- technical support which is planned to maintain, install and instruct on Technology

Goals

Goal 1. Diocesan Technology Committee

The Diocesan Technology Committee will assist all Diocesan schools and shall make a firm commitment to the implementation of the Diocesan-wide Technology and Distance Learning Plan as well as the review of the local school plan. In addition, the Diocesan Technology Committee will:

- Continue ongoing communication with the New Jersey Department of Education to ensure that the Council's progress and plans are consistent with the rest of the state (where appropriate).
- Provide technical assistance to local schools in revising and implementing a their local technology plan.
- Provide information to the Diocesan Schools Office, Diocesan Teacher and Administrators Associations, and local Home and School Associations to inform them as to the need for technology and the purpose and goals of the Coordinating Council.

Goal 2. Diocesan Wide Technology Infrastructure

The Diocesan Technology Committee shall be established and comprised of members representing the Diocesan Schools Office, local schools, educational agencies, and the Educational Technology Training Centers (ETTC). The committee shall develop recommendations to assist local schools in updating and implementing a local technology plan consistent with *Educational Technology in New Jersey: A Plan for Action*, published by

the New Jersey Department of Education. Specifically, the Technology Committee will:

- Provide a means of regular communication with the schools in the Diocese on issues related to distance learning and technology. Increased usage of electronic mail for day-to-day correspondence and communication will also be encouraged.
- Continue ongoing communication with the New Jersey Department of Education to ensure that the council's progress and plans are consistent with the rest of the state.
- The Technology Committee will provide advice and counsel to schools with limited personal and financial resources to assist them in identifying appropriate resources and contacts as they develop and implement their local district technology plans.
- Support the mission of the county ETTC's to create professional development opportunities for teachers, administrators and support staff members including sessions related to the New Jersey Core Curriculum Content Standards and Paterson Diocesan Curriculum Guidelines as well as special and exemplary programs.

Goal 3. Access to Technology Resources

The Diocesan Technology Committee believes that the Internet is a resource with unlimited capabilities to enhance learning within all disciplines. A website for the Diocesan Schools Office is currently under development. The website will provide a means of disseminating information to the local schools and the counties at large. The Technology Committee will:

- Facilitate collaborative opportunities, such as *Net Day*, professional days, and other in-service type days to develop staff competency and provide current and future technology trends.
- Apprise local districts of grants and discounted sources of Internet access.
- Ensure that all schools subscribe to the diocesan "acceptable use" policies governing the use of the Internet by students and staff.
- Facilitate the sharing of "best practices" among the local schools to allow schools to see the benefits of innovative uses of a wide range of technology and distance learning applications as well as the implementation of instructional strategies linked to technology.

Goal 4. Collaborative Planning and Funding

Local, state, federal, business and community grants and other sources of funding and resources shall be sought to develop a truly collaborative approach to enhancing the educational opportunities for all students. Therefore, the Technology Committee will:

- Assist in identifying available grants, foundations and other external sources of funding which support distance learning and technology.
- Explore the possibility of sharing the services of a grant writer to assist in obtaining additional funding.

Goal 5. Professional Development

The key to successful implementation of this distance learning and technology plan will be the availability of ongoing professional development opportunities for all teachers, staff, and administrators. An integration of local community and business resources will assist the Council in determining how technology can best be used in our schools and identifying how learners will be expected to use technology in their future employment.

- The county ETTC's can be key agencies for the provision of professional development in the area of technology. The Educational Technology Training Centers (ETTC) located in each county can assist in the identification of areas requiring additional training and development. These training needs will be addressed in programs and courses to be provided by the ETTC's. The ultimate goal will be to infuse technology into the curriculum and to witness its application in daily instruction in all subject areas.
Invite the corporate community to collaborate with local school districts in providing staff development opportunities.
- Encourage teachers and administrators to continue to expand their knowledge in the area of technology and to integrate this knowledge into the instructional program. Beginning in September 2000, teachers will be encouraged to increase their knowledge in the area of technology through courses and workshops which will satisfy the requirements of continuing education every five years.

Goal 6. Evaluation

In order to assure that the Diocesan Technology and Distance Learning Plan achieves its stated goals, periodic evaluation of progress is essential. The evaluation process will monitor the development and implementation of systems and programs that will enable Diocesan schools and staff members to use technology to improve education and to meet the New Jersey Core Curriculum Content Standards and the Diocesan Curriculum Guidelines.

- The Diocesan Technology Committee will review the status of the plan and to suggest modifications that should be made on an annual basis.
- Progress on the Diocesan Plan will be reported annually to the principals of the diocesan schools.
- Input from local districts will be used to revise the plan and to formulate new objectives as needed.

PATERSON DIOCESAN SCHOOLS

Technology Benchmarks

In order to achieve the vision and mission for technology in the Paterson Diocesan Schools by 2005, the following benchmarks are recommended:

- Educational technology will be fully infused into the schools' curriculum and instruction, thus significantly enhancing students' ability to achieve the Diocesan Curriculum Standards.
- All schools in the Diocese will continue to implement and update plans for the coordination, development, application and implementation of technology using existing and new educational, business and community resources. This will include plans to address core elements of successful school technology activities, including facilities planning, maintenance and upgrading equipment, implementation strategies, staff development, spending and evaluation plans.
- All teachers will have the skills and knowledge needed to use educational technology as an effective tool to support achievement of the Diocesan Curriculum Standards.
- Schools are encourage to utilize all available resources including the state's system of Educational Technology Training Centers that offer the highest quality professional development opportunities for educators.
- All classrooms will have fast and reliable Internet access, thus enabling educators and students to access information, places and people throughout the world to enhance the curriculum.
- All schools will have high quality, highly informative, user-friendly websites, thus enabling educators and students to share key information about their school's activities in a timely manner and showcase their achievements.
- All schools and classrooms will be connected to high-speed voice, video and data networks, this enabling effective and efficient delivery of resources to educators and students through a statewide, integrated information delivery system.
- All school buildings will have the equipment and infrastructure necessary to provide distance learning opportunities for all students, thus enabling students to take courses offered in other schools or universities to collaborate on projects with remote peers or mentors, and to access a wide array of electronic services for achievement of the Diocesan Curriculum Standards.
- Each school in their plan will determine a ratio of multi-media computers to students.

- All teachers will have e-mail, thus enabling them to freely communicate with their colleagues throughout the world, and with parents and students in their communities to enhance achievement of the Diocesan Curriculum Standards.
- All educators and students will have access to effective and engaging software, CD ROMs, and online resources as an integral part of every school curriculum, thus enabling them to access a vast array of materials in support of achievement of the Diocesan Curriculum Standards.
- Within the Diocesan Schools system, there will be the equipment necessary to access satellite transmissions, thus enabling them to capture special events that are uniquely broadcast via satellite.
- Schools will have educational technology coordinators in the high schools, and where feasible in the elementary schools. Schools may explore joining together for the hiring of a technology coordinator. This will enable educators to have onsite experts to facilitate implementation of technology equipment and programs.
- Each school will budget annually funds for the advancement of technology. The budget process will reflect that technology is an integral part of the educational program.

PATERSON DIOCESAN SCHOOLS

Teacher/Administrator Technology Competencies

It is our desire that our teachers and administrators be computer literate so as to be able to carry out their ministry of educator. We acknowledge the following:

- Everyone progresses at a different level.
- Teachers change schools, states, school systems/districts. Different requirements will be found in different places.
- Teachers need different levels of expertise in computer use.
- If we want the learning to be practical, we must address teacher/administrator needs.
- We must provide for success so as to encourage further exploration.

With this in mind, we have provided a checklist of competencies, some basic, some more advanced. Each competency is to be certified by date and initialing by the principal. While there is no time line, each school may set realistic goals. Requirements may be upgraded/edited by the Diocese according to need.

It is recommended:

- that administrators and teachers investigate and utilize the course offerings of ETTTC.
- that schools provide on-site inservice workshops for teachers/administrators in the area of computer competency.
- that teachers maintain a portfolio with checklist and samples of computer work performed by teacher. Principal will monitor teacher portfolios and have them available for the superintendent's visit. This portfolio becomes the teacher's property and will go with him/her to any new assignment/school. It thus serves as an ongoing record of computer competency .
- that each teacher have a school based e-mail address at the school (possibly on a school web page) for parent contact, contacts with other teachers/other schools.
- that administrators provide an area with computer access in the school so that teachers may pursue computer training on their own during a time which is convenient.
- that where possible, teachers be allowed to:
- utilize planning period(s) to enhance technology skills.
- come to the school building during summer vacation when possible to work on computer skills.
- use a school computer in their home during vacation.
- that peer teaching among teachers should be utilized and encouraged.

Teacher Competencies

Competencies listed are not restrictive. While we appreciate the fact that many administrators/teachers may have already acquired many of the skills, we encourage further exploration and acquisition of skills.

Level I: Acquisition of basic skills

Basic Teacher Skills to be Acquired	Target Date	Date Verified	Notes
Connect, disconnect, reconnect computer and printer			
Use a mouse; scroll and highlight text; copy, cut, paste, and undo text			
Create documents; use spell check			
Save a letter; know how to retrieve saved documents			
Use drawing tools			
Produce memos, certificates, bulletins with graphics			
Use e-mail and search engines; use internet for research			
Utilize the following: <ul style="list-style-type: none"> • <u>Word processing software</u> • <u>Data base</u> • <u>Spreadsheet</u> • <u>Presentation software</u> 			
Know how to install software/CD's			

Level II: Integration of skills into instructional program

Basic Teacher Skills to be Acquired	Target Date	Date Verified	Notes
Use appropriate software as part of a regular lesson plan			
Use computer for teacher demonstration and student workstation			
Work with technology coordinator to integrate lab activities with lesson plans			
Utilize spreadsheet as an electronic grade book for recording and reporting student progress			
Integrate use of word processing, data base, spreadsheet, and presentation software into the curriculum			

Basic Teacher Skills to be Acquired	Target Date	Date Verified	Notes
Use available multimedia equipment including: <hr/> <ul style="list-style-type: none"> • VCR and tapes <hr/> • LCD panel or large display monitor <hr/> • CD-ROM'S <hr/> • scanner <hr/> • digital camera 			

Level III: Creation and sharing of materials, programs
Refinement of desktop publishing skills

Administrator Competencies

Competencies listed are not restrictive. While we appreciate the fact that many administrators/teachers may have already acquired many of the skills, we encourage further exploration and acquisition of skills.

Level I: Acquisition of basic skills

Basic Skills to be Acquired	Target Date	Date Verified	Notes
Implementation of all technology related teacher competencies within the administrative role			
Create files that store, organize and report information such as class lists and grades			
Create a data bank of forms and letters			
Create a data bank of student information			
Use accounting software to analyze financial records and generate reports			
Produce charts			
Create slide presentation for parents, school districts			

Level II: Maintenance and refinement of skills
Supervision of Teacher Portfolios

Level III: Creation and sharing of materials, programs
Refinement of desktop publishing skills

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Student Technology Competencies

The following are taken from the [National Education Technology Standards for Students](#). More detail can be found in the attached document. Knowing that every school is different and has different hardware and software, these guidelines are adaptable as per your situation.

Grades PreK-2

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies.
- Use a variety of media and technology resources for directed and independent learning activities.
- Communicate about technology using developmentally appropriate and accurate terminology.
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology [in keeping with our Catholic Christian philosophy].
- Practice responsible use of technology and software.
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.
- Where appropriate gather information and communicate with others using telecommunication, with support from teachers, family members, or student partners.

Grades 3-5

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

Grades 6-8

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

Grades 9-12

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

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Internet and Technology Resources Acceptable Use Policy

[for inclusion in Student and Faculty Handbooks]

(Name of School) offers Internet access for student use. This document is the Acceptable Use Policy for your use of the computers and other technology resources of the school. While the generic terms “computer” and “computer system” are used in this policy, this policy shall apply to all school owned computer and other technological resources (audiovisual equipment, telecommunications devices, etc.) located on school grounds. This policy shall apply to all electronic databases, information and software as well as to physical equipment. This Internet system has been established for a limited educational purpose to include classroom activities, career development, and limited high-quality self-discovery activities. It has not been established as a public access or public forum and the (Name of School) has the right to regulate the material you access or post, to insure that all use of the system is in accord with the Christian philosophy of the school, and enforce all rules set forth in the school’s disciplinary code, diocesan policy, and the laws of the United States and the state of New Jersey. Further, you may not use this system for commercial purposes to offer, provide, or purchase products or services through the system. Access to the Internet is available through this school only with permission of the principal or his or her designee and your parents indicated by the signing of an Internet Use Agreement.

The following uses of this system are unacceptable:

1. Personal Safety

- You will not post contact information (e.g., address, phone number) about yourself or any other person.
- You will not agree to meet with someone you have met online. Any contact of this nature or the receipt of any message should be reported to school authorities immediately.

2. Illegal Activities

- You will not attempt to gain unauthorized access to this or any other computer system or go beyond your authorized access by entering another person's password or account number, or by accessing another person's files.
- You will not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
- You will not attempt to modify any of the school’s computers or computer systems by changing system, hardware, or software configurations.
- You will not use the system to engage in any other illegal act.

3. System security

- You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no condition should you give your password to another person.
- You will immediately notify a teacher or the system administrator of any system problems.
- You are not to download material of any kind from any other computer system or the Internet without the express permission of your teacher or the system administrator. You are not to load or install any program files or software onto the school's workstations or system.

4. Inappropriate Language

- On any and all uses of the Internet, whether in application to public or private messages or material posted on the Web pages, you will use language consistent with our Catholic Christian philosophy and values. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- You will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
- You will not harass another person by a persistent action that distresses or annoys another person and you must stop if asked to do so.

5. Respect for Privacy

- You will respect the privacy of others by not reposting a message that was sent to you privately without permission of the person who sent you the message.
- You will not post private information about yourself or another person.

6. Respecting Resource Limits

- You will use the system only for educational and career development activities.
- You will respect the rights of others to use the system by not using the system for longer than the time prescribed by your teacher or system administrator.
- You will not post chain letters or engage in "spamming" (that is, sending an annoying or unnecessary message to a large number of people).
- You will use the e-mail capabilities of the system only with the express permission of your teacher or the system administrator. You may not establish a private e-mail account to use on the school's system, nor will you access your personal e-mail account from the school's system.
- You may access internet newsgroups, discussion groups, chat rooms, instant messaging services and bulletin boards only with the express permission of your teacher or the system administrator. Such requests will only be granted if the access or material being sought is directly relevant to your education or career development.

7. Plagiarism and Copyright Infringement

- You will not plagiarize words or ideas that you find on the Internet.
- You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. Direct any questions regarding copyright law to a teacher.

8. Inappropriate Access to Material

- You will not use the school's computers to access material that is profane or obscene (pornography) or that advocates illegal acts or violence or discrimination toward other people (hate literature).
- Your parents should instruct you if there is additional material they think would be inappropriate for you to access. The school fully expects that you will follow your parents' instruction in this matter.

9. Your Rights

- The Internet is considered a limited forum, similar to the school newspaper, and therefore the school can restrict your right to free speech. Any exercise of free speech using the school's computers must be in keeping with Catholic Christian values as expressed in the school's philosophy.
- You should expect no privacy or permanency of the contents of your personal files on the school's computer system. Routine maintenance and monitoring of the system will occur, and may result in the viewing and/or removal of your files. An individual search will be conducted if there is reasonable suspicion that you have violated any of the terms of this policy, the school disciplinary code, or the law.

The school will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through the school's computer system. Any violation of the terms of this policy will be subject to disciplinary actions. The school may, at any time, place restrictions on your use of the school's computer system.

The school makes no guarantee that the functions or the services provided by or through the school's system will be error-free or without defect. The school will not be responsible for any damage you may suffer including, but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of the information attained through or stored on the system. The school will not be responsible for financial obligations you may incur while using the system.

The school fully expects that you will follow the directions of your teachers and other school authorities in all matters regarding access to information using the school's computer system. All uses of the system must show a respect for the rights of others and the dignity of the human person. All behaviors will reflect this policy.

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Internet and Technology Resources Use Agreement

STUDENT NAME (please print): _____

I acknowledge that I have read, understand, and agree to all the terms outlined in the (Name of School) Internet and Technology Resources Acceptable Use Policy. I further understand that I am responsible for my actions as a user of the school=s technology resources and that I am responsible to act considerately and appropriately when using any (Name of School) Technology Resource.

I understand that any or all of the following sanctions could be imposed if I violate any policy and/or procedure regarding the use of any (Name of School) Technology Resource.

- Loss of access
- Additional disciplinary action determined as appropriate
- Legal action when applicable

STUDENT SIGNATURE: _____

Parental Permissions:

I am the parent/guardian of the student named above. I acknowledge that I have read, understand, and agree to all terms as outlined in the (Name of School) Internet and Technology Resources Acceptable Use Policy. I also understand that this agreement will be binding during the entire career of my child at (Name of School).

For e-mail usage:

- _____ My child **MAY** use e-mail while at school according to the school's policy.
_____ My child **MAY NOT** use e-mail while at school.

For Internet access:

- _____ My child has my permission to be an independent Internet user, able to access the Internet at school without direct supervision or direction.
_____ My child has my permission to access the Internet at school under the supervision of a teacher or other school official.
_____ My child **is not permitted** to access the Internet while at school.

PARENT NAME (please print): _____

PARENT SIGNATURE: _____

DATE SIGNED: _____

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Faculty/Staff Electronic Mail and Internet Access Policy

The Internet is an extremely valuable search-and retrieval tool which offers a rich tapestry of information and research material to school employees from their desktop and/or school operated computers.

Employees are reminded that when they browse the Internet or send E-mail containing the school's domain address, they are representing the school as well as the Diocese of Paterson, not merely themselves, in a public medium.

Consistent with existing Diocesan and local school personnel policies outlining proper standards of employee conduct, the following guidelines regarding the responsible use of the Internet and electronic mail are established:

- The computer system is the property of (Name of School) and should be used for school business only.
- E-mail is not to be used in ways which are disruptive or offensive to others, or in ways which could be harmful to workplace morale.
- The information systems available via computer are to be used exclusively for the business of the school.
- All e-mail messages are considered "work products," and are the property of the school. In all cases, but especially where there is a suspicion of inappropriate use of e-mail and Internet access, the school has the right to review messages sent and received by the employee.
- For reasons of privacy, employees should not attempt to gain access to another employee's personal file of e-mail messages without the latter's expressed permission.
- The use of school computers to intentionally access sites which are not work-related or which are morally inappropriate is prohibited.

Faculty are expected to exercise professional judgement and discretion in integrating the Internet into classroom instruction. At all times, access to the Internet should be planned and carefully monitored. All materials and information should be previewed before they are used in the classroom setting for its age appropriateness and suitability to be a part of the instructional program. If there is any doubt about a particular Internet site, the administration should be consulted. In instances that could be construed to be of a controversial nature, administrator's permission is required and parent consent should be sought. Internet filtering software will be installed on student-used computers to preclude student access to inappropriate sites.

Violations of this policy will result in appropriate disciplinary action up to and including discharge.

EMPLOYEE SIGNATURE: _____

PRINCIPAL SIGNATURE: _____

DATE SIGNED: _____