

# Guiding Principles for Instructional Technology

*Westwood Public Schools*

# Table of Contents

<b>Introduction</b>	<b>3</b>
<b>Westwood’s Vision for Instructional Technology</b>	<b>4</b>
<b>Westwood’s Mission Statement for Instructional Technology</b>	<b>4</b>
<b>Westwood’s Technology Goals</b>	<b>5</b>
Engaging and Empowering Learning Experiences	5
Provide Meaningful and Relevant Professional Development for Staff	6
Participating Responsibly in a Digital World	6
Partnering with Families and Community	7
Providing Reliable, High Quality Resources	7
<b>Appendix A - ISTE Standards for Students</b>	<b>9</b>
<b>Appendix B - Massachusetts Digital Literacy &amp; Computer Science Standards</b>	<b>11</b>
<b>Appendix C - SAMR Model for Technology Integration</b>	<b>11</b>
<b>Appendix D - Acceptable Use Policy</b>	<b>13</b>
<b>Appendix E - CLEAR Responsible Use Guidelines</b>	<b>14</b>
K - 5 CLEAR Responsible Use Guidelines	14
6 - 12 Responsible Use Guidelines	15
<b>Appendix F - Email and Social Networking Guidelines</b>	<b>15</b>
Westwood Public Schools Staff Email Guidelines	16
Westwood Public Schools Student Email Guidelines	17
Westwood Public Schools Social Media Guidelines	18
<b>Appendix G - Westwood Technology Department Organizational Structure and Job Descriptions</b>	<b>19</b>
<b>Appendix H - Technology Infrastructure</b>	<b>21</b>



## WESTWOOD PUBLIC SCHOOLS

The Westwood Public Schools is pleased to release *Guiding Principles for Instructional Technology*. Unlike previous plans, this is a “living document,” one that will be continuously updated to reflect new trends in educational technology, both pedagogically and as new software and hardware platforms emerge.

This plan augments existing curricula and standards that are already in place in Westwood and provides a roadmap for how technology can support, enhance, and transform existing practices. All staff are expected to incorporate technology in ways that are consistent with this plan and to seek out support as needed.

The initial publication of this document coincides with the release of new standards, both on the national level and the state level. *The 2016 ISTE Standards for Students* are designed to empower student voice and ensure that learning is a student-driven process of exploration, creativity and discovery no matter where they or their teachers are in the thoughtful integration of edtech. This philosophy aligns directly with Westwood’s vision, to use technology to facilitate learning that is challenging, engaging, and effective. In Massachusetts, the recent publication of the *Massachusetts Digital Learning and Computer Science Standards* complements the national standards, detailing comprehensive benchmarks by grade span that describe the technology experiences we should be providing our students. I believe this plan incorporates the best of these new standards, customized in a way that embraces the culture, professionalism, and talent that exists here in Westwood.

Westwood is fortunate to be a community that supports a first class education for its students. This support has enabled the Technology Department to maintain a robust, reliable network and to acquire the necessary hardware and software resources to capitalize on the benefits that technology can offer. Just as important, Westwood has also invested in a number of Instructional Technology Coaches (ITC’s) at all levels. The ITC’s support teachers in a variety of ways including individual/small group consultation and ‘just in time professional development’. The work of the ITC’s helps to ensure that technology is leveraged in meaningful ways to empower students to be the best learners possible.

This document is a dynamic blueprint for change, one that will be updated annually to capitalize on the latest trends in educational technology and pedagogy. It is our hope that *Guiding Principles for Instructional Technology* will be a catalyst for change that will serve the Westwood School Community for years to come.

Sincerely,

A handwritten signature in black ink that reads 'Steve Ouellette'.

Steve Ouellette  
Director of Technology, Learning, and Innovation

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## **Westwood’s Vision for Instructional Technology**

*Technology facilitates learning that is challenging, engaging, and effective.*

## **Westwood’s Mission Statement for Instructional Technology**

Westwood Public Schools envisions and effectively supports an environment where technology is integrated throughout the curriculum to facilitate student-centered, engaging, collaborative learning. All Westwood educators possess the mindset and skills – technological and pedagogical – necessary to facilitate student use of technology for critical thinking, responsible use, problem solving, and inquiry. Educators and students demonstrate initiative, independence, innovation, and persistence in their pursuit of the skills and competencies necessary to adapt to and thrive in an ever-changing society.

District policies and procedures reflect a solid understanding of the essential role of technology in the education of all students. The district ensures that technology-based tools, resources, and supports are equitably available for all students and staff and that the district’s technology infrastructure is driven by the teaching and learning needs of the district’s students and staff. The infrastructure is designed and implemented and continually assessed to serve the needs of individuals for flexible, powerful, and user-friendly technology tools, systems, and resources.

# Westwood's Technology Goals

## 1. Engaging and Empowering Learning Experiences

The Westwood Public Schools' staff will provide engaging and empowering learning experiences that prepare all students to be active and creative learners as well as adaptable, global citizens. Students will acquire the strategies and skills to be informed, discerning, and productive contributors in modern society. They will demonstrate initiative, independence, and persistence in their learning. Communication and collaboration skills will develop as students leverage the power of technology to engage with others within and beyond the classroom walls.

***What will we do to ensure that technology-infused lessons are empowering and engaging for all students?***

Instruction will be developed collaboratively through the district sponsored K-12 curriculum review process, department professional development time and grade-level team meetings. Curriculum development will have a focus on using multiple pedagogical approaches, providing equitable access to digital tools and resources, and will be aligned with [state](#) and [International Society for Technology in Education](#) (ISTE) standards, as listed below, to support every student.

The Westwood Public Schools' staff will utilize existing and emerging technologies to support every student to become:

- Empowered Learners: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- Knowledge Constructors: 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.
- Innovative Designers: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Computational Thinkers: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- Creative Communicators: 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.

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

## 2. Provide Meaningful and Relevant Professional Development for Staff

In order to support our goal to provide engaging and empowering learning experiences, the Westwood Public Schools offers ongoing professional development that addresses the constantly evolving educational technology landscape. We will provide a variety of formats for professional development to build the capacity of administrators and teachers that combines sound pedagogy with technology-infused learning experiences.

### ***What will we do to ensure the delivery of quality, technology-based professional development?***

- Deliver professional development in a variety of formats (eg. workshops, individual coaching, just in time, drop in hours, during staff meetings/department meetings, via print/video)
- Staff each curriculum review committee with at least one member of the Technology Department to provide a technology perspective and expertise
- Provide a robust technology orientation program for new teachers
- Align professional development with state standards, national standards, and the needs of the Westwood staff
- Design timely professional development experiences that reflect the application of emerging technologies in the classroom
- Foster a culture of collaboration and provide platforms for teachers to share their ideas and expertise across the district
- Instructional Technology Coaches will seek out opportunities to acquire knowledge and expertise of specialty areas and trends in professional development

## 3. Participating Responsibly in a Digital World

Members of the Westwood Public Schools community will act in ways that are safe, legal and ethical. Their actions will reflect an understanding of the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.

### ***What will we do to ensure that students are prepared to participate responsibly in a digital world?***

As students join a global community of learners, we teach them to become outstanding digital citizens who:

- Exemplify the CLEAR Responsible Use Guidelines (see Appendix E)
- Express themselves formally during academic and professional communication
- Participate safely online
- Interact and collaborate with others in a respectful and considerate manner
- Emulate the professional standards modeled by staff
- Use electronic resources responsibly, legally and ethically
- Consider the personal and societal impact of all their digital actions
- Strive for a healthy balance between online and offline activities

#### **4. Partnering with Families and Community**

The Westwood Public Schools staff will inform the community about how technology is infused in the curriculum and develop a common understanding regarding responsible use both inside and outside of school. We will use a variety of means to foster relationships with parents, families, and community members.

##### ***What will we do to ensure community awareness and support of our vision?***

- Inform the community regarding how and why technology is used within the Westwood Public Schools
- Foster community partnership and investment in responsible digital citizenship (CLEAR)
- Engage in community outreach via panel presentations, outside experts, and other public forums

#### **5. Providing Reliable, High Quality Resources**

Technology is an integral part of teaching and learning in the Westwood Public Schools; it is imperative that the acquisition of quality hardware products and software applications be a top priority. Additionally, the maintenance of a robust, safe network that evolves over time to support growing demand and needs is essential.

##### ***What will we do to ensure the safe and reliable access to hardware and software that enhances learning and productivity?***

- Maintain technology department staffing levels to provide a high level of instructional support, troubleshooting assistance, and general network upkeep
- Evaluate and standardize classroom technology based on student and teacher needs and distribute equitably

- Evaluate software applications, with an emphasis on identifying cloud-based resources that are platform independent and meet the needs of all learners
- Consider the merits of procuring furniture (i.e. collaboration stations) and fixtures that facilitate seamless technology use
- Maintain a Children’s Internet Protection Act (CIPA) compliant content filter, used in conjunction with monitoring by staff, to ensure that students have a safe experience when using online resources
- Maintain a robust, reliable, and safe network
- Evaluate state and federal regulations to ensure the privacy and security of staff and student data
- Acquire new technologies with careful consideration given to sustainability, universal access, and desired outcomes
- Strive to create an efficient user experience by identifying platforms that are easy to use, integrate with one another, and utilize single sign-on



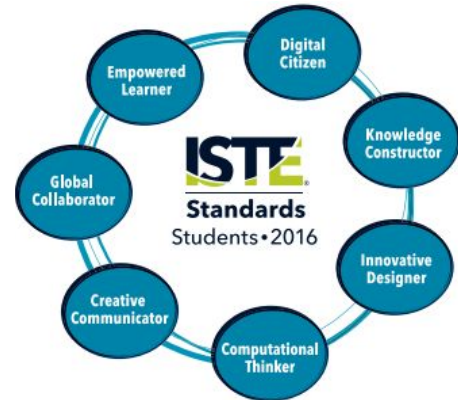
# Appendix A - ISTE Standards for Students

## 1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

- a. 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. build networks and customize their learning environments in ways that support the learning process.
- c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- d. 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.

Students:

- a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- d. 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.

Students:

- a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- d. 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.

Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. 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.

Students:

- a. formulate problem definitions suited for technology assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- b. 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. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- d. 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.

Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. 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.

Students:

- a. 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. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

# Appendix B - Massachusetts Digital Literacy & Computer Science Standards

The standards for Kindergarten to grade 12 are organized by grade span: Kindergarten to grade 2, grade 3 to grade 5, grade 6 to grade 8, and grade 9 to grade 12. Within each grade span, standards are grouped in four strands: Computing and Society, Digital Tools and Collaboration, Computing Systems, and Computational Thinking. Each strand is further subdivided into topics comprised of related standards. Standards define performance expectations, as well as what students should know and be able to do. Standards from different strands or topics may sometimes be closely related. Standards in every grade span and strand demonstrate a range of cognitive complexity such as reflected in Bloom's Revised Taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating.

## Vision

Digital Literacy and Computer Science (DLCS) knowledge, reasoning, and skills are essential both to prepare students for personal and civic efficacy in the twenty-first century and to prepare and inspire a much larger and more diverse number of students to pursue the innovative and creative careers of the future. The abilities to effectively use and create technology to solve complex problems are the new and essential literacy skills of the twenty-first century.

## Learning Progression

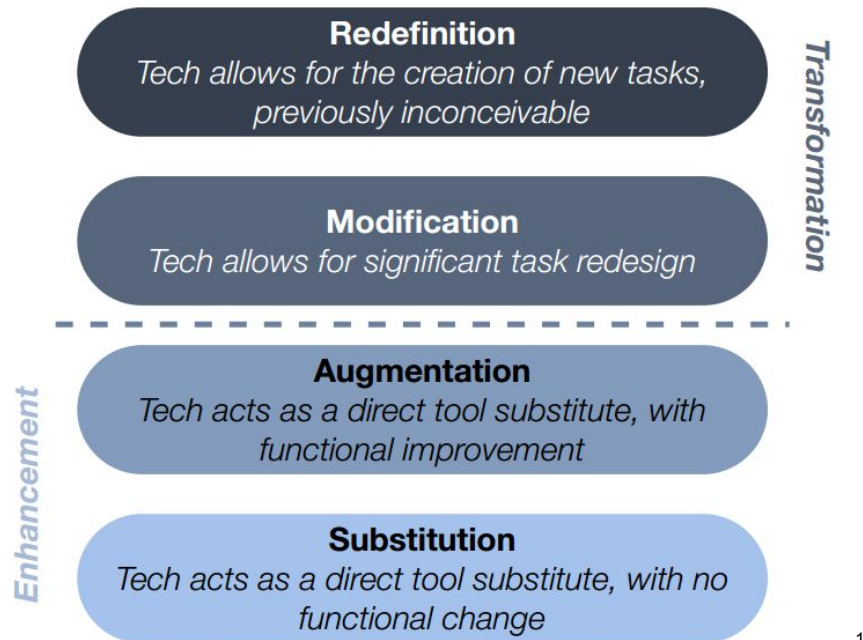
Grade Spans	Strands			
K-2	<b>CAS: Computing and Society</b> a. Safety and Security b. Ethics and Laws c. Interpersonal and Societal Impact	<b>DTC: Digital Tools and Collaboration</b> a. Digital Tools b. Collaboration and Communication c. Research	<b>CS: Computing Systems</b> a. Computing Devices b. Human and Computer Partnerships c. Networks d. Services	<b>CT: Computational Thinking</b> a. Abstraction b. Algorithms c. Data d. Programming and Development e. Modeling and Simulation
3-5				
6-8				
9-12				

**Practices: Connecting, Creating, Abstracting, Analyzing, Communicating, Collaborating, Research**

Link to 2016 Massachusetts Digital Literacy and Computer Science (DLCS) Curriculum Framework: <http://www.doe.mass.edu/frameworks/dlcs.pdf>

## Appendix C - SAMR Model for Technology Integration

The SAMR model was developed by Dr. Rubín Puentedura and is illustrated by the graphic below.



This model helps illustrate the natural progression of technology implementation from direct substitution to redefinition. Below are four examples of how technology can be used to supplant/enhance a traditional paper-and-pencil writing assignment.

**Substitution:** A word processor is used in place of paper-and-pencil without any functional improvement.

**Augmentation:** An assignment is written on Google Docs. The autosave feature is used to archive all work and the the teacher is given access to the document via the share button.

**Modification:** Using Google Docs, students collaborate on the same assignment, using the comment and chat features to more effectively collaborate on the work. At this level, the use of technology allows for the task to change significantly.

**Redefinition:** Each student in a class pairs with a peer from a school located in a different country. The students each write a narrative about a historical event and use the comments and chat features to discuss similarities and differences. Using the voice comments extension, the students summarize their findings and embed the clips on their website as a culture walk. At this level, significant analysis is being performed on their written work, a higher order cognitive skill

<sup>1</sup> "SAMR and TPCK in Action - Hippasus." 2011. 9 Aug. 2016  
<[http://www.hippasus.com/rrpweblog/archives/2011/10/28/SAMR\\_TPCK\\_In\\_Action.pdf](http://www.hippasus.com/rrpweblog/archives/2011/10/28/SAMR_TPCK_In_Action.pdf)>

made possible by the technology.

As a point of reference, it's been suggested that it takes a typical teacher 18 months to move into the transformative stage of technology integration. Westwood's Instructional Technology Coaches are available to help facilitate this progression.

## **Appendix D - Acceptable Use Policy**

### **File: IJNDB - ACCEPTABLE USE POLICY - TECHNOLOGY PURPOSE**

The Westwood Public Schools shall provide access for employees and students to the system/network, including access to external networks for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, the formation of learning networks over the web and high quality self discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, government agencies, and businesses.

### **AVAILABILITY**

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Westwood Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Westwood Public Schools.

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Westwood Public Schools as well as with law and policy governing copyright.

## **MONITORED USE**

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

## **LIABILITY**

The Westwood Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Westwood Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

# **Appendix E - CLEAR Responsible Use Guidelines**

The Westwood Technology Department developed CLEAR Responsible Use Guidelines for the purpose of providing kid-friendly, easy to read guidelines for responsible technology use. These guidelines are intended to augment our existing Acceptable Use Policy. The Westwood Technology Department developed two versions, one for grades K - 5 and another for grades 6 - 12.

## **K - 5 CLEAR Responsible Use Guidelines**

The Westwood Public Schools will provide technology tools to enhance learning. Technology tools will be used independently or collaboratively for research, reinforcement, communication, and creativity, while enhancing productivity for continued academic success.

### **Considerate**

- I will always use appropriate, respectful, and polite language when using technology tools and while posting and communicating with others on the Internet.

### **Legal and Ethical**

- I will respect copyright laws by recording where I find my information and asking permission (pictures, music, videos, text).
- I will ask permission before taking photographs, videos, and audio recordings of other people.
- I will respect account privacy.

### **Appropriate**

- I will use school given accounts and technology tools for learning.
- I will only use my accounts in an educationally appropriate manner.
- I will tell an adult if I see anything that is inappropriate and unkind and/or makes me feel uncomfortable when I work with technology tools.

## Responsible

- I will keep my personal information private and not share my usernames, passwords, address, and/or phone numbers.
- I will respect and care for all school technology equipment.
- I will review this document with an adult at home.

If you see someone not being **CLEAR**, report the abuse/misuse to a responsible adult.

## 6 - 12 Responsible Use Guidelines

The Westwood Public School District believes that the use of computer networked services, email, and the Internet have become, if used appropriately, an integral part of an engaging, student-centered, and collaborative learning environment. It is understood that all of our computer networked services are provided exclusively for educational purposes.

The Westwood Public Schools filters all internet traffic for the purpose of safeguarding staff and students from harmful content. The Westwood Public Schools also provides supervision and education related to appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. However, it is still the responsibility of all computer users to make sure they comply with providing a safe and secure learning environment when using technology. The District encourages parents/guardians to supervise their child(ren) when using technologies from home.

**CLEAR** highlights the important points contained in Westwood Public Schools Acceptable Use Policy.

**CLEAR:** Considerate, Legal & Ethical, Appropriate and Responsible

**Considerate:** People in our community reflect a diverse set of customs, values and points of view. Digital communication should be respectful, polite and considerate of others.

**Legal & Ethical:** Respect copyright laws by copying media including text, music and videos only with permission and by crediting and citing the source where the information was found. It is a good general practice to link to others' work rather than reproduce it. Respect the privacy of others, ask permission before taking photographs, video or audio recordings. Illegally copied or downloaded software, files, pictures, music or games may not be used on WPS computers.

**Appropriate:** School technology is used for educational purposes and only appropriate words and images may be used and viewed. If inappropriate materials are viewed or received, it is the responsibility of the recipient to delete them.

**Responsible:** Ensure that care is taken with all hardware, software, shared resources (i.e. printers, scanners) and use of the school network, so as to prevent damage or misuse whether intentional or not; your actions should not inhibit the work of others. Personal information and passwords will be kept private.

**If you see someone not being CLEAR report the abuse/misuse to a responsible adult.**



# Appendix F - Email and Social Networking Guidelines

## Westwood Public Schools Staff Email Guidelines

Westwood Public Schools recognizes that electronic mail (email) is a valuable communication tool that is widely used across our society. We believe that communication between home and school is an important component to student success. Staff members are provided with district email accounts to improve the efficiency and effectiveness of communication both within the organization and with the broader community. The following guidelines are provided to assist staff in the effective use of email to enhance home-school collaboration.

**Email messages are not confidential and are considered public documents accessible to other parties under the Freedom of Information Act and other laws. All sent and received messages will be archived indefinitely.**

### General Email Guidelines for Parent Communication:

- Staff members should respond to email in a timely fashion (approximately 48 hours), just as they would to a phone call or handwritten message, but the response does not have to be by email. One may choose to respond in other ways (e.g. email, telephone call, note, conference).
- A parent cannot require that a staff member correspond via email. Similarly, a staff member cannot make email the only option for communicating with parents.
- Email must never be used to discuss contentious, emotional or highly confidential issues. These issues should be dealt with face-to-face.
- Email messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format, and salutation.
- Emails should be short and directional in nature and only include facts.
- Email parents only when they have agreed that email is an appropriate form of communication and they have volunteered their email address.

### Generic Email Responses

If a staff member feels that a topic is too sensitive for an email reply, here are two generic responses:

*Thank you for your email. Westwood Public Schools does not use email to discuss sensitive student information. In order to best address your concerns and quickly answer your questions, please feel free to call me at (insert number and best time to reach you) and I will be happy to discuss this with you further. Thank you for your interest in your child's success.*

*Thank you for your email. I feel this concern is too sensitive for email. I would prefer to speak in person regarding this matter. I will call you on (insert date and time) to discuss this matter further. Thank you for your*

### Acceptable Use of Parent Communication:

- Email should be used for general information such as: class activities, curriculum, assignments, tests, deadlines and special events.
- To arrange for a meeting/telephone call regarding a student issue including a general description of the issue e.g. "I would like to arrange a meeting to discuss your daughter's attendance."
- Follow-up on an issue that has previously been discussed. Please adhere to agreed upon timeline for follow-up.

### Unacceptable Use of Parent Communication:

- Any discussion related to other students.
- Personal information about other students.
- Specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed with the parent. (e.g. 'I am concerned that your daughter violated our Academic Integrity Policy.')
- Any discussion related to other staff.
- Any sensitive student information that would normally be discussed face-to-face or by phone. (e.g. 'I am concerned that your daughter may have a learning disability.')

### Acceptable Use of Student Communication:

- Information about student's academic performance (e.g. improved performance or class participation, missing assignments).
- Discussions specifically related to class activities (e.g. curriculum, homework, special events, assignments, important dates)

### Unacceptable Use of Student Communication:

- Any discussion of or information related to other students.
- Any negative discussion related to other staff, students, parents, or community members.

*interest in your child's success.*

**Email Auto Signatures encouraged:**

Include name, position, location, telephone number, and best time to reach you. Staff may not include religious, political, or commercial messages in their signatures.

- Discussion about the personal life of staff members or students (e.g. home life, vacations, relationships).
- Exchange of home addresses, phone numbers (cell, home) or on-line chat room account information.

## Westwood Public Schools Student Email Guidelines

Westwood Public Schools recognizes that electronic mail (email) is a valuable communication tool that is widely used across our society. We believe that, by providing you with an Westwood email account, you will have access to a powerful communication tool that will promote student-to-student and faculty-to-student collaboration and improve the efficiency and effectiveness of your work.

**Email messages are not confidential and are considered public documents accessible to other parties under the Freedom of Information Act and other laws. Copies of all sent and received emails are archived for review and retrieval by designated school officials.**

The following guidelines are provided to assist students in the effective use of email.

**Uses for student email:**

- You are encouraged to check your email at least once per day.
- Teachers may send email to you to communicate reminders, course content, pose questions related to classwork, and such.
- You may send email to teachers with questions or comments regarding class.
- You may send email to other students to collaborate on group projects and assist with school classes.

**Student email permissions:**

- It is expected that you will use email primarily to connect with other students and staff. However, you can also use your Gmail account to communicate with individuals and organizations outside the Westwood Public Schools email system.
- See How student email is monitored to learn more about safeguards that have been established to protect you from inappropriate email practices.

**Student emails to staff:**

- You are encouraged to email staff concerning school-related content and questions.
- However, there will be no requirement or expectation for staff to answer your email outside

**General email guidelines for students – cont'd:**

- Do not send or read email at inappropriate times, such as during class instruction unless authorized by the teacher.
- Do not send email to share test answers or promote cheating in any way.
- Do not use the account of another person.

**How student email is monitored:**

- All sent and received email messages will pass through Google's Vault message archival system.
- Vault retains a copy of all sent and received messages even if you delete them from your inbox.
- Rules and filters are set up to monitor your email for profanity, harassment, and other inappropriate content.
- Student email that is identified as inappropriate will be blocked from delivery, and instead will be sent to the school administration.
- At any time and without prior notice, the Westwood Public Schools reserves the right to monitor, inspect, copy, review, and store any and all email correspondence. Because email activity is considered public domain, no one (including staff) should have any expectation of privacy regarding such materials.

of their regular workday, although they certainly may if they choose. For example, an unanswered email to a teacher would not excuse you from turning in an assignment.

#### **General email guidelines for students:**

- Email is to be used for school-related communication.
- Do not send harassing email messages or content.
- Do not send offensive email messages or content.
- Do not send spam email messages or content.
- Do not send email containing a virus or other malicious content.

#### **Consequences of misuse of email:**

- Email is an integral part of research and class work. However, abuse of this technology can result in loss of privileges. Students who use the email system inappropriately may lose their access privileges and may face additional disciplinary or legal action.

## **Westwood Public Schools Social Media Guidelines**

**Members of the Westwood Public Schools community are encouraged to use social media (Google+, Twitter, blogs, etc...) as a way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. While social networking is fun and valuable, there are some risks you should keep in mind when using these tools. In the social media world, the lines are blurred between what is public or private, personal or professional. We've created these social media guidelines for you to follow when representing the school/district in the virtual world.**

#### **Setting up Social Media**

Assistance in setting up social media accounts and their settings can be obtained from your building Instructional Technology Coach (ITC).

#### **Don't Tell Secrets**

It's perfectly acceptable to talk about your work and have a dialog with the community, but it's not okay to publish confidential information. Confidential information includes things such as student information, grades, or any other confidential information that would identify individuals. We must protect and respect the privacy of our students, staff, parents, and school community.

#### **Protect Your Own Privacy**

Privacy settings on social media platforms should be set to allow anyone to see profile information similar to what would be on the Westwood Public Schools website. Privacy settings that might allow others to post information or see information that is personal should be set to limit access. Be mindful of posting information that you would not want the public to see.

#### **Be Honest**

Do not blog anonymously, using pseudonyms or false screen names. We believe in transparency and honesty. Use your real name, be clear who you are, and identify that you work for the Westwood Public

#### **Use Good Judgment**

Respect and protect your audience and partners, the public in general, and Westwood Public School's staff and community. They reflect a diverse set of customs, values and points of view. Don't be afraid to be yourself, but do so respectfully. This includes not only the obvious (no ethnic slurs, offensive comments, defamatory comments, personal insults, obscenity, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory. Use your best judgment and be sure to make it clear that the views and opinions expressed are yours alone and do not represent the official views of Westwood Public Schools.

#### **Think About Consequences**

Once again, it's all about judgment: using your blog or other social media outlets to slander or embarrass the Westwood Public Schools, its partners/community, or your co-workers, is dangerous and ill advised.

#### **Disclaimers**

Many social media users include a prominent disclaimer saying who they work for, but that they're not speaking officially on behalf of their organization. This is good practice and is encouraged, but don't count on it to avoid trouble.

Schools. Nothing gains you notice in social media more than honesty - or dishonesty. Do not say anything that is dishonest, untrue, or misleading. If you have a vested interest in something you are discussing, point it out. But also be smart about protecting yourself and your privacy. What you publish will be around for a long time, so consider the content carefully and also be cautious about disclosing personal details.

### **Respect Copyright Laws**

It is critical that you show proper respect for the laws governing copyright and fair use or fair dealing of copyrighted material owned by others. You should never quote more than short excerpts of someone else's work, and always attribute such work to the original author/source. It is good general practice to link to others' work rather than reproduce it.

### **Be the first to respond to your own mistakes**

If you make an error, be up front about your mistake and correct it quickly. If you choose to modify an earlier post, make it clear that you have done so. If someone accuses you of posting something improper (such as their copyrighted material or a defamatory comment about them), deal with it quickly.

### **Remember your day job**

It's easy to burn time using Social Media. Make sure that the time you spend interacting on social media platforms is productive, enriching, and supportive of your professional responsibilities.

### **Social Media Tips**

The following tips are not mandatory, but will contribute to successful use of social media. The best way to be interesting, stay out of trouble, and have fun is to write about what you know. There is a good chance of being embarrassed by a real expert, or of being boring if you write about topics you are not knowledgeable about.

### **Quality matters**

Use a spell-checker. If you're not design-oriented, ask someone who is to review your social media presence, and take their advice on how to improve it. The speed of being able to publish your thoughts is both a great feature and a great downfall of social media. The time to edit or reflect must be self-imposed. If in doubt over a post, or if something does not feel right, either let it sit and look at it again before publishing it, or ask someone else to look at it first.

### **Enforcement**

It is expected that all members of the Westwood Public School community use social media platforms in a way that is consistent with our educational mission and policies. Should a staff or student deliberately attempt to violate these guidelines or the District's Acceptable Use policy, Westwood Public Schools may restrict, suspend, or terminate access to Westwood Public School's social media channels. Policy violations may also be subject to additional disciplinary action.

## **Appendix G - Westwood Technology Department Organizational Structure and Job Descriptions**

The Westwood Public Schools continues to make significant investments in technology, including ensuring that adequate staffing is in place for both technical support and instructional coaching. What follows is a description of each role within the Westwood Public Schools Technology Department.

### **Director of Technology, Learning, and Innovation**

This person is responsible for all aspects of the Westwood Public Schools Technology Department. In simplified terms, there are two distinct functions of the Technology Department. One function is to ensure that the network and its various systems including hardware and software applications operate efficiently and effectively in order to maintain high levels of productivity within the organization. Under the leadership of the Director of Technology, Learning, and Innovation, the Network Manager, Assistant Network Manager, and Technology Support Specialists are responsible for coordinating efforts in this regard.

The other significant role of the Director of Technology, Learning, and Innovation is to provide the leadership and support to teachers and staff to ensure that technology is being used meaningfully in the classroom. With the help of the Instructional Technology Coaches (ITC's), staff is provided with a variety of forms of professional development, ranging from individual coaching to organization-wide professional development opportunities. The Director of Technology, Learning, and Innovation also coordinates decisions around resource allocation and strategic decisions related to the procurement of hardware and software as well as the effective integration of learning platforms.

## **Network Manager**

The Network Manager is responsible for all aspects of the Westwood Public Schools network, including internal connections, wireless, internet capacity, content filtering, backup/archiving, account management, asset management, and the effective integration of all systems. The Network Manager also works closely with the Assistant Network Manager and Technology Support Specialists to ensure a consistent and reliable end-user technology experience.

The Network Manager is also expected to stay current with emerging processes and technologies and to make recommendations for how to improve the overall function of the network.

## **Assistant Network Manager**

The Assistant Network Manager has the following responsibilities:

- Serve as a point of contact, along with the Network Manager, for all the Technology Support Specialists throughout the district
- Ensure district-wide continuity and consistency of procedures, methods, and protocols
- Assist the Network Manager with system-wide network issues as well as growth and improvement initiatives related to the network
- The Assistant Network Manager works closely with the Network Manager and serves as a backup for situations that require immediate attention.

In addition to the responsibilities stated above, the Assistant Network Manager also serves as the Technology Support Specialist (see role description below) at the middle school.

## **Technology Support Specialist (2 elementary, 1 high school)**

The Technology Support Specialist works in designated schools to maintain the effective operation of end-user technology, including computers, peripherals, software, and the management of such devices.

The Technology Support Specialist represents the first point of contact for troubleshooting end-user concerns. Additionally, the Technology Support Specialist works with the entire K-12 Technology Department, occasionally helping out in other areas as well as having access from the team to troubleshoot issues that require additional attention.

## **Instructional Technology Coach**

At the time of this report, there are seven Instructional Technology Coaches (ITC's), three at the elementary level, one at the middle school, and three at the high school. The high school ITC's divide their time between teaching and ITC work. Therefore, the total ITC FTE count for the district is 5.2. Working closely with the Director of Technology, Learning, and Innovation, the ITC guides and supports teachers as they integrate technology, whether it be classroom-specific activities or learning experiences related to an increasingly connected and global society.

The ITC provides this support in a number of ways including:

- Individual/small group intensive, ongoing, focused on the classroom, and occurs during the teacher's workday - a model that fits in perfectly with the role of an ITC. This method of coaching provides a scaffold for ongoing support and growth that allows teachers an opportunity for low-risk practice and lots of feedback.
- Traditional workshops and PD sessions with faculty scheduled to coincide with district-determined release days
- Research of best practices and dissemination of information to staff via email, websites, and other forms of electronic communication

The ITC's also work closely with the Director of Technology, Learning, and Innovation to make strategic decisions about short and long-term goals for the Technology Department. These decisions relate to hardware/software resource acquisition, professional development, and mindset about incorporating technology in the teaching and learning process.

## **Appendix H - Technology Infrastructure**

The Westwood Public Schools have a number of goals related to the network infrastructure. The actions in these goals relate largely to insuring that the district's technology infrastructure continues to keep pace with the district's teaching and learning needs and remains at the forefront of what it means to offer our students a student-centered and technology-rich learning environment.

Our district's technology infrastructure is a dynamic and ever changing environment. This appendix captures the key elements of infrastructure and provides an overview of how we see infrastructure developing over the course of the next few years of our plan.

## Network

Westwood's network infrastructure must provide a comprehensive, interconnected foundation for learning and operations. As such, the district's physical and wireless network infrastructure will be maintained and upgraded as needed to support the capacity necessary to meet our instructional and information management needs.

The growing dependence on Internet resources, including our use of Google Apps for all staff and students as well as our 1:1 program, necessitates that the district focus on the following three key areas.

- Robust content filtering to comply with the Children's Internet Protection Act ([CIPA](#), [NCIPA](#)), and the [Protecting Children in the 21st Century Act](#).
- Adequate speed for physical school/town interconnections
- High density wireless capacity

In addition to providing adequate capacity for district goals, Westwood Public Schools must also plan accordingly for the upcoming Next Generation MCAS assessment, which begins rolling out during the 2016-17 school year. This next generation assessment is entirely online.

Furthermore, as the district continues to promote and implement new initiatives, the network infrastructure must be constantly evaluated and funded to ensure long-term performance of instructional technology.

### **Content Filter**

Westwood maintains a Shark firewall with a safe search content filter. This device configuration ties into Active Directory and allows for custom filtering, by group and user, to ensure an optimal balance between compliance and the needs of staff to students to work and learn productively and efficiently. Our content filter has a number of other key features including bandwidth management (i.e. prioritize learning and productivity websites over entertainment websites) and filtering of school-owned devices when they are on networks other than the school district's (i.e. Chromebooks going home with students).

### **Physical Interconnections**

The 7 buildings that comprise the school district are interconnected with a 1-gigabyte fiber optic backbone. Each school is sub-netted by IP address to improve reliability and uptime. Each building is equipped with HP ProCurve switches capable of providing 1-gigabyte speeds over the wired network. This latest configuration was completed during the 2010-11 school year and should provide more than adequate capacity over the course of this technology plan.

## **Wireless**

All 7 buildings have complete wireless coverage. HP ProCurve MSM422 access points were installed as part of the network upgrade during the summer of 2011. Since 2011, subsequent upgrades (particularly at the high school) have resulted in the installation of additional access points to increase density. During the summer of 2016, the Thurston Middle School wireless was completely replaced with Extreme wireless access points capable of the latest wireless protocols. Additional switches were installed to accommodate one access point per classroom and new CAT6A wiring was installed to each access point.

The Westwood Technology Department is in the process of developing a plan to phase in a new wireless system, similar to the one at Thurston, over the next year or two. Consideration is also being given to updating the fiber connections within each building with multiple IDF closets as well as looking at increasing the interschool fiber network to handle 10 GBPS speeds.

The Technology Department has also created three wireless networks, one for staff, students, and guests. The staff and student networks are secure networks whereas the guest network will remain open. Working in conjunction with the new content filter solution, these networks will be optimized for learning and productivity. For example, devices on the guest network will have low bandwidth priority during normal school hours.

## **User Devices**

### **Staff Computers**

All administrators and staff members on the teacher's contract are issued laptop computers. This includes principals/assistant principals, classroom teachers, SPED teachers, Guidance and specialists. Aides, custodians, administrative assistants and various other staff members do not receive any type of mobile computing device. These staff members will have access to desktop computers on an as-needed basis.

### **Student Computer Access**

All students in grades 7 - 12 are assigned a Google Chromebook for use at school and off campus. High school and middle school students also have access to computer carts with MacBook computers as well as desktop computers in labs, the Library/Media center, Learning Centers, and other common locations for the purpose of accessing programs and resources that are not available on the Chromebooks.

Elementary students have access to desktop computers in the classroom (ranging from 2 computers in each kindergarten classroom to 5 computers in each Grade 5 classroom). Additionally, each elementary school has multiple computer carts, with a mix of MacBooks and Chromebooks. Eventually, there is a plan to be fully 1-1 (non take-home model) in grades 3 - 6.



Students in grades K and 1 have access to six tablets in each classroom and students in grade 2 have access to laptop carts and classroom desktop computers.

## Classroom Technology

As part of the equipment life cycle as well as the emergence of new technologies, the district is committed to continually evaluating, revising and replenishing hardware, software, and platform choices. It is likely that the current classroom technology infrastructure may evolve during the course of this technology plan in ways that cannot be predicted. This will necessitate that the Technology Department, teachers, and administrators stay current in evolving best practices and how they relate to the goals for learning in Westwood.

All high school classrooms have ceiling-mounted projectors, document cameras, VHS/DVD players, audio capabilities, and interactive whiteboards. The interactive white boards were incorporated in the high school building project that opened in 2004 and are nearing end-of-life. Because of the 1:1 computing initiative and a move towards student-centered learning, these devices will not be replaced. All other systems are integral to the teaching and learning process and the Technology Department is committed to maintaining the optimal function of these devices for the foreseeable future.

As a result of the previous technology plan, virtually all classrooms in K - 8 also have ceiling mounted projectors. Additionally, most classrooms in elementary have a document camera and efforts are underway to provide the same at Thurston Middle School.

## Systems

### **Servers**

Each building has a subnet with a server that provides user authentication through active directory, DNS lookup, DHCP, and user home-folder backup. Additionally, print servers are located at the high school and middle school to simplify printing for users that do not have administrative access to their computers.

### **Network Accounts**

All staff and students are provided with network login credentials, allowing access to all shared network resources including print servers, network shares, and network home folders (which provides network back-up for data on the physical device). All students have network folders to store work. Students also store files on their Google Drive. Staff-issued laptops are configured to synchronize local files with back-ups on the servers. With the transition to Google Apps, the network shares are becoming increasingly irrelevant. These will continue to be maintained but consideration should be given to eliminating shares, at least for students.

### **Multiple platform support**

The network is designed to support a number of different platforms, most notably Windows, Mac OS, iOS, and Chrome OS.

### **Communication/Collaboration System**

All staff are provided with Google Apps accounts. For compliance reasons, the district also uses Google Vault archiving services for indefinite retention of all sent and received email messages. Google Vault also archives Google Drive data.

Students in grades K-5 are provided with Google Apps accounts, with email disabled. Students in grades 6 – 12 are provided with the entire Google Apps suite of applications, including email. Student emails and Drive documents are also archived via Google Vault indefinitely.

### **Integration of Systems**

The district is aware of the need for staff and students to have seamless access to systems, digital resources, applications, and data. As part of the technology plan, the Technology Department will identify ways to streamline the end-user experience. This may include single sign-on to multiple platforms, start pages with relevant links and resources, and the integration of the student information system (SIS) and course content.

## **Software and Applications**

The Technology Department continues to explore and adopt cloud-based applications. The benefits to moving in this direction include cross-platform compatibility, ease of support/management (including free applications), cost containment, and 24/7 access, just to name a few. Examples of cloud-based applications include:

- Lexia (requires a client to be installed on the device as well)
- IXL
- Type to Learn 4 (requires a client to be installed on the device as well)
- Google Apps
- Geogebra (free)

As mentioned earlier in this appendix, the Technology Department is working hard to ensure that the network has the capacity (wireless, internet bandwidth) to support the optimal performance of these applications.

In addition to cloud-based applications, the district continues to support and acquire traditional computer-based software programs. Examples include:

- Microsoft Office
- Adobe Creative Suite
- iLife Suite (included with the Mac OS operating system)

- MathType
- Co-Writer and other SPED software applications

The Technology Department will either continue to support these programs or identify cloud-based options that provide the same functionality. For example, the District now owns a site license to *Read and Write* for Google. This tool provides a number of features similar to those found in *Co-Writer*.