

# Woburn Public Schools

## Technology Plan

### 2013-2018

**Peter Roketenetz**  
**Director of Educational Technology**

***Mission Statement:*** The Department of Educational Technology supports teachers and administrators in the effective integration of technology into everyday curriculum and management practices. We strive to provide reliable, efficient, and current technology to maximize educational opportunities and communication for students, teachers, and staff. Fulfilling this mission in a timely, caring, and professional manner will help us to build a technological foundation for learning and fostering administrative productivity.

***Vision:***

The vision of the Department of Educational Technology is to implement technology in every classroom as part of an overall framework of technology integration. Woburn students will enter higher education, the workforce, or both with the technological tools to help them be productive. In addition, we will maintain a productive and collaborative environment for our district to operate in an efficient manner. This includes technical support and response to technical problems and issues as quickly as possible. The Department of Educational Technology will build and support tools to help staff accomplish the ultimate goal of educating the students of Woburn.

The application of appropriate technology can have a significant impact on learning for all students. These benefits are both procedural and conceptual and encompass a broad range of academic subject areas; writing, language, research, science, mathematics, social studies, and the arts. When technology is used effectively as a tool for communications, research, organization of knowledge, calculation, experimentation, and simulation, we believe

Teachers can:

- make the classroom more engaging and more effective
- adapt the curriculum to individual learning styles
- use multimedia to help students make connections between abstract concepts and the world around them
- provide collaborative experiences that are engaging and respectful of student learning styles and interest levels
- use the Internet to remove the walls of the classroom and allow learners access to primary sources of information, global peers, and vast resources available online.

Students can:

- improve their ability to write and communicate effectively
- acquire skills enabling them to evaluate a problem and apply appropriate technology to assist them
- take more proactive roles in their own learning
- use multiple paths to learning information
- participate in collaborative learning experiences
- acquire skills to search, select, organize, and present information using a variety of sources
- carry out experimental investigations that are not otherwise feasible
- analyze, interpret, and evaluate information
- have the opportunity to complete meaningful authentic work

The Massachusetts Department of Elementary and Secondary Education (DESE) has established technology-planning guidelines for what they expect school districts in Massachusetts to obtain within a five-year period. These guidelines do not necessarily have to be accomplished in this timeframe but are set as goals to be ultimately achieved by a district in order to effectively integrate technology into teaching and learning.

<u><i>MASS DESE Benchmarks<sup>1</sup></i></u>	<u><i>Woburn</i></u>	<u><i>Progress</i></u>
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**Benchmark 1: Commitment to a Clear Vision and Implementation Strategies**

A. The district's technology plan contains a clearly stated and reasonable set of goals and implementation strategies that align with the district-wide school improvement plan. The district is committed to achieving its vision by the end of the school year 2014-2015.		Goals through 2018 based on conversations with building principals and district administration	In process
B. The district has a technology team with representatives from a variety of stakeholder groups, including administrators, and teachers. The technology team has the full support of the school superintendent to implement the plan.		Building based innovation teams to be established. Reps from each school and Tech Department have been selected.	In process: Goal: 2014-2015
C. Needs Assessment	1. The district assesses the technology products and services that will be needed to improve teaching and learning.	Yearly review of online services and curriculum specific software and hardware	On-going
	2. The technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire.	The Technology Plan does address services and products.	On-going
D. Budget	1. The district recognizes that technology plays a critical role in achieving its goals. The district has a budget that will ensure the implementation of its long-range technology plan.	Woburn Public Schools Budget	On-going
	2. The budget includes staffing, infrastructure, hardware, software applications, professional development, support, and contracted services.	Woburn Public Schools Budget	On-going
	3. The district seeks funding for technology programs from federal, state, and private	Woburn Public Schools Budget, Parent Organizations	On-going

<sup>1</sup> The Local Technology Plan Guidelines are available at <http://www.doe.mass.edu/odl/planning.html>

	resources, as well as from academic departments that are supported by technology. The district explores ways that technology can reduce costs and create efficiencies in other areas of the district budget.	(building based), E-rate reimbursement (where applicable), Newly created Woburn Educational Foundation, Grants, Managed print services	
	4. For districts that plan to apply for E-rate reimbursement, the technology plan specifies how the district will pay for the non-discounted portion of their costs for the services procured through E-rate.	Woburn Public Schools Budget	On-going
E. Evaluation	1. The district routinely consults with technology staff before purchasing technologies items, to ensure that the items are appropriate, cost-effective, and sustainable.	Woburn Public Schools Department of Educational Technology Policy	On-going
	2. The district's technology plan includes an evaluation process that enables it to monitor its progress in achieving its goals and to make mid-course corrections in response to new developments and opportunities as they arise.	Woburn Public Schools Technology Plan	On-going

## **Benchmark 2: Technology Integration and Literacy**

A. Technology Integration <sup>2</sup>	1. Outside Teaching Time - At least 90% of teachers use technology every day, including some of the following areas: research, lesson planning, organization, administrative tasks, communications, and collaboration. Teachers explore evolving technologies and share information about technology uses with their colleagues.	Teachers are required to use technology for grade reporting and web page content and design.  Edline Learning Management System  GradeQuick Grade Reporting Software	On-going
	2. For Teaching and Learning - At least 90% of teachers use technology appropriately with students every day to improve student learning of the curriculum. Activities include some of the	Observationally, at least 90% of teachers use the technology available in their classrooms on a daily basis.	On-going

<sup>2</sup> The Massachusetts Department of Elementary and Secondary Education defines technology integration as the daily use of technology in classrooms, libraries, and labs to improve student learning.

	following: research, multimedia, simulations, data analysis, communications, and collaboration. Teachers integrate evolving technologies that enhance student interest, inquiry, analysis, collaboration, and creativity.		
B. Technology Literacy	1. At least 90% of eighth grade students show proficiency in all the <i>Massachusetts Technology Literacy Standards and Expectations</i> for grade eight <sup>3</sup> .	Curriculum supports benchmarks. Direct computer application instruction in grades 6-8 in each middle school.	On-going
	2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2014-2015, 90% of teachers will have mastered 90% of the skills in the Massachusetts Technology Self-Assessment Tool (TSAT) <sup>4</sup> .	Teachers will be asked to complete and updated TSAT in order to design more relevant Professional Development opportunities.	In Process Spring 2014 TSAT results
C. Staffing	1. The district has a district-level technology director/coordinator.	Woburn Public Schools Director of Educational Technology	Yes
	2. The district provides one FTE instructional technology specialist per 60-120 instructional staff to coach and model.	Currently there are approximately 550 instructional staff in the Woburn Public Schools. On the higher end of this ratio, we should have 4.5 FTE Technology Integration Specialists.	No. Currently the Director of Educational Technology is the only licensed Technology Integration Specialist. Based on the state recommendations, we need an additional 3.5 FTE Integration Specialists.
	3. The district has staff specifically dedicated to data management and assessment.	Technology Department Administrative Assistant for State Reporting and Data Quality, Elementary ELA Coordinator, Department Heads, Assistant Superintendent.	Yes

<sup>3</sup> The *Massachusetts Technology Literacy Standards and Expectations* are available on the Department's website (<http://www.doe.mass.edu/edtech/standards.html>).

<sup>4</sup> The *Technology Self-Assessment Tool* is available on the Department's website ([http://www.doe.mass.edu/edtech/standards/sa\\_tool.html](http://www.doe.mass.edu/edtech/standards/sa_tool.html)).

### Benchmark 3: Technology Professional Development

A. At the end of five years, at least 90% of district staff will have participated in high-quality, ongoing professional development that includes emerging technology issues, technology skills, universal design, and research-based models of technology integration.		Professional Development Opportunities on Technology related topics.	On-going
B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, study groups, and online professional development.		Most staff have participated in PD offerings related to technology. Tech PD is sustained and on going.	On-going
C. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool <sup>5</sup> .		Recent TSAT results are not available. This will remain a goal for the department.	In Process
D. Administrators and teachers consider their own needs for technology professional development <sup>6</sup> .		TSAT is available on the DESE website for teachers and administrators.	On-going

### Benchmark 4: Accessibility of Technology

A. Hardware Access	1. By 2014-2015, the district has an average ratio of one high-capacity, Internet-connected computer for each student. (The Department will work with stakeholders on a regular basis to review and define high-capacity	Looking at the district as a whole, we have met this goal. Individual school ratios vary.	On-going
	2. The district provides students with emerging technologies appropriate to their grade level.	Emerging technologies are provided and are age appropriate.	On-going

<sup>5</sup> The *Technology Self-Assessment Tool* is available on the Department's website ([http://www.doe.mass.edu/edtech/standards/sa\\_tool.html](http://www.doe.mass.edu/edtech/standards/sa_tool.html)).

<sup>6</sup> A sample administrator technology self assessment tool is available on the Department's web site ([http://www.doe.mass.edu/edtech/standards/tsat\\_sampadmin.html](http://www.doe.mass.edu/edtech/standards/tsat_sampadmin.html)). Administrators may also want to refer to the *National Educational Technology Standards (NETS•A) and Performance Indicators for Administrators* published by the International Society for Technology in Education ([http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS-A\\_2009.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS-A_2009.pdf)).

	3. The district maximizes access to the general education curriculum for all students, including students with disabilities, using universal design principles and assistive technology devices.	The District works with the Department of Special Education to reach this goal.	On-going
	4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, interoperability and SIF compliance <sup>7</sup> .	On-going policy with building Principals and Department Heads.	On-going
	5. The district provides technology-rich classrooms, with access to devices such as digital projectors, electronic whiteboards, and student response systems.	Most classrooms have access to projection equipment. Interactive whiteboard technology is being expanded throughout the life of this plan. Student Response systems are available in each middle school.	On-going
	6. The district has established a computer replacement cycle of five years or less.	Refresh Cycle is currently at 4-6 years.	On-going
B. Internet Access	1. The district provides connectivity to the Internet for all computers in all classrooms in all schools, including wireless connectivity.	Every classroom and lab computer has an internet connection. Wireless connections will be increased throughout the life of this plan.	Yes
	2. The district provides an external Internet connection to the Internet Service Provider (ISP) of 100 Mbps per 1,000 students/staff.	Standard	Yes
	3. The district provides bandwidth of at least 10/100/1 Gb to each classroom. At peak, the bandwidth at each computer is at least 100 kbps. The network card for each computer is at least 10/100/1 Gb.	Standard	Yes
C. Networking (LAN/WAN)	1. The district provides internal wide area network (WAN) connections from the district to each school between schools of at least 1 Gbps per 1,000 students/staff.	Standard	Yes
	2. The district provides access to servers for secure file sharing, backups, scheduling, email, and	Access for file sharing in every building. Email is web based and available in every	Yes

<sup>7</sup> For more information, see the website for the SIF Association (<http://www.sifinfo.org/us/index.asp>).

	web publishing, either internally or through contracted services.	administrative, classroom and lab area.	
D. Access to the Internet Outside the School Day	1. The district provides access to its computer labs before and after school to ensure that students and staff have adequate access to the Internet outside of the school day.	Available for elementary before and after school programs, and secondary at the discretion of the building principal. Also available at the Woburn Public Library.	Yes
	2. The district disseminates a list of up-to-date list of places where students and staff can access the Internet after school hours.		No
E. Staffing	1. The district provides staff or contracted services to ensure that its network is functioning at all times.	Department of Educational Technology Lead Technology Support Specialist: Networking and Infrastructure	Yes
	2. The district provides resolves technical problems within 24 hours, so that they do not cause major disruptions to curriculum delivery. The district provides clear information about how to access technical support, which can be provided in person or remotely.	Department of Educational Technology: Technology Support Specialists. <a href="mailto:help@woburnpublicschools.com">help@woburnpublicschools.com</a> Generally problems are resolved within 24 hours. Typically much less.	Yes
	3. The district provides at least one FTE person to support 400 computers. Technical support can be provided by dedicated staff or contracted services.	1FTE : approximately 320 computers district average	Yes

### **Benchmark 5: Virtual Learning and Communications**

A. The district encourages the development and use of innovative strategies for delivering high-quality courses through the use of technology.		Edline Moodle PLATO	Yes
B. The district deploys IP-based connections for access to web-based and/or interactive video learning on the local, state, regional, national, and international level.		Several subscribed and free media sources are available	Yes
C. Classroom applications of virtual learning include courses,		Available via classroom	Yes

collaborative projects, field trips, and discussions.		computers	
D. The district maintains an up-to-date website that includes information for parents and community members.		<a href="http://www.woburnpublicschools.com">www.woburnpublicschools.com</a>	Yes

### **Benchmark 6: Safety, Security, and Data Retention**

A. The district has a CIPA-compliant Acceptable Use Policy (AUP) regarding Internet and network use. The policy is updated as needed to help ensure safe and ethical use of resources by teachers and students.		AUP Policy	Yes
B. The district educates teachers and students about appropriate online behavior. Topics include cyberbullying, potential risks related to social networking sites and chat rooms, and strategies for dealing with these issues. <sup>8</sup>		AUP Policy Grade 6-8 Technology Curriculum	On-going
C. The district has a plan to protect the security and confidentiality of personal information of its students and staff <sup>9</sup> .		Secured Server Storage	Yes
D. The district complies with federal and state law, and local policies for archiving electronic communications produced by its staff and students. The district informs staff and students that any information distributed over the district or school network may be a public record <sup>10</sup> .		The District complies with federal and state law for communications archiving.	Yes

<sup>8</sup> To learn more about teaching students about safety and the Internet, see Net Cetera: Chatting with Kids About Being Online, a free guidebook produced through a partnership of federal agencies and the technology industry (<http://www.edgoblogs.org/duncan/2009/12/online-safety-guidebook-for-parents/>).

<sup>9</sup> To find out how state agencies in the Executive Branch must protect personal information, as well as to find training tools related to this effort, see the Commonwealth's website (<http://www.mass.gov/?pageID=afsubtopic&L=6&L0=Home&L1=Research+%26+Technology&L2=IT+Policies%2c+Standards+%26+Guidance&L3=Legal+Guidance&L4=Privacy+%26+Security&L5=Executive+Order+504&sid=Eoaf>).

<sup>10</sup> Information about state regulations is available from the state's Record Management Unit (<http://www.sec.state.ma.us/arc/arcmu/rmuidx.htm>).



## **Introduction**

The Woburn Public Schools Office of Educational Technology is committed to having students and teachers use technology to acquire information, build and assimilate knowledge, and communicate their understanding. Our schools are increasingly responsive to each student's individual and developmental needs, to society's demands for excellence in education, and to the challenge and opportunities presented by technology. The district promotes 21st century teaching and learning in numerous ways, such as building collaborative learning communities, integrating online instruction, using online programs and tools, and researching and implementing emerging technologies.

The Woburn Public Schools remain committed to providing access to all users, to supporting technology integration, and to training teachers in effective uses. Communication and collaboration are 21st century skills that teachers build on as they collaborate with colleagues. The office of Educational Technology will continue to assist teachers as they develop, expand, and improve student-based curricula units by integrating technology in new and effective ways to improve teaching and learning.

## **Curriculum Development**

The district is committed to a strong and vibrant curriculum, aligned to state standards. Technology integration, which is used as a tool to enhance teaching and learning, supports the curriculum. Instructional Technology Specialists collaborate with teachers in designing, implementing and assessing technology infused lessons and units of study that are aligned with curricula goals, district goals and state standards. Introducing Integration Specialists into our schools will remain a constant goal for the duration of this plan. Examples of the type of benefit derived from having Instructional Technology Specialists in our schools include:

- Review and update district technology initiatives and align appropriately with the State's Technology Literacy Standards
- Review the effectiveness of the technology used in units of study.
- Review students' level of proficiency for each of the recommended technology standards.
- Identify appropriate technology (software, peripherals, online tools, etc.) in relation to curricula goals to enhance teaching and learning.

## **Professional Development**

The Woburn Public Schools will provide a technology-rich, professional development program, which supports the curriculum and the continued growth of teacher confidence and skill in using technology to enhance instruction and student learning. The focus is on getting teachers to effectively implement technology in the classroom as they develop, expand and improve student-based curricula units by integrating technology in new and effective ways. During the timeline of this plan, the department will:

- Explore grant writing as a means to stimulate the development of new approaches in the use of technology to support teaching and learning and to achieve district curriculum objectives.
- Provide school based "innovation teams" across the district.
- Provide teachers with curricula-based models of successful technology-enhanced lessons and approaches.
- Provide collaborative learning communities for teachers designed to enhance technology integration in the classroom.
- Provide in-district professional development opportunities focusing on effective technology integration.
- Develop instructional technology competencies for staff, and provide opportunities for their attainment.
- Monitor compliance with state benchmark standards as they relate to providing at least 1.0 FTE instructional staff person to support every 60-120 users (instructional staff only) in their efforts to achieve technology competency and to integrate technology into the curriculum.
- Compile results of TSAT to determine professional development needs across the district

## **Infrastructure**

The district is committed to supporting a reliable network infrastructure, and providing a level of technical support outlined in the state benchmark standards.

- Provide network infrastructure and technology to meet the needs of 21st century teaching and learning
- Monitor compliance with state benchmark standards as they relate to technology purchases to ensure continued compliance to the 1:1 computer to student ratio.

## **Assessment and Evaluation**

A regular schedule of assessment of the strengths and weaknesses of the current technology is achieved through weekly department meetings, monthly District Administrative meetings, and regular meetings with building principals.

## **E-Rate**

The E-rate program provides discounts to assist most schools and libraries in the United States to obtain affordable telecommunications and Internet access. The Woburn Public Schools takes advantage of the E-Rate program through priority 2 services for telecommunication services.

## **Department of Educational Technology Goals 2013-2018**

### 1. Install a reliable and robust wireless network in every school building.

2012

WMHS: Minimal for Administration purposes only / no overall teacher / student /or guest availability was incorporated into the new school building. Some small devices to handle portable laptop carts (unreliable so not used)

Kennedy: Administration only. Small devices on portable carts (unreliable)

Joyce: Administration only. Small devices on portable carts (unreliable)

Reeves: Administration only. Small devices on portable carts (unreliable)

Shamrock: Administration only. Small devices on portable carts (unreliable)

Malcolm White: Administration only. Small devices on portable carts (unreliable)

Goodyear: Completely wireless (new school construction)

Altavesta: Administration only. Small devices on portable carts (unreliable)

Linscott: Administration only. Small devices on portable carts (unreliable)

Wyman: Administration only. Small devices on portable carts (unreliable)

Hurd: Administration only. Small devices on portable carts (unreliable)

Wireless networking is becoming an ever-increasing need across the district as we begin to see more wireless tablets and laptops being introduced in each of our schools. Up until 2012, wireless networking was available in most of our school buildings only through small and unreliable devices, mostly installed in administrative areas and only designed to handle minimal wireless traffic. The only school building at that time equipped with a true wireless network was the new Goodyear Elementary School.

During the 2012-13 school year, a more reliable wireless network was incorporated into the Joyce Middle School and Administrative areas to assess and address coverage difficulties within the school and guest usage for conference room meetings.

A similar wireless pilot program was introduced at the Reeves Elementary School and the Hurd Elementary School to address increased tablet usage at each of those locations. The pilot was hugely successful and both schools decided to keep the wireless infrastructure at each location.

During the 2013-2014 school year, the department was fortunate enough to obtain capital funding from the city to bring wireless networking to the High School and the Kennedy Middle School. The purchase and installation of the necessary devices and materials needed to install wireless capability at each school is underway with an expected completion date of early Summer 2014. This will finally allow discussions at all of our secondary schools around increased tablet, laptop, and potential personal device initiatives at all secondary school locations.

Moving into the 2014-2015 school year, the department will continue to expand wireless capability at the remaining elementary schools starting with our newer school buildings (Shamrock and Malcolm White) and continuing with the Altavesta, Linscott, and Wyman schools as funding allows.

## 2. Introduction of a new email service

The K12 Email system has been used in the Woburn Public Schools for the past several years. Although reliable as a web based email service, it lacks the functionality of more up to date services that are available to education markets today. Moving towards a service like Gmail for teachers and administrators will open up more avenues for communication and collaboration.

Timeline: 2014-2015: Explore alternatives to replacing K12 email service  
2015-2016: Introduce new email service

## 3. Introduction of collaborative web based services (Google Drive) to our secondary schools

With the potential addition of Gmail as the district based email system, the department will investigate further the possibility of including Google Drive into WMHS and both middle schools. The possible addition of adding student accounts for this service will also be explored, as has been done in surrounding communities using Google Education Tools.

Timeline: 2015-2016: Pilot Google Drive in a single department at WMHS  
2016-2017: Google Drive opened up to all departments at WMHS  
2017-2018: Google Drive will be piloted in each of the middle schools

#### 4. Explore the possibility of developing a BYOD program to WMHS

With the completion of the new wireless network infrastructure at WMHS by the end of summer 2014, it now makes sense to begin the exploration of utilizing portable devices and emerging technologies for our high school students. Introducing tablets and laptops to the high school classroom is just a small piece of utilizing the new wireless network. The department, in collaboration with building and district administration, will explore the potential for a *Bring Your Own Device* or “BYOD” model at the high school. In conjunction with the collaborative web based services, like Google Drive, this option will allow students and teachers to collaborate and share work utilizing 21<sup>st</sup> century skills.

Timeline:     2014-2015 Begin discussion around the best BYOD model  
                  2015-2016 Pilot a BYOD model with one department  
                  2016-2017 Expand the model based on the success of the pilot

#### 4. Investigate the addition of instructional staff to the Educational Technology Department

Based on the DESE guidelines, Woburn should have a minimum of 4-5 Technology Integration Specialists on staff to model and coach technology infused lessons, which align with curriculum standards. Currently, the Director of Educational Technology is the only person on staff licensed as a Technology Integration Specialist. Given the demands and other responsibilities of the Director’s position, it is not possible to be the only person responsible for working with 550 instructional staff in the school district in a successful and productive manner. The department will explore the possibility of adding additional instructional staff, whether licensed as Integration Specialists, or possibly adding Technology Paraprofessional positions in our schools to assist the Director with the responsibilities of modelling and coaching as defined by the state:

*The Instructional Technology Specialists (ITS) provide instruction, training and resources to facilitate the use of technology in the classroom. These specialists work in the classroom with teachers to develop curriculum material and lesson plans that take advantage of technology to more effectively educate our student population. The ITS staff are certified as Instructional Technology Specialists by the Department of Elementary and Secondary Education (DESE) and oftentimes have a teaching background.*

Timeline:     2014-2015 investigate other districts utilizing technology paraprofessionals  
                  2015-2016 make recommendation for additional staff to school committee

#### 5. Create Technology Innovation Teams for the Woburn Public Schools

Currently, the department, in conjunction with building principals, directors, and administration, makes decisions relating to hardware and software purchases. Each building has a technology representative(s) that was chosen by the building principals at the Director’s suggestion, to act as a technology liaison, and a voice for their fellow building colleagues, when it comes to technology advice and assistance. Up until this time, there has been no formal technology planning team in place. The department will create a formal Technology

Innovation Team in each school building, based on the guidelines set forth in the DESE guidelines for technology planning. These building based teams will meet quarterly, culminating with a joint meeting at the end of each school year to plan for the next fiscal budget process.

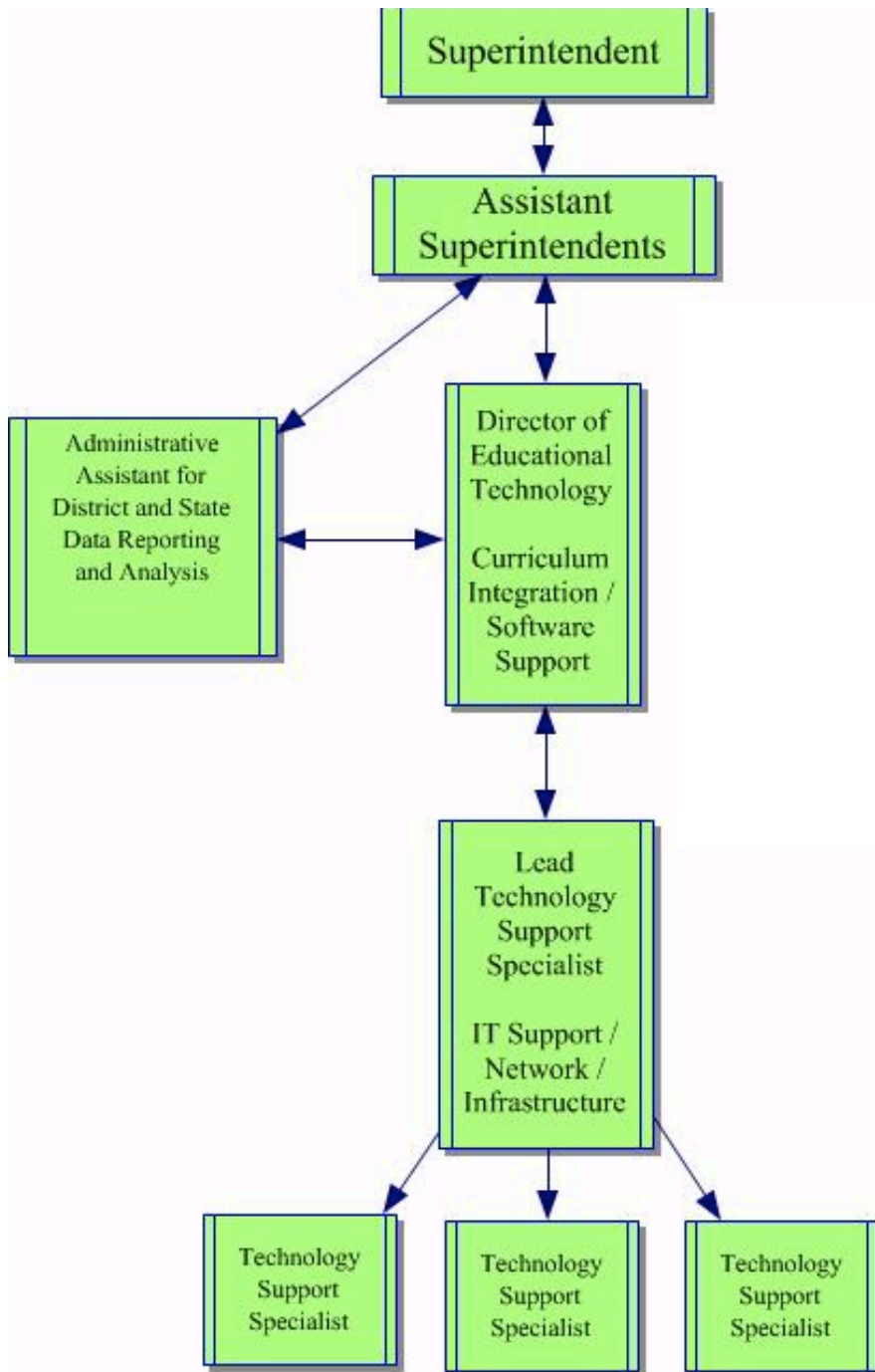
Timeline: 2014-2015 Teams are created; first formal meeting will take place in early Fall 2014

6. Secure funding required to refresh computer hardware by the end of 2017-2018 school year

Prior to 2011-2012 there was no formal hardware refresh plan in place for the Woburn Public Schools. Currently, we are on a 4-6 year refresh plan for teacher and administrative hardware at WMHS. By the end of the 2017-2018 school year, all administrative and teacher workstations will have been updated at WMHS. Computers that are being replaced at the high school are being refurbished in order to make use of these devices in our elementary school labs. By the end of the 2014 school year, the department has been able to create newer lab facilities at the Altavesta, Linscott, Wyman, Hurld, and Reeves schools. New hardware has been purchased for the Malcolm White and the Shamrock school labs (Apple Computers). Additional computer labs have been created at the Joyce and Kennedy Middle schools. The department will again seek additional capital funding from the city and other sources in order to complete teacher and administrative refresh programs in all remaining schools, as well as student computer refresh initiative at WMHS.

## The Current Educational Technology Organization

Peter Roketenetz	Director of Educational Technology
David Mastronardi	Lead Technology Support Specialist/Network and Infrastructure
Dean Michelini	Technology Support Specialist: WMHS
Jeff DiMambro	Technology Support Specialist: K-12
Sara Swift	Technology Support Specialist K-12
Debra Russell	Administrative Assistant / State Reporting and Data Quality



# Woburn Public Schools

## Terms and Conditions for Use of Internet for Staff

Internet access is available to the students and teachers in Woburn Public Schools. We are very pleased to have this tremendous resource available and believe the Internet offers vast, diverse and unique resources to both teachers and students. The Internet is a super data highway providing electronic mail communication with people all over the world. Such as information and news from NASA and other research institutions; public domain software and shareware of all types; discussion groups on a host of topics; access to many University Library Catalogs and the Library of Congress can be found. Unfortunately, there can be a downside. Occasionally there may be some information on the Internet that is not appropriate. The Internet and other on-line services are intended as educational resources. They further expand the breathe of knowledge teachers can acquire. Even with a set purpose or search subject, this does not prevent the knowledgeable adult from accessing news groups or files from remote computers, but it does mean that encountering unsuitable material can be a deliberate choice on the part of the user, not something that is accidentally found. To ensure appropriate use of the Internet, we have established the following guidelines:

Staff will receive training in both its use and etiquette on the Internet

(Netiquette). Basic skills will be explored through actual practice on the

Internet via classes offered through the professional development program

Any information downloaded from the Internet must be educational or job related in nature.

This requirement applies to any information from the Internet such as computer software and video images.

Unauthorized downloading of inappropriate information will not be tolerated.

Consequences for misuse/abuse of the Internet and district computers, software and data will be dealt with under the building discipline policy. Discipline may include loss of privilege to use the Internet.

Software **may not** be distributed without the appropriate licenses. If software is installed violating the copyright laws it will be removed and will be dealt with under the building discipline policy.

### **The typical licenses are as follows:**

**Single user**...one computer only (may not be shared)

**Lab pack**...could be a 25-user/10-user/5-user license. Software may only be installed on the number of computers that match the license

**Site license**...one (1) school site (usually unlimited workstations)

**Network version**...installed on a server, allowed to be shared over the network (usually unlimited workstations)

Filtering is in place in all schools as required by CIPA.

I understand and agree to accept the rules and expectations of working with the Internet.

This agreement will remain in effect during time of employment

Please sign and return to Technology Office

Attn: Peter Roketenetz

Director of Educational Technology



# Woburn Public Schools

## THE USE OF COMPUTERS AND THE INTERNET

The Woburn Public Schools is pleased to offer students access to a computer network. To gain access to the Internet, all students must obtain parental permission as verified by the signatures on the form below. Should a parent prefer that a student not have Internet access, use of the computers is still possible for more traditional purposes such as word processing, educational software and presentations.

### **What is possible?**

Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information. Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purposes of the school are to use Internet resources for constructive educational goals and we do provide filtering of inappropriate sites, students may find ways to access other materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support and respect each family's right to decide whether or not to apply for access.

### **What is expected?**

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the

school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

### **What are the rules?**

**Privacy** -- Network storage areas may be treated like school lockers. Network administrators may review communications to maintain system integrity and will insure that students are using the system responsibly.

**Illegal copying** -- Students should never download or install any commercial software, shareware, or freeware onto drives or disks. Nor should students copy other people's work or intrude into other people's files.

**Inappropriate materials or language** -- No profane, abusive or impolite language should be used to communicate nor should materials be accessed which are not in line with the rules of school behavior. A good rule to follow is never view, send, or access materials which you would not want your teachers and parents to see. Should students encounter such material by accident, they should report it their teacher immediately.

**E-Mail (Electronic Mail)**-- The school does not allow students to access e-mail on its network or any school computer nor does it encourage the creation of free e-mail accounts.



**Advice:**

These are guidelines to follow to prevent the loss of network privileges at School.

1. A computer should not be used to harm other people or their work.
2. Do not damage the computer or the network in any way.
3. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.
4. Do not violate copyright laws.
5. Do not view, send, or display offensive messages or pictures.
6. Do not share your password with another person.
7. Do not waste limited resources such as disk space or printing capacity.
8. Do not trespass in others' folders, work, or files.
9. Do notify an adult immediately, if by accident, you encounter materials which violate appropriate use.
10. BE PREPARED to be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated.

**PARENT PERMISSION FORM and USER AGREEMENT**

As a parent or guardian of a student at \_\_\_\_\_ School, I have read the above information about the appropriate use of computers at the school and I understand this agreement will be kept on file at the school. (Questions should be directed to the principal for clarification.)

My child may use the Internet while at school according to the rules outlined. \_\_\_\_\_

I would prefer that my child not use the Internet while at school. \_\_\_\_\_

I understand that electronic mail and creation of electronic mail accounts are not permissible. \_\_\_\_\_

**Parent Name (print):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Student USER:**

As a user of the \_\_\_\_\_ School computer network, I agree to comply with the above stated rules and to use the network in a constructive manner.

Student Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Teacher: \_\_\_\_\_

This agreement will remain in effect while the student is a member of said school

Adapted from:

<http://www.rice.edu>

Policy for E-Mail Use  
Within the  
Woburn Public Schools

Woburn Public Schools provides electronic mail user accounts (e-mail) for all staff and administration. The purpose of providing this resource (e-mail) is to facilitate communication between and among staff, administration and departments. Additionally, this resource (e-mail) supports the mission of our school district to improve communication with parents and guardians.

Within the school setting, the intended use of e-mail is for communication relative to teaching, educational research, and administrative functions. The use of e-mail will also expand upon the traditional written and verbal means of communication between school and home.

(CCA-E provides guidelines for e-mail use)

CCA-E

**GUIDELINES FOR E-MAIL USE**

The following guidelines are established for the use of electronic mail by staff, administrators, and parents:

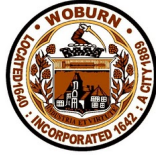
**I. Security and Privacy**

- A. All electronic communication regarding students, staff or administration is viewed as legal public documentation. Therefore, when the business of the schools is conducted via e-mail, confidential and/or personal information must not be included.
- B. Communication with parents regarding an individual education plan (IEP) must be done via the US mail, phone and/or a TEAM meeting. An IEP is a legal document that contains time sensitive information of a personal and confidential nature.

**II. Staff Responsibilities**

- A. E-mail addresses of Woburn Public Schools teaching staff will be provided to parents only with the expressed permission of the individual teacher.
- B. Staff, in reference to item A above, will respond to parental e-mail in a timely manner either by written, verbal, or electronic communication.
- C. All staff and administration will assume the responsibility of regularly checking their school e-mail account for internal communications.
- D. All staff and administration are responsible for the privacy and security (including protecting the integrity of their passwords) of their classroom/office computer as well as other computers they use in the building.

# Woburn Public Schools Electronic Device Acceptance Form



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Print Name

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Primary Assignment (Teacher, Principal, Guidance, etc.)

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School / Department

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Direct Supervisor

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Type of Device (Tablet, Laptop, Camera, etc.)

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Manufacturer, Model, and Serial Number

**By signing this form, the user accepts the following conditions:**

- 1. I am in receipt of an electronic device which has been assigned to me by the Woburn Public Schools to help me complete my professional tasks.**
- 2. I understand that this device is the property of the Woburn Public Schools and I will use it in accordance with the District Acceptable Use Policy.**
- 3. Upon transferring to another school building within the District, or upon my retirement from the District, I will return the device to my direct supervisor or his/her designee in the same condition in which it was provided to me.**
- 4. I will not allow any other individual to use this device. I will immediately report any damage or loss of the item that is attributable to another party.**
- 5. I understand that I am personally responsible for any damage to or loss of this electronic device not covered under any warranty, if directly attributable to my personal negligence and will pay the full cost of replacement of the device.**

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Anticipated Date of Return

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Replacement Cost

---

Employee Signature

---

Date

---

Direct Supervisor Signature

---

Date

---

Director of Technology Signature

---

Date