

**Springfield Public Schools
Strategic Technology Plan**

**Teaching and Learning
(with Technology and Informed by Data)
to Achieve The Springfield Promise**



July 1, 2014 through June 30, 2018

Approved by School Committee September 18, 2014

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Revision History

Revision No.	Description	Revised By	Revision Date	Filename
1.0	First Draft from OITA	P Foster	1/15/14	New SPS Technology Plan
1.1	Second Draft from OITA	P Foster	5/16/14	New SPS Technology Plan v-1-1
2.0	Final Version	P Foster	9/5/14	New SPS Technology Plan v2-1
2.1	Final-Approved	P Foster	9/18/14	SPS Technology Plan 14-18 Final

Executive Summary

The Springfield Public Schools' Four-Year Strategic Technology Plan outlines four-year goals through which data and technology will inform and transform teaching and learning. With the pace of change in technology, this document does not attempt to articulate annual action plans, focusing instead on the high-level goals and objectives to be achieved over four years.

The Office of Information, Technology, and Accountability (OITA)—charged with the successful implementation of this plan—uses the Plan, Do, Study, and Act cycle to continuously refine plans and improve execution. OITA is structured into four major teams: Digital Learning and Assessment; Information Systems; Strategic Data; and, Technology Operations. In addition, OITA is home to a cross-functional Project Management team that supports project management needs District-wide.

The mission of the Office of Information, Technology, and Accountability is to enable schools to achieve their instructional mission through the efficient delivery of aligned and appropriate technology and information. OITA has a number of guiding principles governing the work that the department does and how the work is done. Ultimately, this four-year technology plan will have been successfully implemented if the following strategic objectives are achieved within four years:

- Every student and teacher uses technology every day as a critical tool to personalize and accelerate learning;
- Staff, teachers, students, and parents have ready access to real-time data on their performance and actively use that data to improve; and,
- The Springfield Public Schools daily rely on technology and data-informed decision-making to operate, become more efficient, and prepare all students for college and career.

This Strategic Technology Plan is aligned with and supports the Springfield Public Schools Strategic Plan: *The Springfield Promise*. Central to the District Strategic Plan are four critical strategic priorities as follows:

- Coach, develop, and evaluate educators based on a clear vision of strong instruction;
- Implement a consistent, rigorous curriculum built on common standards with common unit assessments;
- Deploy data that is timely, accurate, and accessible to make decisions for students, schools, and the District; and,
- Strengthen social, emotional, and academic safety nets and supports for all students.

The alignment of the Strategic Technology Plan with these priorities is illustrated in Figure 1 by grouping Technology Plan goals by which strategic priority they support.

Figure 1: Alignment of Strategic Technology Plan Goals to *The Springfield Promise*

<p><i>Coach, develop and evaluate educators based on a clear vision of strong instruction . . .</i></p>	<p><i>Implement a consistent, rigorous curriculum built on common standards with common unit assessments . . .</i></p>
<ul style="list-style-type: none"> ▪ Develop and implement District-Determined measures as a component of educator evaluation ▪ Deploy a District intranet that allows schools and departments to manage their own content and collaborate online ▪ Provide SPS staff with PD and coaching to use technology in all aspects of teaching and learning ▪ Convene SPS educational technology conferences ▪ Support and coach teachers to develop their online instructional presence through an LMS ▪ Provide and maintain a current computing device to every staff member in the District ▪ Implement a project approval and management process for District initiatives 	<ul style="list-style-type: none"> ▪ Sustain a District assessment program that provides formative data and all electronic delivery ▪ Ensure successful implementation of all state assessments ▪ Continuously update curriculum for all information technology courses ▪ Shift teaching IT as a course to learning IT skills in the context of all courses ▪ Ensure digital citizenship is taught in all schools ▪ Support curriculum directors to integrate technology resources into curriculum ▪ Implement a learning management system ▪ Achieve a ratio of one mobile computing device per student ▪ Implement student email ▪ Maintain the District’s network infrastructure to support teaching and learning
<p><i>Deploy data that is timely, accurate and accessible to make decisions for students, schools, and the district . . .</i></p>	<p><i>Strengthen social, emotional, and academic safety nets and supports for all students and families . . .</i></p>
<ul style="list-style-type: none"> ▪ Assign a data analyst to every zone and school ▪ Conduct quantitative and qualitative research, including program evaluations ▪ Review external research requests ▪ Maintain the student information system ▪ Make real-time data available to staff, students, parents, DESE, and the community ▪ Update and upgrade critical business systems ▪ Ensure new applications follow best practices ▪ Ensure data quality and consistency through rigorous data governance ▪ Build the capacity of District and school staff to extract, analyze, and act on data 	<ul style="list-style-type: none"> ▪ Support high schools in implementing all available pathways to high school graduation (including EPPs, MCAS Appeals, etc.) ▪ Implement a parent portal allowing real-time access to student data for parents

TECHNOLOGY PLANNING

The Springfield Public Schools Four-Year Strategic Technology Plan, in alignment with the District Strategic Plan, outlines the four-year goals through which the use and availability of data and technology will inform and transform teaching and learning. The Plan is the high-level roadmap for the District with respect to data and technology. As a practical matter, the Strategic Technology Plan is also the strategic plan for the District’s Office of Information, Technology, and Accountability (OITA).

This document outlines how the District identifies and responds to emerging needs for data and technology, evaluates progress, and adjusts course. In addition, this document details the four-year goals for the use of data and technology in the Springfield Public Schools.

With the pace of change in technology, this document does not attempt to identify an annual action plan or annual targets for the District or the Office of Information, Technology, and Accountability. Each year OITA will develop an action plan and targets in alignment with this Technology Plan in service of the four-year goals.

The technology planning process follows the Plan, Do, Study, Act cycle. Data and information is gathered to identify needs and emerging trends, this forms an implementation plan that is executed, further data and feedback is gathered on the success of implementation, and plan revisions are made accordingly.

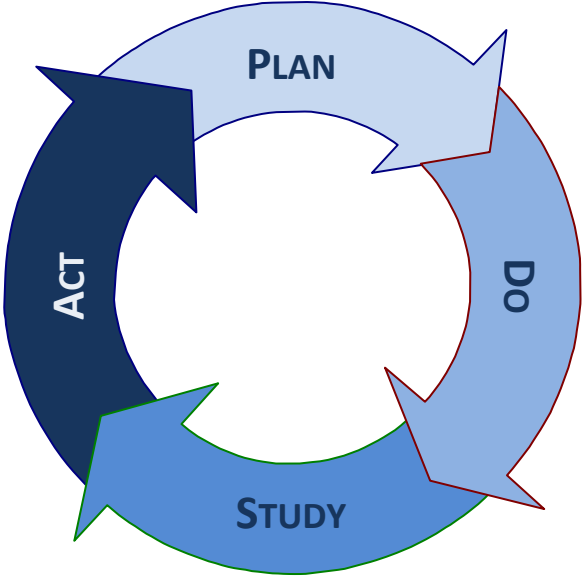


Figure 2: Plan, Do, Study, Act Cycle

Plan – Needs Assessment

The Office of Information, Technology, and Accountability relies on a number of tools to assess the technology and data needs of the Springfield Public Schools. This work occurs throughout the year and plans are continuously revised based on the input and data received.

One source of data on met and unmet technology needs is the OITA help desk ticketing system. Logging more than 20,000 requests for assistance over the course of any given year on issues ranging from printing to accessing the latest assessment data, this system provides invaluable data on what's working and what needs to be improved. If we identify an area in which we are seeing numerous recurring tickets that indicates a need for some deeper analysis and possibly broader change.

The Teacher Technology Use Survey (TTUS) and the Technology Self-Assessment Tool (TSAT) are administered annually to provide data on student and teacher use of technology in the classroom. While this data has been useful, it is based on self-report and OITA is exploring the implementation of performance-based assessments of technology capability for both students and teachers. In addition, the District's Digital Learning staff conduct numerous learning walks and classroom observations throughout the year identifying best practices in the use of technology as well as opportunities for improvement. Professional development, curriculum, and procurement decisions are adjusted accordingly.

Technology Operations manages an electronic inventory of all computers in the District (currently relying on the suite of System Center tools from Microsoft). This inventory tracks numbers of devices, usage, installed software, and more, allowing the team to identify where additional or different resources may be needed and where existing resources are under-utilized. The Operations team also meets regularly with consultants, District administrators, and, as needed, Principals to plan for hardware, software, and network upgrades and maintenance.

Assessment staff meets on a regular basis with the Office of Instruction, the OITA, and principals to review and plan for assessments, MCAS support, PARCC implementation, and processing state- or District-mandated reports.

The Information System group meets on a regular basis with administrators, the OITA, and principals to review and plan for student information systems, data reports (e.g., SIMS, EPIMS), and related items. This includes annual working sessions for school-based staff to work directly with Information Systems team members to ensure data quality in state reporting.

There are several groups of people with regular opportunities to weigh in and influence the development and implementation of the SPS Technology Plan. An SPS Technology Team meets several times per year to review emerging technologies, identify opportunities to enhance the use of technology in the classroom, and generally discuss progress on OITA projects. The District's assessment team meets every other week to discuss assessment plans, logistics, and

performance. Appropriate adjustments to the plan are made based on resulting feedback. In addition, any and all new initiatives or projects proposed by OITA are first vetted through the District's Principals Advisory Council.

As a result of an agreement reached with the Springfield Education Association, starting in the 2014-2015 school year, each school will have one teacher designated a Technology and Audio-Visual Coordinator (provided with a stipend). This individual will serve as their school's primary point of contact for the OITA department. Technology Coordinators will meet four times per year with OITA to review initiatives, receive training, and provide feedback from the school perspective. This consistent school-level input will be invaluable in ensuring OITA plans are aligned with the needs of schools and teachers.

Lastly, the Springfield School Committee's Technology Sub-Committee meets several times each year to review the status of technology in the District, propose or revise technology policies, and provide input on the development of plans and projects.

All this data gathering and feedback results in the continuous development and re-development of OITA plans and projects. It is because of the regularity of feedback and the necessity to be nimble in technology that this Technology Plan focuses on high-level goals, leaving action plans to be developed annually (and sometimes more frequently).

Do – Budgeting and Implementation

With plans developed, we must obtain and maintain the necessary budgetary support to successfully implement the technology and data systems required by schools. Consistent with minimum compliance with the *Massachusetts Local Technology Plan Guidelines*, this budgetary support must include:

- Hardware for staff and students (operating system software and licensing must be included with hardware);
- Instructional software for staff and students;
- Professional and administrative software;
- Instructional management software;
- Network infrastructure;
- Instructional technology specialists/teachers;
- Technology technicians;
- Technology administrative personnel; and,
- Professional development for staff at all levels.

In addition to the Strategic Technology Plan, each school and academic area maintains their own technology plan, identifying priorities and unmet needs.

Each school's technology plan is a part of their broader School Improvement Plan (SIP). The school technology plans focus on four areas: 1) infrastructure and staff technology allocation; 2)

professional development; 3) student support (in acquisition of knowledge); and, 4) electronic communication with staff, parents, and community.

Historically, the schools' visions included procuring laptops for all administrative and teaching staff, mobile carts for student access, and other technology tools such as Interactive whiteboards, student response systems, docu-cameras, digital cameras, and camcorders. With the District adopting a formal replacement cycle for staff and student computers, school technology plans are shifting their focus away from hardware procurement and toward their needs around professional development and coaching to support teachers in the transition to digitally-enhanced modes of teaching and learning. Moving forward, the District anticipates meeting some of these human capital needs by training existing instructional coaches (already in every building) to be expert in technology integration.

The District operational budget includes the funding necessary to support those plans that have emerged from the District's various needs assessment and planning activities around technology. It includes funding for staffing, district-wide administrative and instructional hardware and software, technology support, and contracted services. The district also sets aside funding annually for the co-payment and non-discounted elements of each E-Rate application. A copy of this budget, which is updated regularly, is available from the Springfield Public Schools' Finance Department.

With needs assessment complete, plans developed, and budgets in place, it becomes the responsibility of the Office of Information, Technology, and Accountability to leverage the available resources and implement this plan. OITA is structured into four major teams: Digital Learning and Assessment; Information Systems; Strategic Data; and, Technology Operations. In addition, OITA has a cross-functional project management team that provides District-wide project management support.

Study – Evaluation

The Springfield Public School district recognizes the need for ongoing evaluation of the district technology plan, as well as the need for evaluation of the effectiveness of technology resources and technology practices. The effectiveness of all academic resources, including technology, is evaluated regularly, with mid-course corrections in response to new developments and opportunities. The Office of Information, Technology and Accountability (OITA) assists with evaluation efforts both for technology and for other academic resources.

A full review of the District Technology Plan is conducted at least yearly, noting its alignment with all pertinent standards, guidelines, and requirements. Representatives of the various stakeholder groups, including but not limited to the Academic Directors, the Superintendent, and the School Committee, are involved. In addition, principals work with department representatives to monitor and update School Technology Plans. Data for review is collected by the OITA via surveys, interviews, and discussions at meetings and training sessions. Help desk

ticket data is mined to identify areas of weakness or limitation in the delivery of technology services. Test data is examined for pertinent information.

In addition, prior to purchasing technology resources, the district assesses the products and services being recommended to ensure that they are appropriate, valid, in alignment with district, state, and federal standards, and able to be utilized in the technology environment/infrastructure for which they are proposed. One example of this process is the use of District-based Instructional Technology Specialists who regularly review new and emerging technologies and make recommendations for classroom use. Any available research on the effectiveness of the resources is taken into consideration. This evaluation is a joint effort of the Office of Instruction and the OITA.

In 2011-2012, OITA implemented centralized hardware procurement, allowing schools to simply file hardware requests with the OITA who then places technology orders with vendors and manages the process through to delivery and installation. In addition to alleviating schools of the need to track their technology orders, this also increased the level of scrutiny given to technology orders before they are placed. This scrutiny is to ensure both the instructional merit of the purchase and the fit within the District's existing environment. With the School Committee's adoption of staff and student computer replacement policies, starting in the 2014-2015 school year, OITA will be responsible for the purchase of all computers District-wide (and the regular refreshment of computers as they age).

Act – Refine and Revise

The final step in the planning cycle is to refine and revise plans based on the evaluation of what has and has not worked. Because OITA's planning cycle is continuous, this step quickly blends with the next round of planning. If data gathered during evaluation suggests a particular program or project has not had the intended impact, we move quickly to re-prioritize and revise the program or project. The need for refinement or revision usually prompts a new round of planning.

One of the most challenging revisions to make is to stop doing something that is not working. Usually the program or project was started with good intentions and required the investment of resources. Acknowledging the lack of results means accepting that the investment was a mistake; however, changing course before investing further is critical to correcting the mistake. For this reason, OITA regularly has conversations about whether ongoing initiatives are achieving the necessary results.

TECHNOLOGY PLAN

Overview

Mission

The mission of the Office of Information, Technology, and Accountability is to enable schools to achieve their instructional mission through the efficient delivery of aligned and appropriate technology and information.

Vision

A Culture of Educational Excellence where every staff and student relies daily on high-quality information and innovative technology to improve their practice and performance.

Strategic Objectives

This Technology Plan will have been successfully implemented if, by June 2018, the following objectives have been achieved:

- Every student and teacher uses technology every day as a critical tool to personalize and accelerate learning;
- Staff, teachers, students, and parents have ready access to real-time data on their performance and actively use that data to improve; and,
- The Springfield Public Schools daily rely on technology and data-informed decision-making to operate, become more efficient, and prepare all students for college and career.

Guiding Principles

Principles for What we Do

We believe that:

- Supporting the improvement of the instructional core (the interaction of teachers and students with content in a classroom) is our highest priority;
- “WHY” is more important and takes precedence over “WHAT” and “HOW;”
- Success must be defined in advance and measured continuously;
- Information must be both meaningful and timely (answering critical questions as they are asked); and,
- Creating, communicating, and collaborating through technology is essential (not optional) for all our staff and students.

Principles for How we Work

We will:

- Carefully and deliberately plan projects and tasks before they are implemented;

- Create tools empowering our customers to meet their own technology and information needs (whenever possible);
- Adopt proven existing solutions rather than build our own (whenever possible);
- Meet or exceed expectations in the quality and timeliness of our service;
- Stop doing things that do not work or meet their stated objectives; and,
- Constantly renew our capacity to accomplish our mission.

Digital Learning and Assessment

The Digital Learning and Assessment team is responsible for the successful transition of the District to digitally-enhanced teaching and learning. With the District's commitment to one device per student, it is this team's responsibility to support schools as they transform how they deliver instruction to take the greatest advantage of the personalization and engagement afforded by new technologies. These new technologies are also reflected in emerging formative and summative assessments. This team will manage the transition to digital learning across the instructional spectrum from small group instruction and lectures to homework and state-mandated testing.

The Digital Learning and Assessment team was created in 2014 by combining components of the former Assessment, Research, and Accountability team (ARA) with the Instructional Technology team. The team serves as the primary point of contact in the District's relationship with the Department of Elementary and Secondary Education for MCAS, PARCC, Access, competency determinations, and accountability. In that capacity, the team has expanded efforts to promote publicly and implement alternative pathways to graduation including MCAS Appeals and Educational Proficiency Plans (EPPs).

Beginning in 2014, the District is implementing the Desire2Learn (D2L) platform as a District-wide Learning Management System (LMS). The D2L platform will provide an online presence for every teacher and every class in the District. Teachers and students will be able to communicate and collaborate online, exchange documents, take and grade assessments, and more. The Digital Learning and Assessment team will take the lead in implementing D2L for both instructional and assessment purposes.

The Springfield Public School System is also taking advantage of third party on-line coursework such as that provided by *Virtual High School*. This initiative is ongoing at our high schools and will enable us to provide high-level course content even for low incidence courses. Students are urged to avail themselves of AP and pre-AP coursework through this program.

During the 2013-2014 school year, Springfield implemented DiscoveryEd for all schools, providing a rich resource of digital content that is aligned and indexed to the Common Core curriculum standards. This will be the first of several digital resources and digital curriculum adoptions we anticipate making the next four years as content is shifted from print to digital media in our district.

With respect to technology instruction, the Digital Learning and Assessment team is moving toward cultivating technology literacy through the use of technology across the curriculum, rather than through the separate delivery of technology instruction. Springfield promotes the use of technology as a critical factor in support of *The Springfield Promise* (District Strategic Plan) and the Massachusetts Curriculum Frameworks. Accordingly, our plan includes provision for professional development for teachers and administrators in the use of technology to

support the curriculum. Additionally, ongoing collaboration with Principals and teachers on school-specific technology plans will ensure available technology is used to its fullest potential.

With the coming PARCC assessments, the District is shifting more formative assessment work to online delivery. By the 2015-2016 school year, all formative assessments should be delivered to students online. This will include the District's new common unit assessments developed in conjunction with new curriculum units plans aligned to the new Massachusetts Curriculum Frameworks.

In 2010-2011 the District began partnering with The Achievement Network for the delivery of formative assessments and data coaching in select schools. By the 2014-2015 school year, the Achievement Network will be providing ELA and Math formative assessments, as well as embedded data coaching, in all district elementary and middle schools.

Finally, the Springfield Public School District recognizes the importance of ongoing, relevant, high quality professional development for all staff members. The OITA utilizes all possible opportunities and funding sources, including grants and school department budget, to offer high quality technology professional development. Specific professional development activities have covered: technology integration, internet safety, strategies to support English Language Learners, software for data analysis, training on specific software applications, and an in-district educational technology conference allowing teachers to share best practices.

Additionally, the Digital Learning and Assessment team provides embedded professional development (facilitated by District Instructional Technology specialists) to classroom teachers as they develop standards-based unit/lesson plans, actively disseminate information regarding the internally developed on-line coursework and explore the use of technology resources to create and utilize teacher and student portfolios.

Four-Year Goals for Assessment

- Sustain a District assessment program that provides formative data to teachers in a timely manner throughout the school year.
- Support curriculum directors and teachers in the development of online District and classroom-based formative and summative assessments utilizing the District's Learning Management System.
- Work with Principals, teachers, and other stakeholders to analyze classroom, District, and state assessment data to monitor and inform student progress.
- Shift all formative assessments to electronic delivery and scoring, allowing data to be returned to teachers within 48 hours of scoring.
- Develop and implement a system of District-Determined Measures (DDMs) that can be administered efficiently, providing summative data on student growth in all subject areas and grade levels.

- Ensure the timely and accurate implementation of all state assessments (MCAS, PARCC, Access, etc.), monitoring schools for compliance with test administration and security procedures.
- Support high schools in the successful monitoring and completion of both Educational Proficiency Plans (EPPs) and MCAS appeals to ensure that every possible avenue is exhausted in assisting our students to graduate from high school.
- Support efforts to educate the public on high school graduation requirements, with a particular focus on alternative pathways to achieving the MCAS (and any future PARCC) competency determination.

Four-Year Goals for Digital Learning

- As information technology shifts from standalone courses to integration in all content areas, maintain Technology Instructional Guides (TIG) including curriculum, scope and sequence, pacing guide, Student Technology Record Sheet, standard-based unit/lesson plans with rubrics, assessments, and Classroom Visit Guides for administrators, for all information technology courses.
- Lead the shift from teaching information technology as a separate course (with the exception of high school computer science courses) to integrating information technology skills and practices into all coursework.
- Expand and constantly refine computer science courses offered at the high school level and pilot the implementation of computer science courses at the middle school level.
- Evaluate and assist in the adoption of varied digital curriculum resources across content areas.
- Ensure that digital citizenship is taught in every school and at every grade level, holding students, staff, and parents responsible for their use of technology, rather than limiting student's access to technology.
- Support curriculum directors in all content areas to integrate technology resources and activities into unit plans as new curricular standards (Common Core, Next Generation Science Standards, etc.) are implemented.
- Provide school leaders and teachers with resources, professional development, and coaching to understand the technology skills required of students for next generation summative assessments (PARCC).
- Lead the selection, development, and implementation of a comprehensive learning management system (LMS) that will provide District unit plans, digital content, course pages, lesson planning tools, online assessment tools, e-portfolios, and more.
- Organize and convene SPS educational technology conferences, empowering teachers to share with one another their emerging practices in using technology to enhance teaching and learning.
- Support and coach teachers as they develop their own online presence through tools like a District learning management system.
- Encourage and support the implementation of new and creative ideas for enhancing teaching and learning through technology.

- Provide professional development, coaching, and guidance to school leaders and teachers on the use of technology in every classroom every day as the District moves toward the availability of one-to-one technology.
- Develop and implement a systemic Technology Professional Development Plan for administrators, teachers, paraprofessionals, and clerks.
- Provide a significant portion of professional development on-line, taking advantage of a District learning management system as a vehicle to facilitate this.
- Survey all teachers using the Teacher Technology Use Survey (TTUS) and increase the use of the Technology Self-Assessment Tool (TSAT), using results to monitor growth and inform professional development.
- Implement an assessment of students and teachers, relying on performance-tasks, to evaluate technology skills.

Information Systems

The Information Systems (IS) team partners with stakeholders within Springfield Public Schools to implement district-wide initiatives driven by local, state and federal requirements. There are three types of projects which the Information Systems team is recruited to spearhead: 1) implementation of commercial-off-the shelf software; 2) development of custom software solutions; 3) improvements in and automating of existing processes and procedures. Over the last four years, the IS team has taken on and completed a number of notable initiatives including the implementation of a new student information system, the implementation of an online educator evaluation system, and the release of a robust data warehouse. With district partners, the team has streamlined key financial processes, implementing enhanced audit controls and accountability workflows while reducing overhead expenses. An important duty assigned to the IS team is the integration of data between District data systems. This includes real-time data exchange using the School Interoperability Framework (SIF), complex Extract Transform Load (ETL) processes, and Application Programming Interfaces (APIs) that provide seamless data consistency from system to system. Data governance and data quality is embedded within the culture of IS team, the goals of which serve as guiding principles for the district's data reporting strategy.

Four-Year Goals

- Maintain and, as needed, enhance the District's student information system to meet the needs of leadership, schools, teachers, students, and parents.
- Make near real-time data on school and District performance available to the public.
- Ensure that all staff have user-friendly, real-time access to data relevant to their level in the organization that is formatted to address the critical decisions they have to make daily.
- Provide regular professional development, in both formal training sessions and open working sessions, to support the successful use of all District information systems.
- Regularly update and upgrade all critical business information systems to ensure they are within one version of the latest release at all times.
- Provide parents and students with near real-time access to data on their progress, particularly grades and attendance, as well as the ability to electronically communicate with their school and teachers.
- Implement the School Interoperability Framework (SIF) allowing real-time data exchange between SPS systems and uploads to the Department of Elementary and Secondary Education.
- Ensure that all new application adoption or development follows a rigorous selection, development, and implementation process consistent with the best practices of Systems Development Life Cycle (SDLC).
- Ensure quality and consistency of SPS data through development and maintenance of District data governance practices, including holding departments and schools accountable for the maintenance and quality of their data.

- Develop and deploy a District intranet that allows for departments to maintain their own content, publication of information, collaborative work spaces, and multi-departmental communication.

Strategic Data

OITA's Strategic Data team, in partnership with the Information Systems team, manages and responds to all internal and external data and research requests. This includes: providing data to the Superintendent, District leadership, and school leadership on a regular basis through standing meetings and as requested; conducting research on topics of interest and importance to the District; vetting external requests to conduct research; responding to external requests for data; and, coaching schools and school leadership teams on the analysis and use of data.

The Strategic Data team works closely with the Information Systems team on the further development of the SPS Data Warehouse to ensure it is always providing school personnel with timely access to critical data. With the 2014-2015 school year, the Strategic Data team will be expanding the District's data quality efforts to ensure that data input and reporting is as consistent and accurate as possible.

Four-Year Goals

- Provide near real-time data reporting to District and school leadership teams to inform decision-making.
- Conduct at least three to four research projects per year examining questions that have been identified by District or school leadership.
- Work with principals, teachers, and other stakeholders to identify unmet data needs and develop tools, reports, and dashboards to address those needs.
- Automate the regular delivery of actionable information to schools (such as updates on absent students or lists of students at-risk of failure).
- Through formal and informal training opportunities, build the capacity of District and school staff to extract, analyze, understand, and develop action plans from data.
- Support the data analysis and data-driven decision-making needs of schools through assigning a data analyst to every school and zone, providing regular data reports at zone meetings and to schools, and continuously refining the content and format of data reporting.
- Conduct quantitative and qualitative research, including program evaluations, into questions of interest and importance to school and District leadership, providing reports in user-friendly language and formats.
- Review external requests to conduct research or obtain data and approve those requests that will support the teaching and learning mission of the Springfield Public Schools.

Technology Operations

The Technology Operations team is responsible for keeping the District's hardware, software, and infrastructure operating smoothly in support of the mission. This includes everything from basic help desk support (break fix) to the implementation of significant new projects such as the student computer replacement policy.

The district has already met the benchmark of five students per high-capacity, Internet-connected computer. Each year, the district inventories and reviews the placement and capacity of the computers in the administrative offices and the schools. In December of 2013, the Springfield School Committee adopted four new technology policies. Two of these, staff and student computer replacement policies, establish a regular replacement cycle for all staff and student computers. The student computer policy outlines a phased-buildup to a ratio of one mobile student computing device per student by the 2016-2017 school year. Much of OITA's work in the next several years will be focused on ensuring that the implementation of one-to-one is successful.

Technical Support

The district makes every effort to provide timely in-classroom technical support with clear information on how to access the support, so that technical problems will not cause major disruptions to curriculum delivery. We have an on-line HelpDesk solution, with computer hardware and software problems being handled by professional computer technicians. The full-time Senior Manager of Technology Operations oversees this process.

In addition to the HelpDesk staff, the district provides professional computer technicians to oversee repair and maintenance. We have not met the goal of one FTE to support every 150 computers, but the district understands the need for this service and is making every attempt to increase the number of support personnel.

Also available for user support is an email and network account manager who works in conjunction with OITA staff members to ensure accurate, secure user account information.

The Technical Support staff is constantly searching for innovative methodologies to maximize the department's efficiency and effectiveness. Some of our current strategies are as follows.

- Meetings are conducted weekly with the technicians to ensure that the districts' needs are met in a coordinated approach.
- Cross-training for the technicians is ongoing to ensure quicker response time and future support sustainability.
- Remote access for support is being deployed using *UltraVNC*. *UltraVNC* provides technical staff the ability to view problems over the network, simultaneously with an end user without having to travel to the site.
- Technician observations are now being conducted in the field by the Senior Manager of Technology Operations to ensure that district and department policies are adhered to.

Infrastructure for Technology

Networking

The district has established as its standard 10/100/1000 MB Cat 5e/6 switched network and utilizes mobile labs to provide 802.11 b/g/n wireless networking. Our goal has been to provide professionally installed, state of the art infrastructure wiring in all our city-owned schools. In support of the coming one-to-one student to mobile computing device ratio, the District's goal is a dense wireless network in every school building by the end of the 2014-2015 school year.

Internet Access

The district provides connectivity to the Internet in all classrooms. We have purchased numerous wireless mobile carts, providing wireless connectivity wherever the mobile lab is utilized. The Springfield Public Schools bandwidth to the Internet is presently 400 Mbps, but the coming PARCC assessments and the move of much academic software to cloud-based options will require the District to increase bandwidth to the Internet to as much as 5 Gbps by the 2015-2016 school year. Springfield Public Schools continuously monitors and evaluates current bandwidth to the Internet and between sites and will propose adjustments as need demands.

Fiber

Beginning with E-RATE Round 09 (2006-2007), and continuing each year thereafter, Springfield Public Schools has been in the process of converting and upgrading its existing WAN infrastructure from T1s/T3s to a leased fiber service (Verizon Switched Ethernet Service) through a State Contract Vendor, Addition Networks (www.additionnetworks.net). This upgrade from copper to fiber will provide reliability, high capacity Internet bandwidth and high-speed building-to-building (WAN) connections enabling the Springfield Public Schools to effectively utilize web-based applications for instruction, interventions, credit recovery, assessment, information system and professional development. As of 2013-2014, the Springfield Public Schools have upgraded all school sites to fiber. In the summer of 2014, all secondary schools will be upgraded to a 1 Gbps WAN connection, while most elementary schools will be upgraded to a 100 Mbps WAN connection.

Wireless

Springfield Public Schools completed the deployment of a managed Wireless network in every school. We are working to expand these managed wireless networks to high density utilizing general and E-Rate funding enabling the simultaneous use of at least one wireless device by every student and staff member in each building.

Telecommunications

The Springfield Public Schools will submit E-Rate applications for Telephone (local and long distance to include Centrex, PRI's and POTS lines), Cellular, Basic Maintenance and Internet including Wide Area Network connections to all of our buildings.

The Springfield Public Schools is also exploring options to transition local and long distance telephone service from Centrex service to Voice over IP (VOIP).

Operations Initiatives

Springfield Public Schools continually evaluates emerging technologies in search of tools and applications that can enhance classroom learning and ones that empower staff to become as self-reliant as possible. Following are a number of our current initiatives and others that are being considered for future years:

- SPS has implemented a cloud-based solution that allows staff to access applications and personal storage from outside the District. All District applications are scrutinized to see if they are needed and are capable to be served through the cloud.
- System Center Configuration Manager (SCCM) has been deployed with the Software Center which provides staff the ability to load software to their own District-issued device on their own. We are in the process of transitioning all software to the Software Center.
- Application Virtualization is being considered as an alternative option to providing software to staff and students. This will provide an easier and more manageable way to deploy software.
- The Self Configurator enables staff to configure their own newly issued computers by simply entering their user names at the start up screen. Our next consideration is to provide staff the ability to remotely re-image their own laptops.
- Borderless Networking is being evaluated as a method to provide application access from outside the District. These technologies are new and could be in place over the next couple of years.
- SPS has just purchased LanSchool which not only provides a means for teachers to view the activity of the student computers in their class but also provides classroom management tools.
- SPS is currently evaluating I.P.T.V. solutions that will enable all schools to view live television events, stream live events within the District via digital camera, create signage and more.
- SPS is preparing to upgrade our Exchange Servers to Exchange 2013 and is preparing to deploy Office 365 for student email and Microsoft Office web applications.
- A Mobile Device Management solution has recently been deployed to manage our existing fleet of non-Windows-based devices.
- Microsoft Lync 2013 has been deployed enabling staff to video conference and instant message.
- Creation of a Self-Service Portal will make available technical documentation and instructional videos empowering the end-user to become more self-reliant in the use of hardware and software.
- All Data Center servers have been virtualized and soon will begin the process of refreshing the blade server hardware.
- Data Storage will be upgraded to include solid state storage arrays increasing our capacity and accelerating delivery speeds.
- Our network core in the Data Center is constantly evaluated and upgrade when possible. We are currently preparing to upgrade our core in preparation for adding a second head-end that will add capacity and provide the ability to load balance our applications.

District-Classroom Standard

The district standard is to provide 10/100/1000MB switched 802.11 Wireless connectivity to each classroom. This standard is met in all networked buildings.

Note: It is the policy of the district to provide the following minimum configuration in every networked classroom:

- Six(6) Student drops;
- Two(2) Teacher drops; and,
- Two (2) Spare/backup cable runs.

*In some cases our ability to meet this minimum configuration is limited by the age of our facilities and inadequate electrical capacity.

Increasingly the District is exploring the implementation of dense wireless networks in school buildings to support the ubiquitous use of mobile technologies in the classroom. As we plan for the deployment of dense wireless, toward the goal of a one-to-one student to device ratio, we are anticipating the need to change our minimum configurations. In a school with a dense wireless network, we expect to need a standard configuration of five (5) student drops for bandwidth intensive applications, three (3) teacher drops to support computer, printer, and VOIP phone, and one (1) drop in the ceiling to support a wireless access point.

E-Rate Program

E-Rate is a program of the Federal Communications Commission (administered by the Schools and Libraries Division of the Universal Service Administrative Company) that provides eligible K-12 public schools and libraries 20% to 90% discounts on approved telecommunications, Internet access, and internal connections costs.

Springfield Public Schools plans to apply for the following E-Rate applications every fiscal year based on the District' needs: Internal Connections, Basic Maintenance of Internal Connections, ISP/WAN, Frame Relay and Telephony (Local, Long Distance, and Cellular).

Security

Due to the nature of the topic, details cannot be published in a public document. However, Hardware, Software, Data, and Network Connectivity Security have been and will continue to be primary concerns of Springfield Public Schools. The details, however, must remain on a "Need-To-Know" basis.

Disaster Recovery

Springfield Public Schools do not currently have a single comprehensive Disaster Recovery (DR) Plan for Business Continuity in the event of catastrophic event. Please recognize that when it comes to protecting Springfield Public School's data, a data backup plan is not the same as an IT disaster recovery plan. Here are a few examples of how the two plans differ:

Data backup plan

1. Encompasses issues such as the frequency of backups, what to backup and how long to keep backed-up data.
2. Include an onsite and offsite storage strategy.

IT disaster recovery plan

1. Involves the continuity of the business and the steps involved to fully restore its operational capabilities.
2. Takes into consideration the length of time the district's IT systems can afford to be down, and designs a recovery plan to match that determination. The most robust plan would allow for near instantaneous recall, which would encompass setting up a secondary data center complete with servers, networking capabilities and tape and disk storage.

The Springfield Public Schools' (SPS) Data Lifecycle Management Plan (DLM), administered by The Office of Information, Technology, and Accountability (OITA), was designed to meet the district's data backup, archiving, and restoration needs.

The DLM is a 3-part strategy that has been accomplished through the purchase and installation of a multi-tiered storage area network and an integrated solution for fast disk-based backups and recoveries including file and email archival agents.

Access to the Internet Outside the School Day

The district is very proud of its website that provides both informational and instructional information for all stakeholder groups, including but not limited to, parents, staff, students, and the community. All departments and schools are encouraged to have a webpage detailing information about their work.

The district works with community groups to ensure that students and staff have access to the Internet outside of the school day. Our website includes a list of places where students and staff can access the Internet after school hours.

Four-Year Goals

- Achieve a ratio of one mobile computing device per student and develop the necessary procedures to manage and support the distribution of one device to every student in the District including take home use of devices.
- Provide a computing device (portable in most cases) to every staff member in the District.
- Implement a regular hardware refresh/replacement cycle allowing student and staff computing devices to be replaced on a regular schedule of every three to five years (depending on budget).
- Explore, identify, and implement the most efficient way of procuring computing devices to ensure availability and regular replacement.

- Provide robust help desk support to all SPS staff and students, closing 85 percent of help desk tickets within 72 hours.
- Develop procedures for and implement student emails accounts for all SPS students (grades 4-12), facilitating communication between students and teachers.
- Support the server and network needs of all software and applications adopted by the District.
- Maintain and expand the District's network infrastructure to provide the necessary bandwidth and management to meet the needs of digital teaching and learning and next generation online assessments (PARCC).
- Expand the wireless infrastructure in all schools until every school can support at minimum the active use of one wireless device per staff member and student simultaneously.
- Through regular infrastructure refreshment, continuously maintain and update the District's data center(s) to ensure that hardware is supported and applications are current.
- Provide, expand, and make more efficient opportunities for various means of digital and voice communication.
- Provide adequate electronic storage space to all staff and students that is available both on and off the District network.

Project Management

OITA's project management team is responsible for supporting the successful implementation of OITA and District initiatives through the use of best practices in project management. The project management team oversees the continual refinement of the District-wide project portfolio which is reviewed monthly by the Superintendent's Cabinet.

During the 2013-2014 school year, the PM team oversaw the implementation of Liquid Planner as the project management tool for the OITA department. The system allows consistent tracking of a portfolio that averages about 80 projects at any one time and hundreds of tasks. The use of this tool will be slowly expanded to other departments as resources and demand dictates.

Four-Year Goals

- Implement and maintain a project management solution for the consistent management of Office of Information, Technology, and Accountability projects.
- Ensure that new projects proposed for SPS are properly reviewed and approved by District leadership prior to implementation through a consistent process.
- Develop the District's internal project management capability (cross-departmental) and ensure that projects are properly tracked and monitored through to completion.

APPENDICES

I. E-Rate Program Plan

E-RATE Round 10 (2007-2008), Springfield Public Schools has completed:

- 2 New LAN Applications
 - FOREST PARK MIDDLE SCHOOL
 - BALLIET ELEM SCHOOL
- 6 LAN Upgrades
 - H.S. OF COMMERCE
 - CHESTNUT ACCELERATED MIDDLE SCHOOL
 - VAN SICKLE MIDDLE SCHOOL (VSMS & SELS)
 - BROOKINGS K-8 SCHOOL
 - BOLAND ELEM SCHOOL
 - MILTON BRADLEY ELEM SCHOOL

E-RATE Round 11 (2008-2009), Springfield Public Schools has completed:

- 9 LAN Upgrades
 - H.S. OF SCIENCE & TECHNOLOGY
 - DUGGAN MIDDLE SCHOOL
 - EDWARD P. BOLAND ELEMENTARY SCHOOL
 - HARRIS ELEMENTARY SCHOOL
 - KENNEDY MIDDLE SCHOOL
 - KILEY MIDDLE SCHOOL
 - LIBERTY ELEMENTARY SCHOOL
 - SPRINGFIELD CENTRAL HIGH SCHOOL
 - VAN SICKLE SCHOOL

E-RATE Round 12 (2009-2010), Springfield Public Schools has completed:

- Re-submitted 9 pending LAN Upgrades
- 1 New LAN Application
 - SAFE ACADEMY ELEMENTARY
- 4 LAN Upgrades
 - REBECCA JOHNSON SCHOOL
 - LINCOLN ELEMENTARY SCHOOL
 - FREEDMAN ELEMENTARY SCHOOL
 - SPS DATA CENTER

E-RATE Round 13 (2010-2011), Springfield Public Schools has completed:

- Re-submitted 1 LAN Internal Connection Upgrade
 - SAFE ACADEMY ELEMENTARY
- Upgrade our email server to Exchange 2010
- 4 LAN Upgrades
 - SUMNER AVENUE SCHOOL
 - GERMAN GERENA COMMUNITY SCHOOL
 - HOMER STREET SCHOOL

- INDIAN ORCHARD ELEMENTARY SCHOOL

E-RATE Round 14 (2011-2012), Springfield Public Schools has completed:

- 8 LAN Upgrades
 - ALFRED M. GLICKMAN SCHOOL
 - ALICE B. BEAL SCHOOL
 - ARTHUR T. TALMADGE SCHOOL
 - DANIEL B. BRUNTON SCHOOL
 - KENSINGTON AVENUE SCHOOL
 - MARY M. WALSH SCHOOL
 - WHITE STREET SCHOOL
 - WILLIAM N. DEBERRY SCHOOL
- 1 New LAN Application
 - Springfield Public Schools will evaluate, apply and implement Internal Connections (Data, Video & Voice) consistent/compatible with existing schools and the goals of the district at the new Roger L. Putnam Vocational-Technical High School

E-RATE Round 15 (2012-2013), Springfield Public Schools has completed:

- 12 LAN Upgrades
 - BRIGHTWOOD SCHOOL
 - GLENWOOD SCHOOL
 - HIRAM L. DORMAN SCHOOL
 - MARGARET C. ELLS SCHOOL
 - MARY A. DRYDEN VETERANS MEMORIAL SCHOOL
 - MARY M. LYNCH SCHOOL
 - MARY O. POTTENGER SCHOOL
 - SAMUEL BOWLES SCHOOL
 - SOUTH END MIDDLE SCHOOL
 - THOMAS M. BALLIET SCHOOL
 - WARNER SCHOOL
 - WASHINGTON SCHOOL
- 1 New LAN Application
 - Springfield Public Schools will evaluate, apply and implement Internal Connections (Data, Video & Voice) consistent/compatible with existing schools and the goals of the district at the newly renovated Forest Park Middle School. When complete, Forest Park Middle School will be have a state-of-the-art network consisting of gigabyte data speeds to the desktop, wall to wall wireless and a digital video streaming system.

E-RATE Round 16 (2013-2014), Springfield Public Schools applied for:

- 5 LAN Upgrades
 - CENTRAL SCHOOL - Denied
 - COMMERCE SCHOOL - Denied

- CHESTNUT SCHOOL - Denied
- VAN SICKLE SCHOOL - Denied
- MILTON BRADLEY SCHOOL - Denied
- Application virtualization
- Expanded internet bandwidth
- Expanded WAN bandwidth
- Hosted web services

E-RATE Round 17 (2014-2015), Springfield Public Schools has applied for:

- LAN Upgrades
 - JOHN J. DUGGAN MIDDLE SCHOOL
 - EDWARD P. BOLAND SCHOOL
 - CHESTNUT ACCELERATED MIDDLE SCHOOL
 - HIGH SCHOOL OF COMMERCE
 - FRANK H. FREEDMAN SCHOOL
 - GERMAN GERENA COMMUNITY SCHOOL
 - FREDERICK HARRIS SCHOOL
 - HOMER STREET SCHOOL
 - INDIAN ORCHARD ELEMENTARY SCHOOL
 - REBECCA JOHNSON SCHOOL
 - JOHN F. KENNEDY MIDDLE SCHOOL
 - M. MARCUS KILEY MIDDLE SCHOOL
 - LIBERTY SCHOOL
 - LINCOLN SCHOOL
 - SPRINGFIELD HIGH SCHOOL OF SCIENCE & TECHNOLOGY
 - STEM MIDDLE ACADEMY
 - SUMNER AVENUE SCHOOL
 - ELIAS BROOKINGS SCHOOL
 - SPRINGFIELD CENTRAL HIGH SCHOOL
 - VAN SICKLE MIDDLE SCHOOL
 - MILTON BRADLEY SCHOOL
 - SPRINGFIELD PUBLIC DAY ELEMENTARY SCHOOL
 - SPRINGFIELD PUBLIC DAY MIDDLE SCHOOL
 - SPRINGFIELD PUBLIC DAY HIGH SCHOOL
 - DATA CENTER
- Expanded internet bandwidth
- Expanded WAN bandwidth
- Telephony (Local, Long Distance and Cellular)

E-RATE Round 18 (2015-2016), Springfield Public Schools will evaluate:

- Additional schools for Wireless/LAN Upgrades
- Application virtualization
- Expanded internet bandwidth
- Expanded WAN bandwidth

- Voice over IP
- Hosted web services

II. Technology Plans and Policies

Data Management Plan

Acceptable Use Policy – Student

Acceptable Use Policy – Staff

Student Email Policy

Email Archiving Policy

Staff Computer Replacement Policy

Student Computer Replacement Policy

Data Management Plan

Springfield Public Schools
The Office of Information, Technology, and Accountability
2009-2010
Data Lifecycle Management Plan

The Springfield Public Schools' (SPS) Data Lifecycle Management Plan (DLM), administered by The Office of Information, Technology, and Accountability (OITA), was designed to meet the district's data backup, archiving, and restoration needs.

The DLM is a 3-part strategy that has been accomplished through the purchase and installation of a multi-tiered storage area network and an integrated solution for fast disk-based backups and recoveries including file and email archival agents.

Part 1: Storage Area Network (SAN)

The district's SAN utilizes a "Tiered Storage Approach" strategy to ensure both reliability and cost-effectiveness. This strategy consists of three levels of storage which range from high to low speed, allowing the OITA department to consider both price and performance to choose the most cost-effective yet effective media for the specific task at hand.

The district has implemented a system which is capable of storing up to 45 terabytes of data, ensuring that our data storage needs will be taken care of for several years to come.

Tier One consists of a High Speed Fiber Channel, made up of an EMC Celerra NS-120 with 45 15K rpm Serial Attached SCSI (SAS) drives. The EMC Celerra NS-120 is an affordable unified storage system that scales to 120 drives. The SPS Celerra NS-120 is connected to multiple storage networks via network-attached storage (NAS). This tier is used for data access and retrieval that requires high performance such as databases.

Tier Two utilizes Fiber Channel Serial Advanced Technology Attachment (SATA) storage. This tier is not as fast as tier one storage, but features an appropriate speed for less demanding data access and retrieval. Tier two storage also uses the EMC NS-120, as well as an EMC CX700. This tier is used for data consolidation, shared data, and staff and student data storage.

Tier Three, the slowest of the three tiers, consists of a Dell PowerVault MD1000 direct attached storage solution, which offers 15 3.5 inch drives in just 3 units of rack space and enables mixing SAS and SATA drives in a single enclosure. This tier is used for disk-based backup for the district. Even though this tier is the slowest of the three, it is still much faster than even the fastest tape drive.

Part 2: Backup

Utilizing this multi-tiered SAN and the Dell™ PowerVault™ DL2100 powered by CommVault®, SPS backups its data to disk array during the day, to take advantage of the high speed backup

that disk permits, and to decrease workload on the system at the time when most users are working. Then in the evening, while use of the system is minimal, the backup is transferred to tape. Backup to tape is much slower than backup to disk, but we are able to complete the transfer from disk backup to tape backup with no problem.

Every weekend, a Full Backup is done, and each day a daily Differential Backup is completed. A differential backup backs up only the files that have changed since the last full backup. This saves both time and disk space (and allows for faster speed restores than Incremental Backups). The PowerVault DL2100 Powered by CommVault also has a built-in compression and deduplication capability that stores blocks only once, eliminating redundant segments across consolidated backup sets.

As of March 2010, SPS backs up approximately 10 terabytes of data each weekend.

Part 3: Disaster Recovery

The final step to be implemented in our DLM Plan is Disaster Recovery (DR). As of March 2010, SPS is evaluating two possible DR solutions, 1) Bit-Based Replication to equipment housed offsite, and 2) an offsite tape storage solution. Bit-Based Replication utilizes the “Bit Backup” method, and will be able to backup to an offsite storage facility. The Bit-Based Replication model would be costly, as it involves utilizing hardware at a remote site. The offsite tape storage solution could be much less expensive, particularly if another school system or trusted partner can be found to store our tapes at their site, possibly in return for storing their tapes at our site. We will conduct a cost-benefit analysis to determine the solution that best meets our needs and our budget.

Acceptable Use Policy – Student

Computer, Network, Internet and Web Page Acceptable Use Policy for the Students of the Springfield Public Schools

The Springfield Public Schools computer and information technology resources, which includes World Wide Web access and electronic mail capability, exists solely for educational purposes which are defined as classroom activities, research projects directly related to class assignments, and career and professional development of an educational nature. As used in this document, the term “computer and information technology resources” refers to all computer and information technology systems and accessories. These include, but are not limited to, the local area networks, wide area network, the Internet connection and World Wide Web, electronic mail, computers, printers, servers, access to research databases and services, other communications equipment or peripherals, software programs and data.

The Internet is a worldwide network of interconnected computers that allows users to share information with one another. The Internet also provides an opportunity for users to communicate with each other, no matter how far apart they are geographically. Because of its enormous size, the Internet provides an almost limitless amount of information that can be put to great educational purposes. However, with such great potential for education also comes the potential for posting or retrieval, intentionally or unintentionally, of inappropriate or harmful material. It is the purpose of these guidelines to assist all students and members of the Springfield Public Schools to use the SPS computer and information technology resources safely and appropriately.

The computer and information technology resources are not to be considered a resource intended for use as a public forum or for any purpose that is not directly related to the delivery of educational services. The Springfield Public Schools will make every reasonable effort to minimize the risk that students will encounter objectionable material on the Internet. However, there is no absolute guarantee that this will not happen.

Members of the Springfield Public Schools community are responsible for good behavior on school computer and information technology resources just as they are in classrooms or school hallways. Communications on computer and information technology resources may reach larger audiences than face-to-face conversations or telephone discussions. General school rules for behavior and communication apply.

Users are expected to abide by the generally accepted rules of network etiquette which include, but are not limited to:

- a) Be polite. Use appropriate, non-abrasive language.
- b) Do not reveal personal information such as last names, addresses, phone numbers, photos, etc. that could identify the user or other students or staff.
- c) Do not use the network in such a way as to disrupt its use by others.

- d) Do not make defamatory remarks, sexual or racial slurs, or use obscene or profane language.
- e) Passwords should not be revealed or shared with anyone.

The Springfield Public Schools believes that the benefits to students from access to information resources, and the opportunity for collaboration available through the Internet exceed the potential disadvantages. Families should be aware that Springfield Public Schools intends to incorporate network use and Internet access in the schools according to grade level as follows:

A. Grade Kindergarten through two: Students at these levels will not have individual computer network passwords or e-mail accounts (unless the Superintendent or his/her designee approves). During school time, teachers of students in grades K-2 will guide them toward appropriate materials. Web/Internet access at these grade levels will be limited to teacher-directed and teacher-demonstrated use. Students will not be conducting independent research on the Web/Internet, nor will they be sending or receiving electronic mail independently.

B. Grades three through five: Students in grades three through five may have individual passwords. Students at these grade levels will have the opportunity to conduct research via the Web/Internet in the classroom and during directly supervised instruction, participate in class electronic mail sent to subject experts.

C. Grade six through twelve: Students in grades six through twelve may be given individual access passwords and may have the opportunity to access the Web/Internet and may receive individual email accounts. Students will have the opportunity to access the Internet, participate in on-line course work, and conduct independent, self-directed research, both during classroom instruction and outside of classroom instruction.

For students to be permitted to gain independent access to the Internet they must agree to and abide by the rules set out below. For students under 18, parent/guardian must provide written permission forms before students will be permitted to gain independent access to the web or individual e-mail accounts, if any. If the Springfield Public Schools does not receive a signed user agreement and, if applicable, a signed parental permission form, students will not gain independent access to the web or individual e-mail accounts, but they may still have exposure to the Internet during classroom instruction or library research exercises.

The Springfield Public Schools will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. However, there is no absolute guarantee that this will not happen. The Springfield Public Schools intends to utilize any blocking or filtering safeguards required by The Children's Internet Protection Act (CIPA), which address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school or library that receives funding support for Internet access or internal connections from the "E-rate" program. With these measures, in addition to user education, implementation of this policy and grade-appropriate supervision, the Springfield Public Schools believes that the Internet can be used safely to enhance the delivery of educational services.

The following rules apply to the use of the Springfield Public Schools computer and information technology resources:

1. SPS computer and information technology resource access is a PRIVILEGE, not a right. The use of the SPS computer and information technology resources must be consistent with, and directly related to the educational objectives of the Springfield Public Schools. A violation of the terms of this Acceptable Use Policy may result in suspension or termination of access privileges, including but not limited to, Internet, computer network and/or e-mail privileges and may also result in other disciplinary action consistent with the disciplinary policies of the Springfield Public Schools, including its Code of Conduct, and/or prosecution under applicable state and federal laws. Users should also be aware that violation of these rules that constitutes a crime will be reported to the proper authorities and may also result in criminal prosecution.

2. Violations of Acceptable Use Policy include, but are not limited to, the following conduct:

- a. Placing unlawful and/or inappropriate information on any system belonging to the Springfield Public Schools.
- b. Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing, or otherwise objectionable or criminal language in a public or private message.
- c. Sending messages or posting information that would likely result in the loss of a recipient's work or system.
- d. Sending "chain letters" or "Non-SPS broadcast" messages to lists or individuals.
- e. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
- f. Using the SPS computer and information technology resources in a manner that would violate any U.S. or state law. This includes, but is not limited to, copyrighted materials, threatening material, and spreading of computer viruses, trojans or spam.
- g. Accessing or transmitting materials that are obscene, sexually explicit, or accessing any prohibited sites on the Internet.
- h. Revealing one's own personal address or telephone number or other personal information.
- i. Revealing ones' password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer and information technology resources.
- j. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override or to encourage others to override any firewalls or filters established on the network.
- k. Attempting to harm, modify, or destroy data of another user.
- l. Exhibiting any other action whatsoever which would in any way subject the user or the Springfield Public Schools to any civil or criminal action.
- m. Discussing highly sensitive or confidential school department information in email communication.

- n. Sending identifiable confidential student or employee data through email.
- o. Using the Springfield Public Schools technology to buy, sell, or advertise anything not directly related to Springfield Public Schools work/activities.
- p. Accessing discussion groups or “chat rooms” or engaging in any other form of online conversation or communication whose primary purpose is not educational or Springfield Public Schools related.
- q. Using the Springfield Public Schools computer and information technology resources work for gambling.
- r. Using the Springfield Public Schools computer and information technology resources for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
- s. Failing to log off the computer network at the conclusion of a work session or at the request of system administrators.
- t. Installing software or data on computer and information technology resources without the permission of the Technology Operations Director.

Note: The above rules apply to current and developing WEB 2.0, including but not limited to, social networking resources such as Blogging, Podcasting, etc. Students, who “publish” on the Internet for school related projects must inform, and involve a content sponsoring teacher.

3. The Springfield Public Schools assumes no responsibilities for:
 - a. Any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges, and/or equipment or line costs.
 - b. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
 - c. Any cost liability or damages caused by a user’s violation of these guidelines.
 - d. Any information or materials that are transferred through the network.
 - e. Any other inappropriate use of electronic resources of the Springfield Public Schools.
4. The Springfield Public Schools makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The Springfield Public Schools shall not be liable for any loss or corruption of data resulting while using the network.
5. All documents and resources created on this system are the Intellectual Property of the Springfield Public Schools.
6. No Expectation of Privacy. All messages and information created, sent, or retrieved on an SPS computer or network are the property of the Springfield Public Schools. Electronic mail messages and other use of electronic resources by students and staff, including accessing web pages, should not be considered confidential. Copies of all information created sent, or retrieved are stored on the computer network’s back-up and archive files. While the Springfield Public Schools does not plan to review cached files or back-up files on a regular basis, it reserves the right to access them as it deems necessary and appropriate in the ordinary course of its business, for purposes including but not limited to, ensuring proper use of resources and conducting routine network maintenance. By the utilizing in the schools district’s computer network, users are indicating their consent to such monitoring and access. Where appropriate,

communications including text, audio, video and images may be disclosed to law enforcement in response to proper requests, or to other third parties in the context of proper requests in the course of litigation without prior consent of the sender or receiver.

7. The Springfield Public Schools prohibits illegal distribution (otherwise known as pirating) of software. Any users caught transferring such files through the network, or whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense that is punishable by a fine or imprisonment.

8. If a user finds materials that are inappropriate while using the Springfield Public Schools computer and information technology resources s/he will refrain from downloading this material and shall not identify or share the material. It should be understood that the transfer of certain kinds of materials is illegal and punishable by fine or imprisonment.

9. Should a user, while using the Springfield Public Schools computer and information technology resources, encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of the Springfield Public School, that user is obligated to report his/her discovery of such materials to a teacher or to his/her principal.

10. The Springfield Public Schools administration reserves the right to amend this policy at any time without prior notice.

11. The Springfield Public Schools reserves its rights to seek restitution from any user for costs incurred by the district, including legal fees, due to such user's inappropriate use of electronic resources or vandalism.

Web Page

The Springfield Public Schools ("SPS") has established a district-wide webpage that links users to web pages for the district's individual schools. SPS maintains these web pages for educational purposes only, in furtherance of the educational mission of the SPS. All published pages and corresponding links to other sites must relate to SPS's educational mission.

Supervision and Approval of Web Pages

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the SPS's web pages and maintaining the web pages in a manner consistent with this policy and the SPS's Internet Acceptable Use Policy (attached). The Webmaster will work with staff to make sure all links from the SPS web pages to other sites on the Internet are appropriate. District and school staff must ensure that the links are related to SPS's educational mission.

Staff members may publish web pages related to their professional projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web

pages as part of the SPS web site. Any evidence of such action by the staff may result in formal disciplinary actions by the SPS.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork) may be published on the SPS web pages, as detailed below.

Content Standards

All web page materials are expected to be accurate, grammatically correct, and free of spelling errors. Student work may deviate from this standard if there is acknowledgment of the developmental stage of the student(s). Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

Safety Precautions

In general, identifying information about students, such as first and last names, personal phone numbers, or home addresses, will not be published without the written consent of the student's parent or guardian.

Student photographs, identifying information and work:

- Student photographs, accompanied by first and/or last name, may be published only with the written consent of the student and the student's parent or guardian.
- Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, accompanied by first and/or last name, may be published only with the written consent of the student's parent or guardian.

Staff photographs, identifying information and work:

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- A staff member's home phone number and address will not be published on the SPS web pages.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the staff member's written consent.

The Springfield Public Schools makes no warranties of any kind, whether express or implied, for the services it is providing. The Springfield Public Schools will not be responsible for any damage you suffer including but not limited to loss of data, interruption of service, delays, non-deliveries, or mis-deliveries caused by any reason.

The Springfield Public Schools is not responsible for the accuracy or quality of the information obtained through or stored on the network, and use of any such information is at your own risk. The Springfield Public Schools will not be responsible for financial obligations arising through the use of the network.

Parent and student will complete a signature page from the Parent and Student Handbook, indicating that they have read, understand and that the parent has explained the policy to their child. This signature will be kept at the school.

Acceptable Use Policy – Staff

Computer, Network, Internet and Web Page Acceptable Use Policy for the Employees of the Springfield Public Schools

The Springfield Public Schools (“SPS”) computer and information technology resources exist solely for educational and administrative purposes, which are defined as classroom and administrative office activities, and career and professional development of an educational nature. As used in this document, the term “computer and information technology resources” refers to all computer and information technology systems and accessories. These include, but are not limited to, the local area networks, wide area network, the Internet connection and World Wide Web, electronic mail, computers, printers, servers, access to research databases and services, other communications equipment or peripherals, software programs and data.

SPS intends to utilize the computer and information technology resources to fulfill its ultimate goal of preparing students for success in life and work in the 21st Century. To this end, the computer and information technology resources will be used to facilitate communication between and among students, staff, and parents/guardians; enhance productivity; assist staff members in upgrading and acquiring skills through a broader exchange of information; and to provide information to the community, including parents/guardians, government, and community agencies and businesses.

The computer and information technology resources are not to be considered a resource intended for use as a public forum or for any non-SPS business or non SPS-sponsored purpose that is not directly related to the delivery of educational services.

SPS owns and operates its own Microsoft Exchange Server and provides a free email account to all educational and clerical staff. This is the only email service supported by S.P.S. and all S.P.S. business should be conducted through this email service. In addition, the SPS has established a district-wide web page that links users to web pages for the district's individual schools. SPS maintains these web pages for educational purposes only, in furtherance of the educational mission of the SPS. All published pages and corresponding links to other sites must relate to SPS's educational mission.

Users are expected to abide by the generally accepted rules of network etiquette which include, but are not limited to:

- a) Be polite. Use appropriate, non-abrasive language.
- b) Do not reveal personal information such as last names, addresses, phone numbers, photos, etc. that could identify the user or other students or staff.
- c) Do not use the network in such a way as to disrupt its use by others.
- d) Do not make defamatory remarks, sexual or racial slurs, or use obscene or profane language.
- e) Passwords should not be revealed or shared with anyone.

The following rules apply to the use of the SPS computer and information technology resources.

1. SPS computer and information technology resource access is a PRIVILEGE, not a right. The use of the SPS computer and information technology resources must be consistent with, and directly related to the educational objectives of the SPS. A violation of the terms of this Acceptable Use Policy may result in suspension or termination of access privileges and may also result in disciplinary action consistent with the disciplinary policies of the Springfield Public Schools and the applicable provisions of any governing collective bargaining agreement. Users should be aware that if a violation of these rules constitutes a crime, then that violation will also be reported to the proper authorities and may result in criminal prosecution.

2. Violations of Acceptable Use Policy include, but are not limited to, the following conduct:

- a. Placing unlawful and/or inappropriate information on any system belonging to the SPS.
- b. Connecting, posting, downloading or using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing, or otherwise objectionable or criminal language or material.
- c. Sending messages or posting information that would likely result in the loss of a recipient's work or system.
- d. Sending "chain letters" or "Non-SPS broadcast" messages to lists or individuals.
- e. Participating in other types of use which would cause congestion of the network or interfere with the work of others.
- f. Using the computer and information technology resources in a manner that could violate any federal, state or local law or any SPS policy. This includes, but is not limited to, copyrighted materials, threatening material, and spreading of computer viruses, trojans or spam.
- g. Accessing or transmitting materials that are obscene, sexually explicit, or accessing any prohibited sites on the Internet.
- h. Revealing ones' password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer and information technology resources.
- i. Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override or to encourage others to override any firewalls or filters established on the network, or accessing another's e-mail without authorization.
- j. Attempting to harm, modify, or destroy data of another user.
- k. Exhibiting any other action whatsoever which would in any way subject the user or the SPS to any civil or criminal action.
- l. Discussing highly sensitive or confidential school department information in email communication.
- m. Sending identifiable confidential student or employee data through email.

- n. Using the SPS technology to buy, sell, or advertise anything not directly related to SPS work/activities.
- o. Accessing discussion groups or “chat rooms” or engaging in any other form of online conversation or communication whose primary purpose is not educational or SPS related.
- p. Using the SPS technology network for gambling.
- q. Using the SPS technology network for political campaigning purposes, including attempts to influence ballot questions or to promote or oppose a candidate for public office.
- r. Failing to log off the computer network at the conclusion of a work session or at the request of system administrators.
- s. Installing software or data without the permission of the Technology Operations Director.
- t. Harassment of any kind is prohibited. No message with derogatory or inflammatory remarks about an individual or group’s race, age, religion, national origin, physical attributes or sexual preferences will be transmitted.

Note: The above rules apply to current and developing WEB 2.0 tools, including but not limited to, social networking resources such as Blogging, Podcasting, etc.

Additionally, use of Springfield Public School’s systems to engage in utilization of WEB 2.0 tools is acceptable provided it:

- is done for educational purposes in a professional and responsible manner,
- does not otherwise violate Springfield Public School’s policy,
- is not detrimental to Springfield Public School’s best interests, and
- does not interfere with an employee's regular work duties.

Utilization of WEB 2.0 tools from Springfield Public School’s systems is subject to monitoring.

- Employees shall not engage in any utilization of WEB 2.0 or any other tools that may harm or tarnish the image, reputation and/or goodwill of SPS and/or any of its employees. Employees are also prohibited from making any discriminatory, disparaging, defamatory or harassing comments when utilizing WEB 2.0 tools or otherwise engaging in any conduct prohibited by Springfield Public School’s Non-Discrimination and Anti-Harassment policy.
- Employees may not attribute personal statements, opinions or beliefs to SPS when engaged in utilization of WEB 2.0 or other tech tools. If an employee is expressing his or her beliefs and/or opinions, the employee may not, expressly or implicitly, represent him/herself as an employee or representative of SPS. Employees assume any and all risk associated with utilization of WEB 2.0 tools without the written permission of the SPS Superintendent of schools.

- Apart from following all laws pertaining to the handling and disclosure of copyrighted or export controlled materials, Springfield Public School's trademarks, logos and any other SPS intellectual property also may not be used in connection with any utilization of WEB 2.0 tools.
3. Except as otherwise provided in an applicable collective bargaining agreement, the SPS assumes no responsibilities or liabilities for:
 - a. Any unauthorized charges or fees, including telephone charges, long distance charges, per minute surcharges, and/or equipment or line costs.
 - b. Any financial obligations arising out of unauthorized use of the system for the purchase of products or services.
 - c. Any cost liability or damages caused by a user's violation of these guidelines.
 - d. Any information or materials that are transferred though the network.
 - e. Any other inappropriate use of electronic resources of the SPS.
 4. The SPS makes no guarantee, implied or otherwise, regarding the reliability of the data connection. The SPS shall not be liable for any loss or corruption of data while using the network.
 5. All documents and resources created on this system are the Intellectual Property of the SPS.
 6. No Expectation of Privacy. All messages and information created, sent, or retrieved on an SPS computer or network are the property of the SPS. Electronic mail messages and other use of electronic resources by students and staff, including accessing web pages, should not be considered confidential. Copies of all information created, sent, or retrieved are stored on the computer network's back-up and archive files. Under the Massachusetts Public Records Law, electronic mail transmissions and other uses of electronic resources by SPS employees may be considered public records While the SPS does not plan to review cached files or back-up files on a regular basis, it reserves the right to access them as it deems necessary and appropriate in the ordinary course of its business, for purposes including but not limited to ensuring proper use of resources, and conducting routine network maintenance. By utilizing the schools district's computer and information technology resources such as electronic mail and other electronic communications, users are indicating their consent to such monitoring and access. Where appropriate, communications including text, audio, video, and images may be disclosed to law enforcement in response to proper requests, or to other third parties in the context of proper requests in the course of litigation without prior consent of the sender or receiver or pursuant to other legal requirements, including but not limited to public records requests or informational requests under M.G.L. ch. 150E.
 7. E-mail and record preservation - E-mail created or received by an employee of a government unit may constitute a public record and therefore may be subject to public access through the Public Records Law. The Supervisor of Public Records has defined Email as "messages created and received on an electronic mail system." The E-mail messages may be text or word processing documents, spreadsheets or any other data compilations transmitted through the network. A determination as to whether an E-mail message is exempt from disclosure depends upon the content of the message. Additionally, E-mail messages may be discoverable in litigation and may be admissible.

Like all electronically created and stored records, E-mail is subject to the rules of evidence and a judge will rule on its admissibility.

8. E-mail retention-E-mail records are subject to the same rules regarding record retention and disposition as are paper records. The value and treatment of each E-mail message must be determined individually and records retention schedules applied accordingly. All documents requiring preservation should be printed and stored in the appropriate case or subject matter file and subsequently deleted from the computer system. Storing electronic files or messages on a computer hard drive or floppy disk is not considered an adequate means of long term record preservation. See Supervisor of Public Records Bulletin No. 1-99 and School Department Records Disposal Schedule 20-84 for specific information and requirements.

(<http://www.sec.state.ma.us/arc/arcrmu/rmuidx.htm>

<http://www.sec.state.ma.us/arc/arcrmu/rmubul/bulidx.htm>

<http://www.sec.state.ma.us/arc/arcrmu/rmubul/bul199.htm>

<http://www.sec.state.ma.us/arc/arcrmu/rmurds/schooldept20-84.doc>)

9. SPS is not responsible for material viewed or downloaded by users from the Internet. The Internet contains millions of pages of information. You are cautioned that many of these pages include offensive, sexually explicit, and inappropriate content. In general, it is difficult to avoid at least some contact with this material while using the Internet since even innocuous search requests may lead to sites with such content. In addition, having an e-mail address on the Internet may lead to the receipt of unsolicited e-mail containing offensive content. You access the Internet at your own risk.

10. If a user finds materials that are inappropriate while using the SPS computer and information technology resources s/he will refrain from downloading this material and shall not identify or share the material. It should be understood that the transfer of certain kinds of materials is illegal and punishable by fine or imprisonment.

11. Should a user, while using the SPS computer and information technology resources, encounter any material that s/he feels may constitute a threat against the safety of students, staff members or the property of the Springfield Public School, that user is obligated to report his/her discovery of such materials to his/her supervisor.

12. The SPS prohibits illegal distribution (otherwise known as pirating) of software. Any users caught transferring such files though the network or whose accounts are found to contain such illegal files shall immediately have their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense that is punishable by a fine or imprisonment.

13. The SPS reserves its rights to seek restitution from any user for costs incurred by the district, including legal fees, due to such user's inappropriate use of electronic resources.

14. The SPS administration reserves the right to amend this policy at any time without prior notice.

Student Email Policy

Student Email Policy

Purpose of Policy

The focus of using technology as learning tools in Springfield Public Schools (“SPS”) is to prepare students for their future, a world of digital technology and information. As we prepare our students to succeed in the twenty-first century, excellence in education requires that technology is seamlessly integrated throughout the educational program. SPS strongly believes in the power of technology to transform learning.

Email has become a prominent form of communication and is an efficient means of communicating and sharing documents. To further the use of technology as a learning tool, the SPS may provide email accounts to eligible SPS students in fourth and fifth grades in elementary school and in middle and high schools for purposes of communicating with teachers and other students on topics relevant to their education. Every email message sent from an SPS account carries the SPS name. This policy governs the distribution and use of student email accounts. This policy will be distributed to and reviewed with students. Students using the SPS email system must comply with the Acceptable Use Policy which governs all online behavior.

Provision of Email Accounts

The Chief Information Officer, or designee, may authorize the creation and use of student email accounts subject to the following restrictions.

- 1) Accounts will be managed by the Office of Information, Technology, and Accountability;
- 2) The email network will be closed, allowing students only to email their teachers and those students they have been given permission to email (others from the same classes for example);
- 3) The email network will have procedures in place designed to prevent the use of inappropriate language and cyberbullying;
- 4) When emails are enabled between students (for example at the request of the teacher of a particular class) those emails will be monitored for appropriate content; and,
- 5) Accounts will not be created for any student without receipt of a parent and student signature acknowledging receipt of these policies.
- 6) Accounts will be terminated when the individual is no longer a SPS student.

Email Account Rules

The following rules will govern the use of student email by students and violation of any of the below restrictions may result in suspension of a student email account.

- 1) All student Electronic Mail (email) accounts are property of SPS;
- 2) Emails sent or received by students are not confidential;
- 3) The primary purpose of the student email system is for students to communicate with school staff, outside resources related school assignments, and fellow students to collaborate on school activities;

- 4) Students using the Email system must comply with SPS's Acceptable Use Policy and Code of Conduct policy and misuse will result in consequences outlined in the Code of Conduct policy;
- 5) Students are expected to abide by the generally accepted rules of network etiquette which include, but are not limited to: a) Be polite, b) Use appropriate, non-abrasive language, c) Do not use the network in such a way as to disrupt its use by others, and d) Do not make defamatory remarks, sexual or racial slurs, or use obscene or profane language;
- 6) Students are responsible for messages sent from their accounts;
- 7) Student email accounts are for that student's use only and cannot be used by any other individual.
- 8) Students can not deliberately alter or attempt to conceal their true return email address, interfere or attempt to interfere with the receipt of email by another student, view another student's email, or use the email services for any type of harassment or bullying of another student.
- 9) Students are not to share their passwords;
- 10) Account User Names and Passwords will be provided to parents of students under 18 years of age so those parents can monitor the account;
- 11) Students must report any unusual activities such as "spam" communications, or any inappropriate email to his or her teacher or an administrator;
- 12) Messages posted on the district's email system cannot cause disruption to the school environment or normal and acceptable school operations;
- 13) Students should not forward any non-educational related email;
- 14) The email system cannot be used to operate a personal business or for personal gain;
- 15) Students will not identify any personal information (i.e., home telephone numbers, or home addresses) in any email correspondence;
- 16) Email from SPS's system can be checked from home or from school computers, as long as it does not disrupt the operation of the classroom or school;
- 17) System administrators will create filters to scan for and eliminate viruses;
- 18) If necessary, SPS, at its discretion, may close a student's accounts at any time;
- 19) The email account may be revoked if used inappropriately; and,
- 20) Any updates or changes to this student email policy by SPS will be in effect immediately.

Email Archiving Policy

Staff Email Archiving Policy

Purpose

The Springfield Public Schools (“SPS”) email system is a tool to facilitate daily communication between employees and to external parties relative to current business matters. The email system is not a platform for the long-term preservation of official or vital records and is not intended as a mechanism for the retention of stored records.

SPS’s Acceptable Use Policy (AUP) outlines the permissible and impermissible use of SPS email accounts, while this policy outlines the retention and disposal requirements for SPS email.

All email created or received by an SPS employee is a public record.

Email Deletion Policy

SPS employs an appliance that archives all emails sent or received by SPS email accounts. Except as provided below, emails will be kept in the District email server and archive appliance for three years. Three years from the date an email is sent or received it will be permanently deleted from the email server and archive appliance. All attachments to email messages will likewise be deleted after three years.

Emails to and from the accounts of School Committee members, the Superintendent, and members of the Superintendent’s Cabinet will be archived permanently (perpetually from the time someone becomes a member of one of these groups).

E-mail Retention Policy

SPS employees who create or receive an email must review the content of the email to determine the subject matter involved in the communication. Once the determination has been made regarding the subject matter, the SPS employee must consult the retention schedules for the City of Springfield to determine how long the email must be preserved. Once the applicable retention period has been determined, the SPS employee should print a hard copy and place it into the proper file.

These provisions should not, however, be construed to provide general authority to apply long-term retention to e-mail messages. Springfield Public Schools policy is to retain email in compliance with its record retention policies.

E-mail Related to Litigation or Government Investigation

If the content of an email message (and/or attachments) is related to actual or pending litigation or a government investigation, it may not be deleted without the express written approval of the City of Springfield Law Department. This restriction begins from the moment at which any employee *gains knowledge that litigation or a government investigation is imminently foreseeable* (even though the lawsuit or investigation has not yet officially

commenced) and continues until removed by the Law Department. The term “imminently foreseeable” is defined as the point in time at which an SPS employee initially gains knowledge that any particular record or document may or will be relevant to an actual or possible lawsuit or government investigation. Employees who violate this policy are subject to disciplinary action and/or judicial penalties imposed by courts of law

Auto Archive

Because the auto archive function within Microsoft Outlook saves old emails and attachments to a file contained on the local computer’s hard drive, the auto archive function is disabled and should not be utilized by staff of the Springfield Public Schools. Saving emails older than three years via .pst files is a violation of this email archiving and retention policy.

Staff Computer Replacement Policy

Staff Computer Replacement Policy

Purpose of Policy

Computers have become essential tools for the daily completion of job responsibilities for nearly all staff of the Springfield Public Schools. Computers also have a functional life and should be replaced when the hardware becomes a barrier rather than a help to the user. The goals of the Staff Computer Replacement Policy are to:

- 1) Assure all staff members have appropriate computer resources to efficiently carry out their job responsibilities;
- 2) Centralize resource and financial planning and forecast the funding requirements to regularly replace staff computers;
- 3) Implement minimum standards for computer equipment;
- 4) Provide for cost effective and timely purchasing and installation of new equipment; and,
- 5) Maintain all staff on the District-supported hardware and operating system standard.

Extent of the Policy

This policy only applies to the regular replacement of computers for active SPS employees. Temporary employees, such as substitutes, will not be provided with computers under this policy. In addition, this policy only applies to the regular replacement of staff computers and tablet devices and their associated peripherals including keyboards, mice, monitors, and speakers. Replacement of computing devices for students is not covered by this policy.

Maintenance of Inventory

It is the responsibility of the Chief Information Officer, or designee, to maintain an accurate inventory of all staff computers including information on the devices (make, model, year purchased, etc.) and on their use (assigned user, role of assigned user, etc.). This inventory will be continuously updated as computers are purchased, retired, or re-assigned.

At least once per year, the Chief Information Officer, or designee, will analyze the inventory to determine the number of staff computers that meet the criteria for replacement in the current year. This information will be used as the basis for the development of the appropriate budget request.

Funding

Annually, the Chief Information Officer should, for budgeting purposes, include staff computer replacement as a requested line item in the budget of the Office of Information, Technology, and Accountability. Funding for this line item shall be based on the replacement schedule defined in this policy and the current inventory of staff computer assets. Reliance on “one-time” funds to catch-up shall only be allowed after all other departmental needs have been

met. Funding for computer replacement should be centralized in the Office of Information, Technology, and Accountability.

Assignment of Devices

The Superintendent of Schools, or designee, after consultation with the School Committee, will determine what roles and job descriptions necessitate the assignment of particular technologies. This determination will be revisited annually and revised as necessary and as new technology emerges. As a general rule, mobile computers (tablets, laptops, etc.) will be issued to staff in positions that require them to work at multiple sites or work beyond normal business hours. Staff who work at one location and only during regular business hours will generally be assigned non-mobile computers (desktops for example).

Replacement Cycle

The replacement cycle for staff computer devices is based on the form factor of the device as different form factors are expected to last for different periods of time. Following is the expected replacement cycle for all staff computers.

<u>Form Factor</u>	<u>Replacement Cycle</u>
Desktop computer	Every 5 years
Laptop computer	Every 4 years
Tablet computer	Every 3 years

As technology and devices change, this replacement cycle will be reviewed by the Chief Information Officer, or designee, and revisions proposed to the School Committee.

Mid-Cycle Replacements

This policy covers the regular replacement of staff computing devices based on the typical life cycle and ordinary wear and tear experienced by these devices. Should a computer require replacement prior to the end of its lifecycle (as stipulated here) due to damage or theft, it will be the responsibility of the school or department employing the staff member to identify the necessary funds to supply a replacement. In the case of theft, the staff member shall provide proof of theft, such as a police report, prior to being provided with a replacement device. OITA is only responsible for supplying replacement computers outside the usual replacement cycle defined here due to equipment failure.

Device Standard

The Superintendent, or designee, will annually recommend to the School Committee what make and model of computers will be purchased as the District standard for staff computers. The decision will be based on cost, projected reliability, supportability, and compatibility with existing District infrastructure and equipment. Funding for the annual replacement cycle will fund the purchase of the District standard technology.

Student Computer Replacement Policy

Student Computer Standard

Purpose of Standard

Computers are increasingly becoming essential tools for instruction and student learning. As the Springfield Public Schools has moved aggressively to make data a part of everyday decision-making through the use of formative assessments and data warehousing, and as the Commonwealth of Massachusetts shifts state accountability testing to an online delivery system, both students and teachers will necessarily use computers on a daily basis. The goals of the Student Computer Standard policy are to:

- 1) Provide every school with sufficient access to computers to make computing a part of daily teaching and learning activities;
- 2) Prepare students for college and career in the 21st Century by requiring them to make use of technology to facilitate learning throughout their school experience;
- 3) Distribute computers equitably among all schools so that no school has disproportionately more or less based on their particular funding situation;
- 4) Ensure adequate quantity and quality of computers for student use for purposes of completing state-mandated assessments; and,
- 5) Build the District's student computer capacity toward achieving a one-to-one ratio of computers to students allowing all day, every day access to technology for teaching and learning.

Extent of this Policy

With new state assessments delivered entirely online coming as early as the 2014-2015 school year, the student computer standard will phase-in over a period of three school years resulting in a one-to-one student to computer ratio. This policy does not cover the policies and rules necessary for the successful implementation and maintenance of one-to-one computing. This policy only articulates the computer standards leading up to one-to-one. Devices provided under this policy are for use on school premises only and are not permitted to be taken home by students.

Student Computer Standard

There are three categories of computers covered by the Student Computer Standard as follows.

- **Intervention/Lab Desktops:** A number of District special education and regular education interventions require the establishment of computer stations that students rotate through as one part of the intervention curriculum. Prior to the implementation of one-to-one these intervention labs will remain necessary. Computer labs also are necessary, even after the implementation of one-to-one, to support particular curricular content (computer science or graphic design courses for example that may require greater computing power than the students' individually-assigned device).
- **Library Desktops:** School libraries will always need a complement of desktop computers for purposes of library catalog searches and for research needs. In a one-to-one

environment the number necessary would decline as students use their own computers to complete research.

- **Laptop Carts:** Laptops in carts will be the primarily available computers for student use and will serve all purposes other than those defined under Intervention/Lab Desktops and Library Desktops. Laptop carts with 24-units can be wheeled into a classroom for instruction, project-work, or assessments. When the District reaches one-to-one (2016-2017), the laptops can be removed from the carts and assigned to students with the carts serving as storage and charging stations overnight.

The Student Computer Standard for each item over a four-year period is as follows.

Number of Students per Device

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Intervention/Lab Desktops	15	20	40	40
Library Desktops	40 (max. 40*)	40 (max. 40*)	50 (max. 10*)	50 (max. 10*)
Laptops/Tablets (in carts)	5	3	2	1

* For Library desktops, the student-computer ratio is used to calculate number of computers, but the total number of Library desktops is capped at the max number listed.

Maintenance of Inventory

It is the responsibility of the Chief Information Officer, or designee, to maintain an accurate inventory of all student computers including information on the devices (e.g. make, model, year purchased) and on their use (e.g. intervention, lab, library, cart). This inventory will be continuously updated as computers are purchased, retired, or re-assigned.

At least once per year, the Chief Information Officer, or designee, will analyze the inventory to determine the number of student computers necessary to reach the Student Computer Standard at all schools. Once the final standard has been reached the inventory will be analyzed to determine how many computers need to be replaced. This information will be used as the basis for the development of the appropriate budget request.

Funding

Annually, the Chief Information Officer should, for budgeting purposes, include Student Computer Standard as a requested line item in the budget of the Office of Information, Technology, and Accountability. Funding for this line item shall be based on the Standard and replacement schedule defined in this policy and the current inventory of student computer assets. Reliance on “one-time” funds to catch-up shall only be allowed after all other departmental needs have been met. Funding for reaching and maintaining the Student Computer Standard should be centralized in the Office of Information, Technology, and Accountability.

Replacement Cycle

Once the Student Computer Standard has been reached, a regular replacement cycle should be followed to ensure that the Standard is maintained with computers operating effectively. Following is the expected replacement cycle for maintaining the Student Computer Standard.

<u>Form Factor</u>	<u>Replacement Cycle</u>
Intervention/Lab Desktop	Every 5 years
Library Desktop	Every 5 years
Laptop (in a cart or one-to-one)	Every 4 years

As technology and devices change, this replacement cycle will be reviewed by the Chief Information Officer, or designee and revisions proposed to the School Committee.

Mid-Cycle Replacements

Should a student computer require replacement prior to the end of its lifecycle (as stipulated here) due to damage or theft, it will be the responsibility of the school where that computer was located to identify the necessary funds to supply a replacement. In the case of theft, the school shall provide proof of theft, such as a police report, prior to providing a replacement device. OITA is only responsible for supplying replacement computers outside the usual replacement cycle defined here due to equipment failure.

Device Standard

The Superintendent, or designee, will annually determine what make and model of computers will be purchased as the District standard for student computers of each type. The decision will be based on cost, projected reliability, supportability, and compatibility with existing District infrastructure and equipment. Funding will be applied to purchasing this standard equipment. Non-standard computing equipment may be purchased by schools using their discretionary funds with the prior written consent of the Chief Information Officer or designee.