TECHNOLOGY & LIBRARY

UPDATE

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Respectfully submitted to the
School Committee of the Weston Public Schools.

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INSTRUCTIONAL & OPERATIONAL TECHNOLOGY IN A PANDEMIC

COVID-19 has greatly impacted school systems across the commonwealth. Here in Weston, the last 15 months have been one of the most challenging periods for the Information Technology Department. Services offered by the technology department have always been important and critical to the operation and curriculum delivery for this district. To ensure the success of all stakeholders, it was imperative to continue uninterrupted services to the ever-changing environment.

STATUS UPDATES

Since June of last year, we have been working to accommodate the ever-changing implementation of education.

From an IT management standpoint, this meant making core changes to the way we manage and protect users and devices. To accomplish this we subscribed to a new malware and content filtering platform and a more robust management tool. We went about the task of installing these services on all devices--a process that is now in its final stages. We extended our technical support services to students, families, and staff off-site. Assisted in troubleshooting home wireless networking and personal devices, augmented our online support resources and developed new technical support documents, and we're nimble enough to handle the ongoing changes to schedules, existing programs, new programs, new screening procedures, and onboard a significant number of new staff.

Lastly, we added online resources and services to enable faculty and students to fully engage in online instruction. Vetting those resources for compliance with Student Data Privacy policies, assess any security issues, identify the scope and needs for paid services, negotiate, purchase, integrate authentication, rosters, licensing, and communicate and implement training.

This has been an extensive, comprehensive endeavor and I could not be more proud of this department and the way everyone has handled the tasks and challenges. I am truly honored to lead such a fantastic group of professionals.

INSTRUCTIONAL TECHNOLOGY INTEGRATION/DIGITAL COACHING

As you can imagine, professional development was a very important activity this last year. We are very lucky to have two incredible Technology Integration Specialists who have worked to provide on-demand support for faculty and students. These individuals set up workshops and offered one-on-one sessions for all the educational resources faculty needed to run hybrid instruction from day one. The success and effectiveness of our efforts during remote and hybrid instructional contexts are, in no small part, due to the support and training provided by Kate Benson and Michael Sanford. These are our educational "first responders," and Weston is deeply indebted to them. They are dedicated professionals.

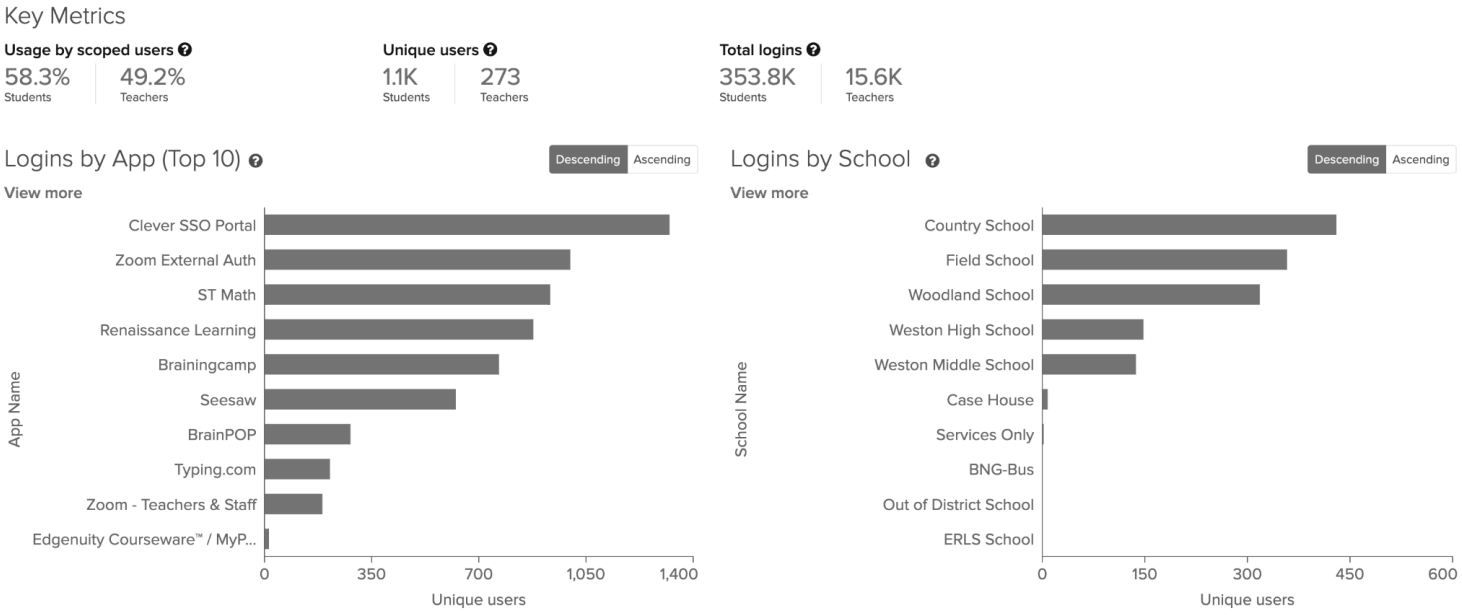
PROFESSIONAL DEVELOPMENT

- Google Sites training - trained teachers and library staff to build web based resources
- Trained faculty on managing the various learning environments (Remote, Hybrid, and 'Beaming-in')
    - Provided training for virtual training classes using Zoom, Poly Studio, and Google Suites (multiple occurances, PD, Staff meetings, dept meetings, individually)
    - Delivered online training material including slides, videos, and web sites for independent learners
    - Responded to challenges with staff and students through Zoom administration
    - Delivered advanced Zoom learning sessions to faculty (Polling, breakouts, etc.)
- Developed/deployed processes for label printing for Food Service Grab-and-go lunches
    - Leveraged free web based label merge services
    - Created process to match the needs and abilities of the food service staff
    - Developed training and reference material
    - Trained Food service staff across the district and supported challenges as they occurred
- Professional development workshops
    - "Train the Trainer '' summer workshops identified faculty "go to" people for specific tools. These faculty became workshop leaders who shared their practical experience integrating curriculum with technology resources.

    - Participated in WPS Professional Development Council to redefine and evolve the delivery of professional development for the district. Created and delivered very successful 'Un-conferences' that supported the needs of faculty during these 'unprecedented' times.
- Professional development one-on-one
    - Zoom Drop In times provided one-on-one support. Individuals or faculty and staff with shared roles across the district could receive support targeted to their needs.
- Professional development for departments
    - Delivered multiple workshops to Staff Meetings, Department meetings, and co-horts on Remote Learning Practices and tools including Zoom and PolyStudio devices in support of the multiple learning models (ie; remote, hybrid, in person, beamed in)
    - WMS Grade Leaders and Faculty - Trained Faculty and created video and slideshow presentations for Google Suite Tools (Classroom, Gmail, Calendar, Slides, Docs)

CS/WS/FS IMPLEMENTATIONS/PROCESS DEVELOPMENT/SUPPORT

- Major implementations (Seesaw, Clever, Poly Studio, Sound lift systems, etc.)
    - Faculty developed a library of digital Seesaw activities and lessons that will support and enhance classroom activities next year: G1 Fundations lessons to use in small groups, G1 Math games created in Seesaw to use with small groups or independent practice.
    - Digital communication between teachers and students in Seesaw and provided an opportunity to review, assess, and share more meaningful feedback to student work.
    - Seesaw digital portfolios connected families with student work.
    - Clever provided students and faculty protected and customized access to people and resources (zoom links, online classrooms, health surveys, progress monitoring tools).



Clever Key Metrics

- Poly Studio USB Video Bars brought programs to classrooms: G2 Caterpillar Program, Origami Program), G3 Turtle Release, and Drumlin Farm programs. Audio quality allowed students and zoom participants to communicate from anywhere in the room without the need to move or repeat questions and answers.
- Sound Lift Systems were added to classrooms that did not already have them to help faculty be heard through their masks. This included support and training.

CS/WS/FS STUDENT INSTRUCTION

- Digital literacy work with students
  - Teachers developed language and pedagogy that supported student acquisition of digital skills and flexibility by using a variety of technology and tech formats: Zoom, Seesaw, Jamboard, Epic!, video, image, audio, and annotation.
  - Students developed technical skills and vocabulary. As zoom participants they had to explain what they could see and what they

were doing. They were able to sequence their steps when troubleshooting or supporting their teachers and peers in real time.
    - Teachers learned that their students were capable of doing more at younger ages (GK sharing iPad screens) and developed a better understanding of the pacing for progress of tech skills.
    - A consistent specials schedule with “teacher choice” blocks allowed for ease of delivering a progression of DLCS lessons (GK-G2 or G3-G5) in a seven day cycle.
    - Digitized curriculum provided opportunity to build a DLCS Scope and Sequence for the 2021_22 academic year with targeted integrations in ELA, math, science, and social studies.

MS/HS IMPLEMENTATIONS/PROCESS DEVELOPMENT/SUPPORT

- Administered Zoom accounts in support of WPS staff virtual meeting needs
- Created area of improved wifi coverage external to the high school in 5 key locations
    - Worked with custodial staff and B&G to install external shelving
    - Secured educator commitment to moving wifi routers in/out windows of key locations (daily)
- MCAS - Established Website Resource for MS and HS to be central to communication, learning, and resources for faculty and staff. Collaborated with principals to develop a new remote testing process for WMS RLA students.
- Major implementations (Seesaw, Clever, Poly Studio, Sound lift systems, etc.)
    - New Atlas Sound systems and PolyStudio Devices - Trained faculty in departments, cohorts and individually. Created video lessons and resources in support of independent learners.

MS/HS STUDENT INSTRUCTION

- Digital literacy work with students
    - Updated lesson material for freshman Digital Literacy course relating curriculum to current events and the latest technologies.
    - Delivered bi-monthly impactful classes with engaging interactive lessons
    - Met with students individually to promote independent learning and self advocacy
- Student learning Digital Tools - delivered grade level training and video and slideshow presentations in support of students learning Google Suite Tools (Classroom, Gmail, Calendar, Slides, Docs).

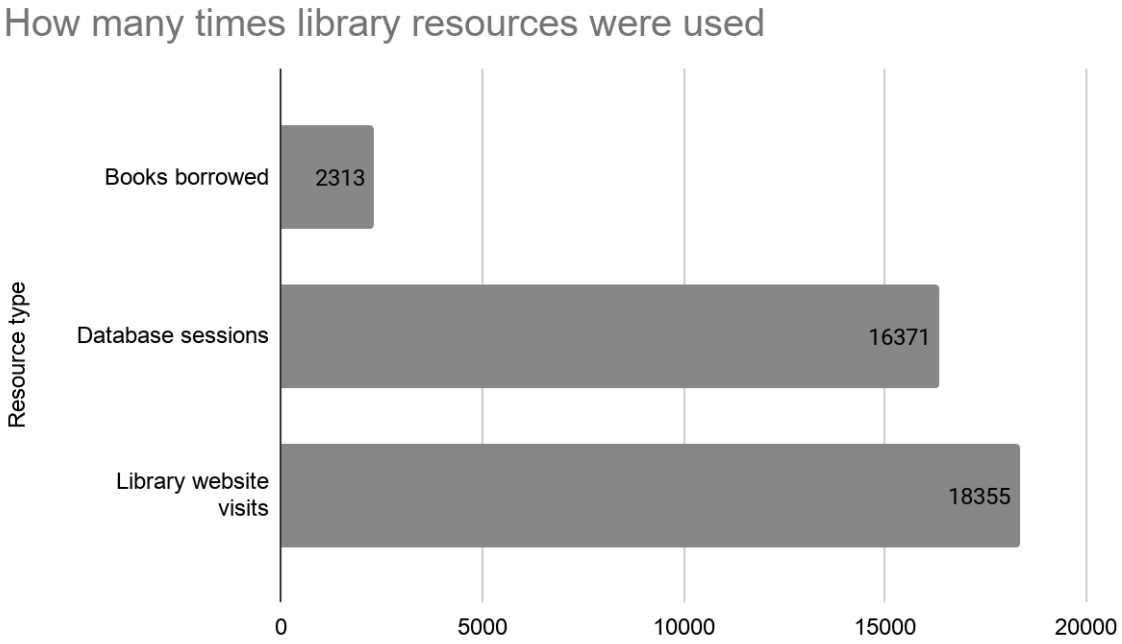
LIBRARY PROGRAM

Our Librarians have been working to support both our faculty and student needs during the pandemic. While the early days of the pandemic were focused solely on providing online resources, since coming back hybrid in the fall we saw a steady increase in collaboration between faculty and library services.

HIGH SCHOOL LIBRARY PROGRAM [Submitted by Alida Hanson]

This was a challenging and exciting year.

- The library staff adapted our practices to serve students in the hybrid environment. Emails are sent to students promoting new books on our New Books guide using new features in our Destiny catalog. Students now have access to SORA, our e/audiobook platform.
- Taught students and collaborated with faculty 92 times to develop students' skills and strategies in digital literacy and inquiry. See the 2020-2021 Teaching Log for details.
- Introduced the Guided Inquiry Design framework to high school faculty. We collaborated with 5 teachers in 3 departments to create 6 inquiry projects using this framework.
- Refreshed the library website design to make it easier for students to use.
- Students have access to over 500 new books, written by diverse authors. Some of the topics focused on social, racial, and educational justice.
- Book circulations were the same as last year, which is something to celebrate.



LOOKING AHEAD TO 21-22

We plan to:

- Continue developing inquiry projects across the curriculum using Guided Inquiry Design.
- Create more online and in-person programming, instruction, and reader's advisory.
- Develop our digital and print collections using culturally responsive practices so that all students see themselves reflected in the materials they see and use in the library.

MIDDLE SCHOOL LIBRARY PROGRAM [Submitted by Lorraine Sousa]

- The Middle School Book Club met monthly to select and discuss the chosen books. These meetings were held via the Zoom platform to ensure all students had the option to join. The selection of books came from the Public Library, Junior Library Guild, Sora, and Destiny eBooks and Audiobooks--an impressive array of offerings.
- In Media Literacy, sixth-grade students covered the following topics: The Nine Elements for Digital Citizenship, Theft, Scams, and Schemes, Creators Rights and Responsibilities, Cyberbullying, Being an Upstander, and Sixth Grade Research as applied to coursework.

- Students and teachers continued to use the various Middle School State Databases throughout the year for research.
- Seventh Grade students checked out Non-Fiction literature. Most of the students selected something from our Narrative Non-Fiction--which reads like fiction and is popular with students.
- A Book Fair was run in February.
- 516 new library books have been purchased. You can see the titles in the *Destiny* Catalog under Absolutely New Books.

ELEMENTARY LIBRARY PROGRAM [Submitted by Emma Kwon]

- Library Reopening
    - Board of Health approval for Phase 1 reopening on 10/20/2020, Phase 2 approval on 12/21/2020, with the exception of Woodland as space is shared with the nursing staff.
- Staffing
    - Pre-pandemic, we have one elementary library media specialist full-time and three paraprofessional staff working 30 hours per week. At Country, Jenny Tulloss moved to RLA Kindergarten to support Christie Wyman as a learning assistant; at Woodland, Catherine Milliken moved to 1st Grade to support Felicia O'Brien as a learning assistant; and at the Field, Nancy Vitale was reassigned to another support program. As the elementary schools have progressed to 5 days then full days, we have regained staffing at all three schools, and Jenny continues to support Christie Wyman around the library schedule.
- Circulation Statistics
    - The data reflects the number of books circulated from late October to mid-May: Country School Library = 5,548 (down 37% from 2019-20, and 42% from 2018-19) Woodland School Library = 4,637 (down 51% from 2019-20, and 55% from 2018-19) Field School Library = 4,844 (down 49% from 2019-20, and 53% from 2018-19)
- New Books Purchased
    - Country School Library = 306 Woodland School Library = 321 Field School Library = 311
- Book Clubs
    - Grand Conversations (students) and the Diversity Book Club (parents) at Field School, and Summer Book Clubs (rising 1st-5th Grade students) for all elementary schools in July 2021
- Visiting Author Program

    - 7 author programs across K-5th Grades, as well as hosting Gordon Korman, the 2020-21 Ben Sandalls Memorial Speaker at Field School on May 26th
- WEEFC Stars
    - 5 WEEFC Star Awards - families truly appreciated accessing library programs and services!

A full report of the elementary library program is provided in the appendix.

PERSONNEL UPDATES

For the 2020-2021 year, we needed to add technical support personnel to offer the services students and faculty needed. We added one full-year position to the Country school, enabling one technical support position per building.

- Having a tech in each building allowed extension of support to families.
- Insured all resources we used to connect and integrate, hardware and software, were accessible to faculty and students.
- Provided consistency and equity of support and practice between buildings.
- Teachers were more likely to report a problem with technology knowing it can be attended to in a timely manner, thus ensuring our investment is well utilized.
- This kept the integrity of the elementary cohort groups.
- Adding building based Technician Chad Maggs to CS increased faculty willingness to use tech and to independently integrate it with their lessons. Having on site, proactive service with follow through insured students, faculty, and families had access to each other and the curriculum.

We also add an intern position for much of the year to assist with various projects that need to be completed and/or free up IT staff to tackle them. This extra personpower was important for us to be able to keep pace with the workloads.

For next year our current plan is to go back to pre-covid staffing levels.

PAID ONLINE RESOURCES ADDED FOR THE 2020-2021 SCHOOL YEAR

Many new products were introduced in the Spring of 2020 and were free to educational institutions for a limited period. A working group was created last

summer to decide which products would be purchased. The working group consisted of faculty members from both elementary and secondary schools to develop and implement teacher training of new products.

Edpuzzle: Embed questions in videos on YouTube, self-created videos, or other people's Edpuzzle videos
Gimkit: Online quiz and engagement game tool
Gizmos: An interactive tool for Science and Math
Kami: Annotate PDF texts within the Chrome browser.
LearnLaunch: Educator Online for Student Data Privacy and Resource Request process along with a subscription to the TEC collaborative's SDP contractual services group.
Padlet: A collaboration tool that allows students to post notes and comment on each other's work.
Pear Deck: Make any presentation interactive and see student responses
Ruvna: Daily Health Screening application
Screencastify: Screen recording and narration tool
WeVideo: Online video editor for Chrome (and Chromebooks)
Zoom: Video Conferencing Platform

At this time, our plan is to evaluate the use of these resources and decide which to continue with next year. Many will likely be renewed ushering in a new level of utilization of engaging online educational tools.

STUDENT DATA PRIVACY

A significant challenge is to ensure the online tools used in the classroom are compliant with Student Data Privacy policies. Prior to the pandemic, an analysis revealed just under 1000 online resources had been accessed during a year's time in our schools. During the pandemic, the number doubled to over 2200 online educational resources. It needs to be noted that only a few hundred of these 2200+ resources ended up being used regularly for instruction, but that being said, we still needed to look into these resources. New resources are being created and marketed to teachers all the time and our faculty find and evaluate curriculum resources regularly in the process of their work. Vetting the privacy of these resources is a significant challenge and an important task, thus we have created procedures around the use of online resources and subscribed to tools and services to assist.

- We post vetted and approved educational resources that faculty can use with students. A publicly accessible page to this site can be found here.

- Faculty can submit a request form to have us research an online resource
- We are a member of the Student Data Privacy Consortium and employ their resources to research and seek SDP (Student Data Privacy) agreements with vendors--both paid and free resources.

The amount of time and resources needed to keep up with our data privacy goals has increased significantly and I do not see this abating as the complexities and importance of data privacy will only get more challenging.

HARDWARE CHALLENGES

The pandemic left public education around the world in desperate need of devices. This led to massive shortages of student devices. To complicate matters, the pandemic shut down many of the factories that produce the devices and we are still dealing with a “chip” shortage affecting many types of consumer and enterprise electronics.

In late Spring of 2020, 440 student Chromebooks were ordered but delivery was delayed until Feb/April of 2021. We were both lucky and planful in dealing with the delays--as our old devices were struggling to meet the demands of remote online education for our students. The main factors of our success were:

- Many of our families stepped up to provide devices to their students. As a result, we were able to ensure every student Pre-K to 12 had a device as well as every staff member of our schools.
- Google extended the “end of life” dates for some of the devices we were using for an extra year.
- We researched very granular settings changes we remotely pushed to enhance the performance of older devices.
- We provided an immediate exchange of troublesome devices and worked to repair devices for redistribution.

The technical support team did a fantastic job of managing this process and ensuring our students and staff were able to participate in remote education fully.

This summer we will be updating devices for the incoming 6th-grade students and then move exiting 8th-grade devices down to grade 2 and 3 to replace devices that Google will no longer support for OS updates, security patches, or can be used for MCAS testing.

DATA SECURITY AND INTEGRITY

When the pandemic hit, the internet saw an increase in scams, malware, and ransomware. As a result, the FBI issued warnings about increases in criminal activities targeting schools and municipal governments. This triggered some actions on our part (as discussed above) to change/add systems for additional malware protection at the device level. We also did an informal audit of permissions and user two-factor authentication status.

During the 2019-2020 school year, we participated in a Massachusetts State-sponsored training in Cyber Security. This greatly increased the awareness of scams and phishing attacks within our faculty/staff. The grant-funded program ended in December of 2020 and we will begin our own safety and security education program (including mock phishing) in the summer and into next year.

The chances of a compromised account or breach of security are quite high in our current cyber world. We must design our systems to both prevent and deal with incidents if/as they occur. Our operating security goals are:

- User education (prevention)
- Multiple layers of defense (prevention)
- Data Isolation and security (to the extent possible)
- Backups, backups, backups

The anti-virus systems we have in place have detected malware (including ransomware) on our devices and have been quarantining and clearing it successfully. But “zero-day” or “Greenfield” attacks are possible at any time. The only way to deal with these is by having reliable data backups.

BACKUPS (LOCAL AND CLOUD RESOURCES)

Recent increases in ransomware cases have also triggered us to change our backup strategy. We have always employed multiple means of data backup, but some of our older methods are susceptible to encryption. Thus, we are taking steps to ensure multiple means of backing up data are safe from known attacks. This means adding backup systems designed to be immutable and/or air-gapped (not able to be overwritten or encrypted by malware). Implementation of such a system is in process now as a replacement backup system to one that has become vulnerable.

Additionally, we need to have the means to recover data from Cloud-based systems. We have literally millions of documents in Google (32TB of Data). We are not a paying customer for Google and actually have no obligation to recover data should something happen to that data or their systems. Thus, last summer we began to back up these user documents to a third-party cloud provider to ensure we have the means to access our data.

NETWORK SWITCHING AND WIRELESS PROJECT

In September of 2021, Town Meeting approved the first phase of a capital improvement plan for technology infrastructure. This summer, we will be updating the switching and wireless electronics throughout the school and town buildings. This includes the updating of the network design and security measures offered by new equipment and protocols. This is both a substantial investment and a significant project with months of work, planning, and will be many weeks of the actual implementation. One concern at the current time is the world chip shortage may affect the delivery of equipment for the summer install. Time will tell.

WIRELESS (CELLULAR PHONE) COVERAGE WITHIN SCHOOLS

For a number of years now, I have been working with a town-level working group that has been pursuing how to enhance the cellular services in town. One of our most pressing needs was identified early on by our public safety officials--cellular services within the school had degraded and was basically non-existent. Although first responders use independent communication systems, many services are often required to manage situations and cellphone services were identified as a priority.

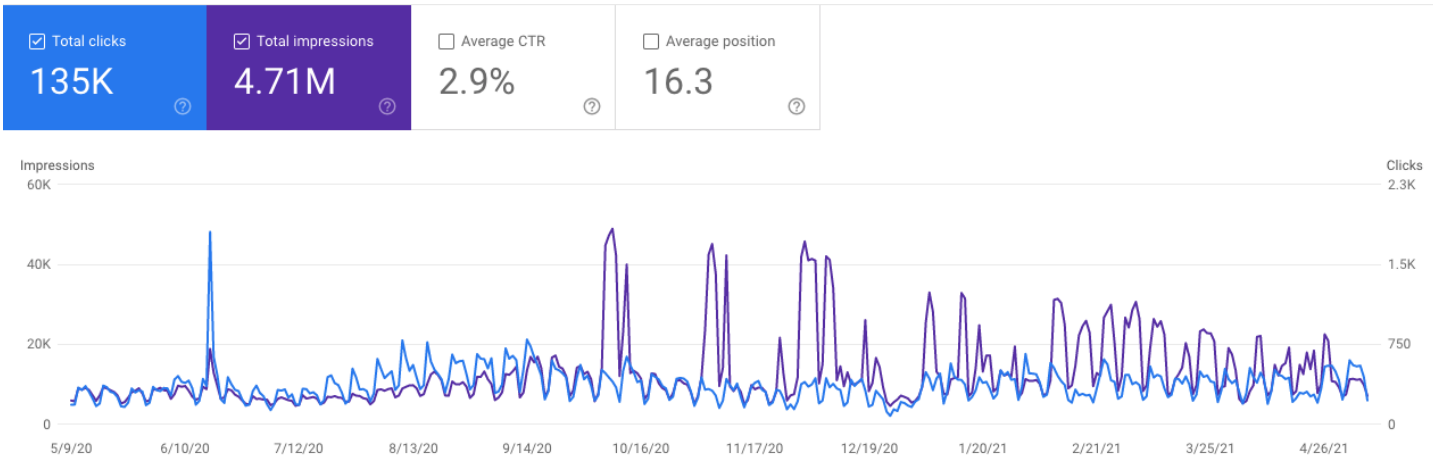
Through the efforts of the working group and the help of a Weston resident and parent of students in our schools, last spring/summer a Verizon in-building cellular system was installed in 8 buildings (High School, Middle School, Field School, Country School, Woodland School, the Public Library, the Case House, and the Recreation/COA building. These do not cover the entire footprint of the building, rather the large group spaces and main office areas that would be needed in emergency situations and/or used in evacuation scenarios.

We are in the process of implementation of an AT&T in-building system in the same areas. The expected completion of the system is this summer (2021).

DISTRICT WEBSITE STATISTICS

Our Website continues to play a critical role in communications for the district. Here are some Google Search Analytics about usage.

Our Website received 135,000 clicks from a Google Search to a Weston Public School page over the last 12 months.



Legend

- *Total clicks are defined by how many times a user clicked through to the site.*
- *Total impressions are defined by how many times a user saw a link to the site in search results.*
- *Average CTR (Click-through rate (CTR) is the ratio of users who click on a specific link to the number of total users who view a page, it is used to measure the success of a website. The average CTR for Education is 2%*
- *Average position is the average position of the site in search results*

BLOG POSTS

Over the past 12 months, District Site published 45 unique blog posts

- Average open rate of emails is excellent at 48%
- Average click through for more information is also excellent at 20%
- Current Subscribers is 3138

WHS published 92 blog posts / 2105 subscribers

WMS published 139 blog posts /1391 subscribers
FS published 11 blog posts / 1179 subscribers
CS published 12 blog posts /1030 subscribers
WS published 10 blog posts / 832 subscribers

OCR WEB SITE ACCESSIBILITY REVIEW

On January 30, 2019, the Office for Civil Rights initiated an investigation to determine whether our district website complies with the office's user accessibility guidelines. In August of 2020, the investigation was successfully completed and the District received notice that it is in compliance. Thank you to Jane Shay for working to make the adjustments needed to stay in compliance.

COVID -19 RELATED WEBSITE USAGE

- WPS websites have posted a current COVID 19 Dashboard of case counts by School, Town, and District along with test results.
- In response to virtual learning, WPS has created websites for Remote Learning Resources for K-5 and Remote Learning resources for 6- 12
- Each website has a link to the COVID 19 Communications page. A helpful resource for information that was frequently changing.
- The website linked to School Committee virtual meetings and also posted videos on many SC meetings as well as school activities, forums, and events.

I am very proud of how we as a school system and we as a technology department responded to this pandemic. I have the pleasure of working with true and fantastic professionals.

ON THE HORIZON

I'm adding the following items to this report as informational. These are items on the radar that will need our attention next year.

GOOGLE ANNOUNCES PAID VERSION FOR EDUCATION

I noted last year that Google has announced it will split the current education G-Suite offering into a free and paid version in 2019. This does not come as a big surprise; considering the success and widespread usage of Google's education tools, it was just a matter of time. As Google education services develop for their paid versions, there will likely be a point where some decisions will need to be made about subscribing.

WORKFLOW PROCESSES

For quite some time now, we have had a goal of designing online forms and workflows to increase efficiencies. We have not made significant progress toward our workflow goals during the pandemic but this is in our plans for next year.

CODING AND COMPUTER SCIENCE

At the elementary level, our Science, Math, and Technology Integration Specialists have been working to bring lessons into classrooms that introduce coding and computer science into the classroom. We need to figure out how to continue that curriculum thread into the middle school and begin to offer high school students more coding and computer science options. There are online partnerships that could be leveraged to augmented and diversified student options. This is not an immediate need, but I think options could be explored.

CANVAS LMS

A year ago, we looked into the jump from Google Classroom to Canvas to add more options and flexibility for online learning management. Canvas is a popular Learning Management System (LMS) used by high schools and colleges. It offers faculty more advanced tools to manage instructional context and offers students the benefit of those same tools.

At that time, we decided it was going to be too much of a leap to change systems during the pandemic. Next year we should form a group of faculty members to revisit the tool and decide if such a move would be advantageous.

HS MAKER & INNOVATION SPACE

Our High School engineering courses are very popular and provide some options for students to create and explore. This needs to continue to be supported and expanded to offer more sophisticated tools such as laser cutters, scanning and measuring stations, Stereolithography 3D printing, small CNC stations, etc.. and continuing to augment the electronics and programming aspects of design engineering.

What we do not currently have are virtual and augmented reality options. Modeling, through AR and VR, is becoming mainstream. View how that new couch would look like in your living room. Manipulate molecules in a virtual environment. Model the fluid mechanics of a local stream by changing the hard or porous surfaces in the nearby areas. These are long-term curriculum planning ideas and will take several years to think through and are only possible through partnerships. This is a journey worth exploring.

CAPITAL PLAN PHASE II & III

In September the first phase of a multiple-year capital plan was funding. Although we have not had the opportunity to detail our plans for phases two and three fully, here are my initial thoughts about our needs. Our goal is to propose the second phase next fall. These are the initiatives for phases II and III:

PUBLIC MEETING & TRAINING REMOTE PARTICIPATION

This was not on our radar prior to the pandemic, but it is important for us to figure out how to leverage the positives from our pandemic experience and incorporate these into our operations. We found much higher participation when we offered meetings via Zoom live stream. We also found that many meetings and training sessions were very efficiently held via video conferencing and this is a practice that can be leveraged moving forward. My goal is to set up a few rooms for both in-person and remote participation. The Town has similar needs and I'll be working on a shared Town/School proposal to outfit some key spaces for this capability.

SECURITY SYSTEMS

We have a number of security cameras that are failing and need to be replaced. We will determine the number and rank them by priority. We will also arrange a security walkthrough with public safety to determine areas where additional surveillance or security is needed and propose these additions. We also need to consider integration between systems to better react and inform public safety and our own personnel should an event occur.

PHYSICAL SAFETY

Prior to the pandemic, we were discussing the reconfiguration of school main vestibules to increase safety and create more controlled entrances. This goal will need to be revisited and priorities weighted against the other needs.

TELEPHONE SYSTEM UPDATES

Our telephone system needs a software update, better means to send/receive Fax transmissions, and better integration for voicemail.

COPPER NETWORK CABLING UPDATES

Most of our copper network cabling was installed in the late 1990s when renovations were completed to the HS and MS. The Country and Woodland Schools were renovated in the 1999 to 2002 timeframes. All of these buildings had used CAT5e cabling. We will need to update runs that connect our Wireless Access Points throughout the district to CAT6a wiring at some point.

ACTION ITEM

The items below will be what I focus on during the School Committee presentation on June 7th.

DRONE USE POLICY

Submitted for first reading, here is a proposed draft addition to the policy book. If you are supportive we'll seek legal review for the language.

Use of Drones, Remote-Controlled Cars, Boats, and Aircraft on School Property

The use of unmanned remote-controlled, programmed, or autonomous drones, model cars, boats, and aircraft are prohibited on or within 400 feet above school property without prior consent from the Superintendent or their designee. Specific consent is required for each instance.

Appendix of Supporting Materials

HIGH SCHOOL LIBRARY RESOURCES/INFORMATION

Databases and digital subscriptions
Usage was down significantly from last year across all of the databases due to hybrid instruction. Students seem to prefer print books for free reading to ebooks from SORA. We will continue to promote SORA, especially for summer reading.

- American Indian History
- AP News
- Britannica Encyclopedia
- Culturegrams
- Gale databases
- Gale eBooks
- Infobase eBooks
- Kanopy
- Medieval and Ancient History
- The New York Times
- Noodletools
- Proquest Historical Newspapers
- Scholastic Go!
- SORA ebooks (NEW)
- The Wall Street Journal
- World News Digest (NEW)

Learn more about the library

- Library website
- New books guide
- Pinterest books collection
- Blog post about Guided Inquiry Design
- Letter to parents about teens and reading
- See guides we created this year for:
    - Social Justice Project
    - Under the Feet of Jesus Project
    - Post AP exam US History project
    - Sports Literature project
    - Mental Health project
    - Legal Rights for Teens
    - Television and American Culture project

ELEMENTARY LIBRARY RESOURCES/INFORMATION

Library Reopening

Our K-12 library team developed a reopening plan at the beginning of the year, working in partnership with the Weston Public Library to establish procedures and safe practices, with the goal of putting library books in the hands of our hybrid and remote students in an equitable, age-appropriate, safe manner using a two-phase approach. Jamy Gaynor and the Board of Health guided and supported our reopening plan, leading to approval on October 20th. We opened all elementary school libraries in Phase 1, offering virtual browsing through the catalog and book requests via Google form for all families to access. Books were packaged and delivered for in-person students, and available for pick-up for RLA students. All three elementary school library websites were rebuilt to facilitate ease of access to library services. All K through 5 Grade students access the library websites through Clever. Our goal was to successfully reopen for four weeks, then review with the Board of Health and request approval to move to Phase 2. The Board of Health approved our proposal, and with the support of custodial staff installing extra hand sanitizing stations and plexiglass barriers, we were able to move to Phase 2, reopening for in-person browsing and borrowing when students returned to school in January at Country and Field Schools. This was not possible at Woodland as the space was needed for DESE mandated COVID Triage. We made a Screencastify video for Country and Field to demonstrate to students safe use of the library space. There was such joy for students and teachers in returning to their school library!

Staffing

Our Paraprofessional team was reassigned duties to support the broader school community. We have been able to transition most hours back into the school libraries as we have moved into Phase 2 reopening and welcomed classes back into the library.

Circulation Statistics

The data reflects the number of books circulated from late October to mid-May:

Country School Library = 5,548
Woodland School Library = 4,637
Field School Library = 4,844

New Books Purchased

Each elementary school library has a generous budget allocated for collection development. The individual professional practice goal this year is “To reflect on the purchasing decisions made for print and digital materials and to gather more data

on the utility of resources purchased. The purpose is to continue to acquire a diverse range of literature for the elementary school libraries that encourages a wide perspective and prompts inquiry, conversation and thought". This work has been shaped by Emma's service on the DEI Committee in examining the library collection and featuring stories from diverse voices. Additionally, we work collaboratively with the ELA and Science & Social Studies curriculum specialists to expand our fiction and non-fiction interactive ebook collection:

Country School Library = 251
Woodland School Library = 251
Field School Library = 284

Library classes

Library classes were taught remotely on Zoom as per the master schedule from September through January. At Country and Field, we were able to welcome classes for in-person browsing, and move to in-person classes with the expansion to five full days of learning schedule on April 5th. At Woodland, we piloted a traveling model, teaching classes in the homeroom and bringing a curated selection of books for browsing and borrowing with Kindergarten classes. This model has been successfully expanded to all K through 3 Grade classes. RLA classes continue to be taught on Zoom as per the master schedule.

American Association of School Librarians (AASL) and Digital Literacy and Computer Science (DLCS) Standards Lessons

The teaching of information literacy, research skills, evaluating sources, critical thinking, digital literacy, and citizenship including the WPS Responsible Use Guideline are typically taught to K through 5 Grade classes in the library. Due to limited time with 3rd, 4th & 5th Grade in the master schedule this year, we have focussed the lessons to support essential skills as students move up in the grades. DLCS lessons are taught in collaboration with Kate Benson, K-5 Technology Integration Specialist. There is an intentional connection to classroom curricular material to support the practice and retention of these skills. Examples of lesson plans taught this year include media balance, social media, and digital footprints, digital citizenship, and creating a digital presentation based on factual media sources.

Library Websites and Technology

This year, the Student Learning Goal is to ensure equitable access for all students to all digital platforms through the library websites, inclusive of reading and research materials. All three elementary school library websites were rebuilt to facilitate ease of access to library services. At the beginning of the school year whilst the school, libraries were closed, we partnered with Katharine Odell (K-5 ELA Specialist) to invest in Raz Kids, a digital guided reading platform, to support classroom teachers'

curriculum and support students' reading goals. We have purchased additional digital reading and research subscriptions this year, including Junior Library Guild Digital, a rotating bookshelf of high-quality literature, and we have expanded the collection of non-fiction Lightbox interactive ebooks. We have provided training and support to all classroom teachers on Raz Kids and Epic Reading. We have produced Screencastify videos to share stories and Padlets to feature Women's History Month and Asian American Pacific Islander Heritage Month, as well as a digital gallery for Black History Month.

Author Visit Program

We partner with the PTO Creative Arts Committee, WEEFC, and Wellesley Books to host an engaging literature enrichment program. All visits were virtual, hosted on Zoom:

1. Rob Buyea 10/28/2020 - 4 presentations to 5th Grade students, including discussion about reading, recommended authors, and the writing process
2. Kate Messner 2/24/2021 & 2/25/2021 - 8 presentations to Kindergarten and 1st Grade students, featuring her advice for making observations and taking notes for non-fiction writing. Kate is the award-winning author of The Next President and the upcoming picture book biography Dr. Fauci: How A Boy From Brooklyn Became America's Doctor.
3. Oge Mora 3/10/2021 - 3 presentations to all 2nd Grade students, with a focus on community and noticing and celebrating differences. Oge won a Caldecott Honor, Coretta Scott King/John Steptoe New Talent Award winner and Ezra Jack Keats Book Award for her book Thank You, Omu! She won the Boston Globe-Horn Book Picture Book Award in 2020 for her second book, Saturday.
4. Dan Gutman 3/17/2021 - a bonus Wellness Wednesday program was offered to all 3rd, 4th & 5th Grade students, with 162 students attending the presentation. Dan is The New York Times best-selling author of several popular series including My Weird School, The Genius Files, and Houdini & Me.
5. Lauren Tarshis 3/25/2021 & 3/26/2021 - a teacher PD workshop and 2 presentations to all 4th Grade students, featuring messages for struggling readers, the importance of showing a social-emotional side when writing characters, the inquiry and design process for creating a piece of writing, and the impact of a story. Lauren is The New York Times best-selling author of the acclaimed historical fiction series I Survived.
6. Lyn Littlefield Hoopes 4/26-30 - poet in residence for all 3rd Grade classes at Country and Woodland Schools. Lyn worked with students to reflect on photographs to create their own original poetry.
7. Renee Watson 6/3/2021 - presentation to all 4th & 5th Grade students, focusing on the writing process and creating rich stories with diverse, complex characters. Renee is the Newbery Honor- and Coretta Scott King Award-winning author of Piecing Me Together.

Ben Sandalls Memorial Speaker
Gordon Korman as the 2020-21 Ben Sandalls Memorial Speaker. Field School hosted Gordon on May 26th for two presentations. Gordon is the author of Ungifted, and he has been featured on The New York Times best seller list for The 39 Clues series, the Masterminds series, the Swindle mysteries, The Hypnotists and Restart. He has published more than 90 books for children and teenagers, and his books have sold more than 30 million copies worldwide.

Thank you to Katharine Odell for all her efforts in bringing Gordon to work with our students at Field School. We are grateful to the Sandalls family of Weston, as well as Karen Rietze and Yino Wang, parent volunteers, Creative Arts committee of the PTO, and to WEEFC for their support and generosity in making this literature enrichment program a success.

Book Clubs

1. Grand Conversations Book Club - a combined group of 4th & 5th Grade students, co-facilitated by Emma Kwon & Maria Morong (ELL), hosted 3 times during the school year featuring different books and authors.
2. Field Diversity Book Club - a new initiative by Dr. Green in partnership with the Weston Public Library to create a space for a focussed book club opportunity for parents on May 19th, discussing So You Want To Talk About Race by Ijeoma Oluo.
3. Elementary Summer Book Clubs - a collaboration between the library (Emma Kwon) and METCO liaisons Theresa Dryden and Riola Lazo. A summer workshop is approved for educators to plan and execute four summer book clubs for rising 1st-5th Grade students, with the goal of creating an opportunity for students to learn about and discuss race, racism and social justice.

ONLINE RESOURCES: FURTHER DETAILS AND LINKS

Zoom

- Video Conferencing Platform

Ruvna

- Daily Health Screening application

Edpuzzle

- Embed questions in videos on YouTube, self-created videos, or other people's Edpuzzle videos
- Video example from a student perspective here
- 111 Weston teachers are signed up and they've created 1725 video lessons

WeVideo

- Online video editor
- Tutorials here

Screencastify

- Record your screen as you narrate
- Use the URL or click on the extension in your browser
- Videos will automatically load to your Google Drive for easy sharing

Kami

- Annotate PDF texts right on your screen
- Teach students to annotate a digital text themselves, use annotated texts in Screencastifies or other video sharing presentations, or project annotations onto the board for easy direct instruction

Gimkit

- Similar to Kahoot
- Students earn money with each question they answer correctly
- They can go to the shop and buy various upgrades that help them earn even more money as the game goes on
- Tutorial here

Gizmos

- Secondary Math and Science activities

Pear Deck

- Make any presentation interactive and see student responses
- Specific tutorials here
- Overview here
- Instructional video with examples here

Padlet

- Multiple students can post notes and comment on other students' notes
- Anonymous setting available
- Ability to lock Padlet boards once complete
- Example of one I've done here