



District OR1 Technology Vision 2022-2023

Proposal for Technology Integration: PANTHER: 24/7

Purpose of initiative:

The district Chromebook 1:1 initiative is in direct support of the District OR1 mission; “Together, we prepare our students to successfully meet the challenges of the future”. After review of District OR1 technology goals, school improvement goals, and ISTE.net standards; we developed the following four strands of influence in which the initiative will focus: 1) Formative Assessment, 2) Math and Science Education Initiative (STEM), 3) 21st Century Skill integration, and 4) Extension of the School day. Integrating new technology needs a process for teachers to help them in the classroom. Therefore, the District Technology Integration Team will facilitate the development of such processes in each of the four strands of influence to assist teachers with integrating the new technology. Additionally, formal boot camps to learn about the new technology will be implemented and the technology team will spend time with teachers each week to facilitate the integration of the Chromebook as a powerful educational tool. These staff development sessions are not intended to be of evaluation. It will be, rather, an opportunity to give support and provide suggestions on what apps and strategies are being used in best practices.

Four Strands of Influence:

What is Formative Assessment?

Formative Assessment allows educators to continuously evaluate student progress through systematic evaluation. Evaluation events are fluid within the lessons and provide immediate feedback to the student and the teacher. This allows students to better reflect on their learning while immediately making data available to the teacher to better direct the pace and breadth of the lesson. The development of formative assessment expertise and integration models are foundational elements of this project and will, without a doubt, strongly influence the successful implementation of the other three strands of influence.

The following research findings from e-Instruction, an educational partner with District OR1 Schools, summarizes the positive effects technology has on formative assessment:

- Research on student response technologies suggests that they promote learning when used in conjunction with high-quality teaching strategies.
- Student response technologies offer effective support for research-based teacher questioning strategies.
- Use of student response technologies can make classroom lessons more interactive, thereby raising student interest engagement.
- Student response technologies offer effective support for students to receive focused, timely feedback as part of the process of formative assessment, of the type that has been shown to improve learning.

- Student response technologies provide powerful tools for addressing student level of understanding through the use of formative assessment.
- Student response technologies facilitate frequent, timely formative assessment that can be used to guide adjustments to teaching—an instructional practice that has been found to have a powerful impact on student learning.
- The literature also indicates that technology-supported environments lead to greater learning gains than traditional learning environments. More specifically, Fies & Marshall cited studies that found evidence of the following:
 - Greater student engagement
 - Increased student understanding of complex subject matter
 - Increased student interest and enjoyment
 - Heightened discussion and interactivity
 - Increased student awareness of individual levels of comprehension
 - Increased teacher insight into student difficulties

http://img.en25.com/Web/eInstructionCorporation/cps_white_paper3.pdf

Finally, as described by the Organization for Economic Co-operation and Development, formative assessment is a process that will provide eight key characteristics of student engagement. As we implement and support formative assessment at the classroom level, we believe the students will be able to do the following:

- to be able to understand clearly what they are trying to learn and what is expected of them.
- to be given immediate feedback about the quality and improvement strategies of work.
- to be given advice about how to sustain improvement.
- to be fully involved in deciding what needs to be done next.
- to be aware of who can give them help if they need it and have full access to such help.
- to be able to build knowledge of themselves as learners
- to take more responsibility for their learning and participate more in the process of learning.

What is STEM?

STEM is a systematic approach to empowering students to be successful in Science, Technology, Engineering, and Math. The STEM movement focuses on capturing the imagination of students through hands-on, real-world problem solving throughout the hard sciences. In a report to the President, the President's Council of Advisors summarize the following definitions and strategies for integration of Science and Technology into a rigorous, globally competitive curriculum.

- STEM subjects tend to be highly cumulative and sequential. In mathematics, each step in a progression depends on previous knowledge and skills. If students fail to understand ratios and fractions or properties of matter, for example, they are likely to fall further behind in the mathematics or science courses that follow. Science courses, for their part, are enhanced by cross-disciplinary knowledge that transcends the typical course boundaries of biology, chemistry, earth science, or physics. These characteristics of STEM mean that students who have trouble at an early stage will face further difficulty down the road; it is easy to get off the path and hard to

get back on. It also means that teachers need knowledge that goes beyond their specific course and the confidence to use it to help guide and enhance student understanding and achievement.

- STEM knowledge is specialized. Some of the knowledge and methods of STEM subjects can be difficult for students to master in the context of their everyday lives. Teachers at all grade levels need deep content knowledge to be able to explain basic concepts well, as well as to answer deeper questions from inquisitive students. They must also be able to anticipate and correct naïve notions that learners of mathematics, science, and technology bring to the classroom. They must be able to teach those subjects in different ways to reach different students.

- STEM knowledge is rapidly changing. The frontiers of knowledge in STEM fields are ever-expanding. Specifically, scientific progress and technological advances constantly reshape our understanding of the human body, the cosmos, the complex dynamics of our climate and the Earth's ecosystems, and the potential and promise of technological tools. This rapid change presents unique opportunities for engaging learners by connecting them to current explorations and investigations. And, as the nature of scientific practices changes to become more global, collaborative, and data-intensive, opportunities for STEM learning also expand. Taking advantage of these opportunities, however, requires that teachers stay current with subject areas and teaching models that may have changed substantially since they left college. This characteristic of STEM fields underscores the importance of conceptual understandings rather than memorization of facts that can become outdated.

- STEM-trained individuals tend to be tech-savvy. STEM can be an ideal testing ground for the use of technology and innovative learning tools in education. . . . STEM teachers may be particularly comfortable with technology-based innovation.

To improve STEM education, we must focus on both preparation and inspiration. Our teachers will strive to prepare students to have a strong foundation in STEM subjects and are able to use this knowledge in their personal and professional lives. Our teachers will recruit students to the prospect of having careers in STEM fields. The inspiration needed to meet these challenges involve capturing the curiosity and imagination of students. Inspiration also involves giving students the opportunity to be motivated by teachers and mentors, by collaborations in discovery and invention, and by what they learn in school and out of school. Students need exciting experiences that speak to their interests – in school among teachers, peers, and mentors, beyond the curriculum, and beyond the classroom. These experiences should reveal to them the satisfaction of solving a problem, discovering a pattern or phenomenon on one's own, or designing and creating an invention. Students should be able to see themselves in the role of a scientist, technologist, engineer, or mathematician.

Inspiration can come from many sources: including technology. As District OR1's integration project unfolds; our teachers will have access to hardware that facilitates communication and mentoring across grade levels and stages of expertise, the software to immerse students in STEM-based curricular experiences that will extend the school day, and tools that will transform concepts once taught with whiteboards and markers into educational experiences that will saturate all the students' senses. As this comes to fruition, there will be inspiration.

<http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf>

What is 21st Century Skills Integration?

Developing our curriculum to meet our mission requires us to challenge our offerings to prepare students to live and work in a world in which: 1) globalization of economics and natural resource interdependence require broadened employability skills and interpersonal awareness; 2) continuous scientific and technology-based discovery requires additional technical literacy and scientific mastery; and 3) complex civic challenges requires both local and global challenges to be faced by the individual in an ongoing basis. By definition, 21st Century Learning is a framework of specific skills that meets these challenges and must be supported in the classroom. The following are ideals that the teacher may address in transforming the traditional academic offerings into a 21st Century curricula.

1) Core Subjects and 21st Century Themes

- a) The core represents English, reading/language arts, world languages, math, economics, science, geography, history, government, and civics.
- b) 21st century interdisciplinary themes would include, Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, and Health Literacy.

2) Learning and Innovation Skills

- a) Creativity and Innovation
- b) Critical Thinking and Problem Solving
- c) Communication and Collaboration

3) Information, Media and Technology Skills

- a) Information Literacy
- b) Media Literacy
- c) ICT (Information, Communications and Technology) Literacy

4) Life and Career Skills. A synopsis of each area is listed below.

- a) Flexibility and Adaptability
- b) Initiative and Self-Direction
- c) Social and Cross-Cultural Skills
- d) Productivity and Accountability
- e) Leadership and Responsibility

Along with the four main areas, there are five critical support systems that help ensure student mastery of 21st century skills:

- a) 21st Century Standards
- b) Assessments of 21st Century Skills
- c) 21st Century Curriculum and Instruction
- d) 21st Century Professional Development
- e) 21st Century Learning Environments

What is Extending the School Day: Shifting the Classroom?

“Shifting the classroom” is a pedagogical concept that replaces the standard lecture-in-class format with an opportunity to explore concepts and to review materials from outside of classroom walls. This can happen in many forms, but the underlying premise is that students review information outside of class and, instead of simply receiving information from the instructor, come prepared to discuss concepts.

Who Is Doing It?

Mrs. Blue (Math) uses her Chromebook to create short videos demonstrating the concepts that will be used in class. She assigns KhanAcademy videos that pre-teach the topic, and provides quizzes at the start of class to gauge understanding.

Mr. Green (Accounting) contacted Wayne State’s accounting department and mocked their strategies utilizing the Chromebook to enhance classroom and homework times. Class time consists of video interviews about real-world application of accounting scenarios, and labs, explanatory homework videos, and podcasts of his lectures enhanced with slides and screen captures. Homework consists of prescreened videos and other multi-media enhancements made possible with Apps available through the 1:1 Chromebook initiative.

Mr. Black (Econ and Personal Finance) creates videos of the instructor working additional problems beyond the assigned homework as supplemental materials for students. He uses iTunes U and KhanAcademy to bring in content-based lecturing on essential skills. Mr. Black also uses his students to develop group video projects to explain economic concepts, which are then used as reference videos for future classes. Finally, Mr. Black prescreens and implements lectures from TED Education to stimulate thought of solving worldly problems with local applications.

Mrs. Pink (Language) uses blogs and video to enhance the in-seat experience; she lectures only three of five days a week. The other two class periods are used for small group meetings. Mrs. Pink uses apps to assess student understanding of materials presented in the previous class with a closed book quiz. In an effort to differentiate even further, several students in class were assigned the task of creating the questions for the quiz. Although Mrs. Pink’s reading selection has remained nearly constant, she has changed two titles of novels that have audio books available to purchase.

How Does It Work? What Can You Do? Some strategies can include:

- Assigning readings and following up with in-class discussion, quizzing, or breakout groups. The key is to assess students on the material and make the assessment count for part of their overall grade. Assessment Apps are available to ensure each instructor can easily and effectively assess students throughout each class period.
- For the teacher that goes the extra mile, videos and readings for students to review and have graded will be supplemented with forum posts facilitated by instructor or differentiated students. Extend this idea by having all students write or respond to blog posts explaining their views on a

reading and have them vote on best posts by other students in class. Then, instead of talking about just the reading, the top two or three posts are also discussed. The class is still learning the material, but students are more invested and immersed in the discussion.

- Outside of class ... assign an additional project like a blog, an online module, or a video to teach technical aspects of an application the students need to use. Then, in class, discuss the creative and storytelling aspects of the project.
- Capture your lecture from classes and provide the recordings for student review after class. Build on this by recording a video answering questions or providing more information to the class from questions asked by students inside and outside of class. All information can be QR coded and instantly disseminated.
- Assign reading material outside of class. In class, have students actually teach sections (or have them create a video) to explain or teach a key point in the material. Remember, these strategies can be manipulated to fit teaching style and course goals.

Why Is It Significant?

General student scores as well as perceived meaningfulness of course improves. Feedback from students indicates having access to videos has been invaluable for them. Many students need to see a concept many times before the material is retained. The “digital” Mrs. Blue is often preferred over the “in-person” Mrs. Blue. Furthermore, when students have to miss, the videos have been critical to their ability to keep up with course material. Finally, students who move in to the district mid-unit do not miss the first few lessons.

Moving toward shifting the classroom does not have to entail huge changes by the instructor. Small changes can yield significant results. Providing a means for accountability of students to come prepared to discuss course materials in class can change the dynamic of a classroom. Instructors can now spend time discussing the importance of the materials instead of reviewing the material itself.

5. What Are the Implications for Teaching and Learning?

Shifting the classroom creates a pedagogical migration from teaching methods that include static, one-to-many delivery styles to those that incorporate conversation among students and instructors around the application of course content and reflection of learning experiences. By making lecture materials available for students to review before class, seat time is freed up to engage students in conversations around course content and assess student learning. Along with creating shifts in teaching methods, “Shifting the Classroom” challenges beliefs often held by both students and instructors about their roles in the classroom.

What Are the Downsides? Things to Consider?

With any fundamental shift in teaching practice, there is a period of transition--both for students, to unlearn the passive approach to traditional lectures, and for the instructor, to become familiar with what works for his/her teaching style and course goals. Some of the approaches that use 1:1 methodologies, formative assessment, video, and multimedia may not be accessible for students with disabilities or students with extenuating circumstances. Multimedia and projects requiring

physical manipulation of data, in most cases, can be made accessible by providing alternative formats.

When planning how staff will develop their courses into a new model that incorporates extending the school day, more up-front investment of time and resources will be necessary. Levels of integration of “Shifting the Classroom” may differ, however. Total technology integration and a fully-shifted classroom may be the strategy of Mrs. Pink, while Mr. Black may choose a simple supplemental integration of apps and limited classroom shifting to facilitate positive change. Either end of the spectrum or any place along the continuum can benefit the student experience. The individual level of integration depends on the teacher level of comfort with technology and time available.

District OR1 Technology Leadership Governances

The technology committee sees itself as a tool to facilitate the integration of technology throughout the curriculum. The following have been adopted by the technology committee as documentation of its mission, beliefs, and role in the overall technology integration.

District OR1 Technology Objective:

To develop and provide the integration of technology into all areas of the curriculum while focusing on the District's adopted objective.

District OR1 Strategies:

1. Assess the current technology status of our district and establish a plan of action.
2. Research successful processes for integration of technology into our curriculum.

District OR1 Technology Integration Team Ongoing Responsibilities:

1. Oversee the technology curriculum
2. Support other curricula with technology

OUR VISION

- ⇒ We see a future where the classrooms in District OR1 Public Schools have access to all types of the most effective technological tools.
- ⇒ We see school buildings in District OR1 Public Schools having an infrastructure to support this ever changing technological classroom.
- ⇒ We see staff and students integrating technology to enhance the teaching and learning processes.
- ⇒ We see accessing information to support these processes through building, local, national, and global connectivity.
- ⇒ We see buildings where access to information technologies is "anytime, anywhere."
- ⇒ We see students working collaboratively with their classmates and their global peers to achieve goals and enrich their learning experiences.
- ⇒ We see a fully trained staff in a technologically advanced classroom implementing instruction that entices the students to learn.
- ⇒ We see these technological classrooms fully supported and maintained (Internet, hardware, software, and personnel) so that the technology is stable, predictable and useful.

WE BELIEVE

- ⇒ A variety of technology tools must be made available to students, teachers, and staff to effectively prepare students to meet the challenges of the future.
- ⇒ Technology is a fundamental tool for accessing, processing, managing, utilizing and disseminating information.
- ⇒ Technology is a viable medium to prepare our students for a diverse, global economy and society.
- ⇒ Technology allows us to better identify and serve at-risk populations, thus lowering the percentage of dropouts.
- ⇒ Technology in District OR1 will provide a link with the community that will increase family involvement in the learning process.
- ⇒ Technology supports the integration of critical thinking, problem solving, and team building skills in all K-12 Curricula.
- ⇒ Technology empowers educators to incorporate teaching methods that meet the needs of students with a variety of learning styles.
- ⇒ Technology facilitates communication among District OR1 community patrons, faculty, students, and parents.
- ⇒ Technology is the foundation of a well-designed network of information that enables all students to enter school ready to learn.
- ⇒ Adequate facility and staff and support are needed for effective use of technology in education.
- ⇒ The ongoing assessment, research, and integration of technology is the foundation of a successful educational experience for all District OR1 students.
- ⇒ Training and in-service of staff are necessary to properly integrate new technologies into District OR1's curricula.

STAFFING:

The following is proposed for developing a staffing environment required to successfully implement our Chromebook initiative. Consideration to support teachers, students, and hardware/app procedures are critical to the implementation and continued success of the project.

Support Resources

Develop additional support at the high school. The terms of Support Resources are under continued investigation

.

B) Staff Development

- District OR1 will utilize local and ESU resources to develop training for early dismissals as well as a full-day inservice in the fall and a full-day inservice in the winter.
- District OR1 will utilize local talent to provide information to media sources as well as presentations to educational organizations.

Procedures:

The following have been identified as areas that require specific procedures for initiative implementation: (1). Identifying apps and extensions, (2). repair and “forgotten Chromebooks”, (3) discipline situations, (4) convergence of Chromebooks (refreshing), (5) parent authorization and training, and (6). Student training.

Support Personnel:

Project Administration: Michael Hart, Superintendent; Heath Johnson, High School Principal; Linde Walter, Elementary Principal; Burke Brown, Technology Coordinator; Matt Smidt, Media Specialist; Brandon Desh, School Board; Jaimi Calfee, School Board; Dee Moore, School Board.

Team Leaders:

Mrs. Gill: App Specialist: 21st Century Skill Integration
Mrs. Hanger: App Specialist: Extension of the School Day
Mr. Jensen and Mr. Davenport: App Specialist: STEM
Mr. Chaffee: Formative Evaluation Specialist
Mr. Conn: Workflow App Specialist
Cassidy Buescher and Ryan Pollock: Media/Publicity

ESU 4:

ESU 4 will support the District OR1 Initiative through on-site trainings, web-casts, and CADRE meetings. Support will include trends and best practices in summative evaluation, STEM Initiative, 21st Century Skills, and Extension of the school day.

Ellen Stokebrand: Ellen will support the District OR1 Initiative through on-site trainings and CADRE meetings. Support will include best practices in app integration for Special Education.

PANTHER:24/7 Initiative FAQ**Why is a 1:1 Chromebook program is important?**

The Chromebook has emerged over the last two years as a cost-effective tool in education. After thoughtful consideration and investigation, we believe that the Chromebook platform is the best instrument to give each student access to the technology they will need in their 21st-century education.

How has the school prepared for this initiative?

District OR1 evaluated four slate-like products from Apple, Lenovo, and CGI. Upon completion

of the evaluation period, District OR1 purchased several Chromebooks and assigned district technology leaders to determine their usefulness in facilitating formative evaluation, supporting lessons in Math and Science Education Initiative (STEM), implementing 21st Century Skills-based classrooms, and extending the school day to ensure anytime/anywhere educational opportunities. Concurrently, district administration researched Chromebook integration projects already developed in regional districts.

Why Chromebooks, as opposed to laptops?

As our culture evolves technologically, we need tools that are mobile, compatible with many different environments, and able to be technologically upgraded at a reasonable cost. More importantly, there are numerous applications available for the Chromebook to interactively aid and enrich a student's learning.

Who owns these Chromebooks—the students or the school? What happens if my child breaks or loses his or her Chromebook?

The question of ownership is an important one. Although the Chromebook will be a personal learning tool, the Chromebooks will remain school property. Furthermore, like any piece of school property, if a student loses or damages his or her Chromebook, the student and financially responsible family will be asked to replace or repair the device. District OR1 will facilitate an insurance plan for families to consider.

Will District OR1 supply my child with any Chromebook accessories, such as a protective case, media adapter, or an external keyboard?

The school will provide protective cases for all students and have a limited number of adapters on hand for student use during school hours. The district will not, however, provide additional accessories on an individual basis.

In what ways will the Chromebook be used in the classroom?

It will be up to each member of the District OR1 faculty, with the guidance of administration, to determine how to incorporate the Chromebooks into his or her curriculum. District faculty will participate in an initial Chromebook orientation, and technology leaders will attend a boot camp to develop skills necessary in a “train the trainer” model. In short, all faculty members will receive training on the opportunities that the Chromebook might bring to the classroom. It will be up to each instructor's discretion, however, as to the implementation goals they choose and the strategies they use to meet those goals

What training and support will my child receive?

District OR1 will host a family night to orientate students while providing family the opportunity to learn more about student opportunities and responsibilities. Students will receive continued

training on appropriate use and technical capabilities of their Chromebook throughout the school year. Students will be supported during this important transition period by administration and other technology leaders.

Technology changes fast; how can we sustain the Chromebook program?

Sustainability is one of our priorities in implementing this program. District OR1 will utilize several sources of funding and take full advantage of the ever-changing technology market.

As a parent, what kinds of limits should I set on my child's "screen time"? How does the Chromebook affect my rules at home?

Extending the school day is a critical goal of our 1:1 Chromebook initiative. Quality of "screen time" will be encouraged over quantity of "screen time". We believe this will help students learn and maintain good digital habits that will last a lifetime. Any rules that you have about technology use or Internet access, however, should apply equally to your child's Chromebook use.

How much do I have to pay for my Chromebook?

- A \$35.00 insurance policy will be required before Chromebook checkout. This money will go into a pool to pay for insurance as well as for incidental costs. If used, the student must pay an additional \$35. to be reinstated into the program. After a third claim, though, the student will be responsible for the full cost of loss.

What if my Chromebook is stolen?

- A police report must be filed by you and your family within 24 hours of the theft. The student will be responsible for the \$100. deductible. District OR1 will try to track the device, but recovery will be according to the ability of local policing agencies.

What happens if the Chromebook stops working?

- A loaner Chromebook will be issued, and PANTHER: 24/7 staff will fix or replace the Chromebook. No charge will be assessed to the user unless damage occurred. At that point, insurance policies would take over.

Can we share power cords?

- It is possible to borrow a power cable, but we do not encourage this practice. The media center will be equipped to charge a Chromebook in emergencies. It is the responsibility of the student, however, to bring the Chromebook to school with a full charge.

Can I carry my Chromebook in my own case or backpack?

- Students must carry their Chromebook in the school-issued case only. This is the only way we can ensure adequate protection, especially to the display (screen), the most fragile part of the Chromebook.

Can the students change the outward appearance of their Chromebook? (Adding decals, etc.)

- No. Only the provided identification label should be on the outside of the Chromebook.

How will the school know what we do on the Chromebook?

- A solution called GoGuardian will allow the district to monitor applications, web surfing, and application patterns.

Major Infractions (Automatic loss of Chromebook).

- Anything against school policy or local laws.
- P2P file sharing of any sort: sharing copyright protected assets.
- Changing the configuration of the Chromebook, installing or removing software or hardware without consent.
- Physically altering the Chromebook or attempting self-repair.
- Cyberbullying or harming others.
- Recording (audio, pictures, or video) others without their permission.
- Using another person's password, login, or Chromebook without consent/"hacking".

Minor Infractions (Loss of privileges)

- Repetitive classroom infractions.
- Continuous misuse of media (explicit lyrics, volume problems, etc.).
- Anything that becomes a repetitive problem we will address on a case by case basis.

Fineable

- Removing identification tags or labels.
- Cleaning fee... adhesive that will not come off, etc.
- Loss/damage to power cord, bag, etc.

Where does a student go for technical support?

The Panther:24/7 Support team: Mr. Brown or staff members.

What if my family does not want to participate?

- The Chromebook is a required tool for learning during the school day. If families do not wish to allow their child to participate, you will need to contact the office of the Principal. New innovations allow for the Chromebook to be locked down in case misuse has occurred.

What if I forget my Chromebook at home?

- As a responsible student, you must bring all the necessary tools with you to school each day.

How do I deal with the power limitations of a Chromebook?

- Chromebook will make it through an entire day without losing its charge. Be sure and bring it to school fully charged each day.

Can I listen to music or check my email if finished with all work?

- This is a decision left up to the individual teacher. There is a time and a place for headphones as well as a time and place without them. E-mail should be used for academic-related purposes, and if abused, can be taken away on a student-by-student basis or a blanket policy change. Profanity, explicit lyrics, and/or any derogatory language on the school-issued Chromebook is against District OR1 Policy and could be cause for disciplinary action.

Where do I print?

- Printing will be a rare activity. When a print is absolutely necessary, students can print to the library copier through the network. A teacher must send your document to the printer.

How will we back up our Chromebook?

- Chromebook users will sync with GoogleDrive.

What should I do with my Chromebook?

- ...between classes? Put the Chromebook to sleep and carry it in the school-issued case.
- ...during PE, etc? Store Chromebook locked in student lockers. (Not allowed in locker rooms).
- ...on the bus? Chromebooks will not be allowed on school-sponsored away activities.

Can we use our own personal Chromebook (or any Chromebook) at school instead of the school-issued one?

- No. At school all will need to use the school-issued Chromebook. This will have the settings, access to the security server, and programs needed by the student while at school. The student's personal Chromebook may be used at home.

Can we take our Chromebook out of town on school/personal trips?

- Yes and no. Yes, personal trips are your decision. This will allow you to stay connected while you are away. Remember, though, you are responsible for your Chromebook at all times. NO,

school trips are off limits. Any away activity will be off limits to the Chromebooks. This practice has been adopted as well by other districts to avoid loss. Remember, too, Chromebooks are not allowed in bathrooms, locker rooms, or any other dressing area.

Can everyone in my family use my Chromebook?

- The students are ultimately responsible for their Chromebook; just like any school-issued item. Yet, sharing with additional family members is allowed and encouraged to further the Chromebook's educational benefits.

PANTHER:24/7 Initiative Insurance/Loss FAQ

What happens if my student's Chromebook is stolen?

*The family will have to file a police report as soon as it is determined the Chromebook has been stolen. Once the police report is filed, the insurance agreement covers the loss of the Chromebook over the \$100 deductible. Although security features of the Chromebook help prevent loss and fraud, safety practices must be followed to protect the Chromebook investment. A police report **must** be filed.

What happens if another student accidentally damages my student's Chromebook?

*This is no different than if a person accidentally backed his/her car into your car. The student who caused the damage would pay the cost to repair the Chromebook. For example – Sam accidentally knocks Joe's Chromebook to the floor which breaks the screen and causes \$100 worth of damage. Sam and/or his family would pay \$35 (deductible) to repair the Chromebook.

What happens if another student intentionally damages my student's Chromebook?

*This would be a case of vandalism. If it happens at school, a police report may be filed by the administration. The student who vandalized the Chromebook would pay the full cost to replace or repair the damage. School discipline and legal action will be considered for any incident.

What happens if my student loses his/her Chromebook?

*The insurance covers the loss of the Chromebook. The student and/or family would have to pay the \$100 deductible and re-join the program for a total of \$135. A police report **must** be filed.

What happens if our family would like to purchase the insurance, but cannot currently afford it?

*A form may be obtained from the Principal's office to request a deferment. A decision will be made following a conference with the family/guardian.

Does my student have to have in Chromebook?

*Yes – this is a requirement for school as many teachers will be utilizing the technology during the school year. We want all students to have the same equipment and the same opportunity to succeed in the classroom. A parent can choose to tell his/her student to keep the Chromebook at

school. In this case, the student would simply lock the Chromebook in the Media Center each night and check it out each morning. *We hope all parents and students will embrace this program as a means to improve the educational experience.

What happens if my student continually misuses the Chromebook?

*The administration can take Chromebooks away and/or limit programs on the Chromebook. For example – a student who continually misuses the Chromebook may have his/her Chromebook limited so that it can only access GoogleDocs and e-Backpack. We expect our students to take care of their technology tool and use it for the right reasons.

Do I have to have internet access at home?

No – It will benefit your student; however, students will be able to access internet here at school. Connectivity will make the experience more engaging.

Opportunity for Learning: Summary

This Chromebook has the capabilities to leverage and exercise your student's abilities to think and offers your student the opportunity to:

- Research academic topics online.
- Perform analysis on data in order to make conclusions.
- Develop presentations and papers expressing their ideas, knowledge and points of view.
- Organize and keep track of their assignments, appointments, and documents.
- Create works of art such as music, movies, poetry, and pictures.
- Communicate and collaborate rapidly with teachers and peers.
- Do much more! The potential is limited only by our students' and teachers' imagination.

Responsibility

The Chromebook remains property of District OR1 Public Schools which retains all rights to monitor and examine them at any time to ensure appropriate use and safe keeping. All users (students, family members, etc.) of the Chromebook agree to:

- Use the Chromebook for academic and personal growth only.
- Make sure the Chromebook is consistently brought to school and class with battery charged.
- Take steps to protect each Chromebook from damage and theft.
- Use less paper; utilizing abilities to create and share digital documents.
- Obey state/federal/local laws, district policies, school policies and procedures, and the District OR1 Chromebook Agreement.