2020-2021 Virtual Parent/Student Handbook

MAKING A WORLD OF DIFFERENCE

OAK FOREST ELEMENTARY VIRTUAL LEARNING PLAN

7440 Nonconnah View Cv. Memphis, TN 38119
(901)416-2257 Fax (901)416-2264

OAK FOREST ELEMENTARY SCHOOL
MAKING A WORLD OF DIFFERENCE

Oak Forest's Mission
Oak Forest's mission is to develop active, lifelong learners who solve real world problems, collaborate with peers, respect diversity, and inspire others.

Oak Forest's Shared Vision
In collaboration with our stakeholders, Oak Forest strives to be a community of internationally-minded, tolerant, knowledgeable, and productive citizens.

Oak Forest's Beliefs
1. All students deserve to be challenged by a high quality, rigorous curriculum.
2. Setting high expectations motivates all students to do their best.
3. Individual learning styles and needs require the use of multiple forms of assessment.
4. Highly qualified teachers utilize research-based strategies so that students have opportunities to experience learning in different ways.
5. Data driven decisions ensure that time, money, personnel, and resources are being used effectively.
6. Schools are responsible for teaching students academic, thinking, and social skills.
7. Meaningful and ongoing communication between all stakeholders is an essential component of a high-quality educational program.
8. Schools improve the quality of education when all stakeholders collaborate to develop and achieve school improvement goals.
9. All members of the learning community are treated with dignity and respect.
10. Schools are safe places for students to learn.

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

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<u>Oak Forest **recommends** that parents should be prepared to support their child's learning each day by having an adult available whenever they need assistance.</u> This ensures that both the online instructors and the adult present within the home setting will support learning.

- Each participating student will be receiving a District-issued Surface Pro Go tablet without Keyboard (K-2) or Surface Pro Go Tablet with Keyboard (3-5).
- All assignments will be communicated through the District's learning management system, CANVAS or through Microsoft TEAMs.
- Oak Forest Virtual students will be provided classroom materials such as textbooks, workbooks, and other materials as necessary prior to August 31st.
- Communication for parents will occur primarily through Class Dojo, Microsoft TEAMs, and email.

SYNCHRONOUS INSTRUCTION

Oak Forest will engage scholars in synchronous instruction (all students learning virtually at the same time during school hours).

<u>Oak Forest must follow the Tennessee Department of Education's directive for a total of 6.5 hours of instructional time per day.</u>

INSTRUCTIONAL DAY (8:00 am – 3:00 pm)

All virtual students are expected to be present according to the instructional schedule from 8:00 am until 3:00 pm. Oak Forest's virtual instruction day will be closely aligned with the our traditional "in-person" model. Please note that not all instructional minutes will occur online. The following will also make up portions of the instructional day:

- Independent practice
- Independent reading time
- Independent writing time
- Independent Project-based learning

STUDENT ATTENDANCE

The teacher will monitor student attendance every morning beginning at 8:00 am. Our General Office Secretary will record attendance in PowerSchool. If a student is not logged on and present in their assigned teacher's Microsoft TEAMs virtual classroom by 8:15 am, they are considered tardy. Students not logged in for an entire school day will be considered absent. In the instance of a student absence, please submit a student excuse note via email to your child's teacher with 48 hours of the absence.

If there are issues with the internet or computer, you must inform the teacher via email within 24 hours for attendance review.
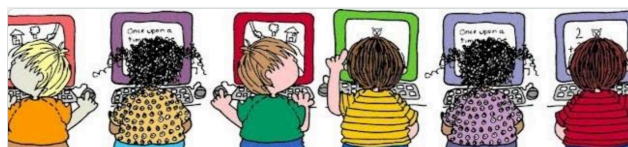
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ONLINE LEARNING PLATFORMS

This school year, Oak Forest will utilize several online tools to engage scholars in virtual instruction. Below are the names and a brief description of their function:

- **Microsoft TEAMs:**
    - Live Video meetings platform for instruction
    - Communication tool for 2-way conversations between teacher and student/parent
    - Breakout rooms and small group instruction
- **CLEVER:**
    - Clever is an easy way for your child to log in and learn with all of the online programs they use at school. Programs such as iReady, Khan Academy, Typing.com, etc. are located within the CLEVER portal.
- **CANVAS:**
    - Canvas is a course management system that supports online learning and teaching. It allows teachers to post grades, information, and assignments online.
- **Student Notebook/Class Notebook**:
    - Each student has a private notebook viewable only by the teacher and student. The teacher determines notebook sections and can upload files to engage students in the lesson.
- **Microsoft Forms:**
    - Teachers can create forms to capture responses during lessons or activities and embed it within each student's notebook. This can be used as a self-graded assignment. The student and teacher can view the results immediately.
- **Florida Virtual Learning Schools:**
    - Supplemental online resource that teachers may use to help students make-up missed lessons or supplement learning needs.
- **Power School:**
    - Parents can view student grades, assignments, and attendance in preparation for reporting periods (Progress Reports, Report Cards, etc.) Parents can also update contact information in order to ensure appropriate contact can be made between home and school.

OAK FOREST VIRTUAL STUDENT EXPECTATIONS

All Oak Forest Falcons are expected to SOAR in their virtual classrooms, just as they would if they were in the building. Below are the overall student expectations for virtual instruction. Each grade level will provide all parents with specific guidelines that are developmentally appropriate for their children. When engaging in virtual instruction, students should:

Complete daily Do NOW activity promptly: After students login, respond to any prompts on the screen or directions from the teacher in the chat box.
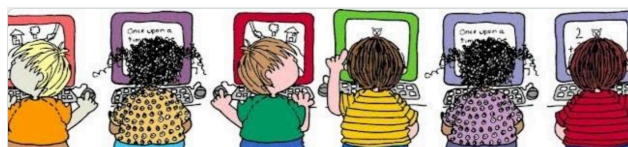
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Mute yourself when not speaking: Microphones can pick up minor background noises, like coughs, sneezes, or typing. These sounds can easily distract other video conferencing participants. Use the "Raise Hand" button student to speak.

Close any open browser windows: For best functionality, students should close all open browser windows during instruction and use the Microsoft Teams App.

Be on time and fully engaged: This is standard for any meeting, video, or otherwise. Be present on camera in your home workspace during the entire teleconferencing /virtual teaching session. Be sure you are engaged in the meeting and not doing other activities such as video games, eating, social media, playing with siblings or pets, etc.

Ensure your technology works correctly: Complete a few test runs before the actual classroom session begins. Find someone willing to help, and make sure you understand the process fully before joining your first virtual class. This will make sure everything runs smoothly during the instructional time.

Meet in the appropriate setting: Refrain from participating in virtual lessons while in the bedroom or restroom. If you do not have a quiet space to work, work at a table or in a living room. You may use the standard backgrounds provided within Microsoft Teams if applicable.

Have Everything You Need Ready: Complete any pre-work assigned by the teacher. Have any homework ready to be turned in. Have notebooks, pencils, or pens available at your work area.

Wear school-appropriate clothing: School uniforms are not required for virtual learning (uniforms can be worn if preferred). Students must wear appropriate clothing to all virtual classrooms. Pajamas, tank tops, shirts with inappropriate pictures or words, etc. are not proper attire while learning virtually.

Frame the camera correctly: When you're on video, make sure you frame your camera in a way that feels natural and allows you to look at the camera. Sit at eye level to the lens and try to position yourself so that it shows midsection up.

Have the right light: Poor lighting conditions have an enormous effect on the video quality. You want to make sure that there is enough light in the room you're in so that your video isn't grainy and unclear.

Look into the camera: A common mistake is looking at the video feed instead of the camera when speaking to a remote participant. While it may seem like the right thing to do, it actually makes it appear as if you're looking off and not paying attention. When necessary, quickly return back to the camera so you can appear to be engaged. When responding to the teacher or classmates, ensure that you are looking at the camera to provide appropriate "eye contact" in the virtual setting.
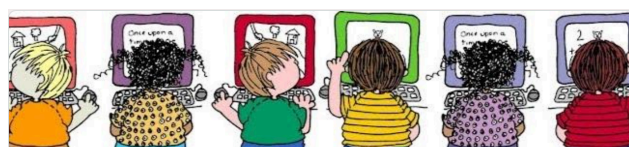
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**Please know that it is okay if the internet stops working or you lose your connection.**

OAK FOREST ELEMENTARY SCHOOL
Virtual Self-Management Skills Essential Agreements

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While learning virtually, I am expected to…

S.O.A.R. VIRTUAL LEARNING MATRIX

S — SELF-CONTROL
- Follow instructions
- Wait for your turn to speak or contribute
- Use the raise your hand feature
- Minimize distractions
- Utilize chat features appropriately

O — ON-TASK
- Log in on time
- Be present/actively engaged
- Organize your materials
- Set daily goals
- Make yourself visible
- Have a backup plan if you get disconnected

A — ACHIEVEMENT
- Complete tasks on time/Stay on top of assignments
- Be prepared
- Complete preparation work
- Reach out to the teacher for help
- Share and collaborate
- Write in complete sentences
- Create a schedule/space to complete assignments (something about time and space management)

R — RESPECT
- Mute microphone when others are speaking
- Respect others' perspectives
- Use kind words
- Use proper text etiquette (i.e., ALL CAPS, bold, italics, sarcasm/jokes, etc.). Can be misinterpreted in a digital space
- Help each other during group assignments and in designated meeting rooms
- Resolve conflict peacefully

We Expect Our Scholars To…	We Do Not Expect Our Scholars To..
Be leaders	Follow along with any negative influences from others
Be active participants during virtual instruction	Become passive learners… not paying attention or engaging in leisure activity during school hours
Provide constructive, positive feedback to classmates when applicable both verbally or in the chat feature	Provide negative or malicious feedback or comments to classmates verbally or in the chat feature
Utilize the device & online resources to enhance the learning experience for research and sharing	Misuse the device or online resources by engaging in off-task activities during instructional time
Think outside the box (have a growth mindset)	Be closed minded to trying new methods of learning
Embrace mistakes… they are a critical component of the learning process!	Give up on learning after the first failed attempt
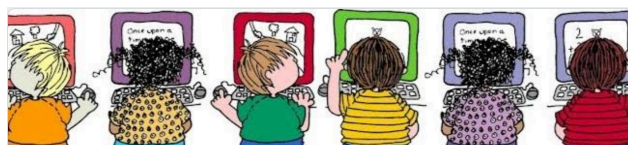
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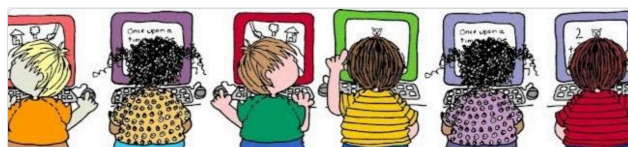
OAK FOREST CONDUCT EXPECTATIONS
STUDENT EXPECTATIONS

Students must maintain virtual settings and behaviors that are conducive for instruction and that minimize distractions.

Virtual Work Settings

1. Working stations must be free of foreign objects that are not being utilized for instruction.

2. The recording device being used for instruction must be positioned to allow teachers to observe both the working space and student, especially during testing.

3. Eating and drinking are not allowed during virtual courses. This is hazardous to electronic devices and can also be distracting during instruction.

4. **When possible**, students are encouraged to work in areas that are isolated from other individuals and pets. If circumstances exist that do not allow complete seclusion, the parent will need to share this information separately with the instructor. Instructors will only require what the parent can reasonably provide.

5. Additional electronic devices should not be kept or used within the visible working area, unless they are being utilized for instruction/are teacher approved. This includes the use of speakers, phones, earphones and other devices that may provide distractions from teacher lead instruction.

6. Students will follow daily guidance from their teachers regarding best methods of communicating and participating during virtual schooling. Instructions regarding when and how to interact verbally and how to use audio and camera options will be dependent on the design of instruction and direction of the teacher.

Student Dress & Conduct

7. Students are to wear appropriate dress, that does not distract from the virtual learning process. Inappropriate attire including but not limited to the following are prohibited: clothing with profanity; derogatory terms; racial slurs; sexual content; and clothing that is transparent or overly revealing. School uniforms will not be required for Virtual Schooling.

8. Students should reframe from engaging in any of the behaviors identified in**SCS Policy 6022**while engaged in virtual schooling. **Traditional school rules and behavioral expectations still apply.** Behavior that is disruptive to the virtual school setting will be addressed using progressive discipline measures.

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9. Students are to remain positively engaged in instruction and participate.

VIRTUAL SCHOOL PARENT EXPECTATIONS

Oak Forest faculty and staff know that in order for our children to be successful, we must continue to strengthen our partnership. Parents and family members will play a critical role in supporting students during this time. In any online setting, the commitment of the parents to the educational process directly enhances the student's learning success.

In order for a successful partnership that will lead to enhancing the learning process, Oak Forest is asking all parents to assist children by:

- Ensuring children are logged into Microsoft TEAMs by 8:00 each day for virtual instruction.
- Ensuring alcohol, weapons or illegal items are not present on camera. Cluttered and untidy surroundings will distract from the main objective of the session and may cause participants to assume that you're disorganized and/or unprepared.
- Ensuring the tablet is charged daily and/or remain on the charger during instructional hours.
- Maintaining regular communication with your child's teacher(s) via Class Dojo, Microsoft TEAMs, or Email.
  - Notify teachers in advance of planned absences (i.e. doctor visits, trips, etc.).
- Monitoring your child's work time to ensure they are spending the appropriate amount of time completing the daily assignments.
- Ensuring your child is spending adequate time on the courses and is progressing each day through the prescribed instructional activities.
- Reading all the classroom expectations and procedures.
- Avoiding the interruption of instruction, if you have a question or concern, please contact your child's teacher to setup a conference.
- Ensuring your child takes breaks according to the schedule.
- Assisting your child with becoming computer literate.
  - Basic Keyboarding – recommend Typing.com for 15-30 min daily after school (accessible through CLEVER)

PARENT RESPONSIBILITIES Virtual Restorative Practices & Discipline Responses

1. Parents should familiarize themselves with the following Policies to assist with communicating behavioral expectations to students:

   SCS Policy 6022 -Student Conduct
   SCS Policy 6026-Discipline Appeals
   SCS Policy 6046-Bullying

2. Parents should communicate regularly with teachers and administrators regarding the status of their students and work collaboratively with employees to develop behavior support plans, especially if misbehavior becomes a concern.

3. Parents should ensure that students wear appropriate dress, that does not distract from the
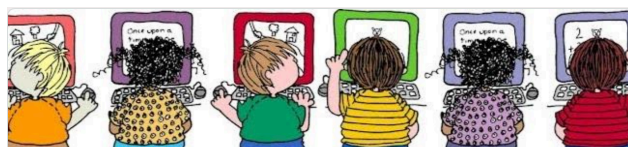
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virtual learning process. Inappropriate attire including but not limited to the following are prohibited: clothing with profanity; derogatory terms; racial slurs; sexual content; and clothing that is transparent or overly revealing. School uniforms will not be required for Virtual Schooling.

4. Parents should make every attempt to provide appropriate working stations/settings with minimal distractions for students (i.e., isolation, if possible, quiet areas etc.)

5. Parents should consult with the Office of Student Equity, Enrollment & Discipline by calling (901-416-6007) for additional discipline guidance, requests for formal due process and support regarding the implementation of behavior support plans.

LUNCH PICK-UP AT OAK FOREST
All students will have a 30 min. lunchtime in their daily schedule. Students are not required to be on the computer during this time, however please do not log out of Microsoft Teams. You can turn off the Microphone and Camera for privacy. If the computer has not been charging, please use this time to recharge.

Lunch will be provided free of charge for pickup at Oak Forest Elementary School. Please see the information below.
- Pickup days:
  - Thursday 9:00 am – 12:00 pm
  - Thursday 1:00 pm – 5:00 pm
  - Friday 7:00 am – 9:00 AM

- Breakfast and Lunch Meals will be provided for 5 days and will include preparation instructions if necessary.
- The cafeteria will accommodate special diets for students per current diet prescription.

Safe, Respectful, Responsible
We will continue our journey with student expectations. Teachers and Administration will work with our students to ensure that we continue to promote safety, respectfulness, and responsibility. Oak Forest students will facilitate morning announcements to build the Social Emotional health of all of our students.

Our school counselor will continue to provide classroom lessons, individual check-ins, small group lessons, and parent/guardian consultations to support our Oak Forest community.

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Expectations

OAK FOREST ELEMENTARY

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- I can **BE SAFE**
- I can **BE RESPECTFUL**
- I can **BE RESPONSIBLE**

Expectations

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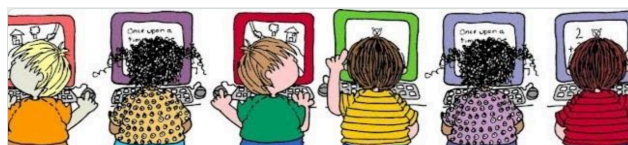MAKING A WORLD OF DIFFERENCE

Virtual Classroom

BE SAFE
- Set up your virtual class space in an appropriate setting
- Wear school-appropriate clothing
- Communicate with teacher and classmates in an approved and appropriate manner

BE RESPECTFUL
- Mute yourself when not speaking
- Keep camera on and still, "showing midsection up"/check your surroundings
- Use the raise hand button to be acknowledged
- Follow the SOAR virtual learning matrix

BE RESPONSIBLE
- Check your technology and lighting before class begins
- Be ready and on-time in a quiet work space
- Respond promptly to teacher directions on the screen or in the chat box
- Stay on task and fully engaged in learning during class
- Complete assignments and tasks as assigned

OAK FOREST ELEMENTARY SCHOOL
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School-wide Teaching Matrix Remote

	Virtual classroom	Independent learning at home	Packets/Workbooks/Technology	Wellness
Be Safe **IB Standards:** Cooperation Knowledgeable Reflective Thinker	• Set up your virtual class space in an appropriate setting • Wear school-appropriate clothing • Communicate with teacher and classmates in an approved and appropriate manner	• Ask for help when needed • If something is making you feel uncomfortable or worried, talk to your parent, teacher or school counselor about it	• Follow directions • Use resources and materials as intended	• Safely stay connected with friends and family • Exercise at least 15 minutes/day while physical distancing
Be Respectful **IB Standards:** Appreciation Caring Confidence Communicator Empathy Integrity Open-Minded Respectful Tolerance	• Mute yourself when not speaking • Keep camera on and still, "showing midsection up"/check your surroundings • Use the raise hand button to be acknowledged • Follow the SOAR virtual learning matrix	• Keep the volume low so others (family members) can work too (check with family) • Use earphones if available • Keep your work space organized	• Be respectful in my words, actions, content and all forms of communication • Speak in a kind way to those helping me • Take care of the technology, resources and materials my school has provided me	• Participate in brain breaks, recess and P.E. with your virtual class • Take time for yourself after the school day ends to reflect and recharge • Practice self-compassion
Be Responsible **IB Standards:** Balanced Commitment Confidence Creativity Curiosity Independence Inquirer Principled	• Check your technology and lighting before class begins • Be ready and on-time in a quiet work space • Respond promptly to teacher directions on the screen or in the chat box • Stay on task and fully engaged in learning during class • Complete assignments and tasks as assigned	• Choose a quiet distraction free work space • Follow your assigned schedule • Be on time prepared and ready to learn • Follow directions as given • Stay on task until work is competed giving it your best effort • Proof read/check over work/assignment • Turn in all assignments on time	• Set aside time each day to work on homework and assignments • Keep all m supplies and materials in one place • Turn in all assignments of time	• Use your calming strategies • Eat healthy food • If you don't feel well report your symptoms to your parent, teacher or school counselor

OAK FOREST ELEMENTARY SCHOOL
Virtual Learning Acknowledgement System

Class Dojo Rewards

Dojo Points Level	Teacher Led Rewards
100 Points	Teacher Choice
90 Points	Pajama Day
80 Points	Lunch with Teacher
70 Points	No Homework Pass
60 Points	Gallery Time
50 Points	Hat Day
40 Points	Show and Tell Time

Students can earn 5 points per day, this includes: ELA, Math, Science, Social Studies, and support classes. Points will start over each quarter and students can use points to "purchase" based on the Teacher Led Rewards. Teacher can choose to allow students to "spend" points every 20 days.

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GRADING SYSTEM
The grading system for Shelby County Elementary Schools in accordance with the Tennessee Uniform Grading System establishes the grading system for grades kindergarten through fifth grade.

Two (2) report cards are used in grades K-5; (1) for kindergarten; (1) for grades 1-5.

Kindergarten:
The pre-kindergarten and kindergarten report cards show progress toward the state standards. The grade level standard is set by the state and indicates what a student should know and be able to do. Students are evaluated based on their progress toward meeting benchmarks for each standard. This is indicated by mastery or non-mastery for each skill. Report cards are sent home at the end of each nine-week term.

Grades 1-5:
1. In all schools, students' conduct is graded as "E", "G", "S", "N", or "U" and is to be reported at each grading period on the report card. Self-contained classes receive one homeroom conduct grade. Individual subject classes each give a conduct grade.

2. The basic grading system for knowledge/subject area is expressed by the letters "A", "B", "C", "D", and "F" according to the numerical values listed under the Grading Scale below except for first (1st) grade science, social studies classes, prek-5 art, music, world languages, and P.E. which will be expressed by the letter grades "E", "S", "N", or "U".

A	93-100
B	85-92
C	75-84
D	70-74
F	Below 70

Plus and minus evaluations are not to be added to letter grades.
The numerical values listed are for teacher use only.

3. Report cards are issued to parents at the end of each nine-week term.

4. In grades 1-5 Integrated Language Arts and Math, a minimum of twelve grades per subject per nine-week term should be recorded for every student. For all other subjects in grades 1-5, a minimum of 9 grades per nine-week term should be recorded. Fifty percent of the required grades must be earned and recorded by the interim of the nine-week term. (These grades could be determined by projects, oral and written assignments, etc.) Term grades given at the end of each nine-week period will be determined by the average of daily work, oral assignments, written assignments and tests. The teacher will assess all student assignments and weigh the value of grades given for various assignments within the nine-week term in computing the term
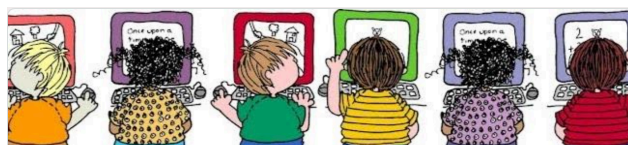
grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Grades for homework assignments should be given with care, since the student himself may not always complete homework. Homework assignments are of value in affording students needed practice, and such assignments should be made within practicable limits.

5. Semester grades for grades 1-5 are determined by an average of grades for each of the two nine-week terms. Standardized tests should not be used as the sole measure for passing or failing.

NOTE: Semester examinations are not given in grades 1-5.

6. Final Grade - This grade is determined by averaging the two semester grades.

7. A student's academic grade is solely intended to reflect the student's acquired knowledge, ability, and/or skills in the designated subject. Therefore, academic credit / points may not be awarded or deducted for any purpose that is not directly related to the student's academic performance. For example, academic credit / points may not be awarded as an incentive to participate or achieve a certain goal in a school fundraising event. Academic credit / points may not be deducted for failure to purchase certain brands or types of school supplies. A reasonable number of academic points may be deducted from a student's academic grade for failure to submit homework or other assigned academic work on the date specified by the teacher.

8. Parents are to be notified within a report card period when a student is not doing acceptable work. Parent-teacher conferences should be held for gaining parental support in an effort to improve student performance.

Minimum Promotion Requirements
(See page 5-7 of SCS Handbook)

Academic Honor Rolls

1. Principals List – All A's in academic subjects and all E's (Excellent) in special subjects
2. Honor Roll – A's and B's (including all B's, with no grade lower than a B) in academic subjects and all E's (Excellent) or S's (Satisfactory) in special subjects

To qualify for all academic honors listed above, students must demonstrate satisfactory conduct of E or S in each grade/subject. Parents may appeal to the school principal to request review of the conduct provisions associated with academic honor rolls.

Citizenship Honors (academic grade is not included)

1. High Citizenship Award – All E's (Excellent) in Social and Academic Behavior (conduct and work habits)
2. Citizenship Award – E's (Excellent) or S's (Satisfactory), including all S's with no grade lower than S, in Social and Academic Behavior (conduct and work habits)

Perfect Attendance:
No absences, late arrivals, or early check-outs during the nine weeks grading period.

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HOMEWORK HOTLINE

Homework Hotline is committed to providing academic support for all K-12 students in Shelby County Schools over the phone, (including text messages) or online chat.

- Homework Hotline is a free service with certified teachers providing homework help.
- Hours of Operation: Monday-Thursday 4pm-8pm
- There are multiple ways to contact Homework Hotline: Call 901-416-1234

Chat at homeworkhotline.info

GET HOMEWORK HELP & TUTORING SUPPORT FROM SCS TEACHERS!

Hours: 4 – 8 p.m. M-TH
Call: (901) 416-1234
Online: homeworkhotline.info

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PowerSchool

- ✓ Student Registration
- ✓ School Choice Applications
- ✓ Access to Grades & Report Cards
- ✓ Daily Attendance

PowerSchool is the student information system for Shelby County Schools.
A PowerSchool account is required to be enrolled in school, but it also gives parents easy access to other important processes and student information.

HOW TO ACCESS YOUR POWERSCHOOL ACCOUNT:

- Visit the following website: https://scstn.powerschool.com/public/home.html
- Login using the same username and password used to register your account.
    - If you forget your login info, click the "Forgot Username or Password?" link.
    - You'll need the email address associated with your account to recover your username and/or password.
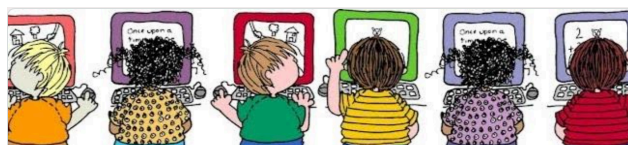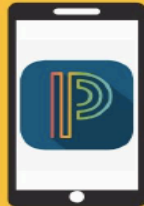
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HAVING TROUBLE ACCESSING YOUR POWERSCHOOL ACCOUNT?

- Call (901) 416-6007 or send an email to **iChoose@scsk12.org** for account setup and support.

GET THE POWERSCHOOL APP FOR APPLE & ANDROID SMARTPHONES!
Use District Code: GWHX
Sign in with your PowerSchool username & password.

- Use District code: GWHX
- Sign in with your PowerSchool username and password.
- **The app cannot be used to register, apply for transfers, select learning options or update information.** Log into your account for any of these.

SOCIAL EMOTIONAL LEARNING

As our District and community continue to cope with COVID-19, we recognize that many students and families are experiencing anxiety and a range of other emotions. Self-care and emotional self-regulation are especially important during these uncertain times, so the District is providing a variety of resources to support students and families.

SCS has launched two new support lines so students and parents can contact school social workers and counselors around the clock for resources and assistance with social emotional concerns.

A variety of SEL resources are also available on the CASEL website: **https://casel.org/covid-resources/**. CASEL is the Collaborative for Academic, Social and Emotional Learning. NEW Social Emotional Support Lines Available for Students & Families!

24-HOUR INFORMATIONAL LINE - 901.416.2266
Call 24/7 for pre-recorded messages.
LIVE SEL SUPPORT LINE - 901.416.8484
Call M-F, 9 a.m. - 4 p.m., to speak with a
member of the SCS Mental Health Center

NOTE: The SCS support lines are intended primarily for general questions and non-emergency assistance. If you are experiencing a crisis, please contact one of the organizations listed below that provide crisis support.

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PARENT FAQ

What does Virtual learning look like for CLUE students and CLUE teachers in the Fall?
Students served in the CLUE environment will use the District approved curriculum with enhanced and enriched, project-based supplemental curriculum guides and materials. If students are learning virtually, classes will be organized in the CLUE901 Google classrooms. Students will meet online with teachers and complete independent learning within the online space. All students with IEPs will be provided with services and accommodations that are agreed upon by the IEP team. Resources are available to parents, teachers and students at www.edugoodies.com.

How will students be trained on using the devices?
Students will receive continuous training, materials and video instruction regarding the responsible use of digital devices and platforms, online safety and Digital Citizenship tailored to each grade level. In addition, parents and students will receive Digital Device User Handbooks which detail device best practices, care, maintenance, and resources for internet safety.

Do the devices have content filtering to protect my child from harmful sites?
Yes, in compliance with the Children's Internet Protection Act, all issued devices and hotspots will be equipped with content filtering software blocking access to harmful online content.

Will the devices include monitoring/tracking software?
Laptop recovery and tracking software will be loaded to remotely locate and lock devices, as well as delete files.

What happens if my child's device is lost or stolen?
If the device is lost or stolen, parents must file a police report and provide the report to the school. A school representative must be contacted within 24 hours after the occurrence.

What if the device is damaged?
All devices will come equipped with a durable case, intended to protect it from drops and spills. In the event that the device is damaged, parents will need to alert their student's school of the damage so that the device can be repaired or replaced. If the laptop is damaged because of negligence, parents may be responsible for the full replacement cost of the laptop. Do not attempt to disassemble or repair the device.

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