



For Teachers
2020 - 2021

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District Policies and Procedures

The Board of Education policies that are relevant to the virtual instruction include but are not limited to: 4.406, 4.607, 5.1151, 6.304, 6.312, 6.604 Policies can found at: <http://tinyurl.com/ORSboardpolicy>.

Expectations

Transition to Virtual Instruction

Teachers in every course should prepare for a seamless transition from live instruction to virtual instruction. Teachers may continue current course content or prepare at least two days of emergency content to limit gaps in instruction during transition periods. TDOE Online Instructional Resources can be used when added to Clever/Canvas. During face-to-face instructional periods, teachers should provide opportunities for students to practice virtual instruction routines.

Communication

Each school will provide specific guidelines and schedules for student communication. It is important to balance contact and support for families during times of virtual instruction so that they are informed but not overwhelmed. Attempts should be made to monitor weekly engagement of every student. This can be accomplished through Canvas, Seesaw, email, video conferencing, phone calls, and other district software usage. More frequent communication should be provided for students who are highly mobile or at-risk. The following guidelines improve communication and engagement for students:

- Offer a minimum of three office hours daily, at multiple times, or in a single block.
- Post daily office hours and contact information for students.
- Use Zoom, MS Teams, email, phone, or Canvas for office hours.
- Follow the school video conferencing schedule to limit conflicts.
- Follow the video conferencing guidelines for increased safety.

Attendance

During a transition to virtual learning, teachers will seek daily visual, verbal, and/or written confirmation of student participation in instructional time and record daily attendance using Skyward. Attendance tracking methods include such options as: students participating in a phone call with a teacher, with parent or legal guardian support as appropriate for the age of the student; students participating in synchronous virtual instruction; students completing work in Canvas, Clever, or Seesaw; students submitting work via hard-copy or virtual formats; or completion of on-line learning modules.

Course Content

- Condense course content by focusing on essential standards during school closures.
- Collaborate across subject areas and grade levels to provide consistent instructions for accessing and submitting assignments.
- Provide explicit directions for the structure of the online compared to face-to-face instruction.
- Explain to students where to find course content and how to get started.
- Tell students what to expect from you and when to expect it.
- Provide feedback to student inquiries within 24 hours.
- Identify relevant changes to any course.
- Inform students in advance about the technologies needed for your course, and how to find prompt IT support.
- Monitor assignment submissions and remind students of deadlines.
- Communicate with Special Education and EL teachers frequently to make adaptations that ensure equity for all students.



Motivation and Engagement

- Create a sense of community by encouraging learners to engage in online discussions.
- Explain to students how the learning materials are relevant to the course objectives and facilitate the completion of aligned activities.
- Explain how you will evaluate submitted work.
- Provide learners with timely feedback to enable them to track their learning progress.
- Consider using short multimedia pieces for interaction, and ensure students have easy access to software and plugs-ins they need to access the content.
- Organize your course online to guide students along the learning path, helping them to progressively navigate through the course each week using Canvas modules.
- Plan active learning opportunities using course tools to meaningfully facilitate learners' interaction and active learning.

Equity and Access

- Provide content that creates a safe and equitable learning environment.
- Provide accessible course materials and activities to meet the needs of diverse learners.
- Articulate quick and easy ways for learners to find appropriate academic or student services support offices and resources.
- Explain to students how to access the district or school accessibility services and be responsive to learners who need accommodations for accessing digital course materials.
- Include translated materials in lesson plans for English Language Learners as needed.
- Collaborate with EL and Special Education teachers to provide accommodations outlined in Learning Plans and IEPs.
- For additional guidance on ensuring students' civil rights with online learning follow this [link](#).

Clever/Seesaw

Teachers in grades K-2 should use Clever teacher pages and Seesaw to communicate resources and share assignments for online learning. Clear and consistent communication should be shared with families before and during school closures.

- Younger students may need adult support to engage in virtual learning. Consider using TDOE resources such as PBS Teaching TN and ReadyRosie to provide learning opportunities that require less adult support.
- K-2 learners should experience digital learning for 30 minutes or less for daily instruction; and therefore, opportunities for learning should focus on blended opportunities that include play-based and exploratory activities.

Canvas

Teachers of all subjects in grades 3-12 will create daily learning and review opportunities that students access through Canvas. Guidelines for Canvas pages are provided to enhance consistency leading to ease of navigation and improved communication for students and families.

- Each Canvas course should have a Homepage that includes the following:
 - office hours
 - contact information
 - links to assignments
 - links to major course resources.
 - a visual element related to content or a photo/avatar of yourself
 - weekly announcements to notify students of new information
 - course content organized into Canvas modules
- See building level ITCs for sample Canvas pages and templates. A sample course development checklist is given in the table below.



LMS Course Development Checklist

Component	LMS Course Development Checklist
Units of Instruction	<ul style="list-style-type: none"> ○ Create intentionally to move between face-to-face and online instruction ○ Organize units by topic ○ Include materials, activities, and assessments for the length of unit ○ Offer a variety of formats to engage students such as: <ul style="list-style-type: none"> ● videos ● demonstrations ● mini-lectures ● animations
Overview and Objectives	<ul style="list-style-type: none"> ○ Include a course overview: <ul style="list-style-type: none"> ● structure of topics and learning goals ● navigation ● how to get started ● how to find and submit work ● how to get help ● teacher introduction video and text
Course Standards	<ul style="list-style-type: none"> ○ State clearly what students should know and be able to do ○ Create measurable learning targets and “I can” statements
Assessment and Criteria	<ul style="list-style-type: none"> ○ Include rubrics and scales linked to learning targets and activities ○ Create clear and concise description of mastery ○ Link assessments to learning targets in a variety of formats <ul style="list-style-type: none"> ● multiple choice ● short answer ● video/audio submissions
Instructional Materials	<ul style="list-style-type: none"> ○ Focus on standards mastery and cultural relevance ○ Create clear relationships to learning targets ○ Comply with district learning expectations and student privacy laws ○ Obey copyright laws and cite all sources
Learning Activities	<ul style="list-style-type: none"> ○ Help students achieve learning targets ○ Respond to students’ home cultures and learning styles ○ Include a variety of formats: <ul style="list-style-type: none"> ● independent assignments ● collaborative work ● written responses ● video/audio creation ○ Give students opportunities for voice and choice ○ Ensure expectations for student submissions are clear ○ Provide peer-to-peer and teacher-to-student feedback
Technology	<ul style="list-style-type: none"> ○ Promote district-purchased digital materials ○ Ensure additional digital materials are vetted by ITCs and IT department ○ Reinforce learning targets ○ Ensure links to videos work on student machines ○ Identify students who have limited or no Internet access and adjust assignments and/or accessibility appropriately ○ Communicate clearly how to seek technology support ○ Utilize accessibility tools to meet needs of all learners



Video Conferencing for Instructional Opportunities

- Limit frequency of synchronous conference sessions to maximize asynchronous options for students who are unable to join.
- Use the ORS version of Zoom access through Clever.
- Provide conference invitations during reasonable hours for student participation.
- Send invitations to students in a timely manner and include an administrator.
- Instruct students to use their ORS username or first name plus last initial (Jane D).
- Send participants meeting links only through direct messages in a password-protected environment (not on public forums).
- Follow the *AccessOR* Acceptable Use Policy in a one-to-one instructional situation.
- Use the waiting room feature to prohibit conference bombing by outsiders.
- Set screen sharing to “Host Only” by default.
- Turn off student-to-student chat room features.
- Lock the meeting once it starts, as appropriate.
- Disable participants’ cameras and/or microphones as appropriate.
- Establish norms for increased video conferencing safety.
 - This meeting will be recorded/not be recorded and available/not available on my Canvas page.
 - Chat room capabilities are not enabled. Please use the “Raise your hand” function to ask a question.
 - Students are not required to use the video function. Please be aware that others can see your surroundings when the video function is used. Pick a location that will minimize interruptions. If you are in a room with others, please let them know that you will be using video/audio for a class.
 - The teacher may mute the room or student if background noise interferes with the conference. Check the mute status and minimize background noise before you speak.
- Record and post sessions in Canvas for review by students who could not attend.
- Refrain from sharing FERPA or HIPAA sensitive information.
- Conduct IEP meetings according to the *ORS Guidelines for Conducting Secure IEP Meetings via Video Conferencing*.
- Refrain from posting conference screen shots of student faces or names on social media.

Grading

- Grade assignments weekly and post grades in a timely manner.
- Provide instructions for how learners can access their grades.

Assessment

- Project Based Learning (PBL) is an effective virtual instruction and assessment tool. This teaching strategy promotes a greater understanding of the standards by engaging students with an authentic, real-world problem while the teacher acts as a facilitator and source of feedback throughout the process. Students work individually and collaboratively to answer the project’s driving question and create a public product that is easily assessed for content standards and 21st century skills such as the 4Cs (collaboration, communication, creativity, and critical thinking).

Intervention

- Students who receive intervention should continue to receive extra support during school closure.
- Teachers and interventionists should collaborate to prioritize learning opportunities and make assignment adaptations that maximize learning in virtual settings.



Discipline

- Communicate clear expectations and norms for student behavior in virtual classroom settings.
- Students may be removed from video conferencing, blogs, or other community learning platforms for inappropriate behavior or safety concerns.
- Building level discipline procedures may be used as needed to address inappropriate student behavior during virtual instruction.

Resources for Virtual Instruction

- Prioritize the usage of ORS paid district resources found through Clever using Single-Sign-On and secure school account credentials.
 - Account setup, maintenance, and support for resources not provided by ORS will not be prioritized by ORS Technology department.
 - Student login credentials should not be used to set up accounts that are not provided by ORS.
- The software request process will provide essential information to administrators and technology staff as software is evaluated, renewed, or replaced.
 - To inquire about new software purchases, teachers should complete the software request process found on the ORS website or at: <https://support.ortn.edu/forms/softwarerequest/>

Software	Grade Levels	Description
Adobe Systems	5-12	Arts and A/V Communications and Business Communications, Middle and High School Aviation
Apex Learning	9-12	Online credit recovery and origination. Students can use APEX to recover, and in particular instances originate, credit for high school graduation.
AutoDESK	5-12	Engineering Design 3D Modeling--includes Inventor, Revit, and Fusion 360
Boom Cards	K-12 (SLP)	BOOM are interactive lessons for both teachers and parents to use as a resource
Canvas	K-12	Online Learning Management System for teachers and students in the district. Course management, discussions, assignments, files, announcements, grading, and conferencing.
Career Safe	9-12	OSHA-10 certification site for CTE
Certiport	9-12	Certification software for CTE
Clever	PreK-12	Secure pipeline between your district's SIS data and the learning applications that you and your students use - rostering
EdLeader 21	Administrators/ PLC Coaches	Battelle for Kids, Portrait of a Graduate work, rubrics available for teachers



Software	Grade Levels	Description
Edpuzzle	9-12	Allows users to insert questions into any video
EduCeri	EL Teachers	English Learners' Curriculum
Edulastic/Snapwiz		Formative Assessment creator for math
ELlevation	K - 12	Organizes all English Language Learner (ELL) information and data from an entire school district into one dashboard. It allows ELL staff to collaborate on plans and goals.
Freckle Education	K-6	Digital platform for both ELA and Math practice- Can be used as an adaptive practice resource or teachers can assign specific standards based lessons. Includes Inquiry Based Lessons that can be used for core instruction.
GMetrix	5-12	Certification training software for CTE
HearBuilder	K-12 (SLP)	Strengthen literacy ability in listening, memory, and comprehension. Offer multi-level activities with specific objectives that support State and Common Core Standards.
Hobsons - Naviance	9 - 12 Students & Counselors	Naviance is a comprehensive college, career and life readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, and improving student outcomes.
Hoonuit	Pre-K-12	Data Dashboard
IXL Learning	7-12	7-12 Math and Language Arts curriculum diagnostics and analytics, 7-8 Science and Social Studies curriculum diagnostics and analytics
Kami	3-12	Allows the embedding of PDFs into Canvas for students to annotate, diagram, draw on, and complete within the Canvas system.
Membean	9-12	Language Arts/ Vocabulary
MyOn	K-12	Digital Library
Nearpod	K-12	Interactive slide share program that allows live interaction as instructors move through a lesson OR self-guided lessons for students.



Software	Grade Levels	Description
PassAssured	12	Certification training for pharmacy technicians.
RazKids	K-4 SPED	Reading and listening program, students can read aloud into the program and replay a recording of themselves
Read Naturally Live	5-8 RMS	Web-based intervention efficiently applies the research-based Read Naturally strategy to accelerate reading achievement.
Renaissance STAR	K-12	STAR reading and math benchmark and universal screening tests
Respondus	5-12	Lockdown browser that prevents access to pages or programs while testing in Canvas.
RoboPro and Robot C	5-12	Robo-Pro and Robot C for Engineering Design and Robotics in CTE
Seesaw	K-2	LMS, digital portfolio, and communications
STEMscopes	K-4	STEM/Science Curriculum
TE21 Inc	3-12	Assess student understanding of state standards taught at the end of each term in ELA, math, science, and social studies.
TextHelp Inc	K-12	Read & Write accessibility, equation editor
TurnItIn	9-12	Plagiarism checker provides links to possible cheating between students or essay copying from digital sources.
Unique Learning Systems	K-12 CDC	Gives students with complex learning needs meaningful access to the general education curriculum.
Virtual Job Shadow	5-8	Students take interest inventories and build a portfolio of career interests, includes videos of professionals in a wide variety of careers.
Wet, Dry, Try	K-1	Handwriting app for iPads from Learning without Tears
WeVideo	5-12	Robust online video editing software that is intuitive and quick to produce high quality videos for students and staff.
Zearn	K-4	Math program, digital augmentation of the print curriculum



Special Area Courses

- Fine Arts teachers: continue instruction during times of school closure. Shifts to online learning can be enhanced using the TDOE [Fine Arts Resource List](#).
- Physical Education, Health, and Wellness teachers: continue instruction during times of school closure.
- College, Career, and Technical Education teachers: ensure all students have the software needed for your courses downloaded to their devices, and if they do not, have them reach out to IT support so they do not lose instructional time.
- Social and Emotional Support: Students may have questions and possible anxiety issues related to the changes experienced during the pandemic. These should be handled through your support services including school counselors, social workers, school psychologists, and nurses. A consistent referral process for accessing school counselors and social workers should be communicated with each student and family

Virtual English Learner Services

- Screen new students using alternative measures until school reopens.
- Continue to provide instruction to students who are in self-contained EL classrooms or in pull-out models.
- Continue to collaborate with content area teachers to ensure the appropriate supports and accommodations are provided throughout virtual learning in classes where ELs participate in co-taught instruction.
- Ensure families have access to information about virtual learning that they are able to access in their native language.
- Utilize digital tools such as Talking Points for communication with parents regarding virtual learning assignments and key information related to instruction.
- Utilize the district translator as a liaison between families and schools.
- Provide time within virtual learning for the ESL teacher to work with the special education teacher for students who are dually identified.
- Create instructional steps documents with screenshots that are student-friendly for EL students who are not comfortable navigating online platforms on their own without modeled instruction or steps for guidance.
- Invite EL teachers to join case managers for a student who is both EL and has an IEP.

Virtual Special Education Services

Conducting Secure IEP meetings via Video Conference

For Case Managers: Before the Meeting

- Ensure that the meeting is properly noticed per IDEA guidelines.
- Contact parents beforehand to ensure they are comfortable meeting via Zoom.
- Explain the meeting platform and advise of technology needs.
- Offer to “test drive” Zoom with the parent before the meeting.
- Ensure that all necessary state rules and guidelines are met if providing a draft IEP.
- Test your microphone and speakers and ensure your camera is working.
- Test any of the features you will use during the meeting, i.e.: screen sharing.
- Consider what documents you want IEP team participants to have available during the meeting. Do not distribute any educational records via an unsecure link or portal.
- Schedule your meeting to create the Zoom meeting link and forward the link to the other attendees.
- Meetings should be set up using the ORS secure platform, via Clever, available on the ORS website. In the invitation ensure that you state:



Dear IEP Team Member:

*We have scheduled the IEP meeting for [Student] on [DATE/TIME] to be held via Zoom. The link to this meeting has been shared with IEP meeting participants **only**. The following meeting participants have been provided this link: [identify participants].*

You are instructed not to share or provide this link with any other person. If you believe that another person should be invited to this meeting, please contact me, the Case Manager and host of this meeting, and I will provide them the link myself. Under no circumstances should you share this meeting link with anyone or forward this link to an unsecure location. Please click/test this link before the meeting to ensure that you have downloaded Zoom in plenty of time before the meeting.

If there are any specific documents you would like to discuss during the meeting, please provide them to me prior to the meeting as I will be the only participant with screen sharing capabilities.

Should you have any questions, please contact me directly. Additionally, should you have any difficulty joining the meeting, please feel free to reach me at: (###) ###-####.

/s/ Case Manager

For Case Managers: During the Meeting

- Join 5-10 minutes early to allow for any issues that others may be experiencing to be resolved before the start time. Enable waiting room to “admit” or “remove” participants in the meeting.
- Enable the “Lock Meeting” function when all participants have joined the meeting.
- Manage screen sharing options by selecting “Host Only”.
- Immediately shut off all video and audio functions if at any time you note that an unauthorized individual has entered the meeting.
 - Advise all participants that the meeting will temporarily be adjourned to provide all participants a new link to a new meeting. A new meeting, with the link, must be
 - Email a new link to each of the participants.
- Refrain from using the student’s name during the discussion.
- Establish the Oak Ridge Schools Video Conferencing for Instructional Opportunities expectations at the beginning of the meeting.
- Begin the meeting by stating that the parties are meeting virtually due to crisis, school closure, and based on state and local orders limiting non-essential activities.
- Follow all IDEA protocols as if you are physically meeting, i.e.: waiver of notice (if applicable); acknowledgement of procedural safeguards; and consent.
- Document: Ensure that the plan specifically states why the meeting was held virtually and note parental consent or non-consent that was given verbally. Follow signature protocols.

For Attendees: During the Meeting

- Join 5-10 minutes early to allow for any issues to be resolved before the start time.
- Cease discussion immediately and notify the Case Manager/ Zoom Host if at any time you note that an unauthorized individual has entered the meeting.
- Refrain from using the student’s name during the meeting.



Providing Accommodations for Virtual Learning

Accommodation	Virtual Strategy Similar to Face-to-Face	Priority Tips
Advanced notice of large assignments/tests	Be transparent with expectations as in face-to-face instruction.	Write clear instructions with appropriate due dates to assist student and learning guide.
Alternative setting for tests	Identify a comfortable location with minimal distractions.	Allow students to choose a time of day that is most conducive to learning in their home.
Assigned to co-taught class	Allow students remain in their assigned classes, with teachers working together to create, assign, and teach as usual.	Make arrangements with supporting teachers who can virtually assist the student.
Chunking information into small segments	Build small units of instructional as students acclimate to the new learning environment.	Create accommodations for students that will allow for a longer period to in to complete multiple small units.
Extended time on assignments	Create pacing guides based on expectations for extended time accommodations.	Provide due dates at least a week in advance to accommodate the learning guide's schedule.
Extended quiz/test time	Allow quizzes and tests be taken over an extended time period.	Now is not the time to enforce timed assessments.
Final grading	Be consistent and transparent with your expectations and grading practices.	
Frequent breaks	Allow students to work at their own pace. Create short assessments so students do not need to worry about technical issues.	Asynchronous learning is key. Content design should be flexible enough to allow students to take breaks as needed.
Frequent checks for understanding	Build standards-based formative assessments for each instructional unit.	
Hearing impaired	Direct students to use applications that have a talk-to-text feature.	Provide a headset with microphone as needed for relevant applications.
Help with organization	Organize content in a logical and consistent manner in the learning management system.	
Larger print materials	Adjust font sizes and/or use zoom features as needed on mobile devices.	Consult with IT/ITCs to train students to use font size and zoom features.
Modified texts or alternative materials	Modify text and/or provide alternative materials as needed.	Confirm that instructional materials align and contribute to learning objectives.
Preferential seating	Create a learning environment that will be comfortable and productive for the student.	Allow student to find comfortable seating, such as on a couch.
Provide spoken retakes of quizzes/tests	Consider providing this through a synchronous tool like MS Teams or Zoom.	
Reduced homework or classwork	Provide directions for students and families for using learning tools.	Utilize instructional assistants to help with this accommodation as needed.
Resubmission of assignments	Provide additional guidance for students as needed.	Adjust settings in the learning management system as needed.
Retake only on areas not mastered by student	Provide retake opportunities as needed.	Adjust settings in the learning management system as needed.
Retake of quizzes or tests	Create additional quizzes that contain only the learning objectives not mastered.	
Guided notes	Work with the student to determine the best way to distribute the additional notes.	
Teacher frequently checks for comprehension	Establish routines for direct communication with students who need it.	
Use of mobile device for assignments	Assign students a district-issued device to ensure continuity of learning.	Create digital versions of learning packets for students who need to use devices.
Use of Calculator	Using a calculator is allowed in the same manner as in face-to-face instruction.	Proceed with content as if all students will be using calculators when allowed.
Use of music while learning	Allow music with or without headphones.	
Use of notes/notecards	Ensure students can stop, pause, and replay audio files multiple times to take notes.	Allow students to work at a pace that is appropriate for them.
Visual support	Post videos for student as part of their learning experience.	Ensure posted videos have synchronous captions.



Sample Schedules

The following sample daily schedules are adapted from TN Department of Education. More information can be found in the [School Closure Toolkit: Academics and Instruction](#)

Sample Daily Schedule for K-2 Online/Packet-based Blended Activities

Activity	Duration	Frequency
Reading	20 minutes	Daily
Writing	20 minutes	Daily
Math	20 minutes	Daily
Science/Social Studies	30-45 minutes	Daily
Physical Movement Activities	45 minutes	Daily
Creativity Activities	30-45 minutes	Daily

Sample Daily Schedule for 3-4 Online/Packet-based Blended Activities

Activity	Duration	Frequency
Reading	30 minutes	Daily
Writing	20 minutes	Daily
Math	20 minutes	Daily
Science/Social Studies	30-45 minutes	Daily
Physical Movement Activities	45 minutes	Daily
Creativity Activities	30-45 minutes	Daily

Sample Daily Schedule for 5-8 Digital Platform Approach

Activity	Duration	Frequency
Reading (Module based)	30 minutes	Daily
Independent Reading	20-30 minutes	Daily
Writing (Module based)	20 minutes	Daily
Math (Module based)	30 minutes	Daily
Math Fluency	20 minutes	Daily
Science/Social Studies (Module based)	30 minutes	Daily
Physical Movement Activities	45 minutes	Daily
Creativity Activities	30-45 minutes	Weekly

Sample Daily Schedule for 9-12 Digital Platform Approach

Activity	Duration	Frequency
Course Specific (assigned course and sequence)	30 minutes per course	Daily
Physical Movement Activities	45 - 60 minutes	Daily
Creativity Activities	30-45 minutes	Weekly



Technology Device Guidelines

Care and Maintenance

- Devices should **never** be picked up by the lid. Close the technology device before it is picked up.
- Students will use the school issued protective covering.
- When carrying the device to and from school campus, it is expected that the device will be placed in a backpack, bag, or other carrying case.
- It is recommended that technology device be transported in a backpack with the port-side facing up. Technology devices should be kept at room temperature and should **not** be exposed to extremes of hot or cold. Technology devices **should not be left in an automobile** or outside.
- Liquids and food should not be used/consumed in the vicinity of the technology device.
- Cleaners, sprays, alcohol, ammonia or abrasives should not be on the technology device.
- Devices should be cleaned with a soft, lint-free cloth.
- The device should remain in the protective cover when not in use. The device should not be in a place where someone could accidentally sit or step on it.
- Devices can be tripping hazards when they are charging. Please be very careful to charge your device in such a manner that others will not trip over the wire.

Repair and Replacement Guidelines

The following is designed to be a guide and reference for dealing with issues related to device damage with the understanding that the goal is for every teacher to have an operational device. Typically, issues will arise over one of the following: Theft, Non-preventable Damage, Preventable Damage/Negligence, and Willful Damage/Recklessness.

Theft/Non-preventable Damage

- The theft **must** be reported as soon as possible.
- A police report is required to document a theft.
- For *non-preventable Damage* (these are rare, but examples might include, but are not limited to: auto accident, house fire, etc.), teachers should report damage to the technology department to determine procedures for replacement.

Acceptable Use Policy

Guidelines for Use of Technological Resources

The following actions are not permitted (inclusive of, but not limited to :)

- Users will not use the district's electronic technologies to access, review, upload, download, complete, store, print, post, receive, transmit or distribute:
 - Pornographic, obscene or sexually explicit material or other visual depictions.
 - Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or sexually explicit language.
 - Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process.
 - Materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment, discrimination or threatens the safety of others.
- Users will not use the district's electronic technologies to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will not use the district's electronic technologies to engage in any illegal act or violate any local, state or federal laws, including downloading copyrighted material.



- Users will not use the district's electronic technologies to vandalize damage or disable the property of another person or organization. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses, engaging in "spamming" or by any other means. Users will not tamper with, modify or change the district system software, hardware or wiring or take any action to violate the district's security system. Users will not use the district's electronic technologies in such a way as to disrupt the use of the system by other users.

Student Internet Safety

- Provide learners with information on protecting their data and privacy for tools introduced or recommended throughout the course.
- Provide instruction as to safe and responsible use of the Internet using readily available and age appropriate tools and information, as the curriculum permits. Students must abide by all laws, this Acceptable Use Policy and all District security policies when using the District network. For additional information regarding students and internet safety please refer to the student discipline handbook.
- Security on any computer system is a high priority, especially when the system involves many users. Users are responsible for reporting information security violations to appropriate personnel. Users should not demonstrate the suspected security violation to other users. Unauthorized attempts to log onto any school system computer on the network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other systems may be denied access. Users of school district technology resources are expected to respect school district property and be responsible in using the equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for computers while under their control. The school district is responsible for any routine maintenance or standard repairs to school system computers.

Cyberbullying

Per release of the FCC (Federal Communications Commission) and CIPA (Children's Internet Protection Act) to prohibit inappropriate online behavior which includes interaction with other individuals, students and staff shall not use cell phones, instant messaging, e-mail, chat rooms, social networking sites, or other type of digital technology to bully, threaten, discriminate, or intimidate others.

If a student or staff member receives a text, e-mail, blog comment, social network post, or message via other Web 2.0 tool that makes them feel uncomfortable or is not respectful, they must report the incident to the school administrator or building designee, and must not respond to the comment. This policy includes "cyber baiting", a term used for students deliberately provoking a teacher until they lose their composure in order to capture video that is then posted in a public forum online. Any staff member who suspects they have been targeted should immediately inform their supervisor.

Web 2.0

The Oak Ridge Schools users with access to or using Web 2.0 products including but not limited to blogs, wikis, podcasts, Google applications and Social Networking Sites as part of their job duties or student assignments are required to keep personal information out of their postings. All activities are limited to usage in association with activities of Oak Ridge Schools. The web site cannot be used for personal financial gain, to express personal or political opinions, or to editorialize. The Technology Staff reserves the right to reject all or part of a proposed or posted web page.

- Links from pages housed on the Oak Ridge Schools' website to personal blogs, social networking sites, advertisements unrelated to school system business, and/or personal web pages are prohibited.
- Students and staff will not post or give out photographs of students, their family name, password, user name, email address, home address, school name, city, country or other information that



could help someone locate or contact a student in person. Individual students may be identified by first name and first letter of last name.

- Caution will be used when photographs of any students are included on web pages. Group photographs without names are preferred for all students.
- Speech that is inappropriate for class is not appropriate on Web 2.0 tools. Users are expected to treat others and their ideas online with respect.

Privacy

No right of privacy exists in the use of technological resources. Users should not assume that files or communications accessed, downloaded, created or transmitted using school district technological resources or stored on services or hard drives of individual computers will be private. School district administrators or individuals designated by the Superintendent may review files, observe screen activity, monitor all communication and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School district personnel will endeavor to monitor on-line activities of individuals who access the Internet via a school-owned computer. Under certain circumstances, the school may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit.