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Click to Agree: Policies Impacting a One-to-One Mobile Learning Environment

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CLICK TO AGREE:
POLICIES IMPACTING A ONE-TO-ONE MOBILE LEARNING ENVIRONMENT

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NLU Digital Commons Document Origination Statement

This document was created as *one* part of the three-part dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement three major projects, one each year, within their school or district with a focus on professional practice. The three projects are:

- Program Evaluation
- Change Leadership Plan
- Policy Advocacy Document

For the **Program Evaluation** candidates are required to identify and evaluate a program or practice within their school or district. The "program" can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership Plan** candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy Document** candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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Abstract

The focus of this study is to evaluate current and recommend new school board policies to implement and maintain a one-to-one mobile learning initiative using iPads in a K–8 school district. The district's current acceptable use policy is analyzed and it was determined that no modifications are necessary to govern the new one-to-one initiative. A new administrative procedure is proposed to address issues related to iPad use in and out of the district. A Bring Your Own Device (BYOD) policy is proposed for students and staff to supplement the electronic devices provided by the school district. The current acceptable use policy, the proposed mobile device administrative procedure, and the proposed BYOD policy are discussed from various perspectives. Advocated policy statements are proposed that discuss the goals, objectives, needs, values, and preferences of the various stakeholders affected by the one-to-one mobile learning initiative. The one-to-one initiative is presented in terms of educational, economic, social, political, and moral and ethical analyses. The policy argument offers practical considerations for implementing the proposed mobile device administrative procedure, and a "pro and con" argument regarding the proposed BYOD policy is provided. The policy implementation plan discusses the educational, communication, and professional development activities needed for implementation. The policy assessment plan presents progress monitoring processes to ensure that the policies and administrative procedure continue to meet the needs of students and staff during the course of the initiative. Finally, the summary impact statement theorizes possible effects of the proposed policies and administrative procedure.

Preface

I have learned several leadership lessons regarding the review and addition of policy in my school district during this policy advocacy study. The school board policies in the district's online policy manual have only recently begun a systematic update process. Policy updates began approximately two years ago after a newly elected school board hired our current superintendent. During that time, the school board implemented a series of new initiatives that included a formal board policy review with a new board policy subcommittee. The subcommittee is comprised of the superintendent and board members. When I inquired with the superintendent about the possibility of adding the new Bring Your Own Device Policy proposed in this study, I learned that the superintendent advocates a collaborative policy review process with several stakeholder groups (described in section five). Existing policies are updated after a review by administrators and school board members. The superintendent also related a collaborative process for adding the mobile device administrative procedure proposed in this study; however, I had observed no previous process for adding administrative procedures during my six years in the district. This experience has demonstrated to me that while the school board and superintendent have devoted time and resources to adopting and revising current policies to respond to changes in law, a process is not clearly defined for developing and adopting policies and administrative procedures to accompany new programs and initiatives in District 36. I am hopeful that the careful study and recommendations resulting from this study will help not only shape the policy for the topics recommended here, but also set a precedent for a more collaborative process for adding future policies and administrative procedures in the district.

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SECTION ONE: VISION STATEMENT

Policy Issue Awareness

As a result of strategic planning efforts by The Winnetka Public Schools District 36, 49 goals were identified under the five sub-categories of communication; curriculum, instruction, and assessment; metrics and reporting; operations; and technology. Four of these goals are related specifically to instructional technology in the district. To carry out one of the technology goals, "Support learning [through a] One-to-One technology implementation" (District 36, 2014), the District Technology Committee proposed a One-to-One Mobile Learning Initiative for the students of District 36. Throughout this study, "one-to-one mobile learning" refers to a scenario where the school district provides each student with a mobile technology device, in this case an Apple iPad, to use anytime and anywhere for learning.

The goals of the year-one rollout of the initiative are to understand the impact of a one-to-one technology device on student learning in various grade levels and content areas and to determine whether the initiative justifies the resources invested. The initiative is designed to provide access to technology devices and services to promote personalized student learning, to increase student engagement, and to provide a technology environment that allows students to use twenty-first century skills during and beyond the school day.

The current District 36 school board policy regarding technology use among students and teachers is policy *6:235—Access to Electronic Networks* (see Appendix A). The policy opening states,

> Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s). (District 36, 2012)

Closer inspection of the current school board policy reveals that the *Access to Electronic Networks* policy is cross-referenced throughout the online policy manual in sections including: *5:100—Staff Development Program; 5:170—Copyright; 6:40 Curriculum Development; 6:210—Instructional Materials; 6:230—Library Media Program; 6:260—Complaints About Curriculum, Instructional Materials, and Programs; 7:130—Student Rights and Responsibilities; 7:190—Student Discipline; and 7:310—Restrictions on Publications*. These references reveal that technology is used across many instructional and operational areas in District 36.

However, policy does not directly address the issues that will arise as a result of students using a district-owned technology device throughout the school day as practiced in the One-to-One Mobile Learning Initiative. Further, no policy exists regarding the issue that students take district-owned technology outside of school and use it for learning beyond the school day. The issue of students or staff bringing their own technology and using it for teaching and learning purposes is also not addressed in board policy. Therefore, in order to fully address the addition of one-to-one mobile learning in District 36, current policy needs to be reviewed and new policies need to be recommended to support District 36's educational programs to address these new circumstances.

Recommended Policies for One-to-One Learning

The focus of this study is to determine if modifications are needed to existing policy and to create new policy to address the uses of mobile devices by students and staff of The Winnetka Public Schools. Further, this study will offer a specific administrative procedure to implement a One-to-One Mobile Device Initiative. The policies and procedure are expected to define acceptable uses of mobile devices and clarify responsibilities among stakeholders in District 36. Three primary areas are considered in this study:

Current Acceptable Use Policy

The current acceptable use policy for District 36, policy *6:235—Access to Electronic Networks,* defines the terms of acceptable uses of the district's electronic network including the Internet. This existing policy will be analyzed to determine whether it is sufficient to address the issues created by introducing a One-to-One Mobile Learning Initiative into the district. This policy will be referred to as the "current acceptable use policy."

Proposed Mobile Device Administrative Procedure

An administrative procedure will be proposed in this study to specify various aspects of district-owned iPad use, including responsibilities of students and parents, storage of data, distribution of software, and handling of repairs. The mobile device administrative procedure will also address issues related to the responsibilities of students in Grades 5–8 who will take home iPads as a part of the One-to-One Mobile Learning Initiative. This administrative procedure is not intended to function as policy, but rather to address the implementation of this specific initiative that follows existing school board

policy (Illinois Association of School Boards, 2014). Throughout this study, these guidelines will be referred to as the "proposed mobile device administrative procedure."

Proposed Bring Your Own Device Policy

A Bring Your Own Device (BYOD) policy will be proposed in this study as a program to supplement the electronic devices provided by District 36. This proposed policy will outline a BYOD program that allows students and staff members to bring their own electronic devices to school, connect to the district's electronic network, and use their own devices for teaching and learning purposes. This policy will be referred to as the "proposed Bring Your Own Device policy" (or "proposed BYOD policy").

Critical Policy Issues

The current acceptable use policy in the school district (*6:235—Access to Electronic Networks*) complies with the *Children's Internet Protection Act (CIPA)* of 2000, but neither current district procedures nor the one-to-one proposal have been evaluated in terms of *CIPA*. *CIPA* is mandated for libraries and schools that access E-rate[1] funding and requires schools to adopt and implement an Internet safety policy addressing:

> (a) access by minors to inappropriate matter on the Internet;
>
> (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
>
> (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
>
> (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and

(e) measures restricting minors' access to materials harmful to them.

(Federal Communications Commission, 2013)

The Consortium for School Networking (CoSN) (2013) recommends that school districts should regularly update digital media policies. CoSN states that schools need to "keep up-to-date with new developments," and acknowledges that "the perspectives on teaching and learning that pertain to the use of digital media also change."

The district's proposed One-to-One Mobile Learning Initiative poses a few potential ethical concerns that relate to equity and access to information. Each of these issues requires a policy or procedure to address concerns that will likely arise during the one-to-one iPad pilot. The District Technology Committee (DTC) acknowledged that during the course of the pilot, inequities among students would be inherent since some students would have access to iPads and others would not. These inequities arose because only a limited number of iPads for students were funded by the school board during the year-one rollout. The DTC asked only interested teachers to apply for the pilot program, rather than arbitrarily assign iPads to grade levels, teams, or other groups. Thus, some students during the first year (and possibly thereafter, depending upon the outcome of the year-one rollout) will not have the same access to mobile learning devices, digital information, and learning opportunities.

In an early version of the iPad initiative, the DTC proposed a District 36 self-insurance/use annual fee of $60 per student participating in the iPad rollout to cover repair and replacement in the event of theft, loss, or unintentional damage to a student's district-owned iPad. The fee proposed was identical to fees charged in other local township school districts with district-owned iPad initiatives. However, the District 36

school board directed the DTC to remove the fee from the proposal and opted instead to pay for all accidental damage and replacements with district funds. Board members indicated that since the district owns the devices, the district should pay for accidental loss or damage using local tax dollars.

The "Bring Your Own Device" (BYOD) policy for staff and students has become a potential issue for two reasons. First, district families may wish to purchase their own iPad for use in school instead of using a district-provided iPad. Second, staff members and some students are already bringing their own devices and using them at school with no formal guidelines or policy in place. The National School Safety and Security Services, a long-time advocate of banning student devices from schools, recently acknowledged that:

> For more than a decade we opposed policies allowing or encouraging students to have cell phones in school. On a day-to-day basis, they are disruptive to the educational environment... Technology evolves. Society evolves. And so must our thinking on the role of technology, cell phones, and other technology in schools. (National School Safety and Security Services, 2013)

Similarly, The Winnetka Public Schools has only recently begun to allow mobile phones to be used by students in classrooms at one building, Carleton Washburne School (Carleton Washburne School, 2012). At the district level, District 36 currently has no formal policy in place to provide guidance for staff-owned devices or students in other buildings to use non-district-owned electronic devices at school on the district's electronic network.

The policy issues addressed here represent several of the planning considerations faced by the District Technology Committee during the proposal and implementation phases of District 36's One-to-One Mobile Learning Initiative. The remainder of this study will discuss the policy needs associated with the initiative from a variety of perspectives. Each section will consider the district's current acceptable use policy, a proposed mobile device administrative procedure, and a proposed Bring Your Own Device policy that are intended to guide the One-to-One Mobile Learning Initiative in The Winnetka Public Schools.

SECTION TWO: ADVOCATED POLICY STATEMENTS

Three policy areas will be discussed in this Advocated Policy Statements section. First, the current acceptable use policy will be analyzed in terms of its appropriateness to deal with the new uses of mobile devices in the school district. Second, a new mobile device administrative procedure will be discussed to deal more specifically with the in- and out-of-school uses of mobile devices brought about by the One-to-One Mobile Learning Initiative. Finally, a new Bring Your Own Device (BYOD) policy will be proposed to address the increasing use of staff- and student-owned mobile devices in the district now and in the future.

Each policy area will be analyzed in terms of Browder's (1995) policy advocacy document conceptual framework. Browder defines policy advocacy as a "conceptual explication of a studied position on a specific educational issue...intended to serve as a policy guideline to be followed in professional practice" (p. 40). In this study, a One-to-One Mobile Learning Initiative represents the specific educational issue, and three areas are studied—the current acceptable use policy, a proposed mobile device administrative procedure, and a proposed bring your own device policy—that are recommended as guidelines for professional practice. Browder believes that educational leaders need to apply thoughtful and reflective approaches to educational policy development and that policies developed by administrators should embody a moral context. He contends that leaders should shape policy as they focus on outcomes, take reasonable risks, lead "with" rather than "through" people, and influence through expertise and moral standing (pp. 50–51). This study follows these ideals as various stakeholders are represented and included at various levels of policy study, discussion, and recommendation.

The Advocated Policy Statements are expressed here with a presentation of the policy's goals and objectives, followed by a discussion of the needs, values, and preferences represented by the policy, along with considerations to validate the policy's goals and objectives. The policies in this study are offered from a pragmatic point of view, in that District 36's One-to-One Mobile Learning Initiative is underway during this writing. Further, the policies proposed here represent an earnest attempt to align with current research and endeavor to follow the thoughtful and reflective practices recommended by Browder. Later in this study, the advocated policies introduced will emphasize "research-based argument and reflective insight into the policy analysis and related administrative requirements" (Browder, 1995, p. 60), as described in Browder's conceptual framework for a doctoral policy document.

Current Acceptable Use Policy

The current acceptable use policy for The Winnetka Public Schools *(6:235—Access to Electronic Networks)* (see Appendix A) has four main sections, including curriculum, acceptable use, Internet safety, and authorization for electronic network access. The policy is written for both students and staff members and includes indemnification statements. In an electronic network acceptable use policy, indemnity language is intended "to secure against loss or damage" that may be committed by a user (Black's Law Dictionary, 2013) and is meant to protect the school district. This section discusses how the current acceptable use policy relates to the One-to-One Mobile Learning Initiative. This policy, last updated in November 2012, originated from the Illinois Association of School Boards Policy Reference Education Subscription Service (PRESS).

Current Acceptable Use Policy Goals and Objectives

District 36's current acceptable use policy states its primary objective in the first sentence: "Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication" (District 36, 2012).

The curriculum section specifies that use of electronic networks in the district should be in support of adopted curriculum and instruction and that the Internet may be used throughout the curriculum. The acceptable use section specifies that use of district electronic networks must be "in support of education and/or research" and "for a legitimate school business purpose." Further, this section informs users that they "have no expectation of privacy in any material that is stored, transmitted, or received" on the network. Together, the curriculum and acceptable use sections apply to any district user, including users participating in a One-to-One Mobile Learning Initiative.

Internet safety is addressed in the current policy by describing the processes the district will put into place to help to ensure a safe online experience for students and staff. The policy states that District 36 will provide an Internet filtering system that blocks access to information that is obscene, pornographic, and harmful "as defined by federal law and as determined by the Superintendent or designee." Further, the policy addresses the need for staff supervision of students, restricting student access to inappropriate material, preventing "hacking," and safeguarding personal information. Thus, the Internet safety section provides a listing of the general responsibilities of District 36 and states that Internet safety precautions extend to all users, including one-to-one mobile learning device users.

In general, the policy goals and objectives, as stated in *6:235—Access to Electronic Networks,* apply to the One-to-One Mobile Learning Initiative as written, in that the expectations stated in the current policy apply to all users who agree to the policy's terms in the authorization for electronic network access section.

Current Acceptable Use Policy Needs, Values, and Preferences

The needs, values, and preferences of The Winnetka Public Schools are expressed throughout the current acceptable use policy. The curriculum section specifies that use of the electronic network is to be limited to activities in support of the district's adopted curriculum. Likewise, the acceptable use section states that use of electronic networks should support education, research, or legitimate school business. Another stated district value is that "rules for behavior and communications apply when using electronic networks."

The Internet safety section mentions that network filtering procedures should comply with definitions provided in federal law, but also allows the provision for disabling the filtering for "bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator." Thus, the policy allows the superintendent or technology staff to meet the needs of staff or students when administering the web filter, a system that requires frequent monitoring and responding to numerous "unblock" requests each week from district users.

On the electronic network, the mobile devices added as a result of the One-to-One Mobile Learning Initiative connect to the services in the same way as other district devices while they are in the district. The needs, values, and preferences that are supported by this policy extend to the one-to-one initiative.

The curricular values in this policy were validated during the strategic planning process in District 36 that began in 2011. Open-ended survey responses from staff, parents, and community members indicate that the technology used in school should be in support of teaching and learning and not implemented just for "technology's sake" (Northern Illinois University Public Opinion Laboratory, 2012).

Finally, the acceptable use policy was last updated in 2012, a time when the majority of technology devices were district-owned and used within the school district. When district-owned devices were taken offsite, such as laptops and wireless phones, they were only used by employees. The current policy references the *Children's Internet Protection Act,* a law that was written to apply to children, but the policy does not mention or attempt to address uses of district-owned equipment when the users are connecting to electronic networks outside the district. Although the policy does not mention the use of non-district-owned devices on the district network, users agree to guidelines when they sign the accompanying authorization for electronic network access that is a part of this policy.

Proposed Mobile Device Administrative Procedure

To address the needs of the One-to-One Mobile Learning Initiative in The Winnetka Public Schools, the District Technology Committee (DTC) began with a review of literature that researched other mobile device programs. Based upon the review of literature, strategic planning data, and committee discussions, a One-to-One Mobile Learning Initiative proposal was presented to the school board that met the requirements of the approved Strategic Plan. After school board feedback and revision, a proposal was presented and passed at a regular board meeting. The first-year iPad rollout afforded the

opportunity for the DTC to research possible policies, procedures, and issues related to the One-to-One Mobile Learning Initiative.

Since the One-to-One Mobile Learning Initiative is a specific program that, as described above, falls within the purview of the district's current acceptable use policy, an additional administrative procedure document is being proposed, an "Agreement Authorizing Student Use of a District-Owned iPad." This proposed administrative procedure originated as a template document that was provided by the law firm Hodges, Loizzi, Eisenhammer, Rodick, and Kohn, LLP, (HLERK) in Arlington Heights, Illinois. The template document was among several resources discussed among township technology directors during a meeting in 2013. Since the template document is copyrighted material, I contacted the law firm and obtained an official version of the template document.

Jeffrey C. Goelitz, an attorney from HLERK, provided information regarding the contents and origin of the mobile device administrative procedure template (J. C. Goelitz, personal communication, December 18, 2013). The template document provided by HLERK is titled "Agreement Authorizing Student Use of a District-Owned [iPad/Mobile Device/Laptop]" and is designed with several sections that are either optional or require a school district to fill in specific information. Since different types of mobile devices require different procedures for use, all sections of the template do not match all situations. For example, because District 36 is using the iPad as the mobile learning device, language is included in the customized version of the document to explain the implementation of an Apple ID[2] for each user along with guidelines for using Apple's App Store[3]. Goelitz explained that HLERK's template document is a culmination of

several mobile device agreements from different client school districts along with sections added by the law firm. Further, HLERK provides updates to the document based upon changes in the law.

Proposed Mobile Device Administrative Procedure Goals and Objectives

The customized version of the mobile device administrative procedure document proposed in this study is titled "Agreement Authorizing Student Use of a District-Owned iPad" and includes the following sections: "Using the Mobile Device;" "Responsibilities of Students and Parents;" "Mobile Device Data and Software;" "Repair of, Loss of, or Damage to Mobile Device;" "Waiver and Indemnification;" and a "Mobile Device Acknowledgement." Each section's contents are outlined below.

In the section "Using the Mobile Device," the issues acknowledged include acceptable uses of the mobile device, using the mobile device in and out of school, parent supervision outside the district, accessories, and device care. The acceptable use section specifies that existing board policies apply to using the mobile device, including *6:235—Access to Electronic Networks; 7:190—Student Discipline;* and *7:180—Preventing Bullying, Intimidation, and Harassment.* Student responsibilities for mobile device use include bringing the device every day, keeping the device charged, and properly caring for the mobile device. Parent responsibilities include supervising the child's use of the mobile device while the child is outside of school. This section also specifies that the district cannot guarantee that a mobile device will function the same way when the device is outside the district.

In the "Responsibilities of Students and Parents" section, parents are asked to agree "to monitor and supervise your child's use of the Mobile Device outside of school"

and "to make every effort to ensure your child's compliance with the obligations and responsibilities described in this Agreement." Also, if the child leaves the school district, the student and parent are asked to return the device and all accessories. Finally, this section specifies that children under the age of 13 must use an Apple ID that is provided by the district and/or parent so the district can provide apps to the student and manage the device.

In the "Mobile Device Data and Software" section of the document, student data and software ownership are discussed. Students are informed that their work will be saved on the mobile device and that they have the responsibility to back up their own data. The document specifies that the district will update, add, or remove required apps from the mobile device as needed, and students are allowed to install additional personal apps on the mobile device with permission from the district. Finally, the document reiterates language from policy *6:235—Access to Electronic Networks* and states that the child has no expectation of privacy for content communicated, created, or stored on the district-owned iPad.

The "Mobile Device Data and Software" section prohibits "jailbreaking," the act of replacing Apple's operating system (iOS) with custom software, thus allowing the user to circumvent Apple's security and licensing restrictions. Jailbreaking is in violation of Apple's user agreement outlined in the Apple ID agreement and causes security vulnerabilities, instability, and disruption of services (Apple, 2013b). Further, jailbreaking prevents the district from managing the iPad.

The purpose of the "Repair of, Loss of, or Damage to Mobile Device" section is to specify the responsibilities of the student and the district in matters of technical

support, loss, and damage to the mobile device. First, if the iPad is lost or damaged, the student is required to report the issue to the school district. The district will provide necessary technical support after determining if the damage is intentional or unintentional on the part of the student. Unintentional damage will be repaired by the district and intentional damage will be the responsibility of the parents. Parents must pay in full for lost iPads.

The final two sections, "Waiver and Indemnification" and "Mobile Device Acknowledgement," protect the district from claims against the district arising from inappropriate or unlawful use of the mobile device. The parent and student are asked to sign this agreement and agree to the following terms:

I [parent/guardian] understand that:

- My child is responsible for bringing the Mobile Device issued to him/her to school every day, fully charged, and for taking care of and properly using the Mobile Device.
- My child's failure to care for the Mobile Device or his/her improper use of the Mobile Device may subject him/her to disciplinary action, loss of the privilege of using the Mobile Device, and referral to law enforcement.
- I am responsible for monitoring and supervising my child's use of the Mobile Device, including its access to the Internet, outside of school.
- I am financially responsible for any damage to or loss of the Mobile Device assigned to my child.
- I am responsible for ensuring my child's compliance with the terms of the Agreement Authorizing Student Use of a District-Owned Mobile Device.

Students agree to a similar set of terms.

I [student] understand that:

- I need to bring the Mobile Device to school every day, fully charged.
- I need to take care of the Mobile Device and use it properly.
- If I do not care for the Mobile Device or I use it improperly, I may not be allowed to use the Mobile Device any more, may be disciplined at school, and may be referred to the police in serious cases.
- I am responsible for using the Mobile Device and the Internet appropriately, both at school and outside of school.
- My parents will have to pay for any damage to my Mobile Device or to replace my Mobile Device if it is lost.
- I will follow all the directions in the Agreement Authorizing Student Use of a District-Owned Mobile Device.

These policy goals and objectives discuss several issues related to the One-to-One Mobile Learning Initiative in The Winnetka Public Schools. Many groups are represented including students, parents, teachers, administrators, and school board members. Certain terms of use from Apple, Inc. are also included in the document. Finally, the district's attorney has provided guidance to assist in interpreting the interests of all parties involved. The next section discusses the needs, values, and preferences of the various stakeholders represented in this procedural document.

Proposed Mobile Device Administrative Procedure Needs, Values, and Preferences

The proposed mobile device administrative procedure represents a wide range of stakeholders and attempts to address the needs, values, and preferences of each. The

agreement is specific to the One-to-One Mobile Device Initiative and contains distinct language related to using an iPad. All iPad users are asked to agree to Apple's terms of service, along with the terms presented by other software developers. Since the primary intended users of the iPad in this initiative are students who are mostly under the age of 13, federal law mandates that certain procedures be in place for privacy and Internet safety (*Children's Online Privacy Protection Act,* as defined in Federal Trade Commission, 2014). The proposed administrative procedure offers guidelines, statements of responsibility, and indemnifications to specify the iPad as a teaching and learning device that is used to deliver district curriculum; to protect the school district from issues that might arise from inappropriate uses of the iPad; to preserve Internet safety for students; and to specify the terms of out-of-district uses of the iPad.

The section "Using the Mobile Device," offers procedures, provides protections, and spells out responsibilities among the school district, students, and parents. The section's purpose is to describe the agreement that the district is providing this educational tool in exchange for students and parents to abide by a set of acceptable uses of the device.

The opening language of the section, "Acceptable Use of Mobile Device," provides similar language to board policy *6:235—Access to Electronic Networks.* Parents and students are reminded that the iPad is intended for educational purposes consistent with the curricular goals of the district and with school board policy. The document further states that the iPad will be used as a part of instruction, the iPad can be used outside of the district for students in Grades 5–8, and the child must keep the iPad charged and in good working order.

A potentially controversial issue in this section is "Parent Responsibility for Supervision outside the District." Since the iPad is being taken out of the school district by students in Grades 5–8, the administrative procedure conveys to parents that the district is not providing supervision or filtering of Internet activity when the student and iPad are outside the school district. The primary issue lies in the interpretation of the *Children's Internet Protection Act (CIPA),* the federal law that protects children from accessing obscene or harmful content on the Internet. *CIPA* is not clear as to whether schools must provide Internet filters when district-owned devices are taken out of the district and used by students. *CIPA* states that "technology protection measures...must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors)." Further, *CIPA* requires that a school district provides Internet safety programs, monitors the online activities of minors, and educates students about "appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response" (Federal Communications Commission, 2013). *CIPA* does not specify whether school districts are responsible to extend the filtering and monitoring requirements outside of the school district.

At this time, Illinois has no law in addition to *CIPA* to provide clarity regarding Internet filtering outside of school (National Conference of State Legislatures, 2013). The only state with a law that specifies that districts must filter the Internet outside of the district when students use district-owned devices is currently Colorado. As of 2012, *Colorado House Bill 12-1240* states,

> ...the governing body of each district shall adopt and implement a policy of internet safety for minors that includes a technology protection measure for each technology device provided by the district that allows for access to the internet by a minor from any location.

In the proposed administrative procedure for District 36, a provision is included, "Using the Mobile Device Outside the District," with the section "Parent Responsibility for Supervision Outside the District." This section states that District 36 is not responsible for filtering the Internet or monitoring Internet activity outside of the district. The provision specifies that parents are responsible for supervising both Internet access and the use of the iPad outside of school. For parents who do not wish to assume this responsibility, the administrative procedure offers the alternative that the iPad be left at school.

Hopefully, parents and guardians will interpret this provision in a way that will lead to appropriate parental supervision of the district-owned iPad, or the parent will opt out and ask that their child's iPad remain at school. Either way, the proposed policy addresses the unclear *CIPA* language by requiring parents to supervise their child's iPad access while the child is not in school. In the future, District 36 may explore extending district filtering outside of the district; however, no Internet filter is a perfect solution and any filtering system must coexist with supervision to be effective (Wolinsky, 2008, p. 30). Since students might access inappropriate material even with filters in place, the value expressed in this policy is that at school, student Internet access is monitored through a combination of a district-provided web filtering system and teacher

supervision; out of the school district, student Internet access is monitored through a combination of web filters imposed by individual families and parent supervision.

Another issue raised in the section "Responsibilities of Students and Parents" is in the section "iPad Apps." This section states that, "According to Apple's Terms of Service, children under the age of 13 are not permitted to have an Apple ID." The reason for this stipulation in Apple's Terms of Service is that Apple, and District 36, must be in compliance with the federal law, *Children's Online Privacy Protection Act of 1998 (COPPA). COPPA* requires that "Web site operators obtain verifiable parental consent prior to collecting, using, or disclosing personal information from children under 13 years of age" (Federal Trade Commission, 2005). Recent changes to *COPPA* went into effect on July 1, 2013, with revisions "to place parents in control over what information is collected from their young children online" (Bureau of Consumer Protection, 2013). Allowing the parent access to the child's Apple ID at any time fulfills the requirements of *COPPA*:

1. Provides notice to parents before collecting personal information online from children.
2. Gives parents the choice of consenting to the operator's collection and internal use of a child's information, prohibits the operator from disclosing that information to third parties.
3. Provides parents access to their child's personal information.
4. Maintains the confidentiality, security, and integrity of information collected from children.

5. Retains personal information collected online from a child for only as long as is necessary to fulfill the purpose for which it was collected.

(Bureau of Consumer Protection, 2013)

In addition to *COPPA* compliance, allowing parents to have access to their child's Apple ID also allows interested parents to log in to their child's account and access certain information. When accessing the online Apple ID service, parents can view the list of apps and other materials that their child has downloaded from iTunes and is using on their iPad. Further, parents may access other Apple ID services that may be in use by their child such as online productivity software and Internet-based document storage (Apple, 2013c).

The proposed mobile device procedure acknowledges that students will be creating personal content on the iPad and provides the opportunity for students to install personal software on the district-owned iPad. The procedure specifies to students and parents that by placing personal content on the iPad, including photos and music, the content may be accessed by the school district or "subject to discovery in a legal proceeding." This point is meant to further underscore that the iPad should only be used for teaching and learning purposes.

In addition, the procedure allows students to install software on the iPad that they already own if they have permission from the district. This provision allows students who already own an app to potentially use the app for curricular purposes, if approved by a teacher, administrator, or technology department employee. When iPads were being used in District 36 on a smaller scale, some teachers reported learning about new apps from their students. In a few cases, the student-recommended apps became apps that the

teacher requested for all student iPads. At the same time, teachers may still need support from building- or district-level technology department members when they are unsure if a student app request has the potential to enhance an assignment. This provision is not meant to allow students to install any app they wish, but to provide the opportunity for teachers or other staff to allow a student to use an alternative means to complete a project or activity when the teacher deems another app appropriate.

The section "Repair of, Loss of, or Damage to Mobile Device" both specifies the technical support that will be provided by the school district and defines the responsibilities of students and the district when an iPad is lost or damaged. The potential issue in this section is defining whether a non-functional or lost iPad was the result of intentional or unintentional actions on the part of the student. The section states that the district will provide technical support for non-functioning iPads and will attempt to fix problems. The policy specifies to parents and students that "You and your child are responsible for cooperating with the District in the recovery, repair, or replacement of your child's Mobile Device." If damage is the result of an equipment failure or an accident, the district will repair the iPad at no cost to the student. However, if the iPad is lost or intentionally damaged, the district will ask the parent to pay for the replacement or repair.

Students in District 36 pay no additional use or insurance fees when the district provides an iPad. Although an early draft of the One-to-One Mobile Learning Initiative recommended a student fee of $60 per year, school board members asked to remove this fee from the program. The technology department is tracking the repair incidents during the year-one iPad rollout and will report this information to the school board. At the time

of this writing, the most common iPad repair was the replacement of cracked screens. The replacement cost is $400 per incident (approximately 80% of the value of the device). Among the 300 iPads in use during the year-one rollout, twenty-three cracked screens were reported and replaced within the first five months of the iPad rollout. During the same time, no incidents of intentional damage or loss were experienced.

The final two sections of the proposed administrative procedure include a "Waiver and Indemnification" section and a sign-off page for students and parents. These sections provide the acknowledgement that both the student and parent have read, understood, and agree to follow all guidelines and policies.

The proposed set of mobile device administrative procedures, customized from a template provided by our school district's law firm, specifically outlines issues of use, responsibility, software, repairs, loss, and damage to district-owned iPads used by students in and out of the district. The procedures consider the iPad a mobile learning device and offer guidelines for students, parents, and district staff. The next section proposes a policy for both students and staff who wish to bring personally owned mobile devices from home and use them for teaching and learning purposes in school while connected to the district's electronic network.

Proposed Bring Your Own Device Policy

As discussed above, the technology acceptable use policy for The Winnetka Public Schools *(6:235—Access to Electronic Networks)* addresses curriculum, acceptable use, Internet safety, and authorization for electronic network access; however, the policy does not specifically address the use of devices that are owned by students or staff and brought into the district. At this time, both students and staff are already bringing

technology devices into the district and using the devices for teaching and learning with no specific policy in place. Further, since the district is providing iPads to some students and staff in the district, the District Technology Committee is in support of allowing the possibility that some parents may wish to purchase their own iPad rather than using a district-owned iPad.

To address the current situation and to complement the One-to-One Mobile Learning Initiative, a "Bring Your Own Device" (BYOD) policy is being proposed here. The recommended policy originated from the Illinois Association of School Boards Policy Reference Education Subscription Service (PRESS) (2013) and has been customized to align with and reference current school board policy in The Winnetka Public Schools.

Proposed Bring Your Own Device Policy Goals and Objectives

The proposed BYOD policy consists of seven points, a responsible use section, and an accompanying form requiring signatures, "Authorization to Participate in the Bring Your Own Device (BYOD) Program Responsible Use and Conduct Agreement." The policy establishes the program and clarifies that the purpose of a BYOD program is to facilitate "resource sharing, innovation, and communication" to enhance twenty-first century skills. The policy states that the district will provide a budget for the wireless infrastructure to support BYOD and states that the program provides "access to the Internet only through the District's electronic networks," an Internet safety measure that ensures that web filtering will be provided for student-owned devices using the district's Internet.

The proposed BYOD policy also aligns with other existing board policies that relate to the use of electronic devices. The specific related policies listed include: *6:235—Access to Electronic Networks; 6:120—Education of Children with Disabilities; 7:310—Restrictions on Publications; 7:140—Search and Seizure; 7:180—Preventing Bullying, Intimidation, and Harassment; 7:190—Student Discipline; 7:340—Student Records;* and *5:170—Copyright.*

Policy *6:235—Access to Electronic Networks* relates to the BYOD policy in that use of devices brought into school by staff or students will support "instructional needs, learning styles, abilities, and developmental levels of the students," be used in ways that are consistent with the curriculum, and support legitimate school business. By allowing users to join the district's wireless network, students and staff will be restricted in accessing inappropriate and harmful content through the use of the district's Internet filtering system.

The existing policy, *6:120—Education of Children with Disabilities,* states that the district provides a free appropriate public education in the least restrictive environment and that "necessary related services to all children with disabilities" are provided for all students. Although the school district already provides hardware and software to students with IEPs (Individualized Educational Plans), a BYOD policy will allow a student who owns and uses a device to bring it to school and use it on the district's network with the approval of the district. While the district is legally obligated to provide hardware and software mentioned in IEPs, parents and students occasionally request to use their own equipment.

School board policy *7:310—Restrictions on Publications,* states that school-sponsored publications, productions, and websites "are part of the curriculum and are not a public forum for general student use;" therefore, the district may edit or delete online published material inconsistent with the educational mission. Aligning this policy with a BYOD policy provides clarity that devices owned by students or staff used on the school network also apply to policy *7:310* and are subject to the same terms.

Policy *7:140—Search and Seizure,* states that personal effects left on school property by students are subject to inspection and that "students have no reasonable expectation of privacy in these places or areas or in their personal effects left there." Further, district authorities may search items in a student's possession when there is "reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules." The BYOD policy again provides clarity that technology devices brought to school by students apply to the existing search and seizure policy.

Two policies regarding appropriate student behavior are included in the proposed BYOD policy: *7:180—Preventing Bullying, Intimidation, and Harassment;* and *7:190—Student Discipline.* Electronic items brought to school by students that are used for bullying, disrupting the educational environment, or violating the rights of others are specifically disallowed in the proposed BYOD policy.

If students use electronic devices that they own to complete assignments and provide information to their teacher, they are creating a student record. Thus, policy *7:340—Student Records,* is cited as a policy that aligns to the proposed BYOD policy.

Finally, the BYOD policy clarifies that existing board policy *5:170—Copyright,* applies to electronic devices brought to school by students or staff members. The policy states that work produced in the district using the district's electronic network on devices not owned by the district must follow copyright laws.

The proposed BYOD policy includes a provision for professional development opportunities for staff. The areas that will be covered in the professional development include dealing with classroom management, creating school-specific rules regarding BYOD, following copyright law, and explaining appropriate staff member behavior as required in existing board policy *5:120—Ethics and Conduct.*

The remainder of the BYOD policy, "Responsible Use," explains how students and staff who bring their own electronic devices to use at school should use their devices appropriately. Teachers may encourage students to bring their own devices under the conditions that the device will enhance the subject being taught, the device's use is age-appropriate, and the student's parent/guardian has agreed to the in-school use of the device. The student is then reminded that their behavior expectations when using their personal device in school are outlined in the "Acceptable Use of Electronic Networks" agreement that is part of board policy *6:235—Access to Electronic Networks.* Further, the proposed BOYD policy mentions policy *5:125—Personal Technology and Social Media; Usage and Conduct,* a policy with the purpose of minimizing the disruption of inappropriate uses of communication via social networking sites and defines the appropriate uses of social media exchanges between employees and students; employees and parents/guardians; or between employees.

Proposed Bring Your Own Device Policy Needs, Values, and Preferences

The BYOD policy addresses the needs, values, and preferences of students, staff, and the district in two primary ways. First, devices that are not owned by the district are already being used in the district by both staff and students with no formal guidelines in place. Second, the use of electronic devices and the district's electronic network are already cited throughout current school board policy with no overarching statement to govern devices brought into the district from the outside. A formal BYOD policy will serve to provide guidelines and validate the uses of student- and staff-owned equipment in school.

The BYOD policy proposal acknowledges that technology devices are already in use by staff and students. Further, due to the number of Internet-connected mobile devices being brought to school by staff and students, the district can no longer maintain complete control of all technology in our schools. The vast majority of adults in the United States, including school staff, own multiple portable electronic devices that have the ability to access the Internet (Duggan, 2013) and are already using the devices in school. Likewise, parents are providing their children with electronic devices at younger and younger ages (Madden et al., 2013), and students are bringing those devices to school. Due to this proliferation of technology devices, District 36 and other school districts can either react to the situation by continuing to attempt to ban the use of outside devices or create policy and guidelines that define appropriate uses of these devices. The BYOD policy proposed here represents an attempt to place reasonable guidelines on in-school use of devices that are not owned by the district.

Second, the majority of the language in this proposed policy is devoted to aligning the BYOD policy with other existing board policies that govern the many uses of electronic devices and the district's electronic network. The proposed BYOD policy cites more than ten school board policies where electronic devices are mentioned. The fact that electronic devices and networks are discussed throughout existing school board policy can be interpreted as a validation that devices brought into school should have a policy governing their appropriate use.

Conclusion

The acceptable use policy for The Winnetka Public Schools *(6:235—Access to Electronic Networks)* was written and implemented before the district's One-to-One Mobile Learning Initiative was proposed and before staff and students were regularly bringing and using Internet-connected mobile devices to school. Analysis of the current acceptable use policy reveals that its sections regarding curriculum, acceptable use, and Internet safety apply to both district-owned one-to-one devices (such as iPads) and non-district-owned technology devices brought into the district by staff and students. In order to address the specific issues brought about by the One-to-One Mobile Learning Initiative using district-owned iPads, additional administrative procedures are needed to address the program. These administrative procedures include: defining appropriate uses of district-owned devices in and out of school, specifying responsibilities of parents and students, describing the procedures for acquiring and managing apps, and explaining the procedures regarding the repair and loss of devices. The resulting attorney-provided proposed administrative procedure document, "Agreement Authorizing Student Use of a District-Owned iPad," attempts to address the needs, values, and preferences of all

stakeholders involved in the district's iPad rollout. Similarly, as more and more staff and students bring personally owned Internet devices into the district, a proposed Bring Your Own Device (BYOD) policy provides guidelines for both students and staff who wish to use their own devices in school for teaching and learning purposes.

SECTION THREE: ANALYSIS OF NEED

Background

When considering the policies and procedures that are necessary to successfully plan, implement, and sustain a successful one-to-one technology device program in a school district, there is no shortage of research and models available to consult from schools across the United States and the world. The research base has been growing steadily since the 1990s. The first large-scale, documented one-to-one technology program in education was the ten-year ACOT study—Apple Classrooms of Tomorrow[4] (Dwyer, 1995). This program consisted of giving each student and teacher involved in the research two desktop Apple IIe computers, one at home and one at school, for the duration of the research. Over twenty years ago, Dwyer reported that students in the ACOT study exhibited the following behaviors:

- Explored and represented information dynamically and in many forms.
- Became socially aware and more confident.
- Communicated effectively about complex processes.
- Used technology routinely and appropriately.
- Became independent learners and self-starters.
- Knew their areas of expertise and shared that expertise spontaneously.
- Worked well collaboratively.
- Developed a positive orientation to the future.

(Dwyer, 1995, p. 10)

As the use of wireless technology became widespread, schools began experimenting with one-to-one initiatives using laptops, then netbooks,[5] and now tablet

computing devices such as the iPad. Weston and Bain (2010) state that among attempts to improve education, one-to-one device programs represent a "visible, expensive, and labor intensive effort that stands out in a forest of reforms" (p. 9). Bebell and O'Dwyer (2011) note that, "'1:1 computing' refers to the level at which access to technology is available to students and teachers; by definition, it says nothing about actual educational practices" (p. 6).

In this analysis of need, one-to-one policy issues are analyzed from five perspectives: educational, economic, social, political, and moral and ethical. In a few cases, these areas of analysis overlap and give rise to additional issues.

Educational Analysis

A policy analysis of the educational effects of a one-to-one technology device initiative has proven both practically and theoretically challenging. During the proposal and implementation phase of the District 36 One-to-One Mobile Learning Initiative, the District 36 school board asked for measurable educational outcomes to show how the one-to-one initiative would be tied to student learning in the district. Similarly, studies and articles published regarding one-to-one programs using laptops, tablets, and other personal technology devices address student achievement in many terms including standardized achievement test scores, use of twenty-first century skills, student engagement, and other factors. One-to-one initiatives tend to define different sets of student achievement metrics in each study and no set of standard metrics has been agreed upon by the one-to-one technology research community.

Studies regarding one-to-one technology device programs generally report a series of findings that include student achievement along with other educationally

relevant conclusions. Bebell and O'Dwyer (2011) analyzed five large-scale, one-to-one implementations and summarized that "participation in the 1:1 programs was associated with increased student and teacher technology use, increased student engagement and interest level, and modest increases in student achievement" (p. 4). Mortensen (2011) found that one-to-one devices "keep the students engaged," and that "the classroom becomes a place of excitement about learning, which leads to a decrease in discipline issues and improved student achievement" (p. 17). In a summary of research spanning seven states, Argueta, Huff, Tingen, and Corn (2011) found that one-to-one device initiatives were successful in, among other areas, "increasing student engagement, improving academic achievement and technology literacy," and "providing more effective learning opportunities for students with special needs" (p. 4). A high-profile middle school laptop initiative spanning eight years in Maine reported improvements in writing, mathematics, science, and twenty-first century skills such as "locating and evaluating information" (Silvernail et al., 2011, p. 1).

Authors and researchers report that one-to-one programs result in many positive effects for teaching and learning other than increased test scores. Bebel and Kay (2010) expressed this notion by stating, "While there is a strong desire to examine the impact of technology on student achievement, research suggests that the impacts on learning must first be placed in the context of teacher and student technology use" (p. 53).

Since potential increased technology access is the major innovation afforded by a one-to-one technology device program, it is perhaps unsurprising that researchers described change in terms of technology access among both students and teachers. Argueta et al. (2011) report that devices "facilitated the development of 21st century

skills...among students" (p. 15). They further observe that "there has been a shift from teacher-centered to student-centered instructional practices in the classroom" (p. 15).

Benefits for teachers teaching with one-to-one devices were frequently described along with the efficacy of professional development programs that accompanied one-to-one implementations. Bebell and O'Dwyer (2011) state that the success of one-to-one programs depends largely on "teacher preparation through professional development" (p. 10). Similarly, Drayton et al. (2010) report that "lack of time for professional development, especially in the form of teacher collaboration to develop best practices within the school, becomes a barrier to effective integration of computer and Web resources in the classroom" (p. 41).

Several researchers conclude that simply focusing on student achievement misses the primary benefits afforded by one-to-one device programs because technology integration becomes fully ingrained in the educational experience. Fullan (2011) believes that "Teachers need to get grounded in instruction, so they can figure out with students how best to engage technology" (p. 15). Spires et al. (2009) believe that one-to-one environments create a new "learning ecology" and that unique conditions for teaching and learning emerge, including:

- Immediate and constant access to information and a global community.
- Intensity, relevance, and personalization of learning.
- Highly developed student dispositions for self- direction, self-monitoring, creativity, and curiosity.
- Highly developed teacher capacities for facilitation, improvisation, consulting, and mentoring. (pp. 63–64)

Weston and Bain (2010) do not view one-to-one devices merely as technological tools, "rather, they are cognitive tools that are holistically integrated" (p. 11). They believe that when cognitive tools are used effectively in a classroom, educational practices and student learning is transformed, making the discussion of the technology tools secondary. When considering schools where the transformation has occurred, "if asked about the value of using a laptop computer in school, each would struggle to see the relevance of such a question because computers have become integrated into what they *do"* (Weston & Bain, 2010, p. 11). They further present a vision for effective use of one-to-one devices:

> In schools with cognitive tools, teaching, learning, and technology are more than blurred. They are integrated, and they are inseparable. No question arises about getting teachers to "use the computers." With the practice of teaching and learning so deeply embedded in the rules, design, collaboration, schema, and feedback processes of the school, its capacity to function is only possible using those tools. (Weston & Bain, 2010, p. 13)

Based upon the research above and with a realization that a one-to-one technology device program must include a balance between student achievement and other educational measures, the District Technology Committee of The Winnetka Public Schools drafted a proposal for a One-to-One Mobile Learning Initiative.

Educational outcomes in the One-to-One Mobile Learning Initiative included two types of outcomes. One type of outcomes measures growth as defined by the National Educational Technology Standards for Students (NETS-S) (International Society for

Technology in Education, 2007), while another set of outcomes includes a variety of measures ranging from iPad use to technology device access.

NETS-S provides a set of six standards to measure student growth during the year-one rollout of the One-to-One Mobile Learning Initiative. Teachers who participate in the professional development program are asked to design and deliver projects to measure student growth in the NETS-S. ISTE describes NETS-S as

> the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyze, learn, and explore. Digital age skills are vital for preparing students to work, live, and contribute to the social and civic fabric of their communities. (International Society for Technology in Education, 2012)

Further, the NETS-S are aligned with the Common Core State Standards and support the implementation of the standards:

> Technology, used effectively, can help all students meet and exceed the rigorous learning goals embedded in the Common Core State Standards by providing access to tools and resources that personalize instruction and creating rich, engaging and relevant learning environments. (International Society for Technology in Education, 2013)

As teachers participate in the professional development program that is part of the District 36 One-to-One Mobile Learning Initiative, they use the NETS-S to develop and assess student projects with pre- and post-assessments.

In addition to measuring student growth in the NETS-S, a variety of survey-based measures were also developed. Surveys were administered to parents, students, and teachers participating in the initiative. A survey was administered to the parents of the students participating in the One-to-One Mobile Learning Initiative that was focused upon improving communication about the initiative, supporting the home use of iPads as teaching and learning tools, gauging parent perceptions about the cost of the initiative, and providing a forum for open-ended comments about the initiative. A student survey was administered to the students participating in the One-to-One Mobile Learning Initiative to learn about the effectiveness of the initiative from a student perspective. This survey included prompts regarding iPad deployment, iPad support at school and home, using the organizational functions of the iPad, and managing digital resources. Earlier in the strategic planning process, survey data from The Winnetka Public Schools indicated that students, teachers, parents, and community members advocated for increased access to technology devices throughout the school day for teaching and learning (Northern Illinois University Public Opinion Laboratory, 2012).

When considering the policies and administrative procedure document proposed in this study, both student achievement and increased technology access are addressed. The current acceptable use policy, the proposed mobile device administrative procedure, and the proposed Bring Your Own Device (BYOD) policy all provide statements that specify that the appropriate uses of mobile learning devices must be in support of district curriculum and will lead to increase student achievement, a finding supported by research (Bebell & O'Dwyer, 2011; Mortensen, 2011; Silvernail et al., 2011). Increased technology access, also documented by one-to-one researchers (Bebel & Kay, 2010;

Argueta et al., 2011; Spires et al., 2009; Weston & Bain, 2010), is provided by the proposed mobile device administrative procedure supporting the One-to-One Mobile Learning Initiative and by the proposed BYOD policy that allows students and staff to use their own devices to supplement the technology access provided by District 36.

Ultimately, the school board of The Winnetka Public Schools will make the decision as to whether the measures presented will allow this one-to-one technology program to be funded and move forward. This educational analysis has opened the discussion for both economic and political issues discussed in the next sections.

Economic Analysis

Nagel (2008) reports that the major expenditure areas in education include telecommunications, collaborative technologies, outsourced IT services, learning content, education portals, video applications, and wireless technology. Internet-based learning tools and mobile computing have been the fastest-growing educational technology spending areas. Johnson (2012a) estimates that technology spending in the United States amounts to approximately $400 per student per year. Russell, Bebell, and Higgins (2004) contextualize educational technology spending:

> Few modern educational initiatives have been as widespread, dramatic, and costly as the integration of computer technologies into American classrooms. Believing that increased use of computers will lead to improved teaching and learning, greater efficiency, and the development of important skills in students, educational leaders have made multi-billion dollar investments in educational technologies...

The implementation of a one-to-one technology device program presents up-front costs in infrastructure, professional development, and hardware devices. In the case of The Winnetka Public Schools, some of these costs represent increases, while others include routine upgrades that typically occur as technology system maintenance costs. For example, a network infrastructure to support teaching, learning, and administrative systems has been in place since the 1990s in The Winnetka Public Schools. Network hardware has undergone four upgrades in that time period, approximately every seven years. The last upgrade was funded as a result of a referendum approved in 2007 and implemented by 2009. The 2009 upgrade left the District 36's technology infrastructure exceptionally well prepared for the future with a village-wide fiber optic network, a centralized data center, and a managed wireless network. In 2013 the District Technology Committee focused attention on recommendations to upgrade or replace the aging hardware components of the infrastructure and considered new systems to support teaching and learning that were not available during the last upgrade.

The infrastructure needs to support a one-to-one initiative include adding more wireless access points throughout the district to increase access to all wireless devices. The addition of a learning management system[6] was also recommended for students and teachers to allow increased collaboration and anytime, anywhere access to resources.

Some researchers report that certain features of one-to-one deployments result in decreased costs in other spending areas. Foote (2012) notes that iPads replace several technology hardware expenses because iPads offer features that previously required the purchase of multiple devices. She reports that after purchasing iPads, her district saved money on document cameras, video cameras, still cameras, and new mobile laptop carts.

Further, Foote reports that apps that run on iPads "are much less expensive than software we might have purchased for the same function." Hooker (2011) provides a list of classroom devices that a single $499 iPad (Apple, 2013a) will provide for no additional cost: document camera ($600); digital camera ($150); video camera ($250); editing software ($99); and DVD player ($150). Thus, a single iPad delivers similar features of equipment that costs $1,249, for a total potential savings of $750 per classroom in which an iPad is available.

Another area of potential cost savings inherent in one-to-one programs is the cost difference between traditional textbooks and electronic textbooks. According to the Federal Communications Commission, schools in the United States spend $7 billion on textbooks annually (Rock, 2012). Based upon these figures and factoring in the cost of devices and infrastructure, Rock reports that "the future savings would result in saving $60 per student [annually]...nearly half the price of traditional textbooks today." If a student is able to use an iPad for four to five years, the cost savings for textbooks could be $240–$300 over the life of the device. As The Winnetka Public Schools engages in ongoing curriculum review, curriculum committees are already considering the availability of electronic textbooks as one factor in selecting new materials for the future to realize the cost savings and added benefits afforded by interactive texts.

The District Technology Committee of The Winnetka Public Schools prepared and submitted a four-year financial plan to the school board that documented the cost factors of an iPad-based, one-to-one device initiative. The plan initially included four primary economic factors: costs of iPads and related items; an insurance program that would be paid by parents to offset repair costs; infrastructure costs that would affect the

iPad implementation; and the salary and benefits of three proposed technology facilitator positions to assist the three K–4 schools in the district with technology integration. Because the upgraded infrastructure and new technology facilitator costs were not directly tied to the costs of the iPads, the school board asked that the costs be considered separately. Further, the school board also asked the District Technology Committee to remove the insurance program from the proposal that would have resulted in the district collecting over $14,000 to offset repairs and losses of iPads during the pilot program.

The District Technology Committee felt that the potential success of Winnetka's proposed One-to-One Mobile Learning Initiative required three factors to be present: iPad devices for students and teachers, infrastructure upgrades, and technology integration support from the proposed technology facilitator positions. A comprehensive professional development program was also part of the proposal. While these factors were considered separately by the District 36 school board, a complete proposed four-year cost analysis is presented here. This proposal projects costs until the 2016–2017 school year, the final year of the Strategic Plan.

This proposal addresses costs associated with the One-to-One Mobile Learning Initiative and its ongoing implementation. The basic plan as presented will fully implement iPads in Grades 1–8 within three years, the goal adopted by the school board in the Strategic Plan. Student counts are based upon 220 students per grade level (an intentionally high projection). A certified technology facilitator position is intended for all three K–4 buildings: one shared K–4 technology facilitator position is proposed for the first year, followed by two additional positions the following year. Finally, all infrastructure upgrades are proposed to be completed during the first year of the plan, but

the upgrades are expected to function for five to six years, two years beyond the proposed one-to-one initiative.

The total cost of the four-year initiative amounts to $2.6 million, or $654,000 per year. The cost for iPads, accessories, and other hardware to support iPads totals $1,758,000, or $439,500 per year. Infrastructure costs are $385,000, with full implementation in the first year of the proposal. Since the infrastructure improvements are projected to last up to six years, the annual infrastructure cost over time would be just over $64,000 per year. Finally, one certified technology facilitator is proposed for the first year rollout, and two more facilitators are added in year two of the plan. Over the four-year period, technology facilitator positions add an estimated cost of $776,620 over four years (based upon the current average cost of a new teacher in District 36, including benefits, and assuming a 3% raise each year). (The Chief Financial Officer for District 36 provided the local teacher salary information used here.)

After an extensive discussion at the June 2013 school board meeting, board members present stated that they would support an initial one-to-one mobile device rollout with iPad costs not to exceed $200,000 during year one of the One-to-One Mobile Device Initiative. A revised proposal was prepared reducing the year-one rollout of iPad costs from $539,000 to $200,000. Further, the infrastructure and technology facilitator costs were proposed as separate action items. Thus, when the economic implications of realizing the One-to-One Mobile Learning Initiative were shared with the school board, discussion followed that greatly reduced the scope of the year-one implementation of the initiative.

Although the One-to-One Mobile Learning Initiative, infrastructure upgrades, and proposed technology facilitator positions represent a significant cost to the school district, economic factors are not significant issues addressed in the policies and proposed mobile device administrative procedure discussed in this study. No economic factors are mentioned in the current acceptable use policy for District 36. The proposed mobile device administrative procedure only addresses economic factors in terms of certain iPad repairs and losses on the part of students. If an iPad is intentionally broken or lost by a student, parents will be asked to pay to replace the iPad. Because the school board removed the insurance fee that was originally proposed by the District Technology Committee, the section explaining that cost was removed from the mobile device administrative procedure. Indirectly, the One-to-One Mobile Device Initiative may lead to cost savings in some of the areas mentioned by researchers (Foote, 2012; Hooker, 2011; and Rock, 2012); however, these savings will likely not be realized until the One-to-One Mobile Learning Initiative is fully implemented after school board approval. The proposed Bring Your Own Device (BYOD) policy in this study only mentions the possible cost of increased wireless bandwidth, a cost not expected to significantly impact the technology budget. Economic factors mentioned in the proposed mobile device administrative procedure and the BYOD policy discussed in this study do not represent significant dollars compared to the overall cost of the One-to-One Mobile Learning Initiative proposed. However, the policies and administrative procedure serve to provide important guidelines and procedures to ensure that the district's significant technology investments are used appropriately by students and staff.

Social Analysis

As more technology-based pursuits enter the day-to-day lives of individuals, society is affected in a variety of ways. Jenkins et al. (2009) describe this phenomenon as the development of a "participatory culture." One potential social issue in a school setting are the effects of a new one-to-one technology device program on school culture. Researchers studying one-to-one implementations have noted that beliefs about teaching and learning in individual schools affect the benefits students receive from the technology (Weston & Bain, 2010). School culture is also affected by the beliefs of teachers (Bebell & Kay, 2010). Finally, technology devices and social media can potentially cause distractions for students both in and out of school that can lead to reduced time on task and a decline in student achievement (Foote, 2012; Rosen, Carrier, & Cheever, 2013).

Jenkins et al. (2009) believe that the proliferation of technology tools is moving society toward a participatory culture. They describe participatory culture as having "relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices" (p. 3). Citizens living within a participatory culture "believe their contributions matter, and feel some degree of social connection with one another" (p. 3). As a participatory culture develops, new literacies emerge that require participants to develop a variety of new social skills, including:

> Play—Experiment with one's surroundings as a form of problem-solving.
>
> Performance—Adopt alternative identities for the purpose of improvisation and discovery.

Simulation—Interpret and construct dynamic models of real-world processes.

Appropriation—Sample and remix media content.

Multitasking—Scan one's environment and shift focus as needed to salient details.

Distributed Cognition—Interact meaningfully with tools that expand mental capacities.

Collective Intelligence—Pool knowledge and compare notes with others toward a common goal.

Judgment—Evaluate the reliability and credibility of different information sources.

Transmedia Navigation—Follow the flow of stories and information across multiple modalities.

Networking—Search for, synthesize, and disseminate information.

Negotiation—Travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

As a result of the new social skills associated with a participatory culture, educators need systemic strategies to foster and develop skills and cultural competencies in their students so children can "become full participants in our society" (p. 4).

Another social issue facing school communities implementing one-to-one technology initiatives is the way technology will change teaching and learning processes in individual schools, thus affecting school culture. According to Weston and Bain

(2010), students, teachers, school leaders, and parents must work together to deliberately develop and define an "explicit set of simple rules that defines what the community believes about teaching and learning" as a first step for planning for technology use within a school culture (p. 12). The school community must then work together to adapt and sustain the embedded design into the school, accepting feedback and making changes to construct a "shared conceptual framework for practice" that leads to "systemic and ubiquitous use of technology, as opposed to idiosyncratic and sporadic use of technology" (p. 13). By embedding technology integration practices into school culture, technology use can serve to reflect "pedagogical and curricular values at the scale of a school, district, state, and beyond" (p. 13).

When teachers are left to develop technology use practices in isolation, the result can be that students in the same school may experience widely varied educational experiences. In a three-year study among five middle schools, Bebell and Kay (2010) describe that by the third year of the implementation, some students did not use their one-to-one device, while others in the same grade in the same school used their device throughout the instructional day. Bebell and Kay (2010) concluded that "factors within each school setting...played a larger role in the adoption and use of technology than factors related to trends across subject areas or grade level" (p. 49). However, Fullan (2006) believes that

> the emphasis is not on technology, per se. In studies of successful organizations and school systems, time and again it has been found that technology must be conceptualised in the context of change in the culture of the system, and in schoolwide and systemwide purposes. (p. 1)

To effect change within a school culture, leadership structures must be in place for staff to collectively develop effective educational practices using new technology devices so school values will remain constant.

At the same time, Foote (2012) notes that technology devices bring with them the possibilities for distraction. She describes her survey findings as predictable, stating that "about half of students indicated they are somewhat distracted at school, but they are also indicating more distractions at home" (p. 17). Rosen et al. (2013) report that middle and high school students studying with computers averaged "less than six minutes on task prior to switching most often due to technological distractions including social media, texting, and preference for task-switching," and students who accessed Facebook during task-switching tended to have "lower GPAs than those who avoided it." Foote (2012) acknowledges that students need to learn how to manage potential distractions from technology devices and that the K–12 school experience can provide opportunities to teach students how to use devices as learning tools with guidance from teachers (p. 17).

In the One-to-One Mobile Learning Initiative proposal for The Winnetka Public Schools, many of the above issues are addressed through the professional development program offered to teachers and staff participating in the initiative. The ten-session program was designed to be conducted during the year-one rollout and to address instructional needs as one-to-one use evolves. Many of the social skills described by Jenkins et al. (2009) are already a part of the progressive education traditions of The Winnetka Public Schools, e.g., play, simulation, judgment, networking, and negotiation. Although these skills may or may not have been realized through technology integration experiences of the past, the One-to-One Mobile Learning Initiative professional

development program explicitly allows teachers to collaborate and design new activities using one-to-one devices in the context of the district curriculum. Thus, both the current acceptable use policy and the proposed mobile device administrative procedure support building a participatory culture for both students and staff as described by Jenkins et al. (2009) since both the policy and administrative procedure apply to using technology to support education consistent with the curricular goals of the district.

One-to-one technology integration practices in District 36 have been discussed since the formation of the initial One-to-One Mobile Learning Initiative proposal that included input from students, parents, community members, and staff. These continuing conversations follow the framework suggested by Weston and Bain (2010) and allow teachers to have a voice in the formation of the initiative and school culture. Since one-to-one devices had not been previously implemented in District 36's progressive education environment, involvement from the entire learning community is needed on an ongoing basis to ensure that the program and policy implementation develops following the pedagogical and curricular values of the district.

Political Analysis

When the United States Department of Education Office of Educational Technology released the National Educational Technology Plan in 2010, the document was well informed by research of one-to-one technology device implementations that had already occurred across the United States and the world. The plan states,

> The United States cannot prosper economically, culturally, or politically if major parts of our citizenry lack a strong educational foundation, yet far too many students are not served by our current one-size-fits all education

> system. The learning sciences and technology can help us design and provide more effective learning experiences for all learners. (U.S. Department of Education Office of Educational Technology, 2010, p. 18)

At the local level, the school board of The Winnetka Public Schools approved a One-to-One Mobile Learning Initiative in November 2012 as part of a five-year strategic plan. When the initial One-to-One Mobile Learning Initiative was proposed in June 2013 that met the criteria of the approved strategic plan, school board members asked for several revisions to the proposal, likely for reasons that fall under the political umbrella. First, board members asked for "measurable outcomes" to explicitly link the one-to-one proposal to student learning, as described earlier in the Educational Analysis section. At the same time, board members indicated that they wished to greatly reduce funding, and therefore, the number of students and teachers who could participate, in the year-one rollout of the One-to-One Mobile Learning Initiative.

The political implications inherent in the school board request asking for measurable educational outcomes are expressed by Bebell and O'Dwyer (2010) in their study of middle school one-to-one programs in four school districts: "As improved student learning remains the primary measure of efficacy for today's generation of educational intervention, it is not surprising that three of the four empirical studies examined the impact of the 1:1 initiatives on student achievement" (pp. 10–11). The response of the District Technology Committee (DTC) was to present a revised proposal that included both student achievement as measured by the NETS-S, along with a variety of other measures, through surveys and other data collection techniques.

DTC members acknowledged that the model for the year-one rollout would create a political problem because only a few students and teachers across grade levels would be receiving iPads during the first year of the rollout. DTC members also realized that this situation would create inequity across the district for a one- or two-year period as the rollout continued. However, the DTC felt that the political risk was justified under the assumption that a large-scale, full implementation of iPads was ill-advised without first attempting the initiative on a smaller scale. When school board members reduced funding for the year-one rollout of the one-to-one initiative, political issues were exacerbated by further shrinking the number of students and teachers involved. However, the DTC believed that beginning this initiative, even on a small scale, was worth the political problems that would likely ensue in the name of eventually benefitting all students with a large-scale One-to-One Mobile Learning Initiative.

When designing the proposal for District 36's one-to-one initiative, the DTC reviewed research that outlined policies and procedures. One succinct and inclusive list is provided by Scheckelhoff and Murakami (2010). They not only address program development, but also provide a list of policies, procedures, and guidelines to put into place, including:

- Acceptable Use Policy
- Support specification document
- Social networking guidelines
- Disaster recovery procedures
- Security procedures
- Purchase or lease options

- Software removals for student withdrawals
- Peer-to-peer/Instant Messaging software use guidelines

Scheckelhoff and Murakami also advocate the development of a handbook that is revised annually, includes student and faculty input, and supports ongoing research and communication about the program. The DTC used these recommendations, additional research, and developed two versions of a student/parent handbook for the One-to-One Mobile Learning Initiative (see Appendix B and Appendix C). The District 36 student/parent handbooks include sections about iPad care, iPad use, and iPad apps, and end with a "Student Pledge for iPad Use." These sets of provisions, some of which represented major changes to school procedures and operations, received no feedback or reaction from school board members. Instead, board members discussed only issues related to finances and measurable outcomes for the One-to-One Mobile Learning Initiative.

Another potential political issue, addressed by the technology directors of the township, was the desire to share up-to-date information among districts regarding the various one-to-one programs in various stages of implementation. Technology directors across the township meet regularly to share experiences, tips, tactics, and general information about various local technology initiatives. As a result of these regular meetings, the technology directors found that all districts were involved in iPad implementations, and all districts were proposing continued or expanded one-to-one programs for the 2013–2014 school year. Since the majority of township students will eventually enter New Trier High School with its Mobile Learning Initiative that began in 2011 (New Trier High School, 2013), township technology directors agreed to work

together, to the extent possible, as our students transition to a common high school program.

When the topic of working together as a township on one-to-one programs was mentioned at a school board meeting, one board member reacted that she saw no value in implementing a one-to-one initiative "just because everyone else is doing it," and another board member conveyed that he was uninterested in District 36 following a similar fee/self-insurance structure as neighboring districts. These school board member reactions will likely not prevent township technology directors from continuing to work together in the future. However, the originally proposed mobile device administrative procedure was changed to remove the insurance provision as a result of school board discussion.

Moral and Ethical Analysis

When the District Technology Committee (DTC) created a proposal to limit the number of teachers and students to participate in the year-one rollout of the One-to-One Mobile Learning Initiative in The Winnetka Public Schools, issues of equity and access were immediately raised. After completing a formal review of literature, the DTC concluded that one-to-one access was a teaching and learning methodology worth pursuing for all children. The ethical concern was that such a recommendation, in the short term, would also intentionally withhold a valuable teaching and learning opportunity from the vast majority of students and teachers in District 36. As previously discussed, other factors impacting the final decision included issues discussed in the Educational and Economic Analyses. Social factors relating to school and district culture were also at play in this proposal. Another implementation option the DTC pursued was

to arbitrarily select a grade level and propose the iPad rollout to affect teachers and staff involuntarily. Instead, the DTC recommended that only interested teachers would be considered to participate in the year-one rollout since many sudden changes in instruction and school culture would likely result, especially for the first set of teachers and students involved in the new iPad initiative.

Several researchers and sources address equity and access issues related to technology in schools. Bebell and Kay (2010) observed that "student research skills and collaboration were enhanced by the improved educational access and opportunities afforded by the 1:1 pilot program" (p. 23). In a summary of research spanning seven states, Argueta et al. (2011) found that one-to-one device initiatives were successful, among other areas, in "increasing equity of access to technology...and enhancing home-to-school connections" (p. 4). Regarding the opportunities afforded by a one-to-one technology device program that allows students take devices outside of school, the National Educational Technology Plan (U.S. Department of Education Office of Educational Technology, 2010) includes in its first goal that, "All learners will have engaging and empowering learning experiences both in and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society" (p. 23).

In a broader sense, Jenkins et al. (2009) react to the false notion that children spontaneously acquire technology skills and competencies through daily interaction with electronic devices and participation in popular culture. Instead, the researchers suggest the need for "policy and pedagogical interventions" to address three moral and ethical issues: the "Participation Gap" of unequal access to the opportunities, experiences, skills,

and knowledge to prepare students for the future; the "Transparency Problem" that presents learning challenges in the ways media shapes perceptions of the world; and the "Ethics Challenge" of preparing students for increasingly public roles as media makers and community participants (p. 3). In agreement with this research, the DTC proposed a One-to-One Mobile Learning Initiative that sought to prepare District 36 students to be full participants in a connected global society.

Both the DTC and township technology directors acknowledge that attempting to coordinate the one-to-one technology efforts across the township will potentially allow all our K–8 students to both prepare for a one-to-one environment at New Trier High School and to prepare for life outside the township K–12 education experience as our students enter college and the workforce. Our students will compete with others who experienced one-to-one technology device programs in education systems across the United States and the world.

The current acceptable use policy, the proposed mobile device administrative procedure, and the proposed Bring Your Own Device policy each address the moral and ethical issues of equitable use of technology and access to technology in District 36. The current acceptable use policy, *6:235—Access to Electronic Networks,* states that technology is a "part of the District's instructional program and serve[s] to promote educational excellence by facilitating resource sharing, innovation, and communication." The current acceptable use policy goes on to address moral and ethical issues such as restricting inappropriate content, ensuring a level of privacy for staff and students, and restricting the unauthorized disclosure of personal information. The proposed mobile device administrative procedure provides the guidelines to ensure a new level of

technology access to District 36 students. Students in Grades 1–8 will have access to a district-owned mobile learning device throughout the school day, while students in Grades 5–8 will also be able to use district-owned devices outside the school district. Finally, the proposed Bring Your Own Device policy supplements technology access by establishing a program for all students and staff to use their own mobile devices in school for teaching and learning purposes.

The next section, a Policy Argument, will closely examine the proposed mobile device administrative procedure and the proposed Bring Your Own Device policy. The argument will present positive and negative aspects of the new proposals along with research, opinions, and other factors relevant to these policies impacting our district's learning environment.

SECTION FOUR: POLICY ARGUMENT

For the purpose of this study, two policy arguments will be presented, one for the proposed mobile device administrative procedure, and another for the proposed Bring Your Own Device policy. Since the current acceptable use policy, *6:235—Access to Electronic Networks* (see Appendix A), is already an official school board policy and no new policy revisions are being advocated, no arguments for this policy will be presented in this section. The proposed mobile device administrative procedure is examined in this section in terms of its appropriateness for communicating its message to the intended primary stakeholders, students and parents. Browder (1995) describes this section of his doctoral policy document framework as providing a "pro-and-con essay on the merit of the advocated policy, considering research findings, public and professional opinion if it exists, and any factors that appear relevant to the situation" (p. 59). Indeed, the proposed Bring Your Own Device policy presents opposing views expressed by authors and researchers. In alignment with Browder's ideals, the proposed Bring Your Own Device policy discusses a potentially controversial topic and is conveyed in terms appropriate for the District 36 setting.

Proposed Mobile Device Administrative Procedure

During the process of researching policies and procedures related to one-to-one mobile device programs, the resources available overwhelmingly suggest that schools and districts have established guidelines, handbooks, procedures, regulations, and other materials for the purpose of successfully implementing many different types of one-to-one programs. More specific research on the topic of creating policy and procedures for a one-to-one iPad initiative reveal articles suggesting content to be included in one-to-one

handbooks (Daccord, 2012; Hooker, 2012; Scheckelhoff & Murakami, 2010; Spires, Oliver, & Corn, 2011), and hundreds of sample iPad handbooks are available online[7]. Since no author or researcher presented a position that was specifically against providing policies and procedures when implementing an iPad initiative in school, a pro and con treatment of this topic is not warranted. However, the experience of suggesting a formal proposed mobile device administrative procedure for District 36's One-to-One Mobile Learning Initiative provided a valuable learning experience regarding the pros and cons of the type of document that The Winnetka Public Schools will use for this initiative.

As described in the Advocated Policy Statement section above, the document proposed in this study, "Agreement Authorizing Student Use of a District-Owned iPad," was originally provided by the law firm Hodges, Loizzi, Eisenhammer, Rodick, and Kohn, LLP, (HLERK). Upon receiving the template document, I prepared a version of the agreement that specifically addresses District 36's One-to-One Mobile Learning Initiative using iPads, as recommended by the District Technology Committee, a group on which I serve as the chairperson. The template document from HLERK is exceptionally thorough; outlines responsibilities of the district, parents, and students; highlights many aspects of the program intended to provide protection for student and staff Internet and device use both in and out of school; and provides protections for the school district in the event that a student intentionally damages or misuses an iPad.

The primary advantage of the "Agreement Authorizing Student Use of a District-Owned iPad" document from HLERK is its extremely detailed language and coverage of the issues outlined above. By adopting a document that was originally provided by our district attorney, the District 36 administration and school board will likely be reassured

that the contents have been reviewed for accuracy and legality and that appropriate protections are in place for the district. Further, the veracity and appropriateness of the contents of the HLERK template have been corroborated by my own research.

On the other hand, the primary disadvantage of this proposed mobile device administrative procedure first came to light in a District Technology Committee (DTC) meeting when the document was shared with the committee members for the first time. The initial reaction was, "How many lawyers did it take to write this?!" While this proposed mobile device administrative procedure contains the content necessary to effectively manage the One-to-One Mobile Learning Initiative using iPads, the language, terminology, and length (five single-spaced pages) of the document are neither parent- nor student-friendly.

DTC members worked together to propose a possible solution to this dilemma: for the year-one rollout of the iPad initiative, the DTC developed a student/parent handbook that is based upon the contents of the "Agreement Authorizing Student Use of a District-Owned iPad" document from HLERK. When the DTC began work on this handbook, committee members suggested that two versions of the student/parent handbook be provided: one for Grades 1–4 and another for Grades 5–8. The primary differences in the two versions are that the Grades 5–8 version contains language regarding issues arising from students taking iPads outside the district, while the Grades 1–4 handbook omits this language since these students only use iPads at school.

These handbooks originated as an "open-source" document that was shared among local technology directors in the Chicago suburbs. The District 36 version has been edited extensively to provide student- and parent-friendly language that conveys the

most important aspects of the One-to-One Mobile Device Initiative. While the handbooks do not attempt to convey all of the details that are covered in the "Agreement Authorizing Student Use of a District-Owned iPad" document, the handbooks address the issues that were deemed appropriate by the DTC to begin and sustain the year-one iPad rollout (see Appendix B and Appendix C). The DTC plans to revisit these student/parent handbooks throughout the year-one rollout and in future years to keep the content current, clarify the language in the document as needed, and address new concerns that arise in District 36 regarding future versions of the iPad initiative.

As the One-to-One Mobile Learning Initiative moves forward, all three documents—the "formal" proposed mobile device administrative procedure adapted from HLERK, the student/parent handbook for Grades 1–4, and the student/parent handbook for Grades 5–8—will be presented as possible administrative procedures. The next section, the Policy Implementation Plan, outlines the process by which the proposed documents will be reviewed and eventually implemented as "official" administrative procedures for the future of the One-to-One Mobile Learning Initiative in The Winnetka Public Schools.

In contrast to the experience of researching and developing a proposed mobile device administrative procedure, the process of researching a Bring Your Own Device policy revealed that authors and researchers have strong opinions both for and against such a policy in schools. The next section presents pro and con arguments surrounding the establishment of a Bring Your Own Device policy in District 36.

Proposed Bring Your Own Device Policy

Many possible advantages and disadvantages were considered in my development of the proposed Bring Your Own Device (BYOD) policy for The Winnetka Public Schools. The body of research and opinion regarding BYOD policies ranges from authors adamantly against the idea, such as Stager's (2011) "BYOD—Worst idea of the 21st century?"—to positive points of view such as Nelson's (2012) "BYOD: An opportunity schools cannot afford to miss." Some of the positive attributes considered include that BYOD programs support out-of-school work using familiar technology devices, foster online collaboration, and encourage the use of Internet-based applications that are accessible from any device. Some negative issues include that BYOD programs introduce possible network security risks, contribute to different levels of inequity among students, and increase demand on a district's wireless network.

One advantage of establishing a BYOD program is that students can use their own, familiar technology as a mobile learning device while in school, and their learning can continue outside of school on that same device. Even when school districts provide one-to-one electronic devices, such as iPads in District 36's One-to-One Mobile Learning Initiative, a BYOD program allows students and staff additional options for teaching and learning on their own personal devices. Florell (2102) points out that a BYOD program can "inspire students to continue learning beyond the school doors with technology that they are familiar with and that they have learned how to access educational content on" (p. 36). Further, Sheninger (2013) notes that "many students own and are comfortable with their devices" and that "it makes sense...to create a technology-rich learning environment that leverages available technology with what the students already own" (p.

60). The BYOD program presented here is offered as a supplementary option to the district's One-to-One Mobile Learning Initiative and is intended to create a more technology-rich learning environment.

An increasing number of students use Internet-connected personal electronic devices (Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013) and have already set up several methods for communicating with their peers, such as texting, social media, and video chat. These peer-based networks that are already established on students' personally owned devices could also be used to support "online collaborative work in the classroom" (Johnson, 2012b, p. 98). A BYOD program allows both students and staff to use these established personal networks both in and out of school for teaching and learning. Further, district-provided services that include methods for online collaboration (i.e., Google Apps, Schoology) allow students and staff to connect their personal devices to learning systems to allow multiple opportunities for students and staff to access class work and receive school-related communication from teachers and peers.

Although some school districts implement BYOD programs as the primary method for allowing students to use technology in school (Ackerman & Krupp, 2012; Hockly, 2013; Johnson, 2012c), the BYOD program recommended here is considered an addition to school-provided resources. Sheninger (2012) believes that a BYOD initiative can be used "to increase access by supplementing existing technology" (p. 61). When used in this way, a BYOD policy allows students and teachers more freedom and access to information during the school day.

A side-benefit of a BYOD program is that it promotes the use of cloud-based, platform-neutral online resources that allow staff and students to access teaching and learning resources from any device at any time. Schachter (2012) notes that

> schools are increasingly using "platform neutral" Web 2.0 applications...for teacher assignments and student work and collaboration. These applications not only work for any device that has a Web browser, but they also help with security by processing and storing any work at those sites in the cloud, away from a district's servers. (p. 32)

Many of these cloud-based services are available not only as web applications, but also as free apps that can be downloaded and run on smartphones and tablets. Teachers and students can install these free apps on both their school-provided and personal devices. Johnson (2012b), a media and technology director, notes that as a result of establishing a BYOD program, he now considers digital resources that will function "on a spectrum of devices" (p. 98). Similarly, Florell (2012) believes that schools with BYOD programs should "embrace the cloud" because the "true strength of cloud-based services is that they typically work on any device" (p. 36).

One possible negative aspect of a BYOD program is that it may introduce certain security risks. Ackerman and Krupp (2012) provide a list of possible security vulnerabilities from BYOD programs, including infrastructure, bandwidth, wireless networks, access points, and other areas (p. 36). Perhaps the most significant risk of a BYOD program occurs when students bring devices into school, but use non-school Internet services to access the Internet, thus bypassing the district's web content filters. Quillen (2011) states, "students may have smartphones or tablets equipped with data

plans that allow them to connect to...Internet networks that don't run through a school filter." Although the proposed BYOD policy has language that specifies that students must use the school network while at school, monitoring this type of possible inappropriate Internet access requires close supervision by school staff.

In researching BYOD policies, the topic of equity is frequently discussed among both proponents and detractors of BYOD programs (BYOD Strategies, 2012; Hockly, 2013; Johnson, 2012c; Nelson, 2012; Sheninger, 2012, 2013; LaMaster & Stager, 2012; Walling, 2012). Researchers explain BYOD inequity by stating that students from affluent families will have better access to more feature-laden devices than students from poorer families. Stager (LaMaster & Stager, 2012) writes that a BYOD program "enshrines inequality" and believes that,

> the only way to guarantee equitable educational experiences is for each student to have access to the same materials and learning opportunities. BYOD leaves this to chance, allowing more affluent students to continue having an unfair advantage over their classmates. (p. 7)

In Winnetka, where most students come from affluent families and only 0.3% of families are reported as low-income (Illinois Report Card, 2014), issues of equity are more likely created by parents who do not wish to provide their children with their own mobile devices, rather than parents who are unable to provide devices for economic reasons. Sheninger (2012) suggests that teachers "be cognizant of the equity component and discreetly identify those students who might not own a device" (p. 61). He goes on to suggest providing district-owned equipment or pairing students so device inequities are

mitigated. Since the BYOD policy proposed here is a supplement to a district-provided One-to-One Mobile Learning Initiative, issues of equity within District 36 are minimized.

Another argument against establishing a BYOD program is that the influx of additional outside devices will increase the demand on the district's wireless network and may contribute to a slower Internet experience for all users. Johnson (2012c) cautions, "Even if your school has a good wireless signal throughout the building, you need to consider whether you have enough bandwidth to support dozens of devices at one time..." (p. 84) While several authors provide ideas for technology support staff to reduce the negative effects of increased BYOD network traffic (Martin, 2013; Smith, 2012; and Williams, 2012), Schachter (2012) points out that with careful network design and monitoring, "IT staff can redistribute the bandwidth" when necessary. Schachter also states that another potential downside to implementing a BYOD policy is the possibility of increased bandwidth costs to the school district if the current bandwidth cannot handle the load of the additional devices. Since devices will only be added on an as-needed basis for specific teaching and learning purposes in this proposed BYOD policy for District 36, increased bandwidth demand is expected to be minimal. However, if the policy is adopted, District 36 technology staff will monitor bandwidth use to determine the impact of BYOD on the network.

One issue inherent in the addition of a BYOD policy is that both teachers and technology support personnel may need to deal with a variety of devices with different capabilities. In the classroom, not only may some students have devices and others not, but the capabilities among the devices will likely be different. Even when students have the same devices, different operating systems and different apps can create an

environment where these differences lead to possible frustration and potential technology support issues. Hockly (2013) observes that "Students may bring very different devices to school, which may make carrying out the same activities difficult for everyone" (p. 54). One solution she suggests is that teachers should carefully plan lessons that will use a set of features that are available on most mobile devices, such as capturing photos, recording video, or recording audio. Costa (2013) suggests that districts publish "a minimum technology device standard" and then invite "any student who has a device that meets that standard to bring it in and use it in school" (p. 5). In addition to the solutions offered by Hockly and Costa, teachers will need to learn strategies to help their students share content they create on their devices. Further, a "minimum technology device standard" provided by the district should include specifications for devices to share content with existing district technology systems.

The proposed Bring Your Own Device policy for The Winnetka Public Schools is being offered as a supplementary program. The issues outlined here attempt to present the realities that may be faced by students, teachers, administrators, technology support personnel, and other staff if the proposed BYOD policy is approved. Overall, the intent of the proposed BYOD policy is to increase access to teaching and learning opportunities in District 36.

Conclusion

In the process of creating of a One-to-One Mobile Learning Initiative using iPads in District 36, new resources were developed: a "formal" proposed mobile device administrative procedure that was adapted from a template provided by our district attorney, and a set of student/parent handbooks that were written by the District

Technology Committee. The "formal" proposed mobile device administrative procedure presents thorough content with language that is neither student- nor parent-friendly, while a set of student/parent handbooks present less information, but are designed to be more easily understood. A proposed Bring Your Own Device policy raises issues that include arguments both for and against the idea. At the same time, a BYOD policy presents the district with "the opportunity to teach all of our students to use their devices for learning" (Nelson, 2012, p. 15), while also opening new teaching and communication possibilities to teachers and staff. In the next section, a Policy Implementation Plan will discuss the next steps that will be taken by The Winnetka Public Schools to collaboratively review, develop, and possibly enact these proposed policies and procedures.

SECTION FIVE: POLICY IMPLEMENTATION PLAN

Proposals of both administrative procedures and district policies introduced in District 36 are subject to the collaborative review processes of several groups of stakeholders. The current acceptable use policy, board policy *6:235—Access to Electronic Networks,* is already in place and the most recent revision was adopted by the school board on November 6, 2012 (District 36, 2012). The proposed mobile device administrative procedure that was originally obtained from District 36's attorney and further developed by the District Technology Committee will require feedback from a variety of district staff and administrators to be adopted into general use. Since the proposed Bring Your Own Device (BYOD) policy is being recommended as official board policy, review by administrators, staff, and the school board will be required. These policy implementation processes will be discussed in detail in this section.

Current Acceptable Use Policy

The current acceptable use policy for District 36, board policy *6:235—Access to Electronic Networks,* includes two different procedures, one for staff and another for students and parents. New staff members to District 36 visit the Human Resources department and are asked to complete paperwork. Among the documents in the collection is a packet titled "Authorization for Network Access: Board Policy and Staff Authorization." The final sheet of this packet contains a sign-off sheet for the new staff member.

For parents and students, the acceptable use policy is presented annually as part of the district's online registration process. During the registration process, parents are presented with an "Agreements" page with an "Internet Use" section. The parent and

student are asked to electronically agree to the statement, "My child and I have read and understood the District's policy regarding use of District 36's computers, and access to the Internet..." The text, "District's policy," is linked to an online document that displays language from board policy *6:235*. Below this statement, an agreement is presented as a pop-up menu that requires a response of "Yes" or "No" before the parent can proceed with registration. The responses from all agreements that are collected electronically at registration are later imported into the district's student information system where school personnel can access the responses.

Educational Activities

The educational activities needed to ensure the success of the acceptable use policy include both annual communication of the policy and available professional development opportunities. For staff members, at least one communication occurs annually from the Human Resources department to remind staff of the language in the board policy. Since staff members likely signed the Authorization for Network Access among many other documents during the hiring process, an annual opportunity to review the content is warranted. Further, if the acceptable use policy is updated at any time by the school board, staff members are notified and a new version of the Authorization for Network Access sign-off sheet is collected to ensure that each staff member has the opportunity to review the changes in policy.

For students and their parents, an annual opportunity to review board policy *6:235—Access to Electronic Networks* is included as part of the online registration procedure. However, since the review is presented along with several other agreements, additional opportunities to review the terms of the current acceptable use policy for both

students and parents are necessary. For students, building-level technology staff and resource center directors review appropriate technology use throughout the school year as part of regular instruction as students integrate technology into activities. For parents, board policy is referenced in the student/parent handbook that is distributed and discussed when students receive district-owned iPads as part of the One-to-One Mobile Learning Initiative.

Professional Development Plan

For staff, a formal professional development activity regarding board policy *6:235—Access to Electronic Networks* has not been necessary. Instead, district administrators provide answers when staff members have questions about the policy. Building secretaries and staff members need to have access to the list of students whose parents have not allowed them access to the Internet. Informal professional development on an as-needed basis is provided when a staff member needs to learn how to access this information in the student information system. In recent years, all District 36 parents have granted access for their children to use the Internet in school; however, if a parent were to disallow Internet access for their child, the teacher may need assistance in adapting certain classroom activities for those students.

Proposed Mobile Device Administrative Procedure

Since the proposed mobile device administrative procedure is new to the school district, several groups will need to be part of the initial implementation process. Later in the process, educational activities will be necessary to inform the district stakeholders affected by new guidelines. The primary audience affected by the proposed mobile

device administrative procedure will be students and parents, but school staff who work with students using mobile devices will also need to know and understand the guidelines.

The mobile device administrative procedure recommended in this study is considered an initial proposal subject to review by several sets of stakeholders. Although the procedure was originally obtained from our district's attorney and adapted to fit the needs of the One-to-One Mobile Learning Initiative, the first group to review the procedure was the District Technology Committee (DTC). The DTC acknowledged that the procedure was thorough, but that a student/parent-friendly handbook version of the information was needed. The DTC created two versions of a student/parent handbook, one for Grades 1–4 (see Appendix B) and another for Grades 5–8 (see Appendix C), for use during the year-one iPad rollout. Both handbooks contain pertinent information offered by the more formal mobile device administrative procedure, but the language and content is presented in terms that DTC members consider to be student- and parent-friendly.

The next step in the implementation process was to present the formal mobile device administrative procedure and the two DTC-developed student/parent handbooks to the administrative team of District 36. This team reviewed the documents in a presentation at a regular meeting. The administrative group agreed to use the documents during the year-one rollout and to revisit the documents at the end of the school year. Further discussions and revisions will likely occur as a result of lessons learned from the year-one iPad experience, followed by a decision as to which of the administrative procedures will be adopted for future use. One of three outcomes is likely for the mobile device administrative procedure: the district will adopt a version of the formal

administrative procedure outlined in this study, the district will adopt a version of the student/parent handbooks originally developed by the DTC, or the district will adopt a version of both the formal administrative procedure and the student/parent handbooks.

Finally, the superintendent may ask that the final version of the administrative procedure selected for the One-to-One Mobile Learning Initiative be shared formally at a school board meeting. If presented, the board will likely review the administrative procedure as an information item since administrative procedures are not subject to school board vote.

Educational Activities

A few educational activities were developed and presented during the year-one rollout of the One-to-One Mobile Learning Initiative. First, all teachers involved in the year-one iPad rollout reviewed both the formal mobile device administrative procedure and the DTC-developed student/parent handbooks. During the online review, teachers were able to leave comments and pose questions using the online commenting system provided in Google Docs. Based upon these online comments, the DTC made edits and added information to the online documents. The process also served to allow the teachers using iPads with students to get to know the proposed mobile device administrative procedure and student/parent handbooks so they would be familiar with these materials during the iPad rollout.

During the year-one iPad rollout, students and parents involved in the program were invited to an evening program during which the student/parent handbooks were reviewed in a presentation. Since the proposed formal mobile device administrative procedure had not been adopted by district administration, this document was not

distributed during the year-one rollout. If the district administration adopts this more formal administrative procedure document, additional time will be required at future student/parent meetings to present and explain this set of guidelines. In addition, if the school board decides to implement the One-to-One Mobile Learning Initiative across entire grade levels in the future, the administration team may decide to include the selected version of the proposed mobile device administrative procedure in the district's online registration process. However, I would recommend to continue to provide annual student/parent meetings for any student and parent involved in a One-to-One Mobile Learning Initiative in District 36 so the guidelines can be reviewed each year in a forum that allows two-way communication among the district and families.

Finally, since the One-to-One Mobile Learning Initiative is in its first year, a survey will be administered to all staff, parents, and teachers involved in the year-one iPad rollout. The survey will seek specific feedback regarding both the student/parent rollout meetings and the student/parent handbooks. The information collected from this survey will be considered by both the DTC and district administration when making future revisions in administrative procedures.

Proposed Bring Your Own Device Policy

The proposed Bring Your Own Device (BYOD) policy in The Winnetka Public Schools is meant to supplement district-provided technology and not replace it. The provision to include a BYOD policy was originally considered when the DTC had proposed an annual fee for students participating in the One-to-One Mobile Learning Initiative. For families who already owned iPads and did not wish to pay an annual self-insurance fee, a BYOD program would have provided guidelines for students to use

devices not owned by the district on the district network. Although the school board opted to not charge an annual insurance fee, a BYOD policy is still being recommended as a supplemental program for students or staff who wish to use their personally owned devices on the district electronic network in addition to using devices provided by District 36.

Currently, devices brought from home by students are approved by classroom teachers for specific classroom purposes on a case-by-case basis, such as Kindle devices for reading, iPads for students not participating in the year-one iPad rollout, and other devices teachers approve for student projects. The proposed BYOD policy defines "Responsible Use" of devices brought to school and specifies that non-district devices use the district's network and Internet filtering system. Without this policy, no formal notifications are in place to inform users that they should be using district Internet filtering on personal technology devices that are used in school.

The first implementation activity needed will be to provide an explanation of the main purpose of the proposed BYOD policy. Since some school districts implement a BYOD program primarily as a replacement to using district-provided technology equipment (Ackerman & Krupp, 2012; Hockly, 2013; Johnson, 2012c; Schachter, 2012; Sheninger, 2013), the explanation of District 36's policy must be clear that personal devices are not required by students, should be used as a supplement to enhance in-class activities, and must be connected to the district's electronic network to ensure a level of Internet safety provided by the district's web filtering system.

Since this proposed BYOD policy is a brand new program for District 36, several groups of stakeholders will be involved. First, the proposed BYOD policy will be offered

for review to the superintendent's "cabinet" group. This group of six district administrators consists of the superintendent, two assistant superintendents, and three district-level directors (including me as the Director of Technology). The cabinet will provide the first review and suggestions for the proposed BYOD policy. The next group to evaluate the proposed policy will be the full administration team, including the cabinet plus all principals and assistant principals in the district. This group will provide a second review and possible revisions to the proposed policy. Next, a group of representative teachers selected by the superintendent will review the proposed policy. The most logical group would be the District Technology Committee, but the superintendent may decide to have additional groups, such as the District Curriculum Committee or Teachers' Union representatives, review the policy and suggest edits.

After the policy has been previewed by district administration and staff, and the determination has been made to offer the proposed BYOD policy formally, the proposal will be added to a school board agenda. The District 36 school board typically reviews action items one month before board action is taken through a vote. After an initial presentation to the school board, members may ask for additional information, edits, or additions. Since the board has an existing Board Policy Subcommittee in place, the subcommittee may also wish to review this proposed policy more closely before board action is taken. After the board review process, the policy will be placed on the next board agenda and the policy will be voted upon. If the policy passes, it will be added to the District 36 School Board Policy Online service (http://winnetka36.org/schoolboard/policies).

Educational Activities

The educational activities associated with implementing a brand new BYOD policy will include communication to staff and parents. The first communication provided to all stakeholders will be the electronic publication, *Board Highlights,* distributed to all staff and parents in the District, as well as community members who have subscribed to the electronic newsletter. Since this communication is written by the district's Communications Facilitator, I would likely assist in writing this article to highlight the most important features of the new policy. This publication is released the day after each school board meeting. Another electronic newsletter that would feature information about this new policy is the monthly *Winnetka Wire* (sent to the same recipients as *Board Highlights*). The format of *Winnetka Wire* allows for a longer article with further explanation of the new policy.

In addition to the informational items provided to a general audience, the administrative team would discuss the possible inclusion of the BYOD policy in the annual online registration process. Since this policy's purpose is to supplement district technology rather than to replace it, I would recommend that the policy not be electronically signed by every parent in the district, but rather that an administrative procedure be developed only for students and staff who wish to use their personal devices on the district's network. This "opt-in" method would allow teachers, administrators, and the technology team to more easily track the number of students and staff using their technology devices in school.

Professional Development Plan

Finally, a short professional development course would be created to assist teachers in helping them work with students who use their technology devices in school. The point of the professional development would be to introduce teachers to possible uses of non-district-owned technology for teaching and learning purposes. Teachers would need to be able to clearly articulate to students and parents that devices brought into school under the BYOD policy are to be used only for specific curricular uses and that the devices must be connected to the district's network so Internet filtering can be provided. Teachers and staff may also wish to take advantage of the BYOD program and add their own devices to the district's network for teaching and learning purposes. This professional development course would be designed as both an online course available anytime or as a live session delivered through the district's existing Winnetka Teachers' Institute program.

Conclusion

The implementation processes discussed here demonstrate that several stakeholder groups in The Winnetka Public Schools are involved in matters of policy and administrative procedure development and implementation. The One-to-One Mobile Learning Initiative was the impetus for the review of the district's current acceptable use policy, the development of a proposal for a mobile device administrative procedure for implementing student iPads, and the development of a proposal for a Bring Your Own Device policy. Groups including the District Technology Committee, students, parents, teachers, staff, administrators, and the school board work together to create, refine, and make the decisions to enact these policies. At the same time, the proposed mobile device

administrative procedure and the proposed Bring Your Own Device policy are presented in this study as recommendations. As the various stakeholder groups participate in the collaborative processes described above, revisions may be introduced. Further, as the One-to-One Mobile Learning Initiative evolves, changes may be required to respond to program modifications, revisions in terms of service, or new preferences among stakeholders over time. The next section will outline a plan to assess these policies and procedures.

SECTION SIX: POLICY ASSESSMENT PLAN

The purpose of this Policy Assessment Plan is to introduce processes to monitor the progress of the proposed policies and administrative procedure addressed in this study. The plans include a discussion of each policy's expected results, the persons responsible for the plans, and descriptions of the progress monitoring and reporting activities.

Current Acceptable Use Policy Assessment Plan

Since policy *6:235—Access to Electronic Networks* is an existing policy, the expected results of this policy are presented here in terms of the policy's effectiveness in meeting the needs of current and future technology use in The Winnetka Public Schools. This study determined that the current acceptable use policy needs no revision in order to continue to be used as the district implements a One-to-One Mobile Learning Initiative using iPads. The current acceptable use policy will serve to continue to provide the description of the purpose of the district's electronic network, both for users of iPads and for users who may wish to bring their own devices into the district under the proposed Bring Your Own Device policy. The current acceptable use policy will also continue to define terms of acceptable use and Internet safety in District 36. Finally, the current acceptable use policy includes processes that will continue to provide a system to authorize access to use the district's electronic network.

Several persons are responsible for the administration of District 36's current acceptable use policy. First, a team of district office administrators manage the district's annual registration process which includes the parent and student reporting and sign-off procedure for this policy. This team of administrators includes the Director of Pupil

Services, the Chief Financial Officer, and the Director of Technology. Administrators work together annually to prepare all aspects of the registration system and ensure that the data collected from registrants is imported into the district's student information system. For staff members, the human resources department works to ensure that all new employees entering the district sign the staff paperwork required to allow access to the district's electronic network.

To support student registration procedures and record keeping, the district's technology department maintains the databases that hold the acceptable use policy information collected. Further, the technology department maintains the web filtering system that is specified as part of the current acceptable use policy.

Finally, the principals, building-level administrative assistants, and teachers are responsible at each school to ensure that students who are not authorized by their parents do not access the Internet. In recent years, very few parents have denied school Internet access to their children.

Progress monitoring and reporting for the district's current acceptable use policy includes managing day-to-day Internet filtering issues and following district procedures to deal with any student or staff member who fails to follow the terms of the acceptable use policy. Although rare, occasional cases occur when a user's actions "result in the loss of privileges, disciplinary action, and/or appropriate legal action." In the event a student violates the current acceptable use policy, building technology staff or the Director of Technology works with a building principal to decide whether loss of privileges or disciplinary action is appropriate to deal with the issue. No legal action against a student has been warranted in recent years regarding policy *6:235—Access to Electronic*

Networks. In the event a staff member violates the acceptable use policy, the Director of Technology reports the issue to the Director of Human Resources and Superintendent. The Superintendent makes the decision regarding a staff member's disciplinary action. Inappropriate use of the district's electronic network by an employee can result in termination.

In addition to carrying out the processes described by the current acceptable use policy, the policy must remain relevant as new systems are added. In general, the Director of Technology monitors the content of the policy to ensure that new systems that use the district's electronic network apply to the current acceptable use policy. If necessary, revisions to the current acceptable use policy are recommended or new policies or procedures are proposed by the Director of Technology.

Proposed Mobile Device Administrative Procedure Assessment Plan

The proposed mobile device administrative procedure is specifically designed to support District 36's One-to-One Mobile Learning Initiative using iPads. The expectation for the proposed mobile device administrative procedure is to define appropriate uses of district-owned iPads; state responsibilities of students and parents; outline expectations for data and software on the iPad; specify conditions and procedures in the event the mobile device is lost or needs repair; and provide indemnification to protect the district if a student uses the iPad inappropriately. Along with a formal proposed mobile device administrative procedure, a set of two student/parent handbooks are being recommended as a part of this study.

The persons responsible to implement the proposed mobile device administrative procedure include the Director of Technology, district-level technology staff, building-

level technology staff, and building principals. The Director of Technology will provide primary communication and oversight of the mobile device administrative procedure to all stakeholders, including students, parents, teachers, staff, and administrators. District-level technology staff will provide implementation support, ongoing repair, and professional development to teachers and staff. Building-level technology staff will provide first-level troubleshooting of the devices, professional development, and assist with implementation of the iPad program. Finally, principals will work with teachers and the Director of Technology to help manage the One-to-One Mobile Learning Initiative at the building level.

As specified in the agreements that are a part of this proposed mobile device administrative procedure, parents of students in Grades 5–8 will serve in the important role of monitoring their child's online activity outside of school. While in school, online activity will be monitored by a combination of a district Internet filtering system and school staff supervision.

Because this proposed mobile device administrative procedure is specific to the iPad, the details of the procedure must be monitored to ensure that new versions of the iPad device, updated operating systems, updated software, or changes in terms of agreements continue to apply to the mobile device administrative procedure in the future. If necessary, revisions of the procedure will be recommended in the future.

Proposed Bring Your Own Device Policy Assessment Plan

The proposed Bring Your Own Device (BYOD) policy discussed in this study establishes a supplemental program that provides the opportunity for additional access to

technology devices and services that support teaching and learning in the district. The proposed BYOD policy specifies that its purpose is to:

> Promote educational excellence by facilitating resource sharing, innovation, and communication to enhance (a) technology use skills; (b) web-literacy and critical thinking skills about Internet resources and materials, including making wise choices; and (c) habits for responsible digital citizenship required in the 21st century.

The proposed BYOD policy presents both technical and educational responsibilities for district staff to ensure its success. The Director of Technology will be responsible for providing oversight of the implementation of the proposed BYOD policy and will manage the ongoing program. District-level technology staff will provide the support of the wireless systems that will allow non-district-owned technology devices to function on the district's network and to allow the district's Internet filtering system to function on student- and staff-owned devices. Further, district technology staff will monitor the bandwidth used by the new devices on the district's wireless network.

At the building level, principals will work with teachers and other building staff to ensure that students, parents, and staff have followed the procedures outlined in the BYOD policy to use personal devices in school. In the classroom, it will ultimately be the decision of classroom teachers to allow students to use approved devices for curricular activities.

Monitoring and reporting of the proposed BYOD policy includes tracking bandwidth usage and addressing professional development needs. Because the proposed BYOD policy adds new devices to the district's wireless network, monitoring of the

district's Internet bandwidth by district technology staff will need to occur regularly to ensure that the new devices are not affecting the overall speed and stability of the district's Internet service. The proposed BYOD policy also specifies a professional development program for teachers. The professional development session will include feedback from attendees to continuously monitor the effectiveness of the course.

Conclusion

This Policy Assessment Plan presents progress monitoring processes to ensure that the policies and administrative procedure discussed in this study continue to meet the needs of students and staff during the course of the One-to-One Mobile Device Initiative. In practice, existing policies in District 36 had not been systematically reviewed on a pre-determined schedule. Instead, a recent change in administration was the impetus for beginning the process of examining all district policies, comparing current policy to the Illinois Association of School Boards Policy Reference Education Subscription Service (PRESS), proposing updates at regular school board meetings, and adopting revised policies by school board vote. This recent update process included the adoption of the November 2012 update to policy *6:235—Access to Electronic Networks.* The process of proposing a new mobile device administrative procedure and a new Bring Your Own Device policy created an opportunity to review the related school board policies and cross-reference details of existing polices to ensure that all referenced school board policies were up-to-date and that the policies did not include contradictory information. Hopefully, the current ongoing school board policy review will continue on a regular cycle and become a practice in District 36.

SECTION SEVEN: SUMMARY IMPACT STATEMENT

This Summary Impact Statement provides a discussion regarding some of the possible effects of continuing to follow the current acceptable use policy and implementing the proposed mobile device administrative procedure and proposed Bring Your Own Device (BYOD) policy that are addressed in this study. This section discusses the groups who are impacted by each of the policies, provides a statement regarding the appropriateness of each policy along with estimated consequences, and offers a reflection of the values that are addressed in each policy.

Current Acceptable Use Policy Impact

The current acceptable use policy, policy *6:235—Access to Electronic Networks,* impacts every student and staff member in the district who use the district's electronic network including the Internet. Thus, every student in Grades K–8 and every employee of District 36 is impacted.

Appropriateness of Policy

The policy is important to both students and staff because it specifies the use of not only technology devices, but also the digital environment provided by the school district. This digital environment prepares our students to work and live in the twenty-first century and provides our staff with the resources needed to deliver a progressive, child-centered, and personalized education. Further, the electronic network provides access to many of the systems used to manage district operations, such as student information systems; financial systems; heating, ventilation, and air conditioning systems; and other systems that are accessed online.

Values Addressed

The primary value addressed by the current acceptable use policy is Internet safety. The policy provides oversight for the systems that deliver the Internet and describes the systems that ensure both students and staff will be able to work online free from content that is obscene, pornographic, harmful, or inappropriate "as defined by federal law and as determined by the Superintendent or designee" (District 36, 2012). In addition, the policy states that staff and students will have "privacy, safety, and security of electronic communications" when using the electronic network.

Proposed Mobile Device Administrative Procedure Impact

The proposed mobile device administrative procedure primarily impacts students, parents, teachers, and other district staff. Students are impacted because they use iPads both in and out of the school district. Parents are impacted as they provide supervision for their children when iPads are being used outside the school district. Teachers are impacted when they create lessons and activities for students who will use iPads in and out of school. Teachers and other school staff are impacted as they provide supervision for students using iPads throughout the school day.

Appropriateness of Policy

Since iPads have been purchased by the school district with taxpayer dollars, the school district has the responsibility to work with families to wisely use these investments in support of purposes consistent with the educational goals of the district. Further, use of iPads must adhere to school board policies.

Values Addressed

The proposed mobile device administrative procedure both implicitly and explicitly addresses the value of shared responsibility among students, parents, teachers, and district staff. The administrative procedure discusses several areas where shared responsibility are required, including acceptable use of the iPad, Internet safety while using the iPad in and out of school, iPad care, content storage, app distribution, device management, and technical support. These areas demonstrating the value of shared responsibility are demonstrated through the administrative procedure as follows:

- The district provides the student with an iPad; students and parents agree to use the iPad for school purposes in accordance with the definition of acceptable use.
- The district provides Internet safety for student and staff iPad users through the use of an Internet filtering system and supervision during the school day; parents agree to provide supervision for their children when the iPad is used outside of school.
- The district teaches students how to appropriately care for an iPad; students and parents agree to follow iPad care guidelines.
- The district provides various methods for students and staff to store documents and other content they create using iPads; students and staff agree to learn how to use the storage systems and store or back up content.
- The district provides apps and iPad management for students and staff; students and staff use the apps and agree to follow, and not bypass, the management systems and procedures.

- The district provides technical support, repair, and replacement of iPads; students and parents agree to financially cover intentional damage to the iPad.

Finally, the proposed mobile device administrative procedure provides an indemnification statement to protect the school district in the event that a student uses a district-owned iPad inappropriately or unlawfully.

Proposed Bring Your Own Device Policy Impact

The proposed Bring Your Own Device (BYOD) policy primarily impacts staff members, students, and parents. The BYOD policy allows students to bring their own electronic devices to use for learning activities. The policy also allows staff members to use their own electronic devices on the district electronic network for teaching and learning purposes. Indirectly, parents are impacted because they will need to grant their children permission to bring electronic devices to school. Teachers will be specifically impacted by the proposed BYOD policy in that they will make the final decision as to whether a student may use a device in the classroom.

Appropriateness of Policy

This proposed BYOD policy is a supplemental program for District 36. The district has the intention to provide both the technology devices and services to students and staff to support teaching, learning, and district operations. The proposed BYOD program allows additional opportunities for students and staff to use electronic devices in school using the district's filtered Internet connection to facilitate resource sharing, innovation, communication, and to enhance "technology use skills...web-literacy, and critical thinking skills about Internet resources and materials, including making wise choices."

Values Addressed

The fact that the proposed BYOD policy is supplemental demonstrates the value that the school district places on providing students and staff with appropriate technology devices and a digital environment for teaching and learning. Although some districts may share this value, they may also lack the budget and other resources to provide appropriate technology to staff and students. The proposed BYOD policy also states that District 36 will provide wireless access within budget parameters to support the additional devices that are added to the network.

The proposed BYOD policy demonstrates another value in that the policy allows teachers to have the final decision as to when technology devices are used in class. According to the proposed BYOD policy, the building principal will approve a device and deem whether it is age-appropriate; however, the classroom teacher will make the determination if a device is appropriate for uses in the classroom. Therefore, the policy demonstrates that the district values the decisions teachers make about the manner in which instruction is delivered.

Conclusion

District 36 has made the commitment to provide a digital environment to both students and staff through desktop computers, laptop computers, tablets, and other devices connected to the district's wired and wireless electronic networks. The district's current acceptable use policy has provided the foundation for technology use in District 36 for over a decade with policy *6:235—Access to Electronic Networks.* The recent One-to-One Mobile Learning Initiative is the first step made by District 36 to provide a district-owned device, an iPad, that will allow students to use the same device both in and

out of school to deliver a 24/7 connected learning environment. The proposed mobile device administrative procedure addresses the new issues introduced through the one-to-one initiative by allowing a district-owned device to be used out of the school district by students. The proposed Bring Your Own Device policy provides an opportunity for students and staff to use their own devices on the district's network and specifies the guidelines to manage this supplemental program.

At the time of this writing, the future of the district's One-to-One Mobile Learning Initiative had not been decided by the school board of The Winnetka Public Schools. The recommended policies and administrative procedures discussed in this study are designed to support the initial iPad rollout and the immediate future needs of a one-to-one technology program based upon the district's strategic plan. If the One-to-One Mobile Learning Initiative is expanded, the recommendations from this study can be manifested as teaching and learning opportunities for all stakeholders in The Winnetka Public Schools. This study provides a framework so students, parents, and staff members can eventually be presented with the option to "click to agree" to the terms that will provide the educational experiences afforded by a one-to-one mobile learning environment in District 36.

Endnotes

[1] The Universal Service Administration Company (USAC), directed by the Federal Communications Commission (FCC), administers the Schools and Libraries Program of the Universal Service Fund, which is commonly known as "E-rate." The purpose of the E-rate program is to "ensure that schools and libraries can obtain telecommunications and Internet access at affordable rates" (Universal Service Administration Company, 2013b).

[2] An Apple ID is a username and password combination that enables a user to access services delivered by Apple, Inc. In the case of the iPad, the Apple ID works with the iPad's operating system (iOS) and allows students and staff to access the App Store to download apps from Apple. Other services offered through the Apple ID enabled in school iPad deployments might include online storage of documents and other files, downloading content from iTunes U (Apple's online education course content system), and locating a lost or stolen device using Apple's "Find My iPad" service (Apple, 2014a).

[3] Apple's App Store is the service that allows users of Apple's iOS devices to locate and download apps onto iPad, iPhone, and iPod touch devices. As of January 2014, over 1,000,000 apps were available on the App Store (Bonnington, 2012), with over 475,000 of those apps available specifically for the iPad (Apple, 2014b).

[4] At the time of the Apple Classrooms of Tomorrow (ACOT) research (1985–1996), laptop computers and other portable computing devices were not widely available. In fact, Apple's first portable computer, the Macintosh Portable, was not released until 1989 (Apple, 2014c) and wireless Internet access was not yet available. The ACOT program provided two desktop computers (one at home and one at school) to each ACOT participant; thus, the ACOT study was a "two-to-one" technology device initiative.

[5] Although experts do not agree on the precise definition of "netbook," these devices are generally ultra-mobile laptop computers that require a network connection to fully function (Vaughan-Nichols, 2009).

[6] In its simplest terms, a "Learning Management System" (LMS) is an online system that manages students and class materials. Ellis (2009) describes a robust LMS as having the following features: centralize and automate administration, assemble and deliver learning content rapidly, support portability and standards, and personalize content and enable knowledge reuse." A "Learning Content Management System" (LCMS) is defined as a system to manage e-learning content. The two terms have begun to merge and the term "LMS" has come to refer to both class and content management systems. A modern LMS may also provide features such as online file storage, teacher/peer feedback, assessment creation/administration, and methods for students and teachers to collaborate online.

[6] A Google search of the term "school iPad handbook" on February 15, 2014, revealed hundreds of examples. An examination of the first 500 results revealed PDF downloads and web pages from K–12 schools, colleges, and universities across the world providing links to iPad handbooks and other iPad one-to-one resources.

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APPENDIX A

Board Policy 6:235—Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's Authorization for Electronic Network Access contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The

Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the District's Authorization for Electronic Network Access as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised use.

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the Authorization for Electronic Network Access, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.:

No Child Left Behind Act, 20 U.S.C. §6777.
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
720 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Restrictions on Publications)

ADOPTED: November 6, 2012

APPENDIX B
The Winnetka Public Schools District 36 Student/Parent Handbook
iPad One-to-One Mobile Learning Initiative
Grades 1–4
(Revised 5-2-14)

Introduction

The Winnetka Public Schools District 36 One-to-One Mobile Learning Initiative provides additional opportunities for seamless technology integration for participating students and is expected to:

- Provide each student participating increased access to technology devices and services to enhance personalized learning.
- Increase student engagement with District 36 curriculum and promote the day-to-day use of twenty-first century skills.
- Provide the technology tools to allow full implementation of the District curriculum.

The success of this program was measured, in part, by assessing student growth in the International Society for Technology and Education's (ISTE's) Technology Standards for Students (www.iste.org/standards/standards-for-students). Measures were embedded in projects and activities offered to students during the year one rollout. Overall, students using iPads in each grade level demonstrated positive growth in the ISTE Standards.

For further information about this initiative, visit the District 36 One-to-One Mobile Learning Initiative resource website at www.winnetka36.org/onetoone.

1.0 General Information

The policies, procedures, and information within this document apply to student iPads used in The Winnetka Public Schools District 36 for Grades 1–4. Individual teachers may set additional procedures and guidelines for classrooms.

1.1 Distributing the iPad

iPads will be distributed during a Student/Parent iPad meeting. Parents and students must have agreed to the Student Authorization for Electronic Network Access during the registration process and sign the iPad Student Pledge document included in this handbook before the iPad can be issued.

1.2 Fees & Charges

Ordinarily, there will be no charges associated with using a District iPad. If a student fails to return the iPad at the end of the school year or upon leaving The Winnetka Public Schools District 36, that student will be asked to pay for the replacement value of the iPad. Furthermore, the student will be responsible for any **intentional** damage to the

iPad. During the Year One Rollout, the student will not be charged a fee for repairs related to accidental iPad damage.

1.3 iPad Identification

Student iPads will be labeled in the manner specified by District 36. iPads will be identified in the following ways:

- Serial number
- District 36 asset tag
- Student's First Name/Last Name as labeled by school staff

2.0 iPad Care

The iPad is District property and all users will follow this handbook and The Winnetka Public Schools District 36 *Student Authorization for Electronic Network Access.* Students are responsible for the general care of the iPad they have been issued by the District. iPads that are broken or fail to work properly must be taken as soon as possible to the Technology Department for an evaluation of the equipment.

2.1 General Precautions

- Insert cords and cables into the iPad carefully to prevent damage.
- iPads must remain free of any writing, drawing, stickers, or labels that are not the property of The Winnetka Public Schools District 36.
- Do not drop, throw, or step on the iPad.
- Do not leave iPads in an unlocked locker, unlocked car, or unsupervised area.
- Do not use iPads near food and beverages.
- Do not leave iPads outdoors or in direct sunlight.

2.2 Carrying iPads

The protective cases provided with the iPads have sufficient padding to protect the iPad from normal treatment and provide a suitable means for carrying the device. These guidelines should be followed:

- iPads should always remain in the protective case.
- Carry iPads to avoid placing too much weight or pressure on the iPad screen.

2.3 Storing iPads

A locking iPad charging cart is used in classrooms to store iPads.

2.4 iPads Left in Unsupervised Areas

Under no circumstances should iPads be left in unsupervised areas (school grounds, lunchroom, computer lab, library, unlocked classrooms, unlocked lockers, hallways, etc.).

If an iPad is found in an unsupervised area, it will be taken to the school's Office. A student will meet with the principal in order to retrieve his/her iPad.

2.5 Screen Care

iPad screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen. Students should:

- Clean the screen with a soft, dry cloth or anti-static cloth. Do not use cleansers of any kind.
- Not lean on the top of the iPad or on the screen.
- Not place anything near the iPad that could put pressure on the screen.
- Not place anything in the carrying case that will press against the cover.
- Not bump the iPad against lockers, walls, car doors, floors, etc.

3.0 iPad Use

iPads are intended for use at school each day. In addition to teacher expectations for iPad use, school messages, announcements, email, calendars and schedules may be accessed using the iPad. Students are responsible to bring their iPad to classes as specified by their teacher(s).

3.1 iPads Undergoing Repair

Loaner iPads may be issued to students when their iPads are being repaired. There may be a delay in checking out a loaner iPad if the school does not have enough on hand.

3.2 Charging iPads

iPads will be charged while not in use in the charging cart in the classroom.

3.3 Saving iPad Work

Storage space is available on the iPad, but it is limited, not automatically backed up, and may not be able to be saved by technicians during some repair operations.

3.4 Student Discipline

The discipline procedure in *District 36 Student/Parent Handbook* addresses serious and major offenses such as stealing and destruction of school or personal property, which apply to the iPad device. Depending on the seriousness of the offense, students may lose iPad and/or technology resource/network privileges as well as other disciplinary action as outlined in the *District 36 Student/Parent Handbook*.

4.0 iPad Apps

4.1 Originally Installed Apps

The apps originally distributed by The Winnetka Public Schools District 36 must remain on the iPad in usable condition and be accessible at all times. The District may add apps or other services for use in a particular class. iPads will be periodically checked to ensure that students have not removed required apps or have not added apps that are not authorized by the District.

4.2 Additional Apps

All apps stored on the iPad are to be used for instructional purposes. Students are not permitted to load extra software apps on their iPads unless approved by or otherwise directed to do so by their teachers, school, or District staff. The Winnetka Public Schools District 36 will facilitate the distribution of apps required on the iPads. Students will not synchronize iPads or add non-District 36 apps to their assigned iPad without prior approval.

4.3 Upgrades & Updates

Upgrades and updates to apps and iOS (the iPad's operating system) are available from time to time. The District will assist with app updates when necessary.

The Winnetka Public Schools District 36
Student Pledge for iPad Use (Grades 1–4)

- I will take good care of my assigned iPad.
- I will never leave my iPad unattended.
- I will never loan out my iPad to other individuals.
- I will know where my iPad is at all times.
- I will keep food and beverages away from my iPad.
- I will not disassemble any part of my iPad or attempt any repairs myself.
- I will protect my iPad by keeping it in the case provided at all times.
- I will use my iPad in ways that are appropriate and educational.
- I will not place decorations (such as stickers, drawings, etc.) on the iPad.
- I will not deface the District 36 sticker or any other District label on any iPad.
- I understand that my iPad is subject to inspection at any time without notice and remains the property of The Winnetka Public Schools District 36.
- I will follow the policies and guidelines outlined in the Student/Parent Handbook—iPad Mobile Learning Initiative.
- I will be responsible for all intentional damage to the iPad.

_____

(printed student name)

and_____

(printed parent/guardian name)

understand and agree to the guidelines set forth in documents including the *Student/Parent Handbook—iPad One-to-One Mobile Learning Initiative;* the *Student Authorization for Electronic Network Access;* and the *Student Pledge for iPad Use.*

_____

Student Signature *Date*

_____

Parent Signature *Date*

APPENDIX C
The Winnetka Public Schools District 36 Student/Parent Handbook
iPad One-to-One Mobile Learning Initiative
Grades 5–8
(Revised 5-2-14)

Introduction

The Winnetka Public Schools District 36 One-to-One Mobile Learning Initiative provides additional opportunities for seamless technology integration for participating students and is expected to:

- Provide each student participating increased access to technology devices and services to enhance personalized learning.
- Increase student engagement with District 36 curriculum and promote the day-to-day use of twenty-first century skills.
- Provide the technology tools to allow full implementation of the District curriculum.

The success of this program was measured, in part, by assessing student growth in the International Society for Technology and Education's (ISTE's) Technology Standards for Students (www.iste.org/standards/standards-for-students). Measures were embedded in projects and activities offered to students during the year one rollout. Overall, students using iPads in each grade level demonstrated positive growth in the ISTE Standards.

For further information about this initiative, visit the District 36 One-to-One Mobile Learning Initiative resource website at www.winnetka36.org/onetoone.

1.0 General Information

The policies, procedures, and information within this document apply to student iPads used in The Winnetka Public Schools District 36 for Grades 5–8. Individual teachers may set additional procedures and guidelines for classrooms.

1.1 Distributing the iPad

iPads will be distributed during a Student/Parent iPad Orientation. Parents and students must have agreed to the Student Authorization for Electronic Network Access during the registration process and sign the iPad Student Pledge document included in this handbook before the iPad can be issued.

1.2 Returning the iPad

iPads and accessories will be returned to The Winnetka Public Schools District 36 at the end of each school year as facilitated by the Advisor. If a student leaves The Winnetka Public Schools District 36 for any reason during the school year, the iPad and accessories will be returned to the school office at that time.

1.3 Fees & Charges

Ordinarily, there will be no charges associated with using a District iPad. If a student fails to return the iPad at the end of the school year or upon leaving The Winnetka Public Schools District 36, that student will be asked to pay for the replacement value of the iPad. Furthermore, the student will be responsible for any intentional damage to the iPad. During the Year One Rollout, the student will not be charged a fee for repairs related to accidental iPad damage.

1.4 iPad Identification

Student iPads will be labeled in the manner specified by District 36. iPads will be identified in the following ways:

- Serial number
- District 36 asset tag
- Student's First Name/Last Name as labeled by school staff
- Students may be asked to create a 4 digit passcode. If passcodes are used, they will be shared with the student's teacher(s).

2.0 iPad Care

The iPad is District property and all users will follow this handbook and The Winnetka Public Schools District 36 *Student Authorization for Electronic Network Access.* Students are responsible for the general care of the iPad they have been issued by the District. iPads that are broken or fail to work properly must be taken as soon as possible to the Technology Department for an evaluation of the equipment.

2.1 General Precautions

- Students are responsible for keeping their iPad charged for school each day.
- Insert cords and cables into the iPad carefully to prevent damage.
- iPads must remain free of any writing, drawing, stickers, or labels that are not the property of The Winnetka Public Schools District 36.
- Do not drop, throw, or step on the iPad.
- Do not leave iPads in an unlocked locker, unlocked car, or unsupervised area.
- Do not use iPads near food and beverages.
- Do not leave iPads outdoors or in direct sunlight.

2.2 Carrying iPads

The protective cases provided with the iPads have sufficient padding to protect the iPad from normal treatment and provide a suitable means for carrying the device. These guidelines should be followed:

- iPads should always remain in the protective case.
- Carry iPads to avoid placing too much weight or pressure on the iPad screen.

- Select a single backpack compartment to hold the iPad. Do not carry other items (such as folders and textbooks), in the iPad compartment.
- iPads should never be transported or stored in the same compartments as water bottles or other liquids.

2.3 Storing iPads

Store iPads in a secure location when they are not in use. Store iPads in locked lockers at Carleton Washburne School and classroom iPad charging carts available in classrooms at The Skokie School. Nothing should be placed on top of the iPad when stored in a bag, desk, or other location.

2.4 iPads Left in Unsupervised Areas

Under no circumstances should iPads be left in unsupervised areas (school grounds, lunchroom, computer lab, library, unlocked classrooms, unlocked lockers, locker rooms, hallways, etc.). If an iPad is found in an unsupervised area, it will be taken to the school's Office. A student will meet with the principal in order to retrieve his/her iPad.

2.5 Screen Care

iPad screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen. Students should:

- Clean the screen with a soft, dry cloth or anti-static cloth. Do not use cleansers of any kind.
- Not lean on the top of the iPad or on the screen.
- Not place anything near the iPad that could put pressure on the screen.
- Not place anything in the carrying case that will press against the cover.
- Not bump the iPad against lockers, walls, car doors, floors, etc.

3.0 iPad Use

iPads are intended for use at school each day. In addition to teacher expectations for iPad use, school messages, announcements, email, calendars and schedules may be accessed using the iPad. Students are responsible for bringing their iPad to classes as specified by their teacher(s).

3.1 iPads Left at Home

If students leave their iPad at home, they are responsible for getting the course work completed as if they had their iPad present. Teachers will not be able to prepare alternative assignments for every lesson. If a student repeatedly leaves the iPad at home, he or she will lose at-home privileges of the iPad for a time period determined by the team of teachers. Consequences are up to the discretion of the teacher.

3.2 iPads Undergoing Repair

Loaner iPads may be issued to students when their iPads are being repaired. There may be a delay in checking out a loaner iPad if the school not have enough on hand.

3.3 Charging iPads

Students in Grades 5–8 need to bring a fully charged iPad to school every day. It is recommended that students charge their iPad at home every night. If an iPad runs out of battery power during a school day, students will be responsible for completing class assignments as if they had a working iPad.

3.4 Saving iPad Work

Storage space is available on the iPad, but it is limited. It is the student's responsibility to ensure that work is not lost due to device failure or accidental deletion. Students should use one of the backup solutions provided by the District to ensure no work is lost.

3.5 Home Internet Access

Students are allowed to set up wireless networks on their iPads. Printing at home will require a specific make/model printer at this time, proper settings on the iPad, capable iPad apps, and the certain applications on the home computer.

Parents/guardians must monitor and manage student Internet activity when the iPad is not at school. It is the prerogative of the parent/guardian to limit or restrict iPad or Internet use when the iPad is not at school.

3.6 Student Discipline

The discipline procedure in *District 36 Student/Parent Handbook* addresses serious and major offenses such as stealing and destruction of school or personal property, which apply to the iPad device. Depending on the seriousness of the offense, students may lose iPad and/or technology resource/network privileges as well as other disciplinary action as outlined in the *District 36 Student/Parent Handbook.*

4.0 iPad Apps

4.1 Originally Installed Apps

The apps originally distributed by The Winnetka Public Schools District 36 must remain on the iPad in usable condition and be accessible at all times. The District may add apps or other services for use in a particular class. iPads will be periodically checked to ensure that students have not removed required apps or have not added apps that are not authorized by the District.

4.2 Additional Apps

All apps stored on the iPad are to be used for instructional purposes. Students are not permitted to load extra software apps on their iPads unless approved by or otherwise directed to do so by their teachers, school, or District staff. The Winnetka Public Schools District 36 will facilitate the distribution of apps required on the iPads. Students will not synchronize iPads or add non-District 36 apps to their assigned iPad without prior approval.

4.3 Upgrades & Updates

Upgrades and updates to apps and iOS (the iPad's operating system) are available from time to time. The District will assist with app updates when necessary.

The Winnetka Public Schools District 36
Student Pledge for iPad Use (Grades 5–8)

- I will take good care of my assigned iPad.
- I will never leave my iPad unattended.
- I will know where my iPad is at all times.
- I will charge my iPad daily.
- I will keep food and beverages away from my iPad.
- I will not disassemble any part of my iPad or attempt any repairs myself.
- I will protect my iPad by keeping it in the case provided at all times.
- I will use my iPad in ways that are appropriate, meet District expectations, and are educational.
- I will not place decorations (such as stickers, drawings, etc.) on the iPad.
- I will not deface the District 36 sticker or any other District label on any iPad.
- I understand that my iPad is subject to inspection at any time without notice and remains the property of The Winnetka Public Schools District 36.
- I will follow the policies and guidelines outlined in the Student/Parent Handbook—iPad Mobile Learning Initiative in and out of school.
- I will file a police report in case of theft, vandalism, fire, and other incidents that result in an irreparable/unavailable District iPad.
- I will be responsible for all intentional damage to the iPad.
- I agree to return the District iPad, case, adapter, and cable in good working condition.

_____

(printed student name)

and_____

(printed parent/guardian name)

understand and agree to the guidelines set forth in documents including the *Student/Parent Handbook—iPad One-to-One Mobile Learning Initiative;* the *Student Authorization for Electronic Network Access;* and the *Student Pledge for iPad Use.*

_____

Student Signature *Date*

_____

Parent Signature *Date*