

# La Crosse Design Institute



*Design Your Education*

A public charter school of the School District of La Crosse



**LDI Supplemental Handbook**

## La Crosse Design Institute (LDI) – A Different Frame of Mind

The intent of this supplemental handbook is to provide families with an overview of who and what La Crosse Design Institute is about. Additionally, we have enclosed an abbreviated calendar of important dates specific to our school. Please refer to the Longfellow handbook for day-to-day information along with school and district policies.

Welcome to La Crosse Design Institute (LDI)! It is here that your student will realize project-based learning with our mission statement of *Design Your Education*. We are excited to begin our year with a dynamic team dedicated to personalizing the learning of your child while maintaining high academic and behavioral standards.

La Crosse Design Institute is an advisor guided project-based charter school. What this means is that students, in conjunction with their advisors, propose projects based on district curriculum in a manner that allows for a personalized learning format. At LDI students work with their advisors to come up with projects that meet district level curriculum criteria based on their learning interests and their best learning styles. One student could be working on a designing a solar-powered home (using math and science) while another could be marketing a new board game based off a popular fiction book (English and Social Studies). This engages students in their learning as it is personalized to meet their unique needs.

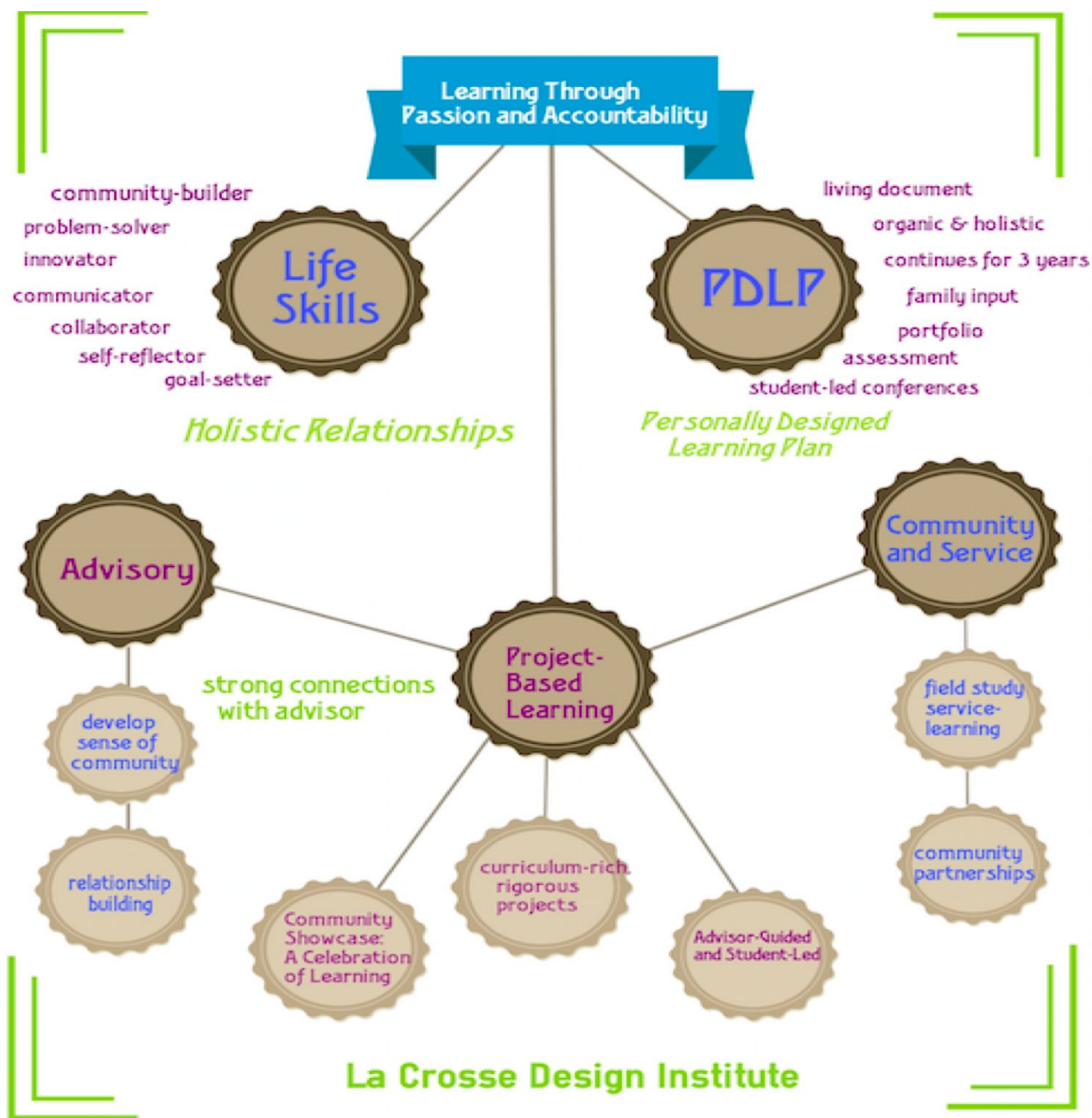
Grade	Level of Independence	What this means?
6	Students in 6 <sup>th</sup> grade are going to be in Dr. McHugh's advisory	Sixth grade students will focus on the process of project-based learning. What this will do is to really aid them in understanding what their school means, how it works and what it means for them as a learner. Students move from advisor-guided projects to student-led projects.
7	Students in 7 <sup>th</sup> grade are divided between Mr. Zimmerman's advisory and Ms. Weber's advisory	Seventh grade students begin with some advisor-guided projects and move toward completely student-guided projects. Seventh grade students focus on weaving together at least three of the four core disciplines of Science, Social Studies, English and Mathematics.
8	Students in 8 <sup>th</sup> grade are divided between Mr. Zimmerman's advisory and Ms. Weber's advisory	Students in 8 <sup>th</sup> grade (if they are not new to the school) are ready to continue their learning via authentic projects, inquiry questions and higher order thinking skills. This does not mean that students are left to their own devices but rather are guided by their advisors on a weekly basis as to their progress. Eighth grade students focus on high-yield projects weaving together all four core disciplines of Science, Social Studies, English and Mathematics.

## What Does Design Institute Really Mean?

The La Crosse Design Institute mission statement is “Design your Education.” The two cornerstones to our school are personally designed learning plans (PDLP) and the extensive development of Life Skills.

At LDI, we value personalized learning that is project-based, authentic, and community centered. We believe that learning in this manner really drives student interest and life-long joy for learning.

The schematic of our school really depicts what we believe in terms of great learning. We really value the PROCESS of your child’s learning as well as the product or what they produce as a final statement of their learning.



## Essential Components of Project-Based Learning

<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>• Multi-aged advisories</li> <li>• Strong relationships between families, students, and advisors</li> <li>• Long-term, looping</li> <li>• Connections outside of school</li> <li>• Use of experts within the community</li> <li>• Community volunteers in the school</li> <li>• Service-learning</li> <li>• University pre-service educators</li> <li>• Dynamic, positive atmosphere</li> <li>• Time and space for independent work</li> <li>• Culture breeds purposefulness, respect, and desire for success</li> </ul>	<p><b>STUDENT ROLE</b></p> <ul style="list-style-type: none"> <li>• Generate personally designed learning plan (PDL)</li> <li>• Develop short and long term goals</li> <li>• Utilize strengths to develop weaknesses</li> <li>• Practices curiosity and exploration</li> <li>• Empowered by voice and choice</li> <li>• Advocates for his or her learning</li> <li>• Earns trust and respect of advisors and peers</li> <li>• Effectively communicates ideas and concerns</li> <li>• Is accountable, proactive, reflective</li> <li>• Practices respect of self and others</li> </ul>
<p><b>FAMILY ROLE</b></p> <ul style="list-style-type: none"> <li>• Practices curiosity with child</li> <li>• Engages child in conversation about education</li> <li>• Communicates needs with advisors &amp; child</li> <li>• Attends events for school like showcases, conferences, portfolio presentation, parent meetings</li> <li>• Strives to learn more about project-based learning</li> <li>• Understands and advocates for school goals</li> <li>• Question child about progress toward project goals and deadlines</li> </ul>	<p><b>ADVISOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Collaborative, self-governing staff; shares in administrative duties</li> <li>• Evaluates and improves practice/school</li> <li>• Functions as generalist; guides personal learning plans; facilitates mastery; models responsibility, self-reflection, and life-long learning</li> <li>• Approaches students holistically; nurtures supportive relationships; seeks creative and authentic innovation</li> <li>• Works cohesively with families</li> </ul>

<p><b>ACADEMIC PROCESS</b></p> <ul style="list-style-type: none"> <li>• <i>How</i> is more important than <i>what</i></li> <li>• Authentic learning—process over product</li> <li>• Assessment—performance rubric, continuous improvement, self-assessment</li> <li>• Life Skills—community-builder, problem-solver, innovator, communicator, collaborator, self-reflector, goal-setter</li> </ul>
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## A Look Inside a Day at LDI

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**7:15-7:25**—School begins at 7:35 a.m. The first bell rings at 7:25 and the second bell rings at 7:35. Please drop your child off at the **Redfield entrance**. **For safety reasons, we are not able to admit anyone through the LDI doors on Denton Street.** Also, if a student comes to school after school has started, he or she will need to access our school via the main entrance using the door alert system and report directly to the office.

### DAILY SCHEDULE

Time	Class	Description
7:35-8:15	Advisory	Students meet in advisory every day to participate in community-building activities, daily discussions, and daily goal setting.
8:15-9:00	Electives	Students attend elective classes within Longfellow such as Physical Education, Choir, Band, Orchestra, Art, Health, or Foreign Languages
9:00-9:45	Electives	
9:45-10:00	Snack	Students are encouraged to use this time to fuel up with a healthy snack (that they bring), fill up water bottles (must be clear), and go to the bathroom.
10:00-11:00	STEM or Humanities	Advisors conduct inquiry-based seminars, assisting students to deeper content understanding appropriate for their grade level. Students will be with their grade-level peers as they rotate between Ms. Weber (STEM), Mr. Zimmerman (Humanities), and Ms. McHugh (STEM/Humanities). Seminars run Monday-Thursday.
11:00-12:00	STEM or Humanities	
12:00-12:30	Lunch	Students go to recess & lunch during this time.
12:30-1:20	TenMarks	Students work in an online math program called TenMarks.
1:20-2:20	Project Block	Students work on their independent projects during this time period. Students will be given benchmarks and due dates at the beginning of each new project cycle, concluding with Showcase.
2:20-2:45	Flex	Various options will occur during Flex block including Sustained Silent Reading (SSR), Book Groups, Creative Writing, MakerSpace, Coding, etc...

\*For **attendance and tardiness** policy, please refer to the Longfellow Handbook. If you are calling to report an absence, call the Longfellow/LDI main office at 789-7670 by 8:00 a.m. If your child has an appointment, please send a note with your child to give to the office—not to your child’s advisor. Students must have a pass from the office to leave the building. When they return from the appointment, they must report back to the office for another pass.

## To Ensure LDI Students Stay on Track with Their Learning

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It is with the best intentions that each of us engages in many activities during the day and our lives. With all of these good intentions, there are still failures. This is not unlike our students and the tracking of their own learning. In order to combat this, we have instituted several processes that we believe will be of help to our students.

1. **Google Calendar:** Students will subscribe to the LDI calendar found on their iPads. This calendar will reflect due dates, field studies, and other important events held at LDI. Students can also add tasks to their own personal calendar. (*Due to School District policies, the LDI calendar can only be shared to students.*)
2. **Project Checklist:** During each of the three student-led projects, students will receive a checklist of due dates for each of the phases of the project process. These due dates will be reflected in the Google Calendar as previously mentioned. A hard-copy and electronic copy will be sent/mailed home to parents.
3. **Take Home Tuesday:** Advisors send a hard-copy and electronic-copy of a bi-weekly letter. In the letter are due dates and information regarding the seminars students are currently working on.

### Accountability for Learning via Projects

After each project has been proposed via Edio, accepted, and completed, students defend their learning to their advisor, their learning group, a community showcase, or community members at large. Students will also reflect on their learning and how it aligns to the proposed learning targets.

### Communication with Families

We realize that as a parent or guardian, it is extremely important that you have ongoing knowledge of your student's personalized learning plan. As stated above, we strongly encourage you to obtain training on LDI systems such as Google Calendar, Edio, and TenMarks, and to sit down with your student on a weekly basis to go over his/her learning targets.

In addition, please feel free to contact advisors:

- Via email and/or phone.
- Student-Led Conferences (October and March)

### Social Media

	LDI students regularly post on Facebook, Twitter and Instagram. Like the LDI Facebook page "La Crosse Design Institute". Follow @lacrossedesign on Twitter and Instagram. Watch for updates, pictures, and postings about the daily events at LDI.		
La Crosse Design Institute		@lacrossedesign	Instagram lacrossedesign

## **Commitment to Excellence Agreement**

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As a parent/guardian of an LDI student, it is really important to understand what we are undertaking in terms of excellence and a commitment to learning. The following speaks to our commitment to learning:

### **La Crosse Design Institute Commitment to Excellence Agreement**

As an LDI advisor, I agree to:

- Keep responsible records including evaluations, assessments, and attendance
- Assist in the student's understanding of LDI and ensure s/he is moving toward grade completion
- Keep families informed of progress or concerns
- Help ensure a safe and successful learning environment
- Implement the "Non-Project Producing Student Process" when necessary

As an LDI student, I agree to:

- Attend school on a regular basis
- Inform my advisor and office staff when I leave the building during normal school hours
- Attend the required seminars ready to learn
- Present at Showcase nights~ MANDATORY (see dates at end of handbook)
- Ask for help when I do not understand
- Work toward being an independent learner, managing my behavior so all can be productive
- Maintain the school furniture, equipment, learning spaces, and supplies
- Design and present my PDLP conference in fall and portfolio conference in spring
- Focus on learning during the project block times
- Support my fellow classmates, being kind, respectful, and encouraging
- Adhere to the Level System for earning academic and non-academic privileges
- Understand consequences of the "Non-Project Producing Student Process"

As a parent/guardian of an LDI student, I/we agree to:

- Take an active role in planning and monitoring my child's education program
- Attend the student-led personal learning plan conference in the fall and the student-led portfolio conference in the spring
- Attend the Community Showcase events whenever possible
- Communicate with my child's advisor needs of my family and child
- Understand consequences of the "Non-Project Producing Student Process"
- Ensure that my child follows the attendance guidelines of the district

\*\*\*\*\*Parent/Guardian and Student Commitment to Excellence\*\*\*\*\*

As a parent/guardian of an LDI student, I agree to accept all of the rights and responsibilities of the LDI Community. If for any reason, I believe that my child is no longer a fit for this school, I understand that the best time to change schools is at semester with consultation of the advisors and administration.

- I also understand that if my child was to leave LDI during the school year, he/she must attend his/her attendance area school.

**X**

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## Non-Project Producing Student Process

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Students not making adequate academic progress may be subject to the following interventions:

**Step One: Student is not turning in projects or is not going through the project process as designated by LDI.**

- LDI advisor and student meet to create a verbal and written plan
- Student is informed of the three-step intervention process
- All parties collectively brainstorm solutions
- Agreement plan form filled out and emailed/ hard-copy sent home

**Step Two: Student continues not to turn in projects or is not going through the project process as designated by LDI even after level one intervention.**

- LDI advisors, student, and parents/guardians meet to create a written plan
- All parties collectively brainstorm solutions
- Agreement Plan Form filled out

**Step Three: Student continues not to turn in projects or is not going through the project process as designated by LDI even after levels one and two interventions.**

- Advisor, student, parents/guardian and administration meet for final intervention ideas.
- All parties brainstorm ideas
- Final written agreement form filled out and signed by all parties
- Student understands lack of action will result in dismissal from LDI

**Dismissal: Student is dismissed from LDI.** Student continues not to turn in projects or is not going through the project process as designed by LDI even after all three levels of interventions. By not making choices to improve effort, the student has made a choice to be dismissed from LDI and is returned to his or her attendance area school.

<b>LACROSSE DESIGN INSTITUTE CONTACT INFORMATION</b>
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MISSION STATEMENT: DESIGN YOUR EDUCATION
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Mr. Kitzerow (Principal)	mkitzero@lacrossesd.org
Mr. Jon Baudek (Associate Principal)	jbaudek@lacrossesd.org
Maggie McHugh (6 <sup>th</sup> grade advisor)	mmchugh@lacrossesd.org
Katy Weber (7 <sup>th</sup> /8 <sup>th</sup> grade advisor)	kweber@lacrossesd.org
Garrett Zimmerman (7 <sup>th</sup> /8 <sup>th</sup> grade advisor)	gzimmerm@lacrossesd.org
Stephanie Greenwold (Guidance)	sgreenwo@lacrossesd.org
Lee Stahl (Guidance)	lstahl@lacrossesd.org

Families are encouraged to contact their advisor via email or by telephone by calling Longfellow/LDI office at (608) 789-7670.



## Frequently Asked Questions

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**What is a PDLP?** A PDLP is a *Personally Designed Learning Plan* that is used to essentially design your student's education. It is an essential component to LDI. Students, advisors, and parents will work together to create the PDLP. These will be shared at the October conferences.

**What is a portfolio?** A portfolio is designed to highlight your child's growth throughout the academic year in core subjects and life skills. Included will be all of the academic projects your child has completed during the totality of the school year.

**What are life skills?** Life skills are the cornerstone to LDI. These are the skills identified by educators, business people, and community members alike that are pertinent to success as an adult in the 21st century. There are seven life skills that we infuse in all that we do. All of the life skills focus on relationships. They begin with the statement "I am a ..." community-builder, problem-solver, innovator, communicator, collaborator, goal-setter, and self-reflector.

**What is advisory?** Advisory is a unique grouping of LDI students from grades 6 through 8 who meet daily. Advisors are responsible for ensuring a student's academic needs are being met. Advisories tend to become much like a family. Daily agenda may include an overview of what is happening in the day, team-building activities and important information.

**How are students placed in advisory?** All 6<sup>th</sup> grade students will be in the same advisory. Grades 7<sup>th</sup> and 8<sup>th</sup> are mixed together and will loop with the same advisor each year. When designing advisories, we consider balancing a variety of learning styles and needs.

**What is TenMarks?** TenMarks is an online math program that students utilize to assist them in building their math skills; it is not the sole manner in which students get math at LDI. Students are advised to propose and develop mathematics projects each quarter to apply their learning.

**What are seminars?** Seminars are more in line with "traditional" lessons provided for the students to assist in understanding the major concepts necessary. Students are guided through a project by their advisor, focusing on essential core content regularly taught at that grade level. Seminars assist students to move forward in creating the depth of knowledge in order to develop rigorous projects. Seminars occur Monday-Thursday from 10:00-11:00am and 11:00-12:00pm. Students rotate with their grade level group every four weeks between Ms. Weber (STEM), Mr. Zimmerman (Humanities), and Dr. McHugh (STEM/Humanities).

**How do the students get classes like world language, art, gym, music, choir, and orchestra?** All of our students utilize the expertise of Longfellow staff in obtaining electives and enrichment. Students are in Longfellow for two periods each day for these electives.

**What is a field study?** Field studies are opportunities for learning to occur outside of the classroom. Students get an opportunity to see how their community works. These generally are scheduled for Fridays.

**At LDI, there are no parent-teacher conferences held in the traditional manner, but there is something called a student-led conference. What is that?** Student-led conferences are scheduled twice each year—October 11<sup>th</sup> /15<sup>th</sup> and March 7<sup>th</sup> /11<sup>th</sup>—the same dates at Longfellow. The first conference is an overview of the student’s personally designed learning plan. The ending conference will also include the portfolio evaluation where your child will present his or her learning and defend whether or not he or she is ready for the next grade level.

**What are Community Showcases?** Our Community Showcases are vitally important to LDI. They provide our students with an authentic audience. They occur three times a year at LDI (November 19, February 21, May 30). People throughout the community are invited to walk through to see what students are doing. Students are expected to defend their projects whereby they explain the process of their learning along with the specific learning targets achieved.

**My student does not appear to have much homework. Is this normal?** If time is utilized wisely at school, a student is capable of finishing projects and work during the school day. However, we encourage all of our students to be curious about their subjects—even outside of school. As parents/family members, you can ask your child about how you can assist in learning outside of the classroom. Utilize Google Calendar, Take Home Tuesdays, and TenMarks to foster discussion about what your student is doing in school.

## LDI School Democracy

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**Student Council:** La Crosse Design Institute is a demonstration of democracy. Students will form a student council that will assist school management decisions in the following areas:

- Field Studies
- Community and school events
- Conferences
- Fundraising
- Promoting LDI message to community
- Year-End Trip
- 8<sup>th</sup> grade Recognition

Student Council will consist of student representatives (at least two from each grade level) elected by the students. All students at LDI are eligible to become a student council member. Announcements will be made regarding the process of elections, and there will be an opportunity for each candidate to share why he or she should be on the council.

## Restorative Justice Referral Protocol

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Like any family, problems and challenges do arise. Whether it is personality differences or basic communication, chances are if your son or daughter is in middle school, he or she will likely encounter a few challenges. At LDI we prefer to begin with the model of Restorative Justice. Each student will have an opportunity to fill in the basics of what the problem is as it is perceived by them. Then, along with one of the advisors, students will share each other's perspective. The goal is to work through the problem, not simply attach a consequence (although some actions do require that as well). If the problem persists, it is important to continue the process—in some cases it is important to continue the dialogue with other stakeholders like parents, administrators, guidance staff, or our police liaison officer (SRO).

### Community Principles:

- Community effort implies mutual respect
- Our growth together requires us to grow individually
- *How* you say it is as important as *what* you say
- When identifying problems, offer strategies and solutions

## Restorative Justice Referral Protocol

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**Name:**

**Date:**

*Take a few minutes to reflect on the incident that has prompted us to seek resolution. After you answer each question to the best of your ability, we will facilitate a discussion between the people involved.*

What happened?

What was your role?

What could you have done differently?

How did it make you feel?

How did you affect the community and yourself?

My plan for making sure I avoid this again is:

My plan for making it right within the community is:

\_\_\_\_\_  
Signature

Date \_\_\_\_\_

\_\_\_\_\_  
Advisor Signature

Date \_\_\_\_\_

## La Crosse Design Institute Student Rights and Responsibilities

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- All LDI students will have the basic rights and privileges of an LDI education—a workstation, chair, and access to information
- Student who are “on track” both in academic and behavioral goals will have the opportunity to earn more privileges via the LDI “Level System”
- Students “Levels” will be re-evaluated every 4 weeks by both the student and advisor (corresponding with the end of each seminar rotation)
- Students will move up or down a level depending on the academics and behavior that student exhibited during that time period
- Everyone begins with the use of a water bottle (water only) and use of the bathroom at regularly scheduled breaks. Snack food is also allowed at Snack Break from 9:45-9:55.

### Level System

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There will be Levels at LDI pertaining to a student’s academics and behavior.

Level Zero:

- This level is for non-work producing students.

Level One:

- All students start at this level with basic privileges (iPads remain at LDI).

Level Two:

- Students can bring iPads home at this level and retain basic privileges at LDI.

Level Three:

- Added flexibility in work environment includes music during Project Block.

Level Four:

- Students earn ownership over work environment and project guidelines. Students have access to the Level Four room to work.

\*\* The Level System will be fully communicated at Dynamic Training and Parent Bootcamp evenings.

## LDI Level System (condensed version)

Level 0 - Non-work Producer	
Level 1	How to Move Up to Level 2
- Advisor-Guided Projects	- Complete all Seminars, Personal Project work, TenMarks & Amplifiers
- No Group Projects	
- iPads stay at school	- No UNEXCUSED absences
- Advisors Determine Use of Flex Block	- Follow-through on all “Commitment to Excellence Agreements”, including appropriate behavior towards all LDI members
- Possible Locked into Guided Access	
- Only water	
Level 2	How to Move Up to Level 3
- Remain in your seat at your workstation	All Level 2 requirements and...
- Structured student-led projects (w/ advisor approval)	- Complete all Seminars, Personal Project work, TenMarks & Amplifiers, earning a “C” or better on all assignments
- Due dates set by Advisor	
- iPads may go home	- Complete at least 3 personal track assignments in TenMarks
- Retrieve art studio supplies to work at desk	- Demonstrate movement toward being an independent learner
- Drinks other than water	
- Advisors Determine Use of Flex Block	
Level 3	How to Move Up to Level 4
- Ask Advisor to sit in other areas of the room	All Level 3 requirements and...
- Structured student-led projects (w/ advisor approval)	- Complete all Seminars, Personal Project work, TenMarks & Amplifiers, earning a “B” or better on all assignments
- Drinks other than water	
- iPads may go home	- Complete at least 6 personal track assignments in TenMarks
- Music during work times	- Demonstrate a high degree of independence in academic learning, staying focused and self-regulating behavior
- Use of hoki stools in classroom	
Level 4	
- Use Level 4 Room (Green) during Project Block	
- Complete student-led projects (w/ advisor approval)	
- Create your own due dates, if you choose	
- Group projects with other Level 4 students	
- iPads may go home	
- Use desktops & technology in the Level 4 Room	
- Move freely between LDI Rooms	
- Snack whenever you want in Level 4 Room	

## Out of School Learning Form

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Project \_\_\_\_\_

Throughout the school year there will be times when it is more beneficial for a student to leave the school building to better fulfill his or her academic needs. Interviewing experts is just one example. Out of School learning is a wonderful opportunity for students to explore their community and is a privilege to represent LDI proudly. **This form MUST be filled out in advance—preferably one week’s notice.**

Today’s Date: \_\_\_\_\_

Date Off-Site	Destination	Departure Time	Return Time

### Purpose/Goal

What will be accomplished?

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### Transportation/Supervision

How will you get there?	Who will be the mentor/chaperone?

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

**Literature Permission Form**

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Many readers are constantly searching for more challenging, interesting, enjoyable, motivating, and thought provoking books. *Some of the books in our general collection may contain mature content such as language, sexual content, violence, etc...* All of our books in the LDI and Longfellow library are available to our students, and we allow a lot of freedom in choosing books.

**Student Agreement**

In order to use and help maintain this collection, students must agree to the following:

- I will read and return books in a timely fashion. I will return the book as soon as I am finished. It will not collect dust in my workstation or under my bed.
- If I discover anything that I feel goes beyond the realm of “mature” for an adolescent, I will let an advisor know about it.
- I will handle the content in these books in a mature and responsible way.
- If I lose or damage a book, I will replace it.
- I have read the above statements, and I promise to abide by them.

**Student Signature** \_\_\_\_\_

**Parent/Guardian Agreement**

I have read the above details about the general collection of books and give my child permission to select a book of his or her choice and to check out and read these books.

**Parent/Guardian Signature** \_\_\_\_\_

Name of child \_\_\_\_\_

(If you have any questions or would like to make an appointment to view our library before giving your child permission, please contact your child’s advisor.)



**Non-Project Producing Student Form**

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**Step 1 Plan:**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

**Step 2 Plan:**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Step 3 Plan:**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Administrative Signature

\_\_\_\_\_  
Date

## **Building Student Handbook Technology Language**

### **1:1 iPad/Use of Any Computer, iPad, or other Technology Device in School**

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Our partnership between home and school in a digital learning environment is necessary to guide students to be a productive online learner and digital community member. We encourage parents/guardians to monitor the use of any iPad that may come home for completing school activities. A website is available to help guide the use at home or school that is linked at ‘The Bridge’ a portal web page for parents and students. <https://www.lacrosseschools.org/bridge/>

Students are issued a district iPad (6<sup>th</sup> – 8<sup>th</sup>) as an integral part of their education. This means that the student has a responsibility to use the iPad appropriately for educational purposes and to secure it from damage or loss. Doing so ensures the student has the necessary access to digital resources to be successful in all classes. In addition, shared iPad and computers are available for student use while at school. District policy 3630.2 – Internet Safety and Acceptable Use explains all responsibilities and privileges of internet and digital tools. You will find this on the district webpage or may ask for a copy in the building office. The District Student Handbook summarizes this policy.

#### **Student Expectations**

- Students shall follow all district policy and school/classroom rules and expectations as described by principals, classroom teachers, or other adults in the building. Building principals, associate principals, and deans work with each student at the time of the infraction to determine a course of corrective behavior, compensation to the district, or legal action.
- Students will not share their district username and password with any other person except when asked by a school employee or by their parent/guardians. All information on the district issued iPad is not private information and students should expect adults to review their work and files as necessary.
- By using personal email or other personal social media/gaming/online accounts students should expect these to be accessed if necessary with reasonable cause as identified by the building principal and/or the School Resource Officer.
- iPads are monitored through internet usage logs. Email notifications are automatically sent to building principals; including any work done with personal accounts.
- Students should not install any non-district approved apps or services on iPad device. If this is done, students should expect these to be removed at any time by district personnel. Students should be aware of their actions while online so that malware and viruses are not brought into the district network.
- Students should not ‘sync’ the iPad to any personal phones, iPods, other laptops, etc.
- Students should use online ‘cloud’ storage to backup any/all files that a student does not want to lose. Devices do fail and if this happens, any data/files stored on the iPad may not be recoverable and all data can be lost. Students have access to iCloud, OneDrive, and Google Drive for backing up any/all school related files.
- Students are issued a district managed Apple ID and email to allow for access to many online resources and storage as well as to communicate with teachers, administration, and each other.
- District issued cases are to be kept on the iPad at all times. If the student removes the case and it breaks, new cases can be purchased in the school office or school store depending on school. iPad must be used with a case at all times.
- Students who take the iPad home are to leave the charging cords at home and charge the iPad fully for the next day’s use. Doing this ensures the cords are not lost or damaged. Lost/damaged cords can be replaced in the school office. Non-Apple cords are not to be used and will not be accepted during hand-in.

- Students are to refrain from entering their first and last name, any birthdate, address, or any other personal information on any online services. Teachers requesting students to use online services will ensure that the online site is appropriate for the age of the student and will not request the use of personal information unless the site is approved by the district technology department and has a partnership agreement for use of data with the approved vendor of the online service.

**Hand-out of iPad**

Schools will be issued an iPad based on a schedule either within the school day, at registration, or after school. See the Voluntary Insurance section.

**Hand-in of iPad**

Schools will collect the iPad based on a schedule either within the school day, at the end of the school year or when student withdraws from the district. Any iPad that is not returned during that time will be considered stolen public property and treated as such.

**Voluntary Insurance**

Voluntary insurance for the iPad is available from the building office during hand-out times at each school or when enrolling in the district. Parents/Guardians of students enrolled in August/September have until October 1<sup>st</sup> to pay the voluntary insurance or to visit with the building principal. If a new enrollee, the insurance will be paid within 3 weeks of enrollment. After those dates, the student’s record will indicate that voluntary insurance is declined and the parent/guardian is fully responsible for any repairs or for replacement if the iPad is damaged/lost/stolen. Lost/Stolen iPads will be investigated by the School Resource Officer; some damages may also be investigated by the School Resource Officer.

Below is a list of replacement costs of the device, case, and power cords for the 2019-20 school year. Screen repair is also listed. Other specific repair costs are listed on the voluntary insurance form.

<b>Item</b>	<b>Cost</b>
iPad Voluntary Insurance (Yearly, August to August, non-refundable)	\$20
iPad	\$300
iPad Glass	\$100
iPad Power Brick	\$20
iPad Power Cable	\$20
iPad Issued Case	\$30

Voluntary insurance covers accidental damage to the iPad; each device component will be replaced one time (e.g. cracked screen, audio port damaged, etc.). Subsequent breakage of the same item is the responsibility of the parent/guardian. Repairs/loss due to negligence are not covered by insurance.

Discussion between the building principal and student will result in the determination of accident or negligence except liquid damage. Examples of accidental and negligent damage are as follows:

- **Accidental damage** includes walking down the hall with the device in the student's arms and someone bumps into the student and the laptop is dropped; student has laptop in backpack and someone else grabs the backpack and tosses it down the hall. Accidents are not because the student wasn't paying attention, forgot the iPad in a room or in a car, or thought "nothing will happen to it". Students should notify the building office or school resource officer immediately if the iPad is damaged, lost, or thought stolen. **DO NOT WAIT!** Broken screens or other damage may be harmful to the student.
- **Negligent damage** includes liquid in iPad of any amount as no liquid should be by the iPad at any time or used outside if there is rain or the possibility of rain; items placed between keyboard and cover resulting in screen breakage or hinge damage; iPads in backpacks or cases that are thrown down or sat on by the student; iPads/backpacks on floor in high traffic areas resulting in being stepped on by student or others; iPads/backpacks left unsecured in areas such as lockers or cars. Any liquid damage to the iPad will result in the iPad being replaced at the parent/guardian cost as liquid damage is not considered accidental.

**Cases, power supplies, power cords, or electrical connectors (duckheads) are not covered** by voluntary self insurance. Student/parent/guardian must purchase Apple brand power supplies, power cords, or duckheads from the school office or from Apple directly. Other brands may not be the correct wattage or manufactured properly to support the district supplied iPad voiding the voluntary self-insurance and will be considered 'missing' at hand-in.

**Failure to return** any iPad upon leaving the school/district or when requested will be considered theft of public property. Follow through by the School Resource Office or other appropriate legal authorities will be conducted.

*June, 2017*

## 2019-2020 Important Dates

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Because LDI is its own school but also links with Longfellow, it can be confusing at times to know when an event is occurring. Please refer to the Longfellow Handbook for calendar dates regarding co-curricular information.

### Introduction to Project-Based Learning

Date	Time	Event
August 22	<b>2:00-3:30 p.m.</b> - Students meet in LDI <b>3:30-5:15 p.m.</b> -Parents meet in the Family and Consumer Education (FACE) Room <b>5:15-6:00 p.m.</b> -LDI Potluck in Small Gym	Dynamic Training and Open House for ALL LDI students
TBD	5:30-7:00 p.m. – Parents meet in LDI	LDI Parent Bootcamp (Parents/Guardians Only)

### iPad Delivery—

Students will receive their iPads during the school day on the following days:

Date	Time	Event
September 9	School day	iPad distribution

### Conferences

\*\* All conferences are 30 minutes long. Sign-up will occur via Skyward or email/phone call.

Date	Time	Event
October 10	3:00-7:00 p.m.	Student-Led Conferences-students must go through their PDLP's and highlight academic goals for the upcoming school year
October 14	12:00-8:00 p.m.	
March 5	3:00-7:00 p.m.	Student-Led Conferences-students must go through their portfolio and plan learning for the rest of the academic year
March 9	12:00-8:00 p.m.	

**Community Showcases**

<b>Date</b>	<b>Time</b>	<b>Event</b>
Monday, November 25	TBD	Community Showcase at LDI-mandatory for students. Parents encouraged to attend
February-TBD		Community Showcase at LDI-mandatory for students. Parents encouraged to attend
Tuesday, June 2	TBD - Date is subject to change	Community Showcase at LDI-mandatory for students. Parents encouraged to attend

**Fundraiser**

<b>Date</b>	<b>Time</b>	<b>Event</b>

**Recognition Ceremony**

<b>Date</b>	<b>Time</b>	<b>Event</b>
Wednesday, June 3	1:15pm-2:45pm *Subject to change	LDI 8 <sup>th</sup> Grade Recognition Ceremony

**Field Trip/Last Day of School**

<b>Date</b>	<b>Time</b>	<b>Event</b>
June 4	All day	Field Trip- TBD
June 5	11:45 a.m.	Last Day of School

**LDI staff will provide you with additional important dates as they come up!**