

## Technology Support

A little more than a **month** [insert length of time] into [distance/hybrid] learning, technology support continues to be in high demand. As [insert device] and hotspot requests slow, requests for more classroom-specific requests continue to grow. The report below provides some an overview of technology support demands and strategies through [insert date].

### Chromebooks

[District Name] will continue to offer Chromebook checkouts through the duration of distance learning. In the first two weeks of distance learning, [District] distributed more than **X,XXX** devices from the centralized district checkout and from individual school sites. The pace of [insert devices] requests has slowed considerably since then; however, we still receive about **XX** new requests for [insert devices] each day. Many of the parents submitting new requests at this time have done so because sharing devices is becoming less practical at home, or because they have encountered issues with their personal device (lack of filtering, hardware issues). In total, [District] has issued approximately **X,XXX** [insert devices] to support distance learning. Additionally, [District] school sites had distributed more than **X,XXX** devices earlier in the year as part of 1:1 take home programs and efforts to help students who did not have equitable access at home.

### Summary of [insert devices] Issued as of [insert date]

District Issued (Regional Distributions)	<b>X,XXX</b>
School-Site Issued (High School Checkouts)	<b>XXX</b>
Devices Issued to Students Before School Closure	<b>X,XXX</b>
<b>Total Devices Distributed</b>	<b>X,XXX (Pandemic/COVID-19 Only)</b> <b>X,XXX (Including Pre-Existing Programs)</b>

### Hotspots

[District] has received **XXX** requests from families that expressed internet access as a significant concern. Our IT team created and shared an [insert resource page link] resource to help families connect with local providers offering free and low-cost internet for families who qualify for public assistance. All of the families that shared that they have limited internet access at home were also offered the opportunity to pick up a hotspot from the District. **XXX** families

have checked out a hotspot as of [insert date]. Our team sends at least weekly reminders to families that have previously requested a hotspot, and not yet checked one out. We also receive X-X new requests for hotspots per day. We have enough hotspots on hand for our existing requests and have more on order to ensure that every family who needs internet support will be able to receive a hotspot.

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### Help Desk

Technology staff continue to work both remotely and on-site to provide the support teachers and families need during distance learning. Most requests for assistance come through our web-based Help Desk. Any [District] employee, student, or parent can create a request for support through email, our support website, or by calling our dedicated support number. The support phone number is staffed by approximately X people, Monday-Friday from [insert hours]. The email and website support hours often extend longer. We are also fortunate to have a number of bilingual team members in IT who are able to help parents who need support in a language other than English. The table below shows some key statistics related to Help Desk requests since the transition to distance learning was announced on March 13, 2020.

### Help Desk Requests (insert date range)

Total Requests	X,XXX
Percentage Resolved Same Day	XX%
Median Reply Time*	0.X hours
Median Resolution Time	X.X hours

\*All Help Desk requests get an immediate, automated acknowledgement. This is the first meaningful interaction with the technician assigned to solve the ticket.

Distance learning has generated a large increase in the number of tickets over previous years. The chart below compares 2020 Help Desk tickets with previous years’.

[insert chart or table showing increase in help desk tickets]

## Additional Online Support Resources

In addition to the Help Desk, the technology department maintains a \_\_\_\_\_ [insert page link to district resources], featuring more than XX detailed online tutorials [describe additional features]. The IT team reviews prior Help Desk tickets and support center searches at least weekly to identify needs for new or revised online tutorials. More than XX new tutorials have been added in response to COVID-19 needs. Since the start of distance learning, [District] employees and families have accessed the tutorials nearly XX,XXX times.

### **[Community Learning Hubs/Regional Technology Support Centers/Other Distance Learning Sites]**

To help employees and families with support needs that cannot be handled remotely, we have established [insert name of program] at [insert locations]. These support centers allow employees or families to drop in between the hours of [insert hours] (extended hours by appointment) to checkout devices and hotspots, exchange devices needing repair, or receive some direct support. The team has set up procedures that help us provide great support, while minimizing the amount and length of direct contact with the public. More information is available at [insert page link].

### **Additional Supports**

As [District] staff work from home, IT is also providing support to make the transition as seamless as possible. [Sample support may include: new phone systems for remote support, live and on-demand professional development on technology tools, projects to accelerate communication projects, intranet improvements, simplified communication between teachers and families, etc.]