

## **Issaquah School District EL-15 Technology**

*The Board believes that the ability to safely use and develop technology is important to the success of our students and that students should have equitable access to technology and technology courses.*

### **Executive Limitations Annual Monitoring Report May 11, 2023**

**The Superintendent certified that the District is in compliance with  
EL-15 without exception.**

*The Superintendent shall not fail to establish and maintain technology systems and applications consistent with the accomplishment of the Board's Ends.*

Accordingly, the Superintendent shall not fail to:

*1. Provide equitable access to technology throughout the district.*

#### **Interpretation:**

I interpret this to mean that the District will provide access to computers for all students in grades K-5 for classroom use, and use of computers at school and at home for all students in grades 6-12 as part of the 1:1 laptop program established in the Capital (Technology & Construction) Levy passed in April 2022.

#### **Evidence of Compliance**

##### **Technology Planning**

A community [levy committee](#) met from December 2021 to January 2022 in part to provide a recommendation for the technology levy allocation and use. The committee reviewed a [springboard proposal](#) outlining the intended use of funds and goal of providing a [common digital learning experience](#) and equitable access to technology throughout the district. The springboard proposal was approved by the committee, superintendent, and board of directors. On April 26, 2022, the levy ballot measure passed, and the technology allocation plan was subsequently updated to align with the goals for implementation in the fall of 2022.

Key elements of the technology allocation plan included:

- Allocation of student laptops to set ratios at each grade level, including 1:1 beginning in 3<sup>rd</sup> grade.
- Continued updating of teacher workstations to ensure all students have the opportunity to experience instruction appropriately supported by technology.
- Continued updating, enhancing and maintaining core digital tools available to all students including:
  - Learning management systems
  - Productivity & creativity tools

- Accessibility tools and assistive technology
- Core instructional technology tools and platforms
- Provide for ongoing training to increase the teacher competency in technology integration and establish a baseline or expectation for technology integration within the first 3 years of the levy.

### **Middle School 1:1 pilot**

During the 2021-22 school year, middle schools conducted a 1:1 pilot. Students were required to have a laptop with them during the school day. Families were given the option of checking out a school laptop or sending their child to school with a personal laptop. Teachers were surveyed in January of 2022, input collected from teachers informed and confirmed decisions for the 2022/23 school year.

Teacher feedback from the pilot included the following: [Click here to access survey results](#)

- Teachers strongly recommended pursuing technology to allow teachers to be able to monitor the computer screens while students are in their class for the purposes of classroom management and the ability to create a secure testing environment.
- Teachers frequently recommended that consistency across devices better enables teachers to support students when minor technical issues surface (minor meaning it does not require IT support.)
- Access to individual devices helped students with organization.

IT specialists also indicated that they were able to better support reliable access to technology on district devices, while facing limitations on supporting students with personal devices.

### **2021-22 Actions to ensure access and transition to the new technology plan**

***Purchase of laptops & teaching station technology.*** The ISD I.T. Infrastructure Department (I.T.) continued the practice of replacing technology according to the scheduled replacement cycle. Additionally, I.T. was able to utilize existing technology levy funds to purchase additional equipment to launch the new technology plan.

Actions included:

- Auditing inventory against projected enrollment to ensure the appropriate number of student computers purchased and provided were according to program requirements.
- Reviewing age of district computer inventories annually to inform purchase of replacement devices, including teaching station technology.

***Home internet access support.*** ISD provided support for families who did not have access to internet at home.

- The district and schools communicated with families to provide directions for families needing support for home internet. ([copy of communication available here](#))
- School counselors provided families support including:
  - Support accessing the government-provided Affordable Connectivity Programs (ACP)
  - Provision of ISD hotspots for students for whom the ACP program is not practical

- Provision of ISD surplus computers for students without access to a computer at home

The information and processes are also shared with school staff and families on the [district website](#).

***Continued support for tools for digital learning.*** ISD regularly reviews and maintains both core tools for all students and an approval process for adding technology for specific classes or in support of innovative uses of technology. All tools are vetted to ensure compliance with FERPA/COPPA (privacy) and accessibility. Examples of core tools supported during 2021-22 include the following:

- Clever (elementary) and Classlink/Canvas (secondary) to provide a Single Sign On (SSO) portal and rostering to enable streamlined access to online curriculum resources and digital tools.
- Canvas as the Learning Management System (LMS) for secondary. Elementary teachers use a combination of Clever, Seesaw and Teams as their LMS.
- Microsoft 365 provides the core suite of productivity tools and is enhanced with a selection of additional tools.
- Digital curriculum for ISD courses.
- Additional core tools for students selected to enhance learning opportunities (see list on our [website](#)).

***Accessibility tools and assistive technology.*** ISD supports the use of technology to increase the accessibility of learning for all students. Accessibility is supported by two assistive technology specialists and our educational technology specialists. Accessibility tools and assistive technology are provided at three levels:

#### Universal Tools

Examples: Immersive Reader, which provides a suite of language tools such as text to speech and vocabulary support and SORA, which provide audio books through our school library system.

#### Targeted Tools

Example: Learning Ally was piloted and expanded during 2021-22. This resource provides students with reading difficulties access to human-read novels and longer texts.

#### Individualized Tools

Typically guided by 504 or individualized education plans, a wide range of accessibility and assistive technology is provided to students with exceptional needs including:

- Enhanced voice-text software
- Individualized laptops
- Technology to support students with visual impairments
- Advanced assistive technology to mitigate physical limitations or communication disabilities.

In 2021-22, the process of providing individualized tools resulted in the allocation of 188 specialized devices and 364 specialized software licenses to serve students.

Specialists provide consultation for school teams or individual teachers when a student is identified as needing access to assistive technology. The Educational Technology (Ed Tech) and Infrastructure (I.T.) Departments partner with the Assistive Technology team to audit the tools available and provide direction to staff.

With the increased availability of tools, staff awareness of the tools has been a high priority. As the educational technology team developed professional development plans for the summer of 2022, training on accessibility tools was purposefully frontloaded in early trainings and integrated throughout successive trainings. Professional development is designed to ensure that technology is used to support Universal Design for Learning (UDL), strategies to use learning resources to address learner variability and barriers to learning. Accessibility and UDL will continue to be at the center of professional development as we build the capacity of all teachers to identify learning needs and match the use of instructional and technological strategies to remove barriers to learning.

***2. Provide a comprehensive technology plan that directs the outcomes and priorities for the expenditure of technology resources.***

**Interpretation:**

I interpret this to mean that the District will have a plan that states the purpose for and effective use in alignment to ISTE (International Society for Technology in Education), standards of hardware, software, security measures, inventory controls, upgrade and maintenance cycles for technology resources and funding sources.

**Evidence of Compliance:**

During the 2021-22 school year, committee work completed in support of the technology plan refined and redefined the purpose for and effective use of technology around the development of common digital learning experiences. This was also reflected in the elements of funding in the 2022 technology levy.

The purpose for and effective use of technology is defined by [ISTE](#) (International Society for Technology in Education). As described on the ISD [Digital Resources page](#) ISD strives for classrooms that provide Digital Learning Experiences where ALL students can:

- Access, engage with, create, and produce using technological tools
- Have agency and ownership over their learning, and
- Use technology to engage with the world in meaningful ways.

Successful implementation of digital learning experiences, as outlined in the levy plan, is reliant on two elements

- 1) Guaranteed and reliable access to technology
- 2) Support systems

**Guaranteed and reliable access to technology**

**Allocation Model:** During the development of the 2022 technology levy proposal, district leadership established a new allocation model for student computers. The allocation model moved away from individual schools purchasing student computers to a standardized distribution model by grade level. The distribution plan was informed by the allocations used during the last two years of the Issaquah Technology Project (ITP).

**Inventory cycle:** Computers are on a 5-year replacement cycle and tracked in Skyward using the Asset Inventory Module by asset tag with physical inventory conducted annually. Student computer checkouts are by asset tag barcode through Destiny (the same system used for library books).

**Digital Tools:** Teachers and students have access to online curriculum resources and a variety of apps to support teaching and learning activities. The digital resources used in our district can be found on the [district website](#). During the 2021-22 school year our Ed Tech department monitored and engaged in continuous improvement of the integration of digital tools, for example:

- Working closely with Canvas to improve our Learning Management System (LMS) usage and integration
- Developing new ways for teachers, leaders and teams to access data in Homeroom
- Identifying resources for screen monitoring and secure testing environments. After a review of resources and testing of 3 options ISD selected DyKnow for implementation in the fall of 2022.
- Piloting and expanding usage of Learning Ally (in partnership with the adaptive technology staff)
- Expanded use of i-Ready to support assessment and MTSS / intervention.
- Evaluating existing tools and identifying new tools for students and teachers to leverage the new allocation model (ex: Book Creator, Canva, new MS365 tools and features)

### **Support Systems**

ISD has committed to systematically support technology and technology integration. Systems include the following:

#### **Staffing:**

I.T. staffing includes dedicated school Technology Specialists to support implementation of resources.

- Standards for Hardware (teaching station and student laptop purchase)
- Posted hardware standards on StaffHub for elementary, secondary, CTE, and staff; specialized needs accommodated by Request Form.

Ed Tech staffing includes Instructional Technology Specialists to provide training and job embedded support of technology integration. Classified staff members within the Ed Tech department provide access support to teachers, students, and families.

#### **Security:**

Multi-layered approach to security controls include real-time monitoring, alerting, and blocking of network intrusions, virus and malware incidents, and email compromises.

#### **Infrastructure maintenance and improvement:**

ISD commits to maintenance of a minimum standard of technology for students, classrooms and schools as well as maintenance of a district network and access to internet / cloud-based resources.

Improvements to district technology infrastructure during 2021-22 included the following:

Hardware:

- Inventory reviews vs enrollment to guide implementation of allocation ratios, including 1:1 in 3<sup>rd</sup>-12<sup>th</sup> grade for the fall of 2022-23.
- Initial purchasing of hardware for fall allocation.

Network / Safety & Security:

- Wireless Authentication servers upgraded and number increased to support 1:1.
- Independent 3rd party review of wireless network commissioned to validate design and performance.

### ***3. Provide access to advanced, technologically rigorous courses for students.***

#### **Interpretation:**

I interpret this to mean that the District offers courses across all grade levels both focused on technology and technical skills using technology applications that are rigorous and create a pathway for advanced learning experiences that support student interests and possible career opportunities. I further interpret this to mean that students are engaging in analysis regarding the next advancements in technology to inform the best way to safely and ethically utilize content and resources for learning.

#### **Evidence of Compliance:**

##### **Elementary**

Elementary programs focus on systematically building technology skills, providing opportunities for students to use technology to engage with content and learning, and opportunities for students to explore technology applications related to computational thinking and creation. Examples include the following:

***Building technology skills.*** Technology skill learning goals are integrated at each grade level (see addendum 1 at the end of this document). The expectation is that students learn how to access the hardware and navigate the digital learning environment. Students develop skills in keyboarding, use of productivity tools, research and evaluation of information, and use of accessibility tools.

***Using technology to engage with content and learning.*** All students are expected to use technology in a broad range of manners to engage with and express learning. All students, over the course of their elementary years, use productivity and digital tools to compose their writing using tools such as MS Word, Powerpoint, cloud-based writing programs. Students use adaptive tools and content tools such as i-Ready, Amplify, BrainPop, PebbleGo, Quaver and Zearn to enrich or extend content learning. Students use collaborative tools, increasingly through their elementary years, such as Seesaw and MS Teams.

***Exploring technology applications related to computational thinking and creation.*** Integrating technology into writing, science and social studies, students use technology to create products such as original compositions, presentations and projects. Code.org and the *Hour of Code* is commonly leveraged to expose students to coding and encourage continued exploration.

The Amplify Science curriculum was adopted in 2020. The intention is to integrate computer science into one of the units for each grade level. Due to funding limitations the computer science components of the adoption are being phased in with the expectation that by the fall of 2024 or earlier the computer science unit will be fully implemented. To increase usage, grant funding has provided shared access for teachers to use Bee/Blue Bot and Dash/Cue Bot kits with their students. TLS TOSAs and Ed Tech specialists provide training, modeling and support for teachers to help them integrate these programmable devices in their classrooms.

**Science Tech.** The Science Tech program continues to be offered at three of our elementary schools. Any student may apply to the 4<sup>th</sup>/5<sup>th</sup> grade program. Students are selected through a lottery process. More information about the Sci-Tech program can be found on the [district website](#).

***K-5 ISD Elementary Student Readiness Technology Skills – see Addendum 1***

**Middle School**

Middle schools in ISD offer technology courses as elective courses. These courses allow students to explore interests and career options. Courses include the following:

	<b>BLMS</b>	<b>CMMS</b>	<b>IMS</b>	<b>MMS</b>	<b>PCMS</b>	<b>PLMS</b>
<b>Adv Video Production</b>					X	
<b>App Creators</b>	X					
<b>Automation &amp; Robotics</b>	X	X	X	X		
<b>Computer Sci DI</b>					X	X
<b>Computer Science for Innovators and Makers</b>	X					
<b>CSD1 Web Design</b>		X		X	X	
<b>CSD2 Game Design</b>		X		X	X	
<b>CSD3 App Design</b>					X	
<b>Design and Model</b>	X	X	X	X		
<b>Digital Photograph</b>	X		X		X	
<b>Inventors Lab</b>					X	
<b>Makerspace</b>	X					
<b>Principles of Flight</b>			X			
<b>Adv Robotics</b>				X		
<b>Video Production</b>	X				X	

**High School**

CTE (required for graduation), Electives, and science courses are the primary means of providing HS technologically advanced courses.

Each spring, the CTE [Pathway Advisory Committee](#) meets and completes a nine-part program evaluation, which includes review of curriculum and instructional materials. With input from Industry representatives, the curriculum is reviewed to ensure it is relevant to emerging trends in the industry. Courses may also be proposed or concluded based on evolving and emerging industry trends.

CTE [Graduation Pathways](#) provide an opportunity for students to complete a CTE Course Sequence of 2.0 or more credits in one CTE program area as a route to graduation. These pathways are intended to align to student’s post-high school goals.

During the curriculum adoption process, science courses are provided updated technology to support labs and hands-on learning relevant to the content.

Examples of technologically rigorous courses offered in the high schools in 2021-22 included:

- Computer Science & AP/IB Computer Science
- Graphic Design 1,2,3
- Cyber Security
- Engineering & design courses (intro, advanced, CAD...)
- Robotics
- Web Design
- Media courses (TV/Video Production, Journalism, Photography...)

Please see the [HS Course Catalogs](#) for more information on course offerings in each school.

ISD supports students' access to partner programs in WANIC and Running Start that allow students to take courses to explore career options. These may include technologically advanced courses.

#### ***4. Establish expectations of use of technology by staff and students.***

##### **Interpretation:**

I interpret this to mean that the District sets forth and communicates expectations for acceptable and appropriate use of technology by staff and students.

##### **Evidence of Compliance:**

As a school system, ISD has invested heavily in Positive Behavior and Social Emotional Supports (PBSES). With the prevalence of technology, behaviors of students often involve technology. ISD equally acknowledges that the social emotional life of students is impacted by technology. As students use technology they may make constructive and/or harmful choices. As such, ISD regulations, practices and systems for addressing behaviors and supporting student well-being, are inclusive of the use of technology.

##### ***District Regulation***

All regulations and behavioral expectations established by schools or in district policy apply to behaviors in the digital environment that impact school life. Students are taught that behaviors in the digital environment are subject to our school expectations.

District [regulation 2022](#) addresses electronic resources and is supported by the responsible use guidelines procedure for [staff in 2022P](#) and the responsible use agreements for students [2022F1](#) (grades K-5) and [2022F2](#) (grades 6-12).

This regulation is shared with families during the annual enrollment verification process and is part of the student handbook. School staff review the student handbook, including the responsible use guidelines, with students at the start of the year.

When students are found in violation of the responsible use agreement or behavioral expectations that occur in a digital environment, the incident is investigated by school staff and appropriate disciplinary action and/or counseling is applied. In 2021-22 ISD uses safety management software to monitor our network for inappropriate and self-harming language used by students so that staff can address misbehaviors and prevent harmful acts. ISD also uses an anonymous reporting for students for community members to report concerning experiences or behaviors, alerting school staff so that they can investigate.



### ***Collective Bargaining Agreement***

The [collective bargaining agreement](#) with the Issaquah Education Association (IEA) as outlined in Article 5, section 1.3 states “Staff is expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.”

### ***Digital citizenship education***

The elementary library program continues to have a strong digital citizenship component as outlined in the [K-5 library scope and sequence](#).

Middle school health and SEL curriculum are inclusive of safety and social emotional dynamics expressed in real life and in a digital environment. During the spring of 2022 school year, a middle school committee was formed to evaluate and select a new Digital Citizenship curriculum with the expectation of the curriculum being delivered during Homeroom. At the end of the year, the committee had identified two curricula to field test in the fall of 2022.

The high school principal cohort identified areas to strengthen digital citizenship practices for their students. Four lessons were developed for use in the 2022/23 school year with plans to create additional lessons each year. These lessons will be part of the High School Flex Time. In addition, teachers are trained and encouraged to include and reinforce norms around the use of technology in their classroom as part of their establishment of student routines and expectations.

## ***5. Maintain a computing environment that is safe, secure and reliable for students and staff.***

### **Interpretation:**

I interpret this to mean that the District has safeguards and reporting tools that maintain a safe, secure and reliable environment for students and staff when using technology. With the 1:1 program, I further interpret reliability to mean that there is a consistent level of quality, speed, access and service for students and staff.

### **Evidence of Compliance:**

#### ***Internet Safety and Security Safeguards***

- Internet filtering for both district and BYOD devices complies with federal CIPA regulation also providing additional protections from malware and other undesirable web sites.
- Implementation of Windows Defender antivirus on district computers providing deep level of granularity in protection, alerting, and incident investigation.
- Internet security and safeguards alert district staff for some types of misuse of technology, identifying the specific computer or account involved. The anonymous tip line is also used to report behaviors occurring online.

#### ***Monitoring reliability***

- Network/systems monitoring with real-time alerting of outages enables quick response time for repairs and identification of areas that could be enhanced by upgrades.
- I.T. Work Order Ticketing System provides digital escalation path, searchable/reportable documentation of computer trouble history, identification of trending areas of concern.

- Bi-weekly Technology Specialist virtual meetings generate follow-up tasks for areas of improvement and/or opportunities for staff/student education. For example, I.T. specialists work with teachers to remind students to restart computers to run updates, in order to maintain the computers operability (speed).
- Independent 3rd party review of wireless network commissioned to validate design and performance.

**6. Prohibit the use of technology resources for commercial, political, illegal or indecent purposes or that disrupts the learning environment of students.**

**Interpretation:**

I interpret this to mean that the District clearly communicates and enforces the unacceptable use of technology resources for commercial, political, illegal or indecent purposes or for any disruption to the learning of students.

**Evidence of Compliance:**

District [regulation 2022](#) addresses electronic resources and is supported by the responsible use guidelines procedure for [staff in 2022P](#) and the responsible use agreements for students [2022F1](#) (grades K-5) and [2022F2](#) (grades 6-12).

Reports of student misuse of technology in a way that impacts schools or misuse of district technology at home are investigated according to the behavior and discipline procedures of the district which may result in counseling, discipline or both.

Misuse of Technology Discipline reported in Skyward is summarized below:

Infraction	2019-20		2020-21		2021-22	
	# Students	# Infractions	# Students	# Infractions	# Students	# Infractions
<b>Cellular phones</b>	7	9	0	0	32	35
<b>Electronic Devices</b>	0	0	4	1	4	4
<b>Inappropriate Computer Use</b>	2	2	0	0	8	8
<b>Misuse of Internet</b>	1	1	1	1	2	2
<b>Misuse of Network</b>	0	0	0	0	0	0
<b>Telecommunication Devices</b>	0	0	0	0	1	1

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*Board Approval:*

### Addendum 1: K-5 ISD Elementary Student Readiness Technology Skills

This *guiding document* is intended to provide teachers with a list of foundational skills for students to reach the ISTE standards (International Society for Technology in Education) which include being an empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, and global collaborator. *These end of the year skills* will also help our students be successful with online testing, such as the SBA and WIDA.

<b>Essential Skills</b>	Building on previous exposure and reinforcement, students can use these skills consistently and accurately on their own.
<b>Previewed Skills</b>	Teacher demonstrates and talks through skills as they use them in class.

<b>Basic Tech Skill</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Unplug/plug computer into charger	x	x	x	x	x	x
Turn on computer	x	x	x	x	x	x
Log on to a computer	x	x	x	x	x	x
Plug/unplug headphones	x	x	x	x	x	x
Use a username and password	x	x	x	x	x	x
Properly shutting down a computer	x	x	x	x	x	x
Navigate with mouse and/or touchpad	x	x	x	x	x	x
Left click	x	x	x	x	x	x
Right click			x	x	x	x
Click, drag and drop with track pad	x	x	x	x	x	x
Type using all 10 fingers			x	x	x	x
Use shift key for capitals		x	x	x	x	x
Use backspace key	x	x	x	x	x	x
Use enter key	x	x	x	x	x	x
Use punctuation keys	x	x	x	x	x	x
Use the following symbols for math: + - / x or *				x	x	x
Scroll up and down	x	x	x	x	x	x
Scroll side to side		x	x	x	x	x
Highlight text			x	x	x	x
Copy text (Ctrl+C) or right mouse click			x	x	x	x
Paste text (Ctrl+V) or right mouse click			x	x	x	x
Undo feature (Ctrl+Z)			x	x	x	x
Play and pause media, adjusting volume	x	x	x	x	x	x
Double click to open an application or browser	x	x	x	x	x	x
Close an application or browser	x	x	x	x	x	x

<b>Internet Skill</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Log in to Clever	x	x	x	x	x	x
Navigate to Clever teacher page	x	x	x	x	x	x
Log out of Clever	x	x	x	x	x	x
Open an internet browser	x	x	x	x	x	x
Locate the address bar (URL)		x	x	x	x	x
Click back in your browser	x	x	x	x	x	x
Open a new tab			x	x	x	x
Navigate between multiple tabs		x	x	x	x	x
Refresh a page			x	x	x	

<b>Digital Citizenship Skill</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Be kind and respectful online (makes informed decision on what to post online)	x	x	x	x		
Understand and has strategies for dealing with cyberbullying				x	x	x
Understand what info should be kept private online (name, address, school, and password)	x	x	x	x	x	x
Understand digital footprints (the permanence of what you post online)				x	x	x
Learn how to avoid spam, scams, viruses				x	x	x
<b>Research:</b> Consider coordinating with your librarian on when and how these are taught.						
Explain where you found your information				x	x	x
Understand the idea of copyright and plagiarism				x	x	x
State (Cite) sources for any ideas not your own (students understand the difference between a source and a search engine)				x	x	x
Find and use credible sources/reliable websites				x	x	