

**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.

~~district administrative leadership in collaboration with the Educational Technology Department and IT/Infrastructure Department shall have a system-wide process for assuring equal access to technology through the district.~~

**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 providing 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. ~~The ISD I.T. department continued the practice of replacing technology according to the scheduled refreshment cycle. Additionally, I.T. was able to use the remaining levy funds from the prior levy to purchase technology to launch the new technology plan even prior to new levy fund being available.~~

Actions included:

- Auditing inventory against projected enrollment ~~ensuring~~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.

- Families were surveyed as part of the enrollment verification process to help schools identify families needing support for home internet.
- Using the enrollment verification survey and personal referrals, school counselors contacted and 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:

-Example~~s~~: 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. ~~(audio-text through school libraries).~~

Targeted Tools:

Example: ~~ex~~: 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:

- ~~from~~ Enhanced voice-text software
- ~~;~~ Individualized laptops
- ~~T~~ 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 department 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.](#)

~~Each year the district implements replacement cycles at each school. Computers/laptops are on a five-year replacement cycle (Board directed). In the late spring/early fall, School Technology Teams are provided with the amount available to them for their replacement cycle. The School Technology Teams select the district standard replacements for their school that best suit their school's needs. School Technology Teams also allocate classroom laptops, tablets, non-classroom computers, electronic response systems within their school.~~

~~Other equipment on replacement cycles include document cameras, and projectors. Those are replaced as needed and managed by the school's Technology Specialist.~~

~~Additional Technology Levy allocations are provided to each school for libraries (\$5,000 elementary, \$10,000 secondary) non-classroom computers (4 elementary, 6 middle school, 8 high school), and for School Technology Teams (\$10 per FTE) to spend on printers, online subscriptions and other additional district standard items in their school specifically to improve student learning. Schools use our Digital Resource Request process to request approval of online subscriptions. The process along with the list of approved tools can be found on our Ed Tech website for staff.~~

~~An additional replacement cycle may be made in the spring if other Tech Levy line items allow.  
Tech Levy 2019-2022 Board Summary—Capital Levy: Technology Springboard Proposal~~

~~Each classroom includes a teacher desktop and document camera connected to a projection device. The table below shows the ratio of students to computers as of April 1, 2020 plus additional equipment available to staff and students.~~

School	FTE-as-of-4/1/2021-COVID-19	Instructional laptops	Ratio: Students-to Instruc. Computers	Instructional desktops	Instructional desktops & laptops-classrooms labs-library	Ratio: Students-to Instructional Computers/FTE	Tablets	Non-classroom computers	Electronic Student Response Systems	Doc-Cams	Non-Interactive Displays <sup>1</sup>	Interactive Displays <sup>2</sup>
AP	533.14	445	0.9	143	588	0.9:1	127	134	10	50	38	31
BW	627.00	527	1.0	86	613	1:1	105	131	11	52	17	5
CA	442.07	529	0.7	122	651	0.7:1	45	121	17	41	42	32
CH	514.87	451	1.1	15	466	1.1:1	35	165	4	44	41	32
CL	708.00	525	1.3	23	548	1.3:1	53	158	3	54	2	52
CR	522.60	589	0.7	131	720	0.7:1	149	145	3	37	28	37
CS	681.96	481	1.2	93	574	1.2:1	68	144	11	44	43	41
DS	611.14	654	0.9	32	686	0.9:1	36	129	4	48	44	51
EN	508.29	497	1.0	15	512	1:1	23	111	4	38	33	43
GR	609.00	442	1.0	162	604	1:1	125	273	24	43	40	48
IYE	555.07	372	1.4	37	409	1.4:1	94	227	6	44	35	30
MH	391.00	344	1.1	21	365	1.1:1	69	100	16	25	25	19
NC	546.02	614	0.9	25	639	0.9:1	84	114	10	41	42	29
SH	801.18	476	1.5	60	536	1.5:1	100	147	5	52	9	42
SS	533.38	383	1.3	27	410	1.3:1	140	160	0	37	33	41
BLMS	812.77	701	1.0	114	815	1:1	138	246	12	42	45	36
IMS	960.94	1032	0.9	96	1128	0.9:1	25	178	9	53	32	1
MMS	1,163.06	1087	1.0	135	1222	1:1	62	198	22	58	40	19
PCMS	1,010.12	790	1.0	267	1057	1:1	25	314	5	37	48	24
PLMS	952.05	976	0.9	104	1080	0.9:1	27	214	0	46	9	42
IHS	2,089.77	1470	1.2	301	1771	1.2:1	212	403	5	93	108	4
LHS	1,280.54	1641	0.7	264	1905	0.7:1	6	396	3	72	69	1
SHS	1,907.45	1800	0.9	304	2104	0.9:1	183	618	5	81	81	4
GK	152.86	84	1.5	15	99	1.5:1	1	124	0	6	6	2

<sup>1</sup>Includes instructional non-interactive projectors & flat panel monitors

<sup>2</sup>Includes instructional interactive projectors, flat panel monitors, ActivBoards & Mimios/eBeams

**Instructional desktops, laptops in classrooms labs and library:** Any desktop or laptop that is used by students 50% or more of the time.

**Tablets:** Mostly iPads

**Non-classroom computers:** Office computers, custodial, kitchen, dedicated teacher computers, and computers stored waiting for surplus. Skyline has extra computers because each classroom has a desktop plus a desktop in a separate office for the teacher (plus their teacher laptop).

~~In addition to the inventory listed above there is a wide variety of assistive and adaptive technology devices for dedicated use by students with an IEP or 504. This includes iPads, technology to assist visually challenged students, amplification, special keyboards and mice.~~

~~Our ELL students also utilize technology to make learning accessible. 2020-2021 ELL Data~~

~~Internet Service is provided to the Issaquah School District by the K-20 network. I-Net2 high-speed fiber is leased from King County.~~

~~Personal electronic devices may be used by students as outlined in the Electronic Resources policy.~~

### **~~Covid-19 Impact~~**

~~School began in a remote setting for the 2020-21 school year. Students who needed a laptop to access school from home were provided with a school-issued device in August/September. Additionally hot spots were provided to students who needed internet access at home.~~

~~Elementary teachers utilized Clever, Seesaw, Teams and Zoom to hold class, facilitate learning and communicate with families.~~

~~Secondary teachers utilized Canvas, Classlink and Zoom to hold class, facilitate learning and communicate with families.~~

~~In early February schools began to transition to in-person learning and hybrid learning. By mid-April all schools had an in-person option available to students.~~

## ***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. All funding for technology in the Issaquah School District comes from the Issaquah community. Every four years the district administrative leadership in collaboration with the Educational Technology Department and with input from schools develops a technology expenditure proposal. The proposal is presented as a springboard to the Community Bond and Levy Committee for their review, input, and revision. After completion of the community process, the plan is presented to the School Board for their final review and revision. With Board approval a proposal is presented to the community for a vote.~~

### **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 three 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.

Technology Plan 2019

~~The most recent Technology Levy was created as outlined above and voted on in February 2018. The community voted to accept the Technology Levy. Tech Levy 2019-2022 Board Approved.~~

***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. providing advanced technology experiences and equipment for students in which they focus specifically on content that challenges them to think, create, and innovate in ways otherwise unavailable to them.

**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 programable 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:

	<u>BLMS</u>	<u>CMMS</u>	<u>IMS</u>	<u>MMS</u>	<u>PCMS</u>	<u>PLMS</u>
<u>Adv Video Production</u>					<u>X</u>	
<u>App Creators</u>	<u>X</u>					
<u>Automation &amp; Robotics</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>		
<u>Computer Sci DI</u>					<u>X</u>	<u>X</u>
<u>Computer Science for Innovators and Makers</u>	<u>X</u>					
<u>CSD1 Web Design</u>		<u>X</u>		<u>X</u>	<u>X</u>	

<a href="#"><u>CSD2 Game Design</u></a>		<a href="#"><u>X</u></a>		<a href="#"><u>X</u></a>	<a href="#"><u>X</u></a>	
<a href="#"><u>CSD3 App Design</u></a>					<a href="#"><u>X</u></a>	
<a href="#"><u>Design and Model</u></a>	<a href="#"><u>X</u></a>	<a href="#"><u>X</u></a>	<a href="#"><u>X</u></a>	<a href="#"><u>X</u></a>		
<a href="#"><u>Digital Photograph</u></a>	<a href="#"><u>X</u></a>		<a href="#"><u>X</u></a>		<a href="#"><u>X</u></a>	
<a href="#"><u>Inventors Lab</u></a>					<a href="#"><u>X</u></a>	
<a href="#"><u>Makerspace</u></a>	<a href="#"><u>X</u></a>					
<a href="#"><u>Principles of Flight</u></a>			<a href="#"><u>X</u></a>			
<a href="#"><u>Adv Robotics</u></a>				<a href="#"><u>X</u></a>		
<a href="#"><u>Video Production</u></a>	<a href="#"><u>X</u></a>				<a href="#"><u>X</u></a>	

### [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.](#)

[The following classes are technologically rigorous as defined by the software and hardware students learn to use while in the class:](#)

### [High School](#)

Adv Journalistic Writing (ENG355)	SHS	I-Vision TV/Video Production 1 (INT251)	IHS
Advance Computer Science Topics/Projects (COM335)	IHS, LHS	TV/Video Production 2 (INT350)	LHS, SHS
Advance Ele Engineering (7ELE05)	SHS	I-Vision T/Video Production 2 (INT351)	IHS
AP Computer Science (COM600)	IHS, LHS	TV/Video Production 3 (INT450)	LHS
Cybersecurity (INT146)	IHS	TV Production 3 (INT451)	SHS
Graphic Design 1 (INT240)	LHS, IHS, SHS	Journalism (ENG350)	IHS, LHS
Graphic Design 2 (INT241)	IHS, SHS	Journalism 2 (ENG351)	IHS
Graphic Design 3 (TEC101)	IHS	Journalistic Writing (ENG354)	LHS, SHS
IB Computer Science HL (COM651)	SHS	Photography 1 & 2 (ART125, ART225)	IHS
IB Computer Science SL (COM650)	SHS	Project in Robotics (7TEC04)	IHS
Interactive Media 1 (INT140)	IHS	Robotics Lab (7TEC01) 7th period	LHS, SHS
Intro Computer Science (INT245)	IHS, LHS, SHS	Web Site Design (COM330)	IHS, LHS, SHS
Intro to Engineering Design (INT435)	IHS, LHS	Yearbook (INT160)	IHS, LHS, SHS
Intro Video Production (INT150)	LHS	Yearbook 2 & 3 (INT161, INT162)	IHS, SHS
Television Production (INT250)	LHS, SHS		
Gibson Ek Classroom Learning Experiences			
Hackathon, Podcasting, Your First 3D Print, Student Media, Building a Minecraft Server, Tinkering with TinkerCAD, Cybersecurity & Hacking, Photography, YouTube 1 & 2, Intro to Computer Science, and Game & App Design			

### Middle-School

Digital Photography (KDP060, KDP078)	BLMS, IMS, MMS, PCMS	Makerspace (KSP078)	BLMS
TV & Video Production (KVP078, KTP678, KVI678, KIL078, KVP060, KVD078)	BLMS, IMS, PCMS	Principles of Flight	PCMS
Automation and Robotics (KRA078)	IMS, MMS, BLMS	Yearlong Computer Science Discoveries: Web, Game, & App Design (KIN101, KIN102, KIN103, KIN104, KCS678)	PCMS, PLMS, MMS, BLMS
Design and Modeling (KDM078)	IMS, MMS, BLMS	Yearbook	BLMS, IMS, MMS, PCMS, PLMS
Inventors Lab (KIN078)	PCMS		

### Elementary-School

Science Tech Magnet serving grades 4 and 5 BW, CL, CA Draws from all elementary schools

The elementary social studies adoption team created a variety of lessons integrating technology including Actively Learn, Google Earth, and Google Expeditions. The first year of the new adoption is 18/19 school year.

#### 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.](#)

- ~~All middle school students will complete the required TechSmart class to assure they understand and can use technology as a learning tool in multiple ways throughout their classes and learning activities. TechSmart curriculum is updated yearly.~~
- ~~Staff will integrate technology appropriately throughout their curriculum and student learning activities to provide an environment where students use technology as they would use any other tool to learn, create, produce, publish, and collaborate.~~
- ~~The adoption process for Teaching and Learning Services includes representation from the Educational Technology department to provide guidance and input on technologies to support curriculum and student learning.~~
- ~~All students in grades 3-11 will take Smarter Balanced Assessments on a computer. The annual SBA assessment was postponed by OSPI due to the Covid Pandemic.~~

##### 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.

- ~~• Written in the IEA-ISD contract is the goal of providing a powerful student centered 21<sup>st</sup> century learning environment where students are actively engaged in using technology in individual and collaborative learning activities.~~
- ~~• Technology Levies generously approved by our community for the Issaquah School District have provided the technology resources for all of our schools to have high level access to equipment and to the Internet.~~

- ~~Technology Levies also have provided training for teachers so those who have participated have the background to create classrooms that have the instruction and daily student learning experiences students need to reach E-2, part 2.~~
- ~~During the 2016/17 school year a committee of 15 elementary school teachers led by two of our Instructional Technology Specialists developed a technology sequence of skills for K-5 students and identified five core tools for teachers to integrate into the curriculum that will help students learn and practice the technology skills. The core tools along with the ISTE standards serve as a focus for Ed Tech professional development.~~

~~The elementary social studies adoption team included a variety of lessons which integrate various technologies such as Google Expeditions, Google Earth, Actively Learn, and Office365.~~

~~TechSmart Enrollment by School~~

<del>School</del>	<del>Students enrolled in TechSmart 2020-21 School Year</del>
<del>Issaquah MS</del>	<del>295</del>
<del>Maywood MS</del>	<del>379</del>
<del>Pine Lake MS</del>	<del>175</del>
<del>Beaver Lake MS</del>	<del>273</del>
<del>Pacific Cascade MS</del>	<del>186</del>
<del>Total</del>	<del>1,308</del>

~~The SpeakUp Survey was not administered in 2020-21 due to Covid-19. The survey has resumed and will be completed by all middle school students in Spring of 2022.~~

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

**Interpretation:**

~~I interpret this to mean that the Issaquah School District Information Technology Department uses every tool available to provide a safe, secure, and reliable network and learning environment for students and staff. 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.

### **Reporting & Investigation**

~~Behavior expectations and discipline are inclusive of behaviors taking place in the digital environment. As described in #4 above, any report of misbehavior or potential self harm, whether directly reported, witnessed by staff, anonymously reported, alerted through network management software or by any other means is investigated. Investigations may result in remediation, counseling, discipline or support for the students involved following district regulations, procedures or PBSES practices.~~

~~Current behavioral data systems do not indicate which incidents involve the use of technology in the behaviors being reported.~~

~~In the 2021 Healthy Youth Survey,~~

- ~~— 9% of 8<sup>th</sup> & 10<sup>th</sup> graders and 12% of 12<sup>th</sup> graders reported that they had been bullied through social media. This data is similar to rates of bullying overall as reported by students.~~
- ~~— 10% of 8<sup>th</sup> graders, 18% of 10<sup>th</sup> graders and 19% of 12<sup>th</sup> graders reported that they had received sexual photos or videos.~~
- ~~— 81% of 8<sup>th</sup> graders, 70% of 10<sup>th</sup> graders, and 71% of 12<sup>th</sup> graders reported that they know how to report bullying.~~

~~Additional information about technology safety is available on the district website.~~

### **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.

- ~~— Internet Safety Training provided yearly to all students K-12.~~
- ~~— All students must sign the Student Responsible Use Agreement.~~
- ~~— Central CIPA filtering device also blocks access to known malware sites; updates real time.~~
- ~~— Centrally managed antivirus/antispyware on all district windows machines; updates daily.~~
- ~~— Direct windows security updates— realtime.~~
- ~~— Internet e-mail double scanned for viruses and malware; real time.~~
- ~~— Server storage access secured by district network account permissions.~~
- ~~— Nightly backups of server based files to disc or tape; tapes rotated into fire proof safe storage.~~
- ~~— Disc backup located in different physical location (IVE) from server storage (Admin).~~

- ~~BYOD wireless Internet access network firewalled from ISD network, and from peer-to-peer communication.~~
- ~~Redundant firewalls protect ISD against Internet attacks. [CK1]~~
- ~~Redundant power source to help ensure the network keep running.~~
- ~~2 Factor Authentication enabled for network administrative accounts~~

Only three of our secondary schools reported violations of the student 6-12 Responsible Use Agreement resulting in student discipline.

	Cellular Phones		Electronic Devices		Inappropriate Computer Use	
-	# of Students	# of Infractions	# of Students	# of Infractions	# of Students	# of Infractions
Beaver Lake Middle School	0	0	1	1	0	0
Liberty High School	0	0	0	0	0	0
Skyline High School	0	0	3	0	0	0

	Misuse Internet		Misuse Network		Telecommunication Devices	
	# of Students	# of Infractions	# of Students	# of Infractions	# of Students	# of Infractions
Beaver Lake Middle School	0	0	0	0	0	0
Liberty High School	1	1	0	0	0	0
Skyline High School	0	0	0	0	0	0

**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. all staff and students are provided with the appropriate Responsible Use Agreement which they read and sign. The Responsible Use Agreement describes appropriate and inappropriate use of the district network and district technology resources.

**Evidence of Compliance:**

All of the prohibitions listed in item six were included in the staff and student responsible use agreements, which are included in the Regulations Manual, 2000—Instruction on the district website.



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:

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

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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 though skills as they use them in class.

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

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

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

*Board Approval: April 28, 2022 (consent agenda)*