Issaquah School District
Executive Limitations Annual Monitoring Report

EL-15 TECHNOLOGY
Annual Internal Report - September 28, 2023

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.

The Superintendent certifies 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:
District allocation of technology was standardized according to the specifications laid out in the 2023-27 tech levy. A full description of the technology allocation is described in our [Educational Technology Plan](). Program specifications accomplished the following:
- Laptops meeting technical specifications for educational use and hardware were allocated in the first weeks of school and adjusted based on feedback from users.
    - Over 17,000 student laptops
    - Charging cables
    - Printer access
    - Core digital tools, assistive technology and single sign-on systems
- All classrooms were outfitted with teaching stations that conform to a minimum standard of technology.
- IT support plan implemented
    - The replacement cycle to retire older laptops and equipment.
    - Infrastructure to ensure reliable access to educational resources
    - School-based IT staff accessible to students and staff
    - Support to families to [access internet at home and surplus computers as available]().

- Technology training, consultation and coaching was implemented to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops. [see EL-15.4 below]

During monitoring of the first year of the 1:1 program ISD staff monitored implementation and made adjustments based on feedback from school administrators, teachers, students and families. Issues that surfaced and were addressed are detailed, with recommendations for continued monitoring, in the appendix of the Educational Technology Plan.

Student and family feedback was central to monitoring implementation and guiding adjustments. Over 6000 secondary students completed a technology engagement survey, 321 families responded to the family engagement survey.

Surveys and engagement with students, teachers and administrators also resulted in constructive feedback centered on 3 areas:
- Wi-Fi: Some students reported being dropped from wi-fi.
- Hardware Issues: Some students reported that their district laptop did have functionality or reliability issues. This ranged from keyboard issues to reports of long boot-up times.
- Choice of personal devices: Some students prefer to use their personal laptops for most school work.

Actions taken during implementation monitoring included the following:
1. **Enhanced allocation needs.** At the elementary level, it was determined that intervention spaces and libraries needed additional allocation of laptops than initially planned. Elementary schools were allocated a check-out cart for K-2 teachers to be able to teach 1:1 as needed.
2. **Hardware support.** Actions were taken to ensure secondary students had access to charging laptops in classes and access to printers as needed. IT services and helpdesk support was provided to ensure hardware issues were addressed in a timely manner.
3. **Expedited replacement** of one older model of laptop that had a higher failure rate.
4. **Independent audit** of the ISD wireless network found the network was operating well. Suggestions for optimization were completed.
5. **Training for staff and students** adjusted to encourage timely updates and reboots outside of instruction time to minimize disruption of required updates interrupting access in class.
6. **Shifted guidance at high schools** regarding personal laptop use:
   a. Students allowed to bring a personal laptop in addition to their district laptop
   b. Teachers may require use of the district laptop daily or on an as-needed basis (ex: to access resources not available on personal devices)
7. **Piloted *Securly Home***, software that allows guardians to monitor and limit internet usage at home on district laptops.

Continued engagement with teachers and students will be critical to monitoring of the ongoing implementation of the 1:1 program, both in ensuring reliability at acceptable levels, quick response to exceptions and issues raised by staff and students, and determination of the scale of issues raised.

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:
The ISD Educational Technology Plan is a living document that was developed based on the input of the community during the 1:1 levy development. The [Educational Technology Plan web page](#) provides a [download link](#) and access to supporting documents.

The ISD technology plan is structured around four goals, aligned to ISD Ends and Executive Limitations and in support of the district strategic plan.

>   Goal 1: Technology access
>   *The ISD will ensure secure, reliable access to technology essential to learning.*

>   Goal 2: Technology for learning and career readiness
>   *Educational programming will leverage current technology and provide opportunities for students to explore new technologies and technology related to career interests.*

>   Goal 3: Personal safety, citizenship and critical thinking
>   *Students will have the knowledge and skills to critically analyze uses of technology in a manner that protects themselves, avoids causing harm to others, and positively impacts their community and world.*

>   Goal 4: Engagement and Innovation
>   *Leadership will engage with strategic partners in the ongoing development and expansion of ISD programs that facilitate students in learning advanced and emerging technologies and technology applications.*

The ISD Technology Plan calls for the formation of a *Technology Advisory Committee* to be formed during the 2023-24 school year to monitor the implementation of the Technology Plan and make recommendations for adjustments to the plan. The Technology Advisory Committee would consist of representative from the following groups:
- IT and Ed Tech staff
- District and school administration
- Teachers

- Students and families
- Business leaders
- Tech industry leaders

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:
Building Blocks
Though our most advanced, technologically rigorous courses for students are offered at the high school level, the foundation for these courses begins as soon as students enter our schools.

Elementary	Middle School	High School
Progression of technologically rigorous courses		
‣ Build foundational skills & access ‣ Grow as competent users, creators ‣ Foster interest	‣ Choice & interest-driven electives ‣ Range of applications ‣ Range of technologies (basic to advanced)	‣ Exploring opportunities ‣ Develop a pathway ‣ Engage with advanced technologies
Examples		
‣ Productivity tools ‣ Book Creator ‣ Learning Ally ‣ Computer Science unit (phasing in) ‣ Adaptive technology such as MS Immersive Reader	‣ Coding and application design courses ‣ Physical programming / robotics ‣ Physical design and maker spaces ‣ Technology and the arts	‣ CTE courses – see below ‣ Science lab courses ‣ Arts electives ‣ Business, marketing and finance

Career and Technology Education (CTE) courses are offered at the middle and high school. The 7-period day provides high school students have more opportunities to explore technology through CTE. Students may maintain a singular focus on an area of study leading to a career path of choice or sample various tech applications in search of areas of interest.

CTE includes courses offered in which technical skill is developed and refined such as Computer Science, Graphic Design and Cyber Security; and courses in which skill is developed in technology applications, such as finance, media courses, and engineering.

- Please see the list of CTE Course Offerings & Enrollments for each high school: Issaquah High, Liberty High, Skyline High. In a sampling of courses that included all Computer Science, Engineering and Cybersecurity courses at each high school, enrollment in these courses was approximately 90% of the number of requests by students.
- Please see the HS Course Catalogs for more information on course offerings in each school.

WANIC and Running Start also allows students to take courses to explore career options. These may include technologically advanced courses.

In addition to formal classes, schools support clubs and co-curricular activities that involve advanced technologies in areas of interest such as robotics, science, engineering, media design, rocketry, sustainability, and coding.

Continuous development of technology-rich courses
The ISD Technology Plan includes planning for reviewing and expanding access to advanced, technologically rigorous courses, programs and applications for students.

Providing advanced, technologically rigorous courses for students is a dynamic, ongoing process of change and improvement. Systems in place to monitor and adjust course offerings includes the following:
- CTE Pathway Advisory Committee meets each spring 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.
- Continued engagement with college partners such as Bellevue College and Renton Technical College
- Strategic Planning: during the 2022-23 school year ISD leaders engaged in developing a new strategic plan that included strategies for developing or expanding pathways for students in support of post-high school goals
- Training on more advanced technologies that can be used across content areas. (See evidence for EL-15.4 below)

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. 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:
Systems put in place to ensure acceptable and appropriate use of technology include the following:
- Establishing behavioral expectations that encompass digital behaviors
- Digital citizenship education

- Establishing and training on a standard for integration of technology in ISD classrooms
- Adoption of and training for a high level of technology integration

Establishing behavioral expectations that encompass digital behaviors
As a school system, the ISD has invested heavily in Positive Behavior and Social Emotional Supports (PBSES). With the prevalence of technology, behaviors of students often involve technology. The 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.

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. The 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. The ISD also uses anonymous reporting for students for community members to report concerning experiences or behaviors, alerting school staff so that they can investigate.

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.

During the 2022-23 school year a new digital citizenship curriculum for Middle School, Win@Social, was selected and approved for implementation in the fall of 2023. Win@Social is based on seven social standards aligned to the evidence-based competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Win@Social aims to empower students, families and educators to navigate social experiences. The seven social standards include:

1. **Play to your core**: Reflecting our values, character, and interests in our actions online and off.
2. **Protect your privacy like you are famous**: Staying in control of our personal information.
3. **Strike a balance**: Balancing our time and attention on technology and the world around us.

4. **Cyberback:** Having each others' back and supporting each other.
5. **Find your influencers**: Surrounding yourself with positive role models and credible influences
6. **Use your mic for good**: Amplifying your voice to create meaningful change.
7. **Handle the pressure**: finding your own path no matter the pressure from others

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.

Establishing and training on a standard for integration of technology in ISD classrooms
Technology Integration Expectations
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."

Tech Integration Expectations were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and Universal Design for Learning. Expectation development began during the 2022-23 school year for use during technology professional development with broader use expected during the 2023-24 school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context.

Goal: Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.

Six Expectations
- Teachers will create procedures and expectations that empower student responsibility as they use technology.
- Teachers will leverage technology to support learner variability.
- Teachers will design activities that promote student agency and provide opportunities for students to create artifacts that demonstrate learning.
- Teachers will develop learning activities to teach students to access, analyze, and consume digital information in safe and informed ways.
- Teachers will design and utilize a variety of digital assessments that inform and guide student learning.
- Teachers include collaborative tools in lesson activities to expand students' authentic, real-world learning experiences.

Click here to learn more about each expectation.

Educational Technology Training

To support the Digital Learning Experience (DLE), the ISD has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2022-23 included the following:

- Digital Learning Experience (DLE) Series (all staff participate)
- Ed Tech Responsibility Contract in the IEA collective bargaining agreement requires application work between trainings as part of the DLE Series
- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; Ed Techs also provide district-wide training and support
- Secondary Ed Tech Leads provide peer leadership and consultation
- Option tech trainings during the summer and school year located throughout the district and on Zoom.
- Asynchronous tech modules in Kyte and Canvas platforms (accountability systems used for staff to access additional compensation for completion of trainings)

Adoption of and training for a high level of technology integration.

Training on the integration of technology centers on the ISTE standards for students and teachers, as well as the guidelines for Universal Design for Learning. Together these standards support teachers in their journey to and beyond the core standard for integration in the following ways:

- Provide guidance for teachers based on evidence-based research
- Encourage teachers to learn advanced uses of technology, and to apply advanced uses to teaching and learning in their classrooms
- Encourage shared leadership and collaboration
- Describe advanced levels of student application and use of technology for knowledge construction, design and creative communication
- Provide multiple means of culturally responsive engagement, representation and expression to grow students into expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.

Example of AI

During the 2022-23 school year Artificial Intelligence (AI) became more accessible to students and staff. The ISD began engagement with staff, both those curious and those interested in early adoption of AI who can inform future integration across educational settings.

Engagement included

- Ed Tech staff organized *AI Playgrounds*, providing staff an opportunity to explore emerging AI applications.
- Ed Tech specialists and teachers began development of a PD course, *AI for the Humanities*, to be released in the 2023-24 school year.
- Draft AI statement included in the appendix of our Educational Technology Plan.

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.
- *Securly* piloted for home internet controls.

Monitoring reliability

- Network sensors and K20 monitoring provides real-time alerting of outages, enabling 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.

Most issues are addressed by administrators counseling, or redirecting, students that does not result in disciplinary action recorded in Skyward. Infractions related to the misuse of technology recorded in Skyward is summarized below:

Infraction	2019-20		2020-21		2021-22		2022-23	
	Students	Infractions	Students	Infractions	Students	Infractions	Students	Infractions
Cellular phones	7	9	0	0	32	35	22	24
Electronic Devices	0	0	4	1	4	4	12	13
Inappropriate Computer Use	2	2	0	0	8	8	17	23
Misuse of Internet	1	1	1	1	2	2	0	0
Misuse of Network	0	0	0	0	0	0	4	4
Telecommunication Devices	0	0	0	0	1	1	7	7

Board Approval: