



OE-15 TECHNOLOGY

Policy Type: Operational Expectation

Annual Monitoring Report – October 24, 2024

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 OE-15 with no exceptions.

The Superintendent will establish and maintain technology systems and applications consistent with the accomplishment of the Board's Results.

Overview:

This report provides many examples of the work that occurred in 2023-24 to maintain and grow district Technology Programs. Themes illustrated in the evidence include the following:

Strengths:

The district completed its second year of the new technology allocation through the 1:1 laptop program for grades 3-12 and the first year using the new levy funding.

- All secondary students are allocated a laptop that meets educational specifications
- All classrooms have teaching stations that meet educational specifications
- The district supports a range of technology-based accessibility tools to meet diverse student learning needs
- Most students and staff develop familiarity and competency with core technology functions for communication and learning management
- The district has established resources and procedures to maintain access to technology over the life of the technology levy
- The district analysis of infrastructure indicates that the network maintains highly reliable access with minimization of disruption

Continued investment:

The district identified the following focus areas to expand and fortify the use of technology:

- **Technology for inclusion and access:** Increase the use of technology in support of Universal Design for Learning to address barriers to learning and proactively plan for learner variability
- **Innovation & Emerging Technology:** Empower and support innovative use of technology by staff and students and expand programs that provide students opportunities to build skillset with emerging technology
- **Addressing exceptionalities:** Identifying and supporting students or staff who experience difficulty with core technology functions, including effective use of the learning management system

- **Cohesion:** Monitoring, improving and maintaining a clear and consistent use of technology tools in a manner that provides students and families with a cohesive experience across classes and years

The Superintendent will:

15.1 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.

OE-15 is one of five district reports related to the integration of technology. Related reports include the following:

- OE-14: 14.12 will report on the integration of technology across content areas
- Results 2: 2.9 will report on results related to applying current and emerging technology, technology literacy, and computational thinking
- Results 3: 3.5 will report on results related to understanding appropriate, respectful, responsible and ethical use and impact of student misuse of technology and social media
- Results 4: 4.3 will report on results related to understanding the opportunities and risks posed by digital technology and social media, including social-emotional risks and safety impacts

Evidence of Compliance:

2023-24 marked the first year of implementation of the new educational technology plan, and our second year of the new distribution model which included 1:1 laptops in grades 3-12 funded through the 2023-27 Technology Levy. A full description of the technology allocation is described in the [Educational Technology Plan](#).

Program specifications accomplished the following:

- Laptops meeting technical specifications for educational use and hardware allocated in the first weeks of school
- All classrooms are outfitted with teaching stations that conform to a set standard of technology
- IT support plan implemented in each school including the following:
 - School-based IT staff accessible during school and work hours to students and staff
 - Rapid replacement of faulty equipment
 - Replacement cycle to retire older laptops and equipment, ensuring all laptops meet educational specification
 - Access to charging and printing
 - Infrastructure to ensure reliable access to educational resources
 - Support to families to [access internet at home and surplus computers as available](#)
- Piloted wireless translation devices for Multilingual Families
- Continued support of adaptive technology to support students with exceptional needs.
- Technology training, consultation and coaching to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops including the use of accessibility tools. [see OE-15.4 below]

Actions taken to monitor and improve equitable access:

After the first year of 1:1, the district shifted guidance at high schools regarding personal laptop use:

- Students allowed to bring a personal laptop in addition to their district laptop
- Teachers may require use of the district laptop daily or on an as-needed basis (example: to access resources not available on personal devices)

Student survey data provided by student representatives to the school board in September 2023, showed that 90% of students stated the school laptops allowed them to complete all school and homework without major difficulties. Students experiencing difficulties are encouraged to report difficulties not easily resolved by students and/or their teachers to IT staff for problem-solving or replacement of the device. Concerns about district devices appear to be less frequently reported in 2023-24.

During the 2023-24 school year, Securly Home software was implemented district wide. This software allows secondary student families and caregivers to monitor and limit home internet usage 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, swift response to exceptions and issues raised by staff and students, and determination of the scale of issues raised.

15.2 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 district's 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 district Technology Plan is structured around four goals, aligned to Results and Operational Expectations 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 Technology Advisory Committee was formed and met for the first time in May 2024. The committee is comprised of middle and high school students (22), caregivers, and community members (27), school and district administrators (6), teachers (19) and industry professionals (17). After an introduction, the committee broke into groups around each goal area to discuss the outcomes for their goal area. [Input from each group was collated and processed by the district](#) team. The next steps with the committee include; making the work more visible on our district website, providing an FAQ based on the feedback from the committee, and leveraging strengths of our committee members to refine the ISD educational technology plan or implementation.

15.3 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.

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
<i>Progression of technologically rigorous courses</i>		
<ul style="list-style-type: none"> ▸ Build foundational skills & access ▸ Grow as competent users, creators ▸ Foster interest 	<ul style="list-style-type: none"> ▸ Choice & interest-driven electives ▸ Range of applications ▸ Range of technologies (basic to advanced) 	<ul style="list-style-type: none"> ▸ Exploring opportunities ▸ Develop a pathway ▸ Engage with advanced technologies
<i>Examples</i>		
<ul style="list-style-type: none"> ▸ Productivity tools ▸ Book Creator ▸ Learning Ally ▸ Computer Science unit (phasing in) ▸ Adaptive technology such as MS Immersive Reader 	<ul style="list-style-type: none"> ▸ Coding and application design courses ▸ Physical programming / robotics ▸ Physical design and maker spaces ▸ Technology and the arts 	<ul style="list-style-type: none"> ▸ CTE courses – see below ▸ Science lab courses ▸ Arts electives ▸ Business, marketing and finance

Career and Technology Education (CTE) courses are offered at middle and high schools. The 7-period day provides high school students with 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.

Noted Challenge: The middle school 6-period schedule provides at most 3 trimesters of electives for students per year. Students who prioritize electives such as performing arts, may have limited room in their schedule to explore advanced technology courses until they reach high school. Middle school leaders and support staff monitor student interests to inform scheduling of elective courses.

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

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

WANIC and Running Start programs also allow 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 district 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 2023-24 school year data was collected through the High School and Beyond Plan to inform course changes for the 2025-26 school year
- Training on more advanced technologies that can be used across content areas. (See evidence for EL-15.4 below)

15.4 Establish expectations for appropriate use of technology by staff and students.

Interpretation:

I interpret this to mean that the district sets forth and communicates expectations for the use of technology as a core learning tool and a means for inclusive learning aligned to Universal Design for Learning.

Evidence of Compliance:

Systems put in place to ensure technology is used routinely by staff and student in the service of learning include the following:

- Establishing and training on a standard for integration of technology in district classrooms, including adoption of and training for a high level of technology integration centered on Universal Design for Learning
- Establishing and training students on the use of classroom technology including our secondary Learning Management System (LMS), Canvas

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.

Technology Integration Expectations were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the International Society for Technology in Education (ISTE) standards and Universal Design for Learning. Development of expectations began during the 2022-23 school year for use during technology professional development with broader use expected each school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The [linked document](#) 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, 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 district has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2023-24 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 at their schools
- Option tech trainings during the summer and school year located throughout the district and on Zoom
- Asynchronous tech modules in 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.

The work of the Digital Learning Experience culminated in the creation and launch of our Ignite program which will continue the work of providing teachers with professional development as they integrate and develop Universal Design for Learning (UDL) mindset and strategies for their classroom.

Ignite kicked off in the summer of 2024 with 110 educators comprised of elementary teachers (32), secondary teachers (33), school administrators and district leaders. The cohort(s) of teachers will continue to meet during the 2024-25 school year and will host Classroom Workshops so that other teachers can observe and learn from their work.

Example of Artificial Intelligence

During the 2023-24 school year, Artificial Intelligence (AI) became more accessible to students and staff. The district began engagement with staff, those both curious and interested in early adoption of AI who can inform future integration across educational settings.

Engagement included:

- Launched an *AI for the Humanities course within Canvas for teachers*. Fifty teachers accessed the course throughout the year
- Draft AI statement included in the appendix of the [Educational Technology Plan](#).

- AI Teacher workgroup came together to learn about AI and provide input on the updated staff and student 2022 Regulations
- Piloted the use of Merlyn Mind in a few classrooms during Spring 2024. All librarians were provided with a Merlyn Mind remote and teacher subscription for the 2024-25 school year.

Establishing and training students on the use of classroom technology including our secondary Learning Management System (LMS), Canvas.

Teachers provide students with the necessary instruction to manage and navigate their class on Canvas. The Ed Tech department along with our school-based Ed Tech Leads provided teachers with a variety of resources to strengthen and build their Canvas knowledge.

- *Canvas 101* for students, parents and teachers – these Canvas courses are updated and available to our community to learn how to use Canvas based on their role
- *Growing with Canvas* is a course designed for teachers new to our system. It is shared with new teachers each August and throughout the year
- Middle schools through their Ed Tech Lead and/or Librarian provide training to students in the first few days of school teaching students how to access and login to their computer and other apps such as Canvas.
- Throughout the year, Ed Tech Leads or Librarians support new students through a mini orientation
- Ed Tech TOSAs are available to students who have significant struggles with technology. Once identified, TOSAs meet one on one with the student to support and answer questions.

15.5 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 laptop 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-issued and bring-your-own-device (BYOD) devices complies with Federal Children’s Internet Protection Act (CIPA) regulation also providing additional protections from malware and other undesirable web sites.
- 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 Home implemented for secondary student home internet controls.
- Digital citizenship lessons are integrated K-12 and will be further reported during the monitoring of Results 3
- Establishing behavioral expectations that encompass digital behaviors contributes to a safe computing environment. Though more fully reported in the monitoring of Results 3, relevant highlights include:
- Support for schoolwide systems for Positive Behavior Interventions and Supports that include digital behaviors.

- 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). The regulations were updated during the Spring to include additional language about the use of Artificial Intelligence for both staff and students.

Monitoring reliability and network security

- Implementation of Windows Defender antivirus on district computers providing deep level of granularity in protection, alerting, and incident investigation.
- Strong cyber-security posture
- 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.
- IT Work Order Ticketing System provides digital escalation path, searchable/reportable documentation of computer trouble history, identification of trending areas of concern
- Students experiencing difficulties are encouraged to report difficulties not easily resolved by students and/or their teachers to IT staff for problem-solving or replacement of the device.
- Bi-weekly Technology Specialist virtual meetings generate follow-up tasks for areas of improvement and/or opportunities for staff/student education. For example, IT specialists work with teachers to remind students to restart computers to run updates, in order to maintain the computers operability (speed).
- 3rd party in-depth physical audit of the district wireless network at one high school was completed. This deeper dive validated the existing wireless infrastructure and also resulted in a possible optimization suggestion which will be tested and monitored during 2024-25 school year.
- Reports of concerns with district devices have decreased in 2023-24 and the majority of the time, equipment, infrastructure and access to educational tools provided uninterrupted access to learning.
- One primary source of interruption is due to delayed updates by the user and/or infrequent rebooting of devices. Staff and students are being trained and reminded to regularly update and reboot computers outside of instruction time to minimize disruption during class time.

15.6 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 re-teaching of expected behaviors, discipline or both.

Most issues are addressed by administrators reteaching expected behaviors and does not result in disciplinary action recorded in Skyward. Infractions related to the misuse of technology recorded in Skyward is summarized below:

Infraction	2021-22		2022-23		2023-24	
	Students	Infractions	Students	Infractions	Students	Infractions
Cellular phones	32	35	22	24	146	246
Electronic Devices	4	4	12	13	11	13
Inappropriate Computer Use	8	8	17	23	18	23
Misuse of Internet	2	2	0	0	4	5
Misuse of Network	0	0	4	4	23	23
Telecommunication Devices	1	1	7	7	1	1

15.7 Establish a regulation for use, during the school day, of student cell phone and other personal electronic devices that prioritizes student mental health and well-being.

This operational expectation was updated and approved at the 10/10/2024 Board meeting and an interpretation will be drafted with evidence next year.

Board Approval: October 24, 2024