The Sitka School District’s (SSD) technology integration goals stem from the SSD School Board Goals, which are updated and evaluated annually. The 2012-13 School Board Goals are as follows:

1. The Board will engage the community in defining and implementing a valued public education.
2. The School District will work towards closing the achievement gap for students who qualify as low income.
3. Define a process for which curriculum is reviewed and reported.
4. The Board will support staff in tangible ways to further develop their skills in the art and science of teaching.

In support of the School Board Goals, the SSD Strategic Plan (Appendix A) adds a level of measurability and guides the implementation and evaluation of the following applicable School Board Goals:

2. The School District will work towards closing the achievement gap for students who qualify as low income.
4. The Board will support staff in tangible ways to further develop their skills in the art and science of teaching.

All work conducted in the District is focused around the School Board Goals and often support the targeted goals included in the Strategic Plan. The District Technology Committee (Appendix B) is a standing District committee with a mission to provide the SSD learning community with universal access to a dynamic learning environment. Four focus areas guide the work of the District Technology Committee over time, and these four areas have been used as a basis for the development of the 2013-16 District Technology Plan.

### School Board Goal #2: The School District will work towards closing the achievement gap for students who qualify as low income.

<table>
<thead>
<tr>
<th>SSD Technology Committee Focus Area</th>
<th>Measureable Goal</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>By the end of the 2015-2016 school year, SSD will decrease from 4:1 the student to computer ratio with an emphasis on students who qualify as low income.</td>
<td>1. Use the District Technology Budget to continue with the established hardware refresh cycle decreasing as possible the ratio for low income students, and explore options for low income students to take home devices.</td>
</tr>
<tr>
<td></td>
<td>2. Students who qualify as low income and demonstrate below proficiency in academics will be given priority access to online supplemental resources (e.g., Math Whizz, Carnegie Math, and AELKS), so that by the 2016 state assessment, the percentage of students below proficient in Math will decrease from 31% to 15%.</td>
<td>2. Explore partnerships and other possibilities for citywide free broadband, which would allow low income students to use at home the online supplemental resources that focus on the District’s targeted academic area of Math.</td>
</tr>
<tr>
<td>SSD Technology Committee Focus Area</td>
<td>Measureable Goal</td>
<td>Strategies</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Culture of Change</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>By the end of the 2016-2017 school year, 100% of classroom teachers will contribute a novel standards-based lesson plan to the District’s online Model Lesson repository that demonstrates proficiency in the International Society for Technology in Education’s (ISTE) National Educational Technology Standards for Teachers (NETS*T) #2 Design and Develop Digital-Age Learning Experiences and Assessments. Model Lesson repository to begin in the 2013-14 school year.</td>
<td>As part of district-wide curriculum revision to update to the Common Core/New Alaska State Standards, the District will provide an online resource, professional development, and access to experts and resources to support teachers in developing Model Lessons that also integrate the ISTE NETS*S/T, as appropriate.</td>
</tr>
</tbody>
</table>
| **Increasing Engagement through Technology** | 1. By the end of the 2013-14 school year, 100% of the teachers who teach Math will have uploaded their basic curriculum into the District’s online Learning Management System (LMS) that will come online with the start of the 2013-14 school year.  
2. By the end of the 2014-15 school year, 100% of the teachers who teach Language Arts will have uploaded their basic curriculum into the District’s LMS.  
3. By the end of the 2015-16 school year, 100% of the teachers who teach Science will have uploaded their basic curriculum into the District’s LMS.  
4. By the end of the 2016-17 school year, 100% of the teachers who teach Social Studies will have uploaded their basic curriculum into the District’s LMS. | The following applies to all four of the goals:  
- All classroom teachers will receive professional development in the new LMS  
- Content areas will be supported through the process of developing horizontally and vertically aligned curriculum maps, and receive professional development in the new standards in accordance with the identified school years  
- By the end of the 2016-17 school year, all students and parents in the District will have 24/7 online access to curriculum and instructional resources |
| **Interactive Communication**       | 1. By the start of the 2013-14 school year, 100% of teachers (88% currently) will have a web presence on the SSD website.  
2. By the end of the 2015-16 school year, the number of 8th grade students who are at least proficient on the ISTE National Educational Technology Standards for Students (NETS*S) #2 Communication and Collaboration will increase from 1.4% (2011-12 assessment data) to 60%.  
3. By the end of the 2015-16 school year, the number of teachers who are at least proficient on the ISTE NETS*T #3 Model Digital-Age Work and Learning will increase from 81.1% (2011-12 assessment data) to 95%. | 1. Continue to provide professional development and resources to support teachers in creating a web presence in the District’s content management system.  
2. Continue to assess 8th grade students in technology literacy using an online assessment that aligns with the ISTE NETS*S.  
3. At least once during the Tech Plan timeline, assess teachers in 21st century skills using an online assessment that aligns with the ISTE NETS*T. |
The district ensures that they are ready for the goals listed in A and have collaborated with all community members who will be affected (administration, teachers, students, community members, elders, groups and associations)

B1. Readiness

Evidence of the tools and process used to measure if the district is ready and able to move forward with the goals.

B2. Collaboration

Documentation of who was involved and in what capacity (input, decision-making, etc.)

Baseline data is embedded in each measurable goal listed in Section A (pages 1-2) where relevant, which identifies our current status and demonstrates that we have functional tools to measure growth. In addition to the baseline data and measurement tools already in place, the following processes have been implemented and inform this Technology Plan:

- 2010 Technology Audit
- 2012-13 School Board Goals
- 2013 Technology Audit (in process)
- SSD Professional Development (PD) Committee
- SSD Technology Committee
- Strategic Plan

As noted previously and as documented in Appendices A and B, the measurable goals listed in A (pages 1-2) are based on the work of the District Technology Committee that includes active input from all stakeholder groups, and is based on the 2012-13 School Board Goals in accordance with the current Strategic Plan. In addition to the work of the District Technology Committee, SSD has a District Professional Development Committee that directs all district-wide professional development activities, including opportunities to learn about how to engage students in the learning process through the use of technological tools and resources (Appendix C).

Another process that helps to inform our District work in the area of technology is a Technology Audit that was done during the 2009-10 school year (Appendix D). This Audit showed that SSD was Low Efficiency in all areas identified, and that teachers were not integrating technology into the learning and teaching process. As a result of the 2010 Technology Audit, the School Board committed to increase funds to support technology, and specifically identified the area of technology in School Board Goals and once institutionalized a School Board Guiding Principle (Appendix E). With the new focus and resources, much progress has been made over the subsequent three years. Our consultant will complete the final report of our 2013 Technology Audit prior to the end of the 2012-13 school year.
### District Technology Committee Roles [continued]

<table>
<thead>
<tr>
<th>Role</th>
<th>Input</th>
<th>Set Direction</th>
<th>Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Input (Alternative Programs, Librarian, and Special Education/Assistive Technology) on the Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
</tr>
<tr>
<td>Students on the Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
</tr>
<tr>
<td>Support Personnel on the Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
</tr>
<tr>
<td>Teachers on the Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
</tr>
<tr>
<td>Technology Positions on the Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
<td>Tech Committee</td>
</tr>
</tbody>
</table>

### Other Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Input</th>
<th>Set Direction</th>
<th>Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Administration</td>
<td>Tech Audits</td>
<td>Tech Audits</td>
<td>Tech Audits</td>
</tr>
<tr>
<td>School Board Members</td>
<td>Board Goals</td>
<td>Board Goals</td>
<td>Board Goals</td>
</tr>
<tr>
<td>All District Staff and Students (grades 4-12)</td>
<td>Tech Audits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Strategic Plan Committee Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Input</th>
<th>Set Direction</th>
<th>Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>All District Staff, Students, and Community Not on the Committee</td>
<td>Strategic Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Community Members on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>City Assembly Member on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Community (Coast Guard, University) on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>District Administration on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Mayor on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Parents on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>School Administrators on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>School Board Members on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Sitka Tribe of Alaska (Director’s Office and Education Department) on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Specialized Input (Counselor, Homeschool, Librarian, Music, and Special Education) on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Strategic Plan Steering Committee (District Administration, Sitka Tribe of Alaska, and Teachers)</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Students on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Support Personnel on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Teachers on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Technology Positions on the Committee</td>
<td>Strategic Plan</td>
<td>Strategic Plan</td>
<td></td>
</tr>
</tbody>
</table>

### B3. Timeline

The timeline details the actions to be taken throughout the length of the plan to integrate technology in core instruction tied to technology & all content standards. Specific dates and times should be listed. This may include release time.

### Curriculum Integration Overview

The area of Math has been a recent focus within SSD with targeted professional development on the new standards for a core group of 15 K-12 Math teachers (one teacher at each elementary grade and all secondary teachers in the District who teach Math). After a review of the Common Core and New Alaska Standards, the Math PD Committee recommended and the School Board adopted the Common Core Math Standards. During the 2012-13 school year, this core group of Math professionals, as well as all elementary teachers in the District created horizontally and vertically aligned Curriculum Maps to implement the Common Core Math Standards. The Curriculum Maps will be instrumental in populating a new Learning Management System that will come online by the start of 2013-14, and teachers will develop Model Lessons that demonstrate proficiency in technology integration to support the Curriculum Maps. This general process will be implemented for each core content area.
### Action to Integrate Technology into Core Instruction

**Notes:** Development of Curriculum Maps, Model Lessons, and work with the District’s Learning Management System will be ongoing throughout the identified school year. District-wide Inservice dates are not yet identified.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District-wide Inservices Include Option for Teachers to Develop a Class Webpage</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District-wide Inservices Include Options for Teachers in Engaged Learning Concepts</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Curriculum Maps Added to District Learning Management (LMS) System</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math ISTE NETS*T #2 Model Lessons Added to District Repository</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District-wide Inservices Include Options for Teachers in Engaged Learning Concepts</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts Curriculum Maps Created for Common Core/Alaska Standards</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts Curriculum Maps Added to District LMS</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts ISTE NETS*T #2 Model Lessons Added to District Repository</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District-wide Inservices Include Options for Teachers in Engaged Learning Concepts</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Science Curriculum Maps Created for Common Core Standards</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Curriculum Maps Added to District LMS</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science ISTE NETS*T #2 Model Lessons Added to District Repository</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Teachers and Administrators Take ISTE NETS*T Assessment</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Social Studies Curriculum Maps Created for Common Core Standards</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Curriculum Maps Added to District LMS</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies ISTE NETS*T #2 Model Lessons Added to District Repository</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
The district will ensure all students and teachers have increased access to educational technology in all schools.

C1. **Description includes how funds will be used to help students in high-poverty and high-needs schools, or Title I schools in school improvement status (identified as level 2 or above). Provide data for high-poverty or high-needs schools or an explanation if it is not relevant.**

<table>
<thead>
<tr>
<th>SSD’s Title I Schools</th>
<th>Percent Low Income</th>
<th>School Improvement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baranof Elementary School (grades K-1)</td>
<td>37.44%</td>
<td>Level 3</td>
</tr>
<tr>
<td>Keet Gooshi Heen Elementary School (grades 2-5)</td>
<td>40.05%</td>
<td>Level 3</td>
</tr>
<tr>
<td>Blatchley Middle School (grades 6-8)</td>
<td>35.97%</td>
<td>Level 4</td>
</tr>
<tr>
<td>Pacific High School (alternative grades 9-12)</td>
<td>88.57%</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

In support of **School Board Goal #2**, the School District will work towards closing the achievement gap for students who qualify as low income, the Measurable Goals and Strategies identified in the District Technology Committee Focus Area of Access, as noted previously on page 1, specifically address how we intend to help low-income students have increased access to educational technology, both in school and at home. Additionally, the District has provided a Promethean interactive whiteboard and document camera in every classroom, and every teacher in the District has been part of professional development to use the Promethean resources up through a Level 3 class. Of note is that approximately 70% of classroom teachers have dedicated access to a classroom set of student response devices. Five SSD teachers are certified Promethean trainers, and they provide ongoing learning opportunities for their colleagues both in structured and casual learning venues. The District will pursue 1:1 programs as needed to meet learning and access needs.

The district will ensure effective use of technology to promote parental involvement and increase parent communication.

C2. **Description of strategies to promote parental involvement and increase communication with parents.**

During the 2011-12 school year, the District instituted a new website content management system. Our new system allows parents to subscribe to classroom teacher webpages, school/district calendars, and other resources they find meaningful. Information that simply was not available online is now readily available for parents. Beginning with the 2013-14 school year, our webpage system will add a parent portal that allows parents to more easily track their children’s progress and create a customized landing page that includes information for which they would like to have ready access. Additionally, every page on our website includes a link to the parent portal of our standards-based gradebook system, and by the end of the 2016-17 school year, curriculum in the core content areas will be available online 24/7.

In addition to one-way communication with parents, the District is working to build avenues for two-way communication. To date we have used our website’s survey tool to solicit feedback from parents on various District initiatives (e.g., Strategic Plan), and have begun to provide professional development to our teachers in how to use their classroom website to encourage two-way communication. We have noted informally that when teachers actively update their classroom webpage with specific classroom activities, parents are more likely to share the student’s learning with distant family members and to talk with the teacher and their child about the learning associated with classroom activities.

The district will develop a strategy for using information technology and telecommunication to improve education.

C3. **Description of how E-rate funds will be used to improve education through information technology and telecommunications.**

Please see Appendix F, SSD’s current Budget Inventory Analysis (BIA).
The district will provide ongoing, sustainable professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

D1. **Plans for the professional development program are clear. Technology professional development includes training in some content areas. A staff technology needs assessment survey is used which can be part of a needs assessment for Title IIA. Specific strategies will be identified for assessment of skills in technology of all certified personnel on an annual basis.**

The district will ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

D2. **Description of strategies to improve the capacity of teachers to integrate technology across several academic content areas in the three-year time period is included. Training should tie into the National Ed Tech Standards (NETS) for 8th grade students and teachers.**

As noted previously in Sections A, B, and C, the District’s Technology Plan is firmly grounded in professional development in core content areas, and we will continue to use an online NETS*T assessment to measure the technology integration skills of all certified personnel at least once within the three year time period of this plan. Also as previously noted, the District is in the process of installing two new resources that will greatly facilitate the integration of technology into the learning and teaching process throughout the District – a new Learning Management System and a new Model Lesson Repository. These resources will provide a structure for teachers to enhance face-to-face learning with online resources, provide tangible examples of what good technology integration looks like with our established curriculum, as well as provide transparency for parents who want to better understand the curricular expectations.

The 2011-12 NETS*T assessment data (Appendix G) shows that 90% of SSD teachers are at least proficient on the standards. This is an amazing statistic given that the 2010 Technology Audit documented virtually no technology integration in the classroom. Over the past three years, the entire District has worked to make our schools 21st century learning environments. One example of the embedded nature of how we offer professional development and access to technology resources is that with the 2012-13 school year, the School Board felt that they no longer needed to have a targeted goal in the area of technology, and instead could make a general statement in a Guiding Principle (Appendix E).

### Professional Development Structure:

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Topic(s)</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August District-wide Inservice</strong></td>
<td>Promethean resources (interactive whiteboard, document camera, and student response devices), Engaged Learning, classroom website, and others as needed (e.g., LMS, Discovery Streaming)</td>
<td>August annually</td>
</tr>
<tr>
<td><strong>Friday PD: 1-hour each Friday dedicated to PD</strong> for all teachers in the District with at least two Friday’s a year dedicated to technology</td>
<td>ISTE NETS*T Assessment and cyber-bullying</td>
<td>TBD annually by SSD PD Committee</td>
</tr>
<tr>
<td><strong>Optional Credit Class – Learning Communities</strong></td>
<td>Promethean skills and lesson plan development</td>
<td>Spring annually</td>
</tr>
<tr>
<td><strong>Release Time: Opportunity for content specific teams to complete curricular work</strong></td>
<td>Curriculum Maps, Curriculum Maps added to LMS, and ISTE NETS*T #2 Model Lessons</td>
<td>Ongoing in targeted year</td>
</tr>
<tr>
<td><strong>District-wide Inservice</strong></td>
<td>Typically similar to August Inservice, which is a mini-conference format with many opportunities to increase technology/technology integration skills</td>
<td>TBD annually (dates by Admin Team and content by PD Committee)</td>
</tr>
<tr>
<td><strong>Summer Institute</strong></td>
<td>Promethean resources and others as needed</td>
<td>June annually</td>
</tr>
</tbody>
</table>
The plan will include technology grounded in content that includes coaching, mentoring, good teaching practices and measures of student improvement tied to standards.

E1. Copy of district assessment report outlining the successes, challenges, and plans for improvement in areas of highest need. Measures of success should include a holistic view of the district activities and strategies.

As demonstrated throughout this Technology Plan, the District has focused and will continue to focus professional development on good teaching practices measured by student improvement in the standards. Without targeted grant funds, the District does not have the ability to provide coaches; however, we do have certified Promethean trainers who provide specific Promethean training, as well as general technology integration mentorship to colleagues. The District also pays an extra-duty stipend to one person at each school to perform Tier I technology support duties, which includes technology troubleshooting, as well as professional development for District processes (e.g., teacher laptop training).

To gain the perspective of the whole, the District conducted an initial Technology Audit in 2010 (Appendix D) and is in the process of conducting a follow-up Technology Audit. Both reports provide/ will provide a view of the general patterns, as well as specific steps needed to realize the School Board’s Guiding Principle in the area of technology (Appendix E).

Appendix G includes the details of the District’s most recent ISTE NETS*S and ISTE NETS*T assessment data. In examining this data, the lowest by far performing area for 8th grade students is in ISTE NETS*S #2, which is why it was selected as the target goal in Section A. This is not a surprising weakness for a district that did not have wireless technology just three years ago. Our new LMS and online Model Lesson repository tied to the new standards will become tangible examples that help our teachers learn how to incorporate online communication and collaboration opportunities into the fabric of everyday classroom life.

For teachers, we felt that the NETS*T standards #2 and #3 were the most likely to facilitate transformed classroom learning environments, and were a good match with our SSD Technology Committee Focus Areas. Since 90% of our teachers are at least proficient in the NETS*T overall, we selected goals not based on lowest score but rather highest need in order to realize our vision for 21st century learning and teaching.

The plan includes maintenance of hardware and software.

E2. Details of the process for maintaining and refreshing equipment to ensure equity over time for all students and staff are included in the fiscal reports of the assessment.

Three years ago the District’s budget for technology was 0.3% ($52,543) of the District budget, there was no wireless network, there were no standards for computers that were purchased, and each school experienced significant barriers in the use of technology to support instruction (e.g., 20 minute student logins). Today, the District spends 2.2% ($427,200) of the District budget on technology, every classroom has a Promethean interactive whiteboard and document camera, the 4:1 ratio allows for functional access to technology, and there is a culture of engaged learning and teaching throughout the District. Specific procedures and standards have been developed (Appendix H) to guide this transformation and ensure sustainability. The recommendations from the 2010 Technology Audit have been examined and implemented. Please see Appendix F for the District’s current Budget Inventory Analysis.
**Technology Protection Measure**: Specific technology has been identified that will be used to block or filter Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or with respect to use of computers with Internet access by minors - harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes.

*Description of the technology measure that the district has in place and how the measure can be disabled for adults engaged in bona fide research for lawful purpose.*

Internet Safety Policy addresses the following issues:

- a) access by minors to inappropriate matter on the Internet and World Wide Web;
- b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- e) measures designed to restrict minors' access to materials harmful to minors.

*Description of the internet safety policy that addresses all the items outlined and includes the monitoring of online activities of minors. Documentation needs to include two specific CIPA requirements: social networking and cyber bullying.*

Appendix I includes Board Policy 6165, Administrative Regulation 6165, and Exhibit 6165 that documents the District’s policies and procedures that meet the Child Internet Protection Act (CIPA) requirements. All CIPA documents have been part of School Board meetings that includes public notice and opportunity for community input. Specific dates of action/review are noted on each official document.

**Notice and Hearing**: The authority with responsibility for administration of the school or library has provided reasonable public notice and held at least one public hearing to address a proposed Technology Protection Measure and Internet Safety Policy.

*Documentation of the public notice and agenda/minutes of the public hearing to address the Technology Protection Measure and Internet Safety Policy within the last three years.*

On June 14, 2012 at an official School Board meeting that followed open meeting requirements, the School Board updated the District’s CIPA statement, Administrative Regulation 6165, to include social networking and cyber bullying training for teachers and students (Appendix I). The specific School Board packet that include the Agenda can be found online at [http://ssdk12.schoolwires.net/site/Default.aspx?PageID=1680](http://ssdk12.schoolwires.net/site/Default.aspx?PageID=1680). Minutes can be found in Appendix I.
Appendix A: SSD Strategic Plan

- Action Research Agenda
- Face-to-Face Summary
- Strategic Action Plan – Goal #2
- Strategic Action Plan – Goal #4
SSD Strategic Plan
Action Research Agenda

School Board Goal #2: The School District will work towards closing the achievement gap for students who qualify as low income.

Theory of Action: If the District engages low-income students and their families in early education programs that meet or address their distinct needs, and if administration/staff work to engage K through 12 low-income families through collaborative professional development and action with the community, then we create improved and equitable experiences and outcomes which will lead to closing the achievement gap and increasing graduation rates for our students.

Research Question: What is the effect of a culturally-responsive, diversely populated preschool with a minimum of 6 hours each week on Kindergarten readiness?

School Board Goal #4: The Board will support staff in tangible ways to further develop their skills in the art and science of teaching.

Theory of Action: By providing teachers with time to improve their reflective practices of the art and science of teaching they will collaboratively identify a focus area*, which will be measured by teacher-developed assessments, based on the identified focus area with successes celebrated by the school board, this will lead to students realizing their potential and contributing in a connected global society.

* e.g., assessment, classroom management, individualized instruction, increase student attendance, develop professionalism

Research Question: How will an emphasis on reflective practices effect improvement in the art and science of teaching?
SSD Strategic Plan: Your Children ~ Your Schools ~ Your Vision
Summary of Face-to-Face Meeting

Community Input Surveys: Prior to the face-to-face meeting, an iterative survey process was used to identify what the community of Sitka wanted to see as the District’s Vision, Mission, and Values statements.

Goal: The Strategic Planning Team met for a one-day face-to-face facilitated meeting in November 2012 to finalize the Vision, Mission, and Values statements, and to develop Action Plans for two School Board Goals.

Facilitator: Sonny Magaña

Vision: Educating our children to realize their potential and contribute in a connected global society.

Mission: Foster each child’s maximum growth in academics, social-emotional and physical wellbeing. Prepare children for their chosen careers, and inspire them to become active, informed community members by providing:

- Relevant, innovative, and engaging learning opportunities;
- Clear goals and high expectations;
- Opportunities for collaboration among students, parents, staff, and community using an active outreach to stakeholders; and,
- A culture of respect for self and others, and no tolerance for bullying.

Values:

- Children as the top priority
- Academic excellence
- High quality staff
- Cultural understanding, respect and equity
- Education as a community responsibility
- Holistic educational opportunities
- Preparing children to make effective life choices
- Community and global citizenship

Action Plans were drafted for the following School Board Goals:

- School Board Goal #2: The School District will work towards closing the achievement gap for students who qualify as low income

- School Board Goal #4: The Board will support staff in tangible ways to further develop their skills in the art and science of teaching
### Schools

<table>
<thead>
<tr>
<th>Role</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baranof Elementary School Teacher</td>
<td>Karen Williams</td>
</tr>
<tr>
<td>Keet Gooshi Heen Elementary Teacher</td>
<td>Kristine Hole</td>
</tr>
<tr>
<td>Blatchley Middle School Teacher</td>
<td>Pam Stahla-Kernin</td>
</tr>
<tr>
<td>Sitka High School Teacher</td>
<td>Tim Pike</td>
</tr>
<tr>
<td>Pacific High School Teacher</td>
<td>Mandy Summer</td>
</tr>
<tr>
<td>REACH Teacher</td>
<td>Connie Taylor McCarty</td>
</tr>
<tr>
<td>Counselor</td>
<td>Eve Arp</td>
</tr>
<tr>
<td>Librarian</td>
<td>Kari Sagel</td>
</tr>
<tr>
<td>Music Teacher</td>
<td>Mike Kernin</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Mona Pilgrim</td>
</tr>
<tr>
<td>Classified Representatives (2)</td>
<td>Janelle Lass</td>
</tr>
<tr>
<td></td>
<td>Larissa Nellis</td>
</tr>
<tr>
<td>Students (5)</td>
<td>Joanna Davis (BMS)</td>
</tr>
<tr>
<td></td>
<td>Luckyrae Miguel (SHS)</td>
</tr>
<tr>
<td></td>
<td>Megan Christner (BMS)</td>
</tr>
<tr>
<td></td>
<td>Nick Weatherman (SHS)</td>
</tr>
<tr>
<td></td>
<td>Paulette James (PHS)</td>
</tr>
<tr>
<td>Elementary Principal</td>
<td>Michelle Beach</td>
</tr>
<tr>
<td>Secondary Principal</td>
<td>Joe Robidou</td>
</tr>
</tbody>
</table>

### District Administration

<table>
<thead>
<tr>
<th>Role</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Steve Bradshaw</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>Mary Wegner</td>
</tr>
<tr>
<td>Special Education Director</td>
<td>Mandy Evans</td>
</tr>
<tr>
<td>Business Office Director</td>
<td>Dave Arp</td>
</tr>
<tr>
<td>Community Schools Director</td>
<td>Scott McAdams</td>
</tr>
<tr>
<td>Cultural Director/SNEP Director</td>
<td>Nancy Douglas</td>
</tr>
<tr>
<td>IT Director</td>
<td>Ian Crane</td>
</tr>
<tr>
<td>Maintenance Director</td>
<td>Mark Bautista</td>
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</tbody>
</table>

### Community

<table>
<thead>
<tr>
<th>Role</th>
<th>Person</th>
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</thead>
<tbody>
<tr>
<td>School Board Member (2)</td>
<td>Lon Garrison</td>
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<td></td>
<td>Tim Fulton</td>
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<tr>
<td>Mayor</td>
<td>Mim McConnell</td>
</tr>
<tr>
<td>Assembly Member</td>
<td>Mike Reif</td>
</tr>
<tr>
<td>STA Education Director</td>
<td>Victoria Canul-Dunne</td>
</tr>
<tr>
<td>STA Tribal Planner</td>
<td>Tristan Guevin</td>
</tr>
<tr>
<td>Parents (3)</td>
<td>Jamie Huls</td>
</tr>
<tr>
<td></td>
<td>Richelle Murphy</td>
</tr>
<tr>
<td></td>
<td>Sonja Conner</td>
</tr>
<tr>
<td>Business Members (2)</td>
<td>Lauren Allen</td>
</tr>
<tr>
<td></td>
<td>Mollie Kabler</td>
</tr>
<tr>
<td>UAS – Sitka Campus Director</td>
<td>Jeffrey Johnston</td>
</tr>
<tr>
<td>Coast Guard Representative</td>
<td>Will Walker</td>
</tr>
</tbody>
</table>
School Board Goal #2 The School District will work towards closing the achievement gap for students who qualify as low income.

<table>
<thead>
<tr>
<th><strong>What actions or changes are required to achieve success with this goal?</strong></th>
<th>1) break down the data; 2) identify what we (SSD and community) are doing (or have done) now; 3) establish a taskforce of stakeholders to continue working on the issue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will carry out these changes?</strong></td>
<td>1) Break down data- (Steve); 2) define what SSD and other community programs are currently doing to support these students- Taskforce; 3) Books, literacy and reading programs already in the community- Kari; 4) Tristan-culturally responsive programming and data on Native community; 5) update community resource guide- Eve</td>
</tr>
<tr>
<td><strong>What resources are needed to carry out these changes?</strong></td>
<td>1) information for parents on how to address the issue at home (web portal, local TV, radio, newspaper); 2) updated community resource guide; 3) coordinator of communication between stakeholders (ie taskforce, school board, SSD, community); 4) reference guide to research-best-practices</td>
</tr>
<tr>
<td><strong>By when will they take place?</strong></td>
<td>1) School board establish make-up of taskforce, and decide on what data to break down-December 18th worksession; 2) Data break-down- January 15th worksession; 3) first Taskforce meeting- Feb. 2013</td>
</tr>
<tr>
<td><strong>Who should know what and by when?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What actions or changes are required to achieve success with this goal?</strong></td>
<td>break down the data; are there other connections (i.e. attendance, homelessness)? gather research to find out what has worked in other places (ie more contact time, lengthening the school day, making changes in kindergarten); explore pre-K education possibilities (with literacy focus); possibly provide more tutoring options (small group, one-on-one, both in-class and out-of-class); can we better support &quot;living-situations&quot; (supporting parents, food/nutrition support)? Adding books to &quot;Blessings in a Backpack&quot; program; we need to figure out who these students are in our district, and identify a means to support them; begin tracking information and collecting data on SSD students; addressing childcare needs; books on school buses; educate the community about the issue;</td>
</tr>
</tbody>
</table>
School Board Goal # 4 The Board will support staff in tangible ways to further develop their skills in the art and science of teaching.

<table>
<thead>
<tr>
<th>What actions or changes are required to achieve success with this goal?</th>
</tr>
</thead>
</table>
| 1) Pick Point Person.  
2) Create a committee to carry out the actions.  
3) Operationally define the art and science of teaching and the meaning of tangible.  
4) Understand starting point/needs assessment.  
5) Focus on a value added approach  
6) Start an ongoing Staff recognition/positive comment programs involving the community.  
7) Increase funding of professional development.  
8) Increase teacher collaboration time. |

<table>
<thead>
<tr>
<th>Who will carry out these changes?</th>
</tr>
</thead>
</table>
| A committee with members from:  
Board  
SEA/SESPA Union  
District Administration  
Parents/Community Members  
Other involved groups:  
Local Media |

<table>
<thead>
<tr>
<th>What resources are needed to carry out the change?</th>
</tr>
</thead>
</table>
| Compensated Point Person  
Strategic use of substitutes for collaborative time  
Time  
Communication  
Money |

<table>
<thead>
<tr>
<th>By when will they take place?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who should know what and by when?</th>
</tr>
</thead>
</table>
Appendix B: SSD Technology Committee Overview
**SSD Technology Committee**

**Committee Members and Roles:**
- **Alternative Programs:** Connie Taylor-McCarty
- **District Technology Support:** Ann Dagnillo
- **Elementary Teacher:** Chris Bryner
- **IT Director:** Ian Crane
- **Librarian:** Kari Sagel
- **Native Education:** Nancy Douglas
- **Parent:** Beau Bauder
- **Principal:** PJ Ford Slack
- **School Board Member:** Tim Fulton
- **Secondary Teacher:** Scott McArthur
- **SPED/Assistive Technology:** Elissa Kaminsky
- **Student:** Brandon Nadeau
- **Student:** Misha Bekeris
- **Support Personnel:** Mike Kaminsky
- **Tier I Building-level Tech Support:** Eric Matthes
- **Chair:** Mary Wegner

**Guiding Doctrines**

**School Board Guiding Principle:** The Board will implement a technology supported educational program that promotes creativity, individualism and diversity.

**Mission of the SSD Technology Committee:** To provide the SSD learning community with universal access to a dynamic learning environment.

**Access**

*Beau Bauder, Eric Matthes, Ian Crane, Kari Sagel, and Scott McArthur*

Considering the areas of Technology, Expertise, Information, and Barriers, ensure that the SSD network supports the devices we need to use, including devices that go home with students.

**Culture of Change**

*Elissa Kaminsky and Tim Fulton*

Continue to build PR/communication regarding our clear, shared vision of what is going to happen in other groups; encourage stakeholders to self-educate about what’s possible with technology; engage technology for students and not just think outside the box but recreate the box.

**Increasing Engagement through Technology**

*Brandon Nadeau, Chris Bryner, Mike Kaminsky, and Misha Bekeris*

Identify best practices for using technology to engage students in learning. Provide PD to support teachers and staff (e.g., digital storytelling, augmented reality, programming, etc.).

**Interactive Communication**

*Ann Dagnillo, Connie Taylor-McCarty, Nancy Douglas, and PJ Ford Slack*

Provide communication for interaction between SSD learners and the global community.
**Baranof Elementary School: Cultural Knowledge**

Kindergarten students access multi-media supplemental academic software within their classroom or in a center. Additionally, students have the opportunity to interact with information and learning resources on a one-to-one basis with some type of computing tool (e.g., iPad, laptop, etc.) across a variety of curriculum areas. This allows students to integrate cultural knowledge within learning and teaching experiences. The one-to-one devices are located at centers or on the tables in the classroom, which gives students immediate access to information and tools to create and contribute. For example, students learn Tlingit sea life names while studying sea life in the classroom and on the beach. Within the student’s day, students will access video clips that help reinforce the climate of the room, the knowledge of the subject, or connection with community members. This will allow students to move from using technology to integrating it within the day.

**Keet Gooshi Heen Elementary School: Solving Social Issues**

Students in a 3rd grade class work alongside of middle and high school students to develop strategies, solutions, etc. in partnership with their peers around the world to solve a global issue. Each student contributes to the project differently, based on their understanding of the issue and particular skill set. For example, while the elementary student may focus on comparing water issues at home with those of others around the globe, middle school students research the issue in depth and high school students utilize their skills in computer programming to develop models and prototypes.

**Blatchley Middle School: Game Building**

In this class, students work in groups to build interactive games using software like Kudo. Teachers guide skill building, for example, in collaborative problem solving. Teachers also facilitate student networking with each other and with school, community, and global experts and resources. Students develop a level of proficiency with video and audio editing tools to document their work or include as part of their game. At the completion of the class, students have a playable game which can be shared with other students and community members online and in an expo format. The class allows students to pursue their passions and consider how their learning can become part of their future.

**Sitka High School: Curriculum Delivery**

Students are no longer constrained by the availability of technology, but are provided with dependable tools at all times. A student’s education is more fluid and is not restricted by class schedule, course offerings, district calendar, or the location of learning. For example, when students travel, they can use technology to continue their education from a distance. This does not devalue teachers, but instead provides multiple points of access to learning.

**Pacific High School: “Meth in Sitka”**

Students build expertise on the subject of Meth use in Sitka through in-class collaboration, including access to work completed by students in previous versions of the class. Students access a variety of interactive resources to build content and contextual expertise. Students interact with groups in other communities who have addressed this issue successfully, and unsuccessfully. Students share what they have learned through a variety of formats that target specific audiences in an appropriate manner. Students use technological resources to identify actions that can be taken to directly address this issue.
Appendix C: SSD Professional Development Activities

• August 20, 2010: 21st Century Learning
• October 11, 2010: Connecting and Collaborating Through Technology
• March 14, 2011: Technology Infused Learning Conference
• August 26, 2011: Technology Infused Learning Conference
• Spring Semester 2012: Engaged-Professional Learning Community
• April 20, 2012: Technology Infused Learning Conference
• May 4, 2012: Day of Discovery
• June 4-5, 2012: Summer Institute
• 2012-13 Friday PD Calendar
• August 27, 2012: Engaged Learning Conference and Promethean Training
• February 18, 2013: All Day District-wide Inservice
21st Century Learning

Friday, August 20th @ SHS
BMS and SHS Staff

Schedule:

8:00 – 8:20 am: Welcome to 21st Century Teaching and Learning (SHS Library)
8:20 – 8:30 am: Movement to Session I
8:30 – 9:30 am: Session I
9:30 – 9:50 am: Break
9:50 – 10:50 am: Session II
10:50 – 11:00 am: Movement to Session III
11:00 am – 12:00 pm: Session III
12:00 – 1:00 pm: Lunch (on own)
1:00 – 4:00 pm: Building Specific Training

Session Topics:

- **202: Digital Citizenship** with Kari Sagel and PJ Ford-Slack
  24/7 access to information and resources changes everything, and calls on each one of us to be responsible global citizens. Ethics, safety, copyright, and SSD’s Internet User Agreement are examples of digital issues that impact school life and learning. Participants will learn about these areas in order to become better prepared to participate in today’s digital world.

- **205: Defining 21st Century Teaching and Learning** with Emily Demmert and Joe Robidou
  “21st century” is used a lot in the world of education today, but what does it really mean? Participants will explore the definition and resources available for educators provided by the Partnership for 21st Century Skills, as well as better understand the connection between 21st century skills and student learning.

- **Lab: The World of Web 2.0** with Kerry McAdams and Mary Wegner
  The web is littered with free resources that support collaboration and enhance learning. This hands-on session will provide participants an opportunity to explore online collaboration tools that support deep learning of content.
## K-12 Inservice – October 11, 2010
### Connecting and Collaborating Through Technology

### School Board Goal #2
The board will focus resources to implement technology based, interactive teaching and learning.

### Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Audience</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
</table>
| 8 – 9:30 am        | All Teachers and Para Professionals | • Welcome  
• *Web2 How-To for Educators* with Dr. Lynne Schrum  
• Overview of Technology Infused Learning (TIL)-Professional Learning Communities (PLC) | Performing Arts Center |
| 9:30 – 9:45 am     |                                   | Movement to TIL-PLC Session I                                        |                   |
| 9:45 – 11:30 am    | Elementary Teachers               | TIL-PLC Exploration:  
• Curriculum Mapping with Web 2.0 Tools  
• Differentiated Instruction  
• Engaged Learning  
• Formative Assessment  
• Literacy Today/Role of Art  
• Technology Integration for the Primary Child  
• Technology to Support Literacy Centers  
• Understanding Data | SHS Library |
|                    | Secondary Teachers                | A: Welcome to the Wiki World                                         | SHS Room #200     |
|                    |                                   | B: Welcome to the Wiki World                                         | SHS Room #205     |
|                    |                                   | C: Welcome to the Wiki World                                         | SHS Room #206     |
|                    | Para Professionals                | Para-PLC                                                            | KGH MPR           |
| 11:30 am – 12:30 pm| Lunch (on own)                    | Lynne will meet with district administrators and available school board members re: leadership in a technology-rich learning environment |                   |
| 12:30 – 1 pm       | All Teachers                      | Q & A with Dr. Lynne Schrum                                          | SHS Commons       |
| 1 – 2 pm           | All Teachers                      | Article Discussions                                                  | SHS Commons       |
| 2 – 2:15 pm        | Movement to TIL-PLC Session II    |                                                                     |                   |
| 2:15 – 4 pm        | Elementary Teachers               | A: Welcome to the Wiki World                                         | SHS Room #200     |
|                    |                                   | B: Welcome to the Wiki World                                         | SHS Room #205     |
|                    |                                   | C: Welcome to the Wiki World                                         | SHS Room #206     |
|                    | Secondary Teachers                | TIL-PLC Exploration:  
• Curriculum 21/Teaching American History  
• Geospatial Technologies  
• Learning Through Gaming  
• Mobile Computing  
• Integrating Content Areas: STEM  
• Online Virtual Collaboration  
• Web 2.0 Tools | SHS Library |

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*Note: SHS = School Hall of Science, KGH = Knowledge Hall, MPR = Multipurpose Room.*
# Technology Infused Learning (TIL) Conference
**March 14, 2011**
Blatchley Middle School

## TIL Conference

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15 am</td>
<td>BMS Library</td>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td>8:15-9:15 am</td>
<td>BMS Library</td>
<td>- Welcome</td>
<td>Joe Robidou</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Changes, Changes, Changes</td>
<td>6th Grade Grant Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student Voices</td>
<td>6th Grade Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Plan for the Day</td>
<td>Mary Wegner</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td></td>
<td><strong>Movement to Session I</strong></td>
<td></td>
</tr>
<tr>
<td>9:30-10:30 am</td>
<td>Room 109</td>
<td>Group A Sharing/Exploration</td>
<td>Deb Riva, Emily Demmert, and Tom Henshaw</td>
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<tr>
<td></td>
<td>Room 106</td>
<td>Group B Sharing/Exploration</td>
<td>Annie Neeb and Patty Dick</td>
</tr>
<tr>
<td>10:30-10:45 am</td>
<td></td>
<td><strong>Movement to Session II</strong></td>
<td></td>
</tr>
<tr>
<td>10:45-11:45 am</td>
<td>Room 109</td>
<td>Group B Sharing/Exploration</td>
<td>Deb Riva, Emily Demmert, and Tom Henshaw</td>
</tr>
<tr>
<td></td>
<td>Room 106</td>
<td>Group A Sharing/Exploration</td>
<td>Annie Neeb and Patty Dick</td>
</tr>
<tr>
<td>11:45 am-1:15 pm</td>
<td></td>
<td><strong>Lunch (on own)</strong></td>
<td></td>
</tr>
<tr>
<td>1:15-2:45 pm</td>
<td>BMS Library</td>
<td>- Engaged Learning Overview</td>
<td>Shawna Marshall</td>
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<tr>
<td></td>
<td></td>
<td>- Discovery Streaming Overview</td>
<td>Annie Neeb</td>
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<tr>
<td></td>
<td></td>
<td>- Silent Blog Conversation (<a href="http://ssdprofdev.blogspot.com/">http://ssdprofdev.blogspot.com/</a>)</td>
<td>Phil Burdick</td>
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<tr>
<td></td>
<td></td>
<td>o What does literacy mean for today?</td>
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<td></td>
<td>o How do we create a meaningful professional development program to</td>
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<td>support technology integration?</td>
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<td>o What skills are students today missing that negatively impact their</td>
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<td>school and/or future success?</td>
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<td>o What is the value of SSD’s investment in technology?</td>
<td></td>
</tr>
<tr>
<td>2:45-3:00 pm</td>
<td></td>
<td><strong>Movement to Session III</strong></td>
<td></td>
</tr>
<tr>
<td>3:00-4:00</td>
<td>Room 106</td>
<td>Discovery Streaming Trail</td>
<td>Annie Neeb</td>
</tr>
<tr>
<td></td>
<td>Room 107</td>
<td>Document Cameras in the Classroom</td>
<td>Shawna Marshall</td>
</tr>
<tr>
<td></td>
<td>Room 109</td>
<td>Silent Blog Follow-up</td>
<td>Phil Burdick and Mary Wegner</td>
</tr>
<tr>
<td></td>
<td>Room 114</td>
<td>Online Communication/Networking</td>
<td>Kent Bovee and Ashley Bolwerk</td>
</tr>
</tbody>
</table>

## Secondary Engaged Learning Cohort and Gradebook Experts

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15 am</td>
<td>BMS Library</td>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td>8:15-4:00 pm</td>
<td>Room 118</td>
<td>Foundation Level I Course</td>
<td>Kristin Astle</td>
</tr>
<tr>
<td>(with lunch time)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Participants:** Alexander Allison, Brenda Papoi, Eric Matthes, Gaylen Needham, Howard Wayne, Ian Crane, Janelle Farvour, Jody Smothers-Marcello, Larissa Manewal, Mandy Summer, Meggan Turner, Royce Miller, Scott McArthur, Stefanie Ask, and Tim Pike
## Technology Infused Learning (TIL) Conference

**Reminder:** Bring a fully charged laptop (in a case)

**Friday, August 26th @ SHS**

### Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>TIL Conference</th>
<th>Promethean Foundation Level I Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:30 am</td>
<td>Coffee in SHS Commons</td>
<td></td>
</tr>
<tr>
<td>8:30-10 am</td>
<td><strong>Session A</strong></td>
<td><strong>Elementary Class</strong> Room 224</td>
</tr>
<tr>
<td>10-10:15 am</td>
<td>Break</td>
<td>Trainers: Cindy Duncan,</td>
</tr>
<tr>
<td>10:15-11:45 am</td>
<td><strong>Session B</strong></td>
<td>Jacquie Hedrick, and</td>
</tr>
<tr>
<td>11:45 am-1 pm</td>
<td>Lunch (on own)</td>
<td>Kelly Buxton</td>
</tr>
<tr>
<td>1-2:30 pm</td>
<td>In-Building</td>
<td>1 hour lunch (on own)</td>
</tr>
<tr>
<td>2:30-3:30 pm</td>
<td>Individual Teacher Prep Time</td>
<td>1 hour lunch (on own)</td>
</tr>
</tbody>
</table>

### Session Options

<table>
<thead>
<tr>
<th>Topic</th>
<th>Session A (8:30-10 am)</th>
<th>Session B (10:15-11:45 am)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collegial Discussions:</strong> Discussion with other teachers who have access to Promethean resources</td>
<td></td>
<td></td>
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<tr>
<td>Elementary Flipcharts (Room 221): A discussion amongst elementary teachers highlighting tips and tricks when making and using Flipcharts for their classroom</td>
<td>Angela Pirtle</td>
<td>Jacquie Hedrick</td>
</tr>
<tr>
<td>Secondary Flipcharts (Room 206): A discussion amongst secondary teachers highlighting tips and tricks when making and using Flipcharts for their classroom</td>
<td>Alexander Allison</td>
<td>Royce Miller</td>
</tr>
<tr>
<td>Document Cameras (Room 217): A discussion amongst teachers highlighting tips and tricks when using document cameras with students</td>
<td>Terry Pike</td>
<td>Deb Riva</td>
</tr>
<tr>
<td>Elementary ActivExpressions (Room 204): A discussion amongst elementary teachers highlighting tips and tricks when using ActivExpressions with students</td>
<td>Chris Bryner</td>
<td>Angela Pirtle</td>
</tr>
<tr>
<td>Secondary ActivExpressions (Room 219): A discussion amongst secondary teachers highlighting tips and tricks when using ActivExpressions with students</td>
<td>Melissa Robbins</td>
<td>Emily Demmert</td>
</tr>
<tr>
<td><strong>Hands-on Instruction:</strong> Hands-on how-to instruction</td>
<td></td>
<td></td>
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<tr>
<td>Windows7 (Room 216 Library Lab): An opportunity to learn how to navigate in Windows7 and understand the new features found on every teacher’s laptop</td>
<td>Mikolas Bekeris</td>
<td>Mikolas Bekeris</td>
</tr>
<tr>
<td>Document Cameras (Room 225): Beginning instruction in commonly found features of document cameras, including connections and remote control functions</td>
<td>Deb Riva</td>
<td>Ben White</td>
</tr>
<tr>
<td>Discovery Streaming (Room 104): Opportunity to sign up for this new-to-SSD resource, and learn the basics of using these high-quality videos in your classroom</td>
<td>Kelly Buxton</td>
<td>Rebecca Himshoot</td>
</tr>
<tr>
<td>Beginning ActivExpressions (Room 102): An overview of the student response “clicker” systems, including how to register them to your computer and basic voting</td>
<td>Emily Demmert</td>
<td>Jennifer Grant</td>
</tr>
<tr>
<td>Intermediate ActivExpressions (Room 114): An exploration of the variety of voting options available with the “clickers”, including integration into a Flipchart</td>
<td>Carolyn Mork</td>
<td>Melissa Robbins</td>
</tr>
</tbody>
</table>
Promethean Training for Teachers

Spring 2012

Engaged-Professional Learning Community (Engaged-PLC)
Join a group of colleagues and a certified Promethean Trainer to explore Best Practices in student-centered instruction, collaborate on Lesson Plan development, and share Tips and Tricks – all designed to help you learn how to use and integrate your Promethean Interactive Whiteboard into your classroom activities.

Details:
- Grade-Level Grouping Options: K-1 ● 2-5 ● 6-8 ● 9-12
- Group Meetings: Each group will meet 9 times for 1 ½ hours each time ● Dates and times set by group
- Best Practices Discussions: Collaborate on ideas using some of the book resources from last year’s Technology Infused Learning (TIL)-PLC work ● If you are new this year, then contact Mary to pick a book
- Credit: Optional 1-credit (Pass/No Pass) available from UAS-Sitka campus for $90 ● Registration forms will be available on the first date each Engaged-PLC group meets ● Class ends on May 1, 2012
- Deliverables if You Take the Class for Credit:
  - Explore Best Practices by facilitating/co-facilitating the group’s discussion about an Engaged-PLC book
  - Share Tips and Tricks with your group members
  - Develop a Lesson Plan that uses the Promethean resources and share it within your group
- Book Options:
  - Exploring Formative Assessment by ASCD
  - Curriculum 21: Essential Education for a Changing World by Heidi Hayes Jacobs
  - The Highly Engaged Classroom by Bob Marzano, Debra Pickering, and Tammy Heflebower
  - Digital Community, Digital Citizen by Jason Ohler
  - Teaching Digital Natives: Partnering for Real Learning by Marc Prensky
  - Web 2.0 How-To for Educators by Lynne Schrum and Gwen Solomon

Technology Friday PD
During the Friday PD times dedicated to Technology, our certified Promethean Trainers will facilitate discussions around the use of Promethean interactive whiteboards and other tools designed to engage students in the process of learning. Join in the conversations to share successes, provide resources, and collaborate with your colleagues.

- Dates: Friday, February 17th ● Friday, April 20th
- Grade-Level Grouping Options: K-1 ● 2-5 ● 6-8 ● 9-12

Certified Promethean Trainers
Grade Level Groupings:
- K-1: Jacquie Hedrick
- 2-5: Cindy Duncan and Kelly Buxton
- 6-8: Brenda Papoi
- 9-12: Scott McArthur

Goal: Provide meaningful professional development that is designed to support collaboration amongst teachers, as we all learn how to use the interactive tools and resources available in our 21st century classrooms
April 20th Inservice
Technology Infused Learning
8:00 am – 3:30 pm

Directions:
1. Coordinate with your Principal about which sessions to attend.
2. Bring your fully charged teacher laptop with you to your training sessions.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:00 am</td>
<td><strong>Individual Teacher Classroom Preparation</strong></td>
</tr>
<tr>
<td>9:00 – 12:00 pm</td>
<td><strong>Session I: Direct Instruction, Collegial Discussions, and Supported Work Time</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Option A - Promethean Training:</strong> Continued work with Promethean Engaged Learning credit class groupings, and learning opportunity for all teachers who have an interactive whiteboard (Note: BMS/SHS classes are combined for the day)</td>
</tr>
<tr>
<td></td>
<td><strong>Option B - Website Training:</strong> Learn how to create and work with the teacher/classroom webpages</td>
</tr>
<tr>
<td></td>
<td><strong>Option A</strong></td>
</tr>
<tr>
<td></td>
<td>BES Promethean Training with Jacque Hedrick (BES Room 5)</td>
</tr>
<tr>
<td></td>
<td>KGH Promethean Training with Cindy Duncan (KGH Room 6)</td>
</tr>
<tr>
<td></td>
<td>KGH Promethean Training with Kelly Buxton (KGH Room 1)</td>
</tr>
<tr>
<td>12:00 – 1:00 pm</td>
<td><strong>Lunch</strong> (on own)</td>
</tr>
<tr>
<td>1:00 – 2:30 pm</td>
<td><strong>Session II: Self-Selected Small Group or Individual Work</strong></td>
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<tr>
<td></td>
<td><strong>Option A - Promethean Lesson Plan Development:</strong> Time to create lesson plans that involve the Promethean tools of engagement</td>
</tr>
<tr>
<td></td>
<td><strong>Option B - Teacher/Classroom Website Work:</strong> Time to develop teacher/classroom websites</td>
</tr>
<tr>
<td></td>
<td><strong>Option A</strong></td>
</tr>
<tr>
<td></td>
<td>Promethean Lesson Plan Development</td>
</tr>
<tr>
<td>2:30 – 3:30 pm</td>
<td><strong>Atomic Learning 21st Century Teacher Technology Assessment</strong></td>
</tr>
<tr>
<td></td>
<td><a href="http://atomiclearning.com">http://atomiclearning.com</a> (username: email address / initial password: ssd99835)</td>
</tr>
<tr>
<td></td>
<td>We are required to assess teachers in their technology integration skills once every three years.</td>
</tr>
</tbody>
</table>
Sitka School District’s Day of Discovery  
Friday, May 4th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Coffee</td>
<td>SHS Commons</td>
</tr>
<tr>
<td>8:15-8:30</td>
<td>Welcome and Introductions</td>
<td>Performing Arts Center</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Keynote with Hall Davidson</td>
<td>Performing Arts Center</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Break/Transition</td>
<td></td>
</tr>
<tr>
<td>9:45-11:15</td>
<td>Session One</td>
<td>SHS Classrooms</td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>Lunch</td>
<td>on own</td>
</tr>
<tr>
<td>12:30-2:00</td>
<td>Session Two</td>
<td>SHS Classrooms</td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>Closing</td>
<td>SHS Commons</td>
</tr>
<tr>
<td>2:15-2:30</td>
<td>Break/Transition</td>
<td></td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>Individual Teacher Classroom Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Para-Professional Training @ KGH MPR starting @ 9:45 am</td>
<td></td>
</tr>
</tbody>
</table>

Keynote: Hall Davidson

Leading, Learning, Achieving: The Realities of the Digital Age

From the Pacific to the Atlantic, trailblazing states and districts have begun a serious conversion to digital—a move from trees to bits. Moving classroom practice more deeply into digital resources provides major benefits for differentiation, extended learning, remediation, and accountability. But how does it happen? What’s the immediate effect on test scores? Considering the threat of enrollment base erosion from propriety schools, adoption is not an option but a necessity. Explore these issues with examples across the country. And bring your mobiles and machines for an interactive BYOT exercise.
Beyond the Digital Stream (SHS Room 222 with Genny Kahlweiss)
When it comes to integrating digital media into your classroom, the possibilities are endless. In this session, you will learn powerful ways to integrate all of the resources available in Discovery Education streaming into your instruction. Go beyond the video stream and learn how to blend great integration strategies with the use of audio clips, animations, images, and much more.

Thinking Outside the Slide: Multimedia Presentations (SHS Room 221 with Emily Demmert)
We all know that the computer and Promethean board have replaced the old slide projector, hundreds of tiny static photos, and the phrase "next slide please." But did you know that Active Inspire could also be combined with videos, sounds, and interactive games to create an engaging multimedia presentation? Make your class a clickable place to by exploring the necessary (and not-so-scary) steps for building an engaging multimedia presentation.

Two Round-trip Tickets to Anywhere: Google Earth and Discovery Education (SHS Room 214 with Cindy Lane)
In this session, learn about ruler tools, embedded videos, and image overlays of images that make the actual terrain of the earth a part of the learning experience. Create flyovers of battlefields, explorations, or animal migrations. Follow tours across the face of a continent or the streets of a neighborhood. Enrich the planet with media, music, and photographs. Learn how to gain from the community of learners using this great tool. A great take on a great free program.

Building Blocks to Student Engagement (SHS Room 212 with Ray Waller)
Put the power of learning in your learner's hands. Learn how to create classes, get your students logged on and assign media resources. Take it a step further by learning how to create dynamic writing prompts, quizzes, and assignments with Discovery Education's Builder Tools. During this session we'll show you ways to use the Web, video, the computer, and your own imagination to take curriculum and assessments to the next level.

Director's Cut: Digital Storytelling in the Classroom (SHS Library with Justin Karkow)
Allow your students to make real-life connections to their learning...literally. Have them become part of the show. This session will focus on ways to use digital storytelling as an important instructional tool in any content area. Teachers can capitalize on all the digital assets available to them through the web to create powerful stories in accessible programs like PhotoStory, MovieMaker and iMovie.

12:30-2:00 pm: Session Two

Beyond the Digital Stream (SHS Room 222 with Genny Kahlweiss)
When it comes to integrating digital media into your classroom, the possibilities are endless. In this session, you will learn powerful ways to integrate all of the resources available in Discovery Education streaming into your instruction. Go beyond the video stream and learn how to blend great integration strategies with the use of audio clips, animations, images, and much more.

Thinking Outside the Slide: Multimedia Presentations (SHS Room 221 with Cindy Duncan and Kelly Buxton)
We all know that the computer and Promethean board have replaced the old slide projector, hundreds of tiny static photos, and the phrase "next slide please." But did you know that Active Inspire could also be combined with videos, sounds, and interactive games to create an engaging multimedia presentation? Make your class a clickable place to by exploring the necessary (and not-so-scary) steps for building an engaging multimedia presentation.

20 Ways to Integrate Discovery Education (SHS Room 214 with Cindy Lane)
When it comes to integrating digital media into your classroom, the possibilities are endless. In this session, you will learn powerful ways to integrate all of the resources available in Discovery Education streaming into your instruction. Embed video into PowerPoint or Inspiration. Build an online assignment. Use the Calendar to highlight a student's birthday. You will see great examples of how teachers across the country are being creative with Discovery Education streaming.

Web 2.0 Platforms for Communication and Collaboration (SHS Room 212 with Ray Waller)
Explore the power of collaboration with Web 2.0 platforms for networking. There are many tools available today for making connections within the classroom and around the world. This course showcases the tools available for developing the media-literacy skills every educator and student needs in today's world of networking and collaboration.

Making Mobile Media Meaningful in Your Classroom (and Beyond) (SHS Library with Hall Davidson)
iPads, tablets, and mobile phones create and share learning both in the classroom and the extended anywhere/anytime universe. On computer or mobile, build interactive projects and assessments that expand learning with apps, QR codes, social media sites, and more. There are plain phones, the cloud, and cloudless apps. Learn to use them all. And how free resources, media libraries, and the web can work mobile—even for students without smart phones. Make your classroom walls expand! iPad will be used but applies to other mobile platforms.
School is almost out for the summer, and here is an opportunity to start your summer off right by taking a class that can earn you one UAS credit! The SSD Summer Institute will be held right after school ends, and participating means you can check off your summer To Do List the need to find a class to help you earn relevant recency credits!

The class is free, and you don’t have to earn credit to take the class; however, there is a $90 UAS credit fee for those who want to earn the credit.

Need to earn another credit?

Promethean Class III
Promethean Collegial Sharing

To sign up:
http://www.surveymonkey.com/s/FMJ827W—or—email Mary Wegner

Monday, 6/4-Tuesday, 6/5
Promethean Class III
with Kelly Buxton
Designed for teachers who want to continue to gain skills beyond Classes I and II

Monday, 6/4-Tuesday, 6/5
Collegial Sharing
with Scott McArthur
Valuable time to develop lessons you will use with students next year

Bonus: Tuesday, 6/5
ActivExpressions
with Cindy Duncan
(Note: Not a credit class)
Learn more about the student response systems

Questions: Mary Wegner @ 966-1264
<table>
<thead>
<tr>
<th>Date</th>
<th>Descriptor</th>
<th>Activity</th>
<th>Date</th>
<th>Descriptor</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8/22/2012</td>
<td>Work Day</td>
<td>Building (1 hour)</td>
<td>1/4/2013</td>
<td>Holiday</td>
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<tr>
<td>8/23/2012</td>
<td>Inservice</td>
<td>Building</td>
<td>1/11/2013</td>
<td>PD Friday</td>
<td>Collaboration</td>
</tr>
<tr>
<td>8/24/2012</td>
<td>Inservice</td>
<td>Building</td>
<td>1/18/2013</td>
<td>PD Friday</td>
<td>Building</td>
</tr>
<tr>
<td>8/27/2012</td>
<td>Inservice</td>
<td>District: Engaged Learning Conference</td>
<td>1/25/2013</td>
<td>PD Friday</td>
<td>Collaboration</td>
</tr>
<tr>
<td>8/28/2012</td>
<td>Inservice</td>
<td>District: Welcome/BBQ/Building in pm</td>
<td>2/1/2013</td>
<td>PD Friday</td>
<td>Collaboration</td>
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<tr>
<td>8/31/2012</td>
<td>Before Holiday</td>
<td></td>
<td>2/8/2013</td>
<td>PD Friday</td>
<td>Technology</td>
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<tr>
<td>9/7/2012</td>
<td>PD Friday</td>
<td>Connections</td>
<td>2/15/2013</td>
<td>PD Friday</td>
<td>Collaboration</td>
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<td>9/14/2012</td>
<td>PD Friday</td>
<td>Collaboration</td>
<td>2/18/2013</td>
<td>Inservice</td>
<td>District: Teacher Project Fair &amp; ???</td>
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<td>9/21/2012</td>
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<td>Building</td>
<td>2/22/2013</td>
<td>PD Friday</td>
<td>Building</td>
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<tr>
<td>9/28/2012</td>
<td>PD Friday</td>
<td>Collaboration</td>
<td>3/1/2013</td>
<td>Work Day</td>
<td>Building (1 hour)</td>
</tr>
<tr>
<td>10/5/2012</td>
<td>PD Friday</td>
<td>Collaboration</td>
<td>3/8/2013</td>
<td>PT Swap Day</td>
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<tr>
<td>10/12/2012</td>
<td>PD Friday</td>
<td>Building</td>
<td>3/15/2013</td>
<td>PD Friday</td>
<td>Collaboration</td>
</tr>
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<td>10/19/2012</td>
<td>PD Friday</td>
<td>Collaboration</td>
<td>3/22/2013</td>
<td>Vacation</td>
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<tr>
<td>10/26/2012</td>
<td>PD Friday</td>
<td>Connections</td>
<td>3/29/2013</td>
<td>PD Friday</td>
<td>Building</td>
</tr>
<tr>
<td>11/2/2012</td>
<td>Work Day</td>
<td>Building (1 hour)</td>
<td>4/5/2013</td>
<td>PD Friday</td>
<td>Collaboration</td>
</tr>
<tr>
<td>11/9/2012</td>
<td>PT Swap Day</td>
<td></td>
<td>4/12/2013</td>
<td>PD Friday</td>
<td>Building</td>
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<td>11/16/2012</td>
<td>PD Friday</td>
<td>Collaboration</td>
<td>4/19/2013</td>
<td>PD Friday</td>
<td>Collaboration</td>
</tr>
<tr>
<td>11/23/2012</td>
<td>Holiday</td>
<td></td>
<td>4/26/2013</td>
<td>PD Friday</td>
<td>3-12 Building/K-2 Connections (Transition)</td>
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<tr>
<td>11/30/2012</td>
<td>PD Friday</td>
<td>Technology</td>
<td>5/3/2013</td>
<td>PD Friday</td>
<td>Collaboration</td>
</tr>
<tr>
<td>12/7/2012</td>
<td>PD Friday</td>
<td>Collaboration</td>
<td>5/10/2013</td>
<td>PD Friday</td>
<td>District-wide Celebration</td>
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<tr>
<td>12/14/2012</td>
<td>PD Friday</td>
<td>Building</td>
<td>5/17/2013</td>
<td>PD Friday</td>
<td>K-2 Building/3-12 Connections (Transition)</td>
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<tr>
<td>12/21/2012</td>
<td>Before Holiday</td>
<td></td>
<td>5/24/2013</td>
<td>Before Holiday</td>
<td></td>
</tr>
<tr>
<td>12/28/2012</td>
<td>Holiday</td>
<td></td>
<td></td>
<td></td>
<td>Updated: 5/24/2012</td>
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</tbody>
</table>

**Key:**
* Connections: Opportunity to examine curriculum within and between schools
* Building: Building-specific to be determined by principal
* Collaboration: To be determined by teachers - departmental or grade-level
* Technology: Support for the use of technology to enhance student learning

* Note: 1 Inservice Day not on calender, to be determined
Engaged Learning Conference & Promethean Training

Reminder: Bring a fully charged laptop (in a case)
Monday, August 27th @ SHS

Overall Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Engaged Learning Conference</th>
<th>Promethean - Level I Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9:45 am</td>
<td>Session A</td>
<td>Ethereal Class</td>
</tr>
<tr>
<td>9:45-10 am</td>
<td>Break</td>
<td>Secondary Class</td>
</tr>
<tr>
<td>10-11:45 am</td>
<td>Session B</td>
<td>with Scott McArthur</td>
</tr>
<tr>
<td>11:45 am-12:45 pm</td>
<td>Lunch (on own)</td>
<td></td>
</tr>
<tr>
<td>12:45-2:30 pm</td>
<td>Session C</td>
<td>FASD: Deb Evensen and Gayle Young (Library)</td>
</tr>
<tr>
<td>2:30-3:30 pm</td>
<td>Individual Teacher Prep Time</td>
<td>Individual Teacher Prep Time</td>
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</table>

Engaged Learning Conference - Session Options

<table>
<thead>
<tr>
<th>Location</th>
<th>Session A (8-9:45 am)</th>
<th>Session B (10-11:45 am)</th>
<th>Session C (12:45-2:30 pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>FASD Training with Deb Evensen and Gayle Young</td>
<td>FASD Training with Deb Evensen and Gayle Young</td>
<td>FASD Training with Deb Evensen and Gayle Young</td>
</tr>
<tr>
<td>Room 102</td>
<td>Caine’s Cardboard Curriculum: The Value of Project Based Learning in the Classroom with Chris Bryner</td>
<td>Sketching a Better Education Product with Eric Matthes</td>
<td>Fab Lab with Randy Hughey and Tim Pike</td>
</tr>
<tr>
<td>Room 114</td>
<td>Road Map to Assessment with Jody Smothers-Marcello</td>
<td>Active Learning Questioning Strategies with Cynthia Duncan</td>
<td>Dynamic Class Discussions Using Interactive Response Devices with Deborah Riva</td>
</tr>
<tr>
<td>Room 120</td>
<td>Universal Design for Learning with  Mandy Evans, Patricia McDaid, and Reyna Sigurdson</td>
<td>Universal Design for Learning with  Mandy Evans, Patricia McDaid, and Reyna Sigurdson</td>
<td>Universal Design for Learning with  Mandy Evans, Patricia McDaid, and Reyna Sigurdson</td>
</tr>
<tr>
<td>Room 214</td>
<td>Giving Literacy a Voice through Podcasting with Emily Demmert</td>
<td>Schoolmaster 101 with Leslie Young</td>
<td>Basic Webpage Creation using Schoolwires with Leslie Young</td>
</tr>
</tbody>
</table>

Promethean Level I Class – Participant Lists

<table>
<thead>
<tr>
<th>Elementary Class (Room 221)</th>
<th>Secondary Class (Room 227)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debbie Hirst</td>
<td>Beau Hedrick</td>
</tr>
<tr>
<td>Michelle Beach</td>
<td>Michael Neeb</td>
</tr>
<tr>
<td>Dianna Twaddle</td>
<td>Cathy Poulson</td>
</tr>
<tr>
<td>Natalie Voron</td>
<td>Mike Kernin</td>
</tr>
<tr>
<td>Jacklynn Horton</td>
<td>David Rupp</td>
</tr>
<tr>
<td>Rebecca Midgett</td>
<td>Elvia Torres</td>
</tr>
<tr>
<td>Jeff Hole</td>
<td>Keri Gray</td>
</tr>
<tr>
<td>Katherine Jones</td>
<td>Kersten Christianson</td>
</tr>
<tr>
<td>Kirstin Karsunky</td>
<td></td>
</tr>
<tr>
<td>Kristine Hole</td>
<td>Matt Love</td>
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### All Day District-wide Inservice  
**February 18, 2013**

8:00 am – 2:30 pm @ Blatchley Middle School with a 30 minute BBQ lunch provided  
2:30 – 3:30 pm: Individual Teacher Preparation ~ Parking is limited, so please consider carpooling  

**Bring your laptop in a case and the power cord, as well as other relevant resources**

> Sign up: [http://www.surveymonkey.com/s/L2V827P](http://www.surveymonkey.com/s/L2V827P)

<table>
<thead>
<tr>
<th>Room</th>
<th>Topic</th>
<th>Instructor(s)</th>
<th>Audience</th>
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</table>
| Library | The Art and Science of Teaching with Technology  
  Lunch A:  
  11:15-11:45 am  
  Participants in this hands-on workshop will discover innovative ways to leverage their existing interactive technology to support high probability instructional strategies. Participants will construct templates, resources and files, based upon the Marzano instructional framework, which they can implement immediately in their classrooms to improve student engagement and achievement. | Sonny Magaña, Associate Vice President Marzano Research Laboratory | K-12 Teachers |
| 116 | AM: Documenting Learning  
  Lunch A:  
  11:15-11:45 am  
  Document student learning through augmented reality projects. Access your lesson plans from anywhere, keep track of webpages, help students build online portfolios, and more! | Emily Demmert | K-12 Teachers |
| 210 | 11:45 am-12:15 pm  
  PM: Classroom Websites that Work  
  Explore some current sites, and create, design, or expand your own classroom website. | Terry Pike & Ann Dagnillo | K-12 Teachers |
| 221 | Engaged Questioning Techniques Using Clickers  
  Lunch A:  
  11:15-11:45 am  
  Spark Engagement with your class set of ActivExpressions. We will learn how to set up questions and groups, explore cool ways to use your ActivExpressions and we will discuss Active Learning questioning strategies. | Cynthia Duncan & Kelly Buxton | K-12 Teachers |
| 217 | Engineering is Elementary (EiE)  
  Lunch B:  
  11:45 am-12:15 pm  
  EiE is a program to introduce elementary teachers to core concepts of engineering, empowering them to introduce engineering and the Engineering Design Process to their students, grade 2-5. | Robert Vieth, STEM Education Specialist @ STEM AK/JEDC | KGH Teachers |
| 223 | Non-Violent Crisis Intervention (CPI)  
  Lunch B:  
  11:45 am-12:15 pm  
  An introduction to crisis prevention that emphasizes early intervention and nonphysical methods for preventing or managing disruptive behavior. CPI’s Personal Safety TechniquesSM are included. | Mandy Evans & Natalie Voron | ONLY for People Specifically Invited |
| 210 | Level 2 Promethean Class – Elementary  
  Lunch B:  
  11:45 am-12:15 pm  
  Designed for elementary teachers who are relatively new at using the Promethean tools of engagement to enhance student learning. | Jacquie Hedrick | K-5 Teachers |
| 219 | Level 2 Promethean Class – Secondary  
  Lunch C:  
  12:15-12:45 pm  
  Designed for secondary teachers who are relatively new at using the Promethean tools of engagement to enhance student learning. | Scott McArthur | 6-12 Teachers |
| 209 | Standards Based Assessments  
  Lunch C:  
  12:15-12:45 pm  
  New to standards-based assessment? Used to use standards-based assessments, but have gone back to the point-system or simply transferring percentages to standards-based grades? Somewhere in between and just need a refresher on standards-based assessment? Maybe you just don’t have time to develop standards-based assessments? Come spend some time in a refresher and refreshing discussion of standards-based assessment, including ideas from a new national assessment framework and a study of Knowing What Students Know. Bring your laptop and some of your assessments for a unit, and discuss with colleagues ways to design or redesign one of your assessment for the coming year. | Jody Smothers-Marcello | K-12 Teachers |
| 109 | Standards of Mathematical Practice  
  Lunch C:  
  12:15-12:45 pm  
  The Common Core Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. We will explore these standards, discussing ways to help students develop these skills. We will work together to create rubrics for assessing the skills as well. | Deborah Riva | K-12 Teachers |
Appendix D: 2010 Technology Audit
Sitka School District

Technology Assessment Observations and Recommendations

Overview

The Sitka School ("District") contacted consultant Thuan Nguyen in November of 2009 with a request to assess the District's current technology infrastructure and its readiness to meet the Board's goals.

The assessment was conducted over the course of approximately 22 weeks, from December of 2009 to April of 2010, utilizing a variety of methods, described below. The assessment process consisted of a combination of personal interviews, documents and configurations review, automated tools, and general observations.

Personal interviews were conducted with the School Board and the following District personnel:

- Superintendent –
- Assistant Superintendent –
- Director of Information Technology –
- Manager of Business –
- Technology Trainer –
- Director of Special Education –
- Purchasing Accountant –
- Sitka High School Principal –
- Sitka High School Vice Principal –
- Sitka High School Teachers:
  - Mikolas Bekeris
  - Ginny Blackson
  - Ariel Coleman
  - Jody Smothers-Marcello
  - Kent Bovee
- Pacific High School Principal –
- Pacific High School Teachers:
  - Eric Matthes
  - Sarah Ferrency
- Blatchley Middle School Principal –
- Blatchley Middle School Teachers:
Documents and configuration files covering a wide array of areas from all groups were reviewed and used as a starting point for personal observation and automated tool use. A partial list includes network device configuration files, network diagrams, inventory data, purchase orders, project documents, board presentations, etc.

A selected group of automated tools was employed to validate the information received in document form and to test for system weaknesses in specific areas. With respect to information validation, the automated tools targeted primarily network device configurations and system utilization. Not all devices in the District were capable of remote monitoring and/or configured for remote monitoring. In these cases, the device was noted, but no configuration changes were made.

General observation of areas including customer experience, departmental interactions, and device operations was ongoing throughout the above-described process.
The current technology staff consists of one technology director responsible for computers, servers, and the network for the District and a part-time staff member at each school paid by stipend. The part-time staff member reports to the building principal and not the technology director. The Assistant Superintendent is responsible for instructional technology, the District’s technology plan, and staff development. In addition, one part-time staff member is also available to the technology director to assist with support issues.
The overall network infrastructure design, configuration, and technical implementation is poor. The network suffers from a variety of issues, starting with design all the way through to physical implementation. It appears that the network and infrastructure have been built over time without clear established standards to guide the design, equipment procurement, and implementation. While most of these issues can be resolved quickly and without a financial impact, others, such as securing physical access, will take more time and financial resources to remedy. Although this report notes several security concerns, it is important to keep in mind that this was not a security audit, and as such, this report does not highlight all potential security weaknesses.

**Security Concerns**

**Network Equipment Passwords**

Currently all Cisco networking equipment has the same telnet/console passwords and “enable” passwords. The reason for having the enable password is to protect system commands with the ability to make configuration changes or to view sensitive information. By standardizing these passwords, the District is bypassing a built-in security feature.

In addition, password service is not turned on. This makes the password visible on configuration files and configuration file backups.

These two issues together compound the problem. These issues should be remedied immediately. Because Sitka does not have a configuration management system in place to perform bulk changes, this modification will need to be done manually. Given the size of the network, it should take the technology director three days to manually remedy the situation.

**Firewall Access**

While monitoring the District firewall for bandwidth use, it was observed that administrative access is available to the firewall from the Internet. This access includes both simple network management protocol (“SNMP”) and hypertext transfer protocol secure (“HTTPS”) access.

This allows the firewall to be administered and configured remotely from the Internet utilizing both encrypted and unencrypted protocols. Although HTTPS access is not much of a security risk because it is encrypted, it is still not considered best practice to have administrative access to the outside interface of the firewall. This risk is further amplified by the use of factory default credentials. Based on best practice guidelines from Cisco, National Institute of Standards and Technology, and National Security Agency, it is
recommended that all administrative access be disabled over Internet interfaces. For internal interfaces, the District should implement an access list.

This change is not associated with a hard dollar cost and should require only a minimal time investment.

**Guest Wireless Access**

Guest access is defined as unauthenticated access. The District’s wireless network does not isolate or segment guest users. This allows District-owned equipment and sensitive and valuable network resources to come into contact with outside equipment without protection or visibility into the usage. For example, a user could bring an infected computer onto the network and spread the virus to other computers on the District network, or a user could access the guest wireless network to download copyrighted content and put the District at legal risk without the District’s knowledge. The District tries to mitigate this risk by asking users to unplug the wireless access point once they are done using it.

It is recommended that guest access be segmented and isolated. In addition, passive packet monitoring and intrusion detection monitoring is recommended to provide additional protection and visibility of usage.

**Network Equipment Physical Access**

The majority of the observed network switches for the District are mounted in secured and locked rooms, but in several locations the networking equipment was mounted in a student-accessible location. This presents a significant noise pollution problem when access points are located in instructional spaces such as under student desks, in computer labs, etc. The District currently utilizes Cisco switches, each of which generates 48dB of acoustic noise at idle. For comparison, an average library should be around 40dB of acoustic noise and a normal conversation is between 60-70 dB from 3-5 feet away.

This also presents a security risk because the equipment is easily accessible to anyone in the open space. This open access issue significantly heightens the other security concerns in this report, because it provides intruders easy access to physical network equipment.

It is recommended that the District invest in wall-mounted enclosures to acoustically insolate these devices from instructional spaces and other working environments. This will also secure the equipment and prevent unauthorized physical access.

**Core Network Equipment Banner**

All routers and managed switches currently have warning banners advising visitors that the equipment is a restricted area and that unauthorized users should “LEAVE NOW!!” Although it is good practice to have such a banner in place, it is not recommended for the banner to disclose the name and/or function
of the device. Making this information publicly available will provide an intruder with information regarding which devices to attack in order to take down the network.

This issue should be remedied immediately. Because Sitka does not have a configuration management system in place to perform bulk changes, this modification will need to be done manually. Given the size of the network, it should take the technology director a few hours to manually remedy the situation.

**Antivirus and Windows Updates**

Computers (desktops and laptops) do not consistently have antivirus installed and are not getting definition updates. In addition, no central system or process is in place to ensure that computers are getting Microsoft security updates. These two items together create a significant risk level to the integrity of the computers, network, and data of the District.

This issue should be remedied immediately. Given the magnitude of this problem, it may take several months to remedy the situation. It is recommended that the District start with critical computers first. Critical computers are defined as equipment with regular access to sensitive and/or private information, such as staff or student personal data.

**Available Bandwidth**

**Switch Interconnects**

The current layer 2 network layout for each school and closet is not consistent. In most cases, switches are daisy chained from one to another. This topology dramatically limits the available bandwidth to downstream switches and devices connected to these switches. The available bandwidth dramatically decreases with every additional switching layer that is added.

It is recommended that the District reconnect these switches together using a star topology at each school and in each network closet. This will ensure optimal bandwidth distribution to services connected to the main distribution switch. There is not a cost associated to resolving this problem. It should take a few days during a service window for the technology director to complete this work.

**Internet Protocol (“IP”) Network**

The District is currently using the private address block 192.168.x.x for its internal address space per RFC 1918. An organization utilizing the higher end of this range is not usually a problem, but the District currently has several servers in the lower range (192.168.0.x – 192.168.5.x). This presents a problem if the District ever choses to have these services available to remote users through a virtual private network (“VPN”). The vast majority of home routers, wireless access points, gateways, etc. are standardized on the lower range of 192.168.x.x.
In addition, the District currently only has a single Class C network available to most sites. This was a recent change. During the evaluation period of this report, an additional Class C was added to the high school in response to the network running out of address space. As a result, random computers were not able to be on the network to access the Internet or any network resources. For several months at the start of this school year, many labs at the high school had to remain off in order to control the problem. The addition of more address space took several months to accomplish. Prior to this time, all sites only had a single Class C network.

It is recommended that the District’s entire network be readdressed to ensure future compatibility and growth. All sites with fewer than 200 students should be a Class C network. All sites with 200-400 students should be assigned a network with 508 available addresses. All sites with 400-800 students should be assigned a network with 762 available addresses. It is also recommended that the District review network capacity before adding more computers to any site to prevent the same problem encountered at the high school.

Routers

The District currently only utilizes Cisco’s small business line of routers to run the entire network. These routers are designed for small office and home networks. They are unfortunately not designed to run a network with several hundred computers.

In addition, the routers’ configurations are currently not consistent throughout the District. Router networks are not consistently defined, access lists are defined on some units but not others, and outdated settings are in the system. All of these settings create additional demand for processing power from the already underpowered routers, resulting in slower performance.

It is recommended that these settings be cleaned up and consistently applied across the network to ensure that the routers are operating efficiently. This may not a long-term concern since the District currently has a project in place to replace all of these routers.

Internet Bandwidth

During the weeklong site visit, multiple tests were conducting throughout the week to measure the available Internet bandwidth for students and staff. In addition, firewall logs were reviewed. These sources confirmed that very little bandwidth is available for Internet access during business hours. On average, during business hours, users have only .56Mbps available for downloading content and .20Mbps for upload. This is much less than what is currently available on most web-capable cell phones.

During the interview process, interviewees cited several examples regarding instructional resources that could not be used due to this limited access. The examples range from student career placement tests to simple web research projects. Teaching staff interviewed unanimously rated the user experience as “poor.”

It is recommended that more bandwidth be made available for student and staff use. Since this observation, the District has put a project in place to make 25Mbps available for the start of the next school year.
The overall server design, configuration, and technical implementation are poor. The server infrastructure suffers from a lack of standardization and a design philosophy that is reactive rather than proactive. This is abundantly clear from just a quick tour of the various server storage locations and a few interviews with staff.

**Available Server Bandwidth**

The District recently procured a Storage Area network ("SAN") and made a big push into server virtualization. Although this is the right direction for server technology, the design did not take into account the limited available bandwidth from location to location. The District purchased high-capacity servers for this service but did not take into account that the various school Wide Area Networks ("WAN") are only a few megabits. The limited WAN speed is not conducive to a centralized server distribution model.

During the creation of this report and review of recommendations, the District started the process of resolving this problem by initiating a project aimed at dramatically increasing the WAN speed.

**Number of Servers**

The ratio of servers to services, users, and locations is high. The environment currently has 500 computers, 1,500 students, and 83 servers. That is a ratio of one server for every six computers. Although 25 of these servers are currently shut down, this is still a very high ratio. This distributed model of server services creates a lot of extra licensing costs and complexity to manage.

It is recommended that the server environment be significantly consolidated. This will make the environment a lot simpler to maintain and, as a result, more reliable.

**Storage Access/Limitations/Inconsistencies**

The District currently does not have any defined policy or consistent practice around network storage use or provisioning. During the interview phase of the evaluation, it became clear very early on that students and staff routinely struggled to get access to network files. For example, at Sitka High School, students are required to use the command prompt or the network browser to get to their storage space. At Blatchley Middle School, some computers use roaming profiles for network storage and students do not have any access to dedicated storage. At Keet Gooshi Heen Elementary folder redirection is used.
The provisioning of storage is also inconsistent. The amount of available network storage is based upon user request. The lack of standards and consistency around this resource make it unreliable and not user friendly. It also makes planning very difficult.

The District should consider establishing guidelines around the amount of available storage and how the storage is accessed. These are critical instructional resources that will hinder the instructional process if left unaddressed.

It is recommended that the District provide all staff and students with an automatic drive map with at least the following resources:

Students:
- H:\Home Folder (Private Home Folder)
- S:\Student Folder (Location for students to share files)
- T:\Teacher Folder (Location for teachers to share files and students to submit files)

Staff:
- H:\Home Folder (Private Home Folder)
- S:\Student Folder (Location for students to share files)
- T:\Teacher Folder (Location for teachers to share files and students to submit files)
- V:\Temporary File Sharing/Transfer (Temporary storage)
The overall desktop configuration and infrastructure is poor. The current computer infrastructure shows a lack of strategic focus and long-term financial planning.

**Unreliable Desktops and Laptops**

In reviewing the desktop and laptop environment, it became evident that the computer environment has been neglected and lacks direction. There is currently no replacement or surplus cycle. The inventory showed that the District currently has 524 computers. This number is misleading because the District does not have a process in place to track computer inventory. This number is based on a visual inspection by technology staff during the fall of 2009. The information collected does not contain any serial, model, or asset identifier.

This number is an overstatement because a large portion of the District’s computers are considered obsolete according to industry standards. It is unclear from the inventory document how many of the 524 are classroom computers versus administrative or office computers or are obsolete according to national educational standards.

It is recommended that the District immediately adopt and implement a process to identify all computer assets in the District. The information collected in this process should contain at least the following information:

- Category: Student Computer, Teacher Computer, or Staff Computer
- Equipment Type: Desktop or Laptop
- Model Number
- Serial Number
- District Asset Number*
- Funding Source*

*Future purchase tracking information.

This is a critical step in the planning and maintaining of a stable and reliable instructional computer environment for students and staff.

Retaining outdated equipment is not frugal and instead burdens the District’s resources. An old computer remaining in the District past its prime will cost more to support, require more personnel resources, and create an unreliable environment that will make it difficult to accomplish the District’s instructional goals.

It is recommended that the District implement a five year refresh cycle for desktops and a four year refresh cycle for laptops. In addition to the laptop refresh cycle, it is recommended that the District


implement a two year battery refresh cycle for laptop batteries. The battery replacement cycle will grow longer as this technology improves. Several manufactures are beginning to offer three year warranties on their batteries. The vast majority are still just 90 days to a year. These standards will ensure a stable and reliable computing environment.

Desktops and Laptops Purchases

Review of equipment purchases from the last two years and observations during site visits revealed an ever-changing configuration of computers. This includes, but is not limited to, brand of computers, class of computers, models, operating systems. This creates a significant problem for image creation, reliability testing, and user expectation. It is strongly recommended that the District establish and implement a consistent hardware standard. The standard should change no more frequently than annually, and the District should eliminate user hardware configuration options to allow for a consistent environment.

The availability of multiple versions of client operating systems and core applications like Microsoft Office creates problems with professional development, consistency, and support. It is recommended that only one operating system and version of Microsoft Office be used on all client computers.

Laptop Wireless Networking Standard

The current laptop wireless standard is 802.11g. This configuration does not match industry standard, nor will it allow the District to scale and grow. In the next two years, it will become increasingly difficult to purchase a non-802.11a/b/g/n wireless card. It is recommended that the standard be changed to an 802.11a/b/g/n wireless card. This change will increase the cost of each laptop by $5 to $10.
Remote Access Infrastructure — Configuration and Infrastructure Observations

During the interview process, Sitka High School staff on several occasions mentioned the need for a remote access solution for traveling students and staff on District business such as sporting events. Although several resources currently exist for remote access, there is no clear or consistent plan for remote access. The District currently has licenses for VPN access through the firewall and remote desktop.

It is recommended that the District investigate other remote access solutions such as Secure Socket Layer (“SSL”) VPN or Microsoft’s DirectAccess and identify the necessary access for both students and staff to instructional resources while they are away from the District. Students and staff both spend less than 20% of the year in the building and the rest of the time somewhere else. If users are deprived of adequate computing resources for use outside of the District, this is a significant loss in potential instructional time. In addition, as more mobile hotspots become available, without a clear VPN plan, a big security risk is generated if the District allows users to connect to these hotspots and does not offer a method for users to transfer District data in a safe and protected manner.
PROCESS OBSERVATIONS

During the interview and observation portion of the process review, it became clear that very few standard procedures exist regarding the ongoing support of technology resources and the implementation of new technologies.

Inventory Management and Tracking

As previously mentioned, the District currently does not have an inventory management process in place and it is recommended that the District adopt one with the previously mentioned guidelines.

Customer Support or Issue Tracking

The IT Department currently does not have a process in place to track technology support requests. During the interview process, several teachers and administrators recommended putting one in place to help with setting expectations. Interviewees also noted that the District had previously attempted to implement a method for tracking support requests but that the effort was short-lived.

It is recommended that the IT Department adopt a clear method for issue tracking. Managing issues and support requests is a major function of any technology team. Without a clear and consistent method for tracking and reporting, it is impossible to truly gauge technology staff workload. This process will also assist with setting expectations for users and ensuring that issues are not lost.

Backup and Restoration

The District currently does not have a documented backup and restoration policy or procedure. During the interview process, the IT Director noted that the backup schedule is inconsistent and sporadic at best, that not all servers are backed up, and that tape is not used to retain backups. It was also shared that a restoration has never been tested or practiced. This is a significant risk for the organization. During the site visit, it was also observed that the current backup media are consumer grade network attached storage or hard drives.

It is recommended that the District establish, document, and practice a backup and restoration procedure. It is also recommended that dedicated hardware be purchased to support the backup process. This is especially critical for systems that entail compliance requirements, such as the student information system, financial system, email system, etc.
Budget Planning

The District currently does not have a centralized budget for technology procurement. Instead, every department and school has its own budget for technology and an allocation of roughly $25,000 that rotates from school to school each year. As a result, historical data from Dell shows that computer purchases are made every month throughout the District. This makes it difficult for the District to appropriately schedule resources and for the District to capitalize on volume pricing. Historical data from Dell shows the District spends on average $104,000 per calendar year on technology the last two years.

![Technology Purchases Through Dell - Data Provided by Dell](chart.png)

It is recommended that the District centralize the majority of these technology funds to ensure a reliable and equitable computer environment for all students and staff. The data show that the District has the financial resources to sustain a reliable technology environment; it is just a matter of focusing these resources for a common goal.

Project Management

The IT Department currently does not have any project management philosophies or processes in place. At any given time, the Department is not aware of the number of projects it is committed to. This makes it extremely difficult to clearly identify the scope of a project or schedule and plan work. During the interview process, staff raised numerous examples regarding projects that seem to never end, projects that lack scope of work, and projects with unknown statuses.

The lack of a project management process not only creates reliability problems but also costs the District financial resources. For example, roughly $30,000 worth of wireless equipment was purchased during
the summer of 2009 to provide more bandwidth for the wide area network, but during the February 2010 site visit, no firm plans were in place to actually use the system. The earliest estimate at the time was summer 2010. In addition, even though the system was not yet in use, there were already concerns regarding reliability and whether the system would even work considering environmental conditions of Sitka. Had a clear project management process been in place, this situation could have been avoided.

It is recommended that the IT Department adopt a project methodology and process to ensure that technology projects are adequately piloted, scoped, tracked, completed, and evaluated.

**Computer Imaging System and Quality Control**

The District currently has no computer imaging practice in place. When a new computer is purchased, the technology staff currently configures each one individually. The lack of an imaging system exponentially increases the amount of support staff time required to set up new computers and to maintain existing computers.

It is recommended that the IT Department adopt a computer imaging system, such as Symantec Ghost. The system will enable newly purchased computers to be available for use in less than an hour while ensuring that the new equipment has all of the software and settings required to operate reliably on the Sitka network. This tool will also allow technology staff to bring all computers in the District back to a defined baseline state within a matter of days.

The adoption of an imaging system would also enable the District to work with Dell or a third party provider to ship new computers to Sitka ready for use out of the box by preloading the District’s image at the factory. This would save a tremendous amount of technical staff time. This service ranges from free to $15 depending which reseller Sitka chooses to buy from.

This resource will also make it much easier for technology staff to support the computer environment on a daily basis. If a problem cannot be resolved in 15 minutes, the technology staff could just reimage the computer or lab and, in less than an hour, the computers would be back to their optimal state.
Acceptable Use Policy ("AUP")

The District’s current AUP is significantly out of date. It does not address current tools such as email, social networking resources, or Web 2.0 resources. It is recommended that the District update the AUP. Templates are available from various sources ranging from state agencies to national educational institutions such as the National School Board Association. During the creation of this report and review of recommendations, the District started the process of updating the AUP.
TECHNOLOGY CULTURE OBSERVATIONS

It is extremely important for any Technology Department to be a part of any organizational technology implementation, planning, and decision making process to ensure that the initiative will be successful and well supported. Unfortunately, the IT Department has gained a reputation of incompetence and not supporting the instructional process. Multiple teachers and staff have reported, "If there is a problem, you can forget about ever using it again, because you never know when it will be fixed." It should be noted that a lot of these feelings are unfairly targeted at the IT Department, because they are a result of a neglected technology infrastructure.

From data gathered and based on interviews and observations, it is my opinion that technology responsibilities are too distributed throughout the environment. During the evaluation process, I was unable to ascertain whether this was a result of mistrust of the current administration’s ability to manage the technology environment that has caused this power distribution or if it was the distribution of power that has generated the lack of organizational focus as it relates to technology goals. In either case, the District now needs to centralize and reorganize the staffing to slowly re-establish trust and refocus on the District’s technology goals. This is especially critical given the current perception of the IT Director.

The skill level among the technology staff is currently all over the map, but on average is very low. This has made it difficult for the District to adopt industry standard practices to streamline technology resources and make them reliable. This, in combination with the distributed leadership, has created some poor technology implementation choices. It has also created some accountability problems because it is difficult to pinpoint the failure and the responsible party. Without this level of accountability, it is very difficult for an organization to be on the continuous improvement process.

These issues, for the most part, have also generated a negative perception of instructional technology. Most staff no longer know the value of technology as an instructional tool, resource, or skill, because they cannot see past an unstable computer environment.

It is recommended that the District reorganize its organizational structure and develop clear goals and objectives for technology staff. Such goals must directly align with District goals, and the team must be held accountable for them. Without this, technology will never be fully adopted and technology will continue to be isolated and disconnected from the rest of the organization.

It is also recommended that the District consider having the IT Director report to the Business Manager. It is not uncommon for school districts to have the IT Department be a part of a business or operational division. Serious consideration should be given to this recommendation because of the current staff feelings and distrust of the IT Director. From my interactions with the current Business Manager, it appears that he has a clear understanding of good business practices, is a good communicator, and has the ability coordinate tasks outside of his comfort zone. These attributes can significantly increase the
chances of success as the District moves forward. It is my opinion that the best organizational chart is one that is built around the people and the skill sets they bring to the organization.

Proposed Organization Chart
The Technology Support Index is a national tool used to assist school districts in improving their technology support programs. It was a result of the Technology Support Project commissioned by the Bill & Melinda Gates Foundation.

“According to the Technology Support Index (TSI), your system is considered ‘Moderately Efficient’ requiring attention and improvement. The ‘Moderate Efficiency’ level of development refers to a system that has some areas of excellence, but typically isolated and limited in implementation. While there is some good support in place, improvement will be required to overcome technology challenges.” — International Society for Technology in Education

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<th>Domain</th>
<th>Rating</th>
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<tr>
<td>Equipment Standards - Focuses upon consistent equipment and software decisions that can directly impact the quality of support provided.</td>
<td>(1) Low Efficiency</td>
</tr>
<tr>
<td>Staffing and Processes - Addresses technical assistance staffing and the support practices used that can impact efficiencies in support.</td>
<td>(1) Low Efficiency</td>
</tr>
<tr>
<td>Professional Development - Considers how strong professional development can change the nature organizational support requirement and impact a team’s ability to provide support.</td>
<td>(1) Low Efficiency</td>
</tr>
<tr>
<td>Enterprise Management - Identifies strategies that capitalize upon the technology itself to provide strong support.</td>
<td>(1) Low Efficiency</td>
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Many of the recommendations in this report will assist in improving the District’s TSI rating. Please see “Technology Support Index” (Attachment - TSI) for more detail.
SHORT-TERM STRATEGIES

The focus for the IT Department and the Sitka School District for the next twelve months must be on improving reliability and sustainability. The first step in this process is to identify and eliminate any existing projects that require staff time and/or financial resources that do not meet the reliability and sustainability goal in the short-term. The next step is to strategically identify support requests/tasks that need to be stopped in order to create the necessary staffing capacity to implement the projects below and systematically resolve these problems. Next, share the plan with staff and the community. Share the goals and ask for assistance from staff and the community by being patient with the process and giving it time. This is a very important step because everyone needs to let go of past failures, hurt feelings, and control to give the District time to be successful. These first few steps are difficult but are critical to the overall goal of ending staff frustrations with never-ending projects and forgotten support requests. More importantly, if these projects are implemented correctly, they will create a reliable computing environment that will allow teachers to provide the District’s students with the necessary 21st century education.

Given all of the challenges identified, the size of the District, and the available staffing resources, I recommend that the District start over by refocusing on the basics. I recommend that the District implement the projects outlined below. It should also be noted that given the current knowledge level of technical staff and the lack of current operating and procedural standards, the District should utilize “just in time” training for all staff and take the opportunity to document new processes as these changes are being made and new projects are implemented. This will help to increase staff capacity and ensure that the training is relevant to daily work.

It is also critical that as the District begins the process of replacing and adding more technology that sustainability be part of every discussion. Technology lifecycles are very predictable and an important part of the planning process. The District should not implement new technology projects without a clear replacement plan. Otherwise, the District’s technology infrastructure will never reach a point of sustained stability. It is also a disservice to provide students and staff with new tools and resources, only to have them removed or fail without a plan for replacement.

Projects:

Start a Communication Campaign for Staff and the Community
- Share your short-term plans and objectives.
- Keep everyone updated on the status of the plans and objectives.
- Obtain feedback on the direction forward. For example, pose the following questions to staff and the community:
  - What should the technology ratio be?
  - What should the technology refresh cycle be?
Establish an Industry Standard Student to Computer Ratio of 4:1 at Every School
• This will ensure equity of access to technology resources for all schools.

Establish a Laptop and Desktop Replacement Schedule (Detailed recommendations are noted above under “Unreliable Desktops and Laptops”)

Develop District-Wide Hardware Standards
• Computers; Projectors; Document Cameras; Interactive White Boards; Mobile Carts; and Anything you are going to buy 10 or more of. This will promote professional development, help with ongoing technical support, and allow for volume pricing.
• Separate video lab standards and business lab standards from standards governing general instructional computers.

Initiate Laptop and Desktop Replacement
• Centralize the procurement of instructional technology
• Centralize instructional technology budget
• Renegotiate equipment pricing
• Develop a plan for a sustainable five year refresh cycle for desktops and a four year refresh cycle for laptops

Change the core technology operating philosophy, which is currently focused on micro-level equipment management, to a more centralized, standards-based service delivery model.
• Manage computers, but limit custom computer setting changes and exceptions. This will allow for a consistent image to be applied, with minimal time and effort, to all computers throughout the District.

Infrastructure Projects:
Redesign Network for Increased Service, Bandwidth, Security, and Reliability:
• Wide Area Network (“WAN”)/Metropolitan Area Network (“MAN”) – Design a new WAN/MAN to take advantage of the new high speed network.
• Wireless – Build a District-wide wireless network covering all instructional and staff workspaces.
• Infrastructure Wiring – Test all cabling to ensure that it meets industry standards.
• Add Packet Shaping to Internet Link – This will increase the visibility of the District’s Internet traffic, allow the District to protect this limited resource and allow the District to develop a quality of service policy to protect the most critical applications during high utilization periods.

Increase Internet Bandwidth to 25Mbps – This will accommodate current demands and future cloud-based services.
Redesign Active Directory and Server Resources:
- Standardize resources across all sites.
- Develop Single Domain
- Consolidate and Centralize to Sitka High School

Evaluate Systems that can be Transitioned to Cloud-Based Services
- Start with student email and then potentially staff email. Although student email is not a service currently in place, several staff members requested the service during the interview process. Set up student email by evaluating free solutions such as Google or Microsoft.

The following process changes are recommended and should be part of the implementation plan for the above work:
- Track Projects
- Track Daily Operations
- Proactive Monitoring of Systems
STRATEGIC INITIATIVES

Change the focus and role of technology for the District. This includes a major cultural and operational shift for IT. Shift the organization from a culture of implementing new technologies as a means for driving organizational change to a culture of organizational needs driving technology adoption, and implementation. This philosophical change needs to start with IT and expand to the rest of the organization.

The District should spend the next few years focusing all of its technology resources on an efficient, supportable, scalable, equitable, reliable, and user-focused technology infrastructure. This includes the following areas:

- Develop new goals for the IT Department that can be used to align the Department with the District’s goals and mission. Without clear goals and objectives, the Department will continue to struggle to provide appropriate resources and an appropriate level of service for the District. By the next school year, the District should consider adopting clear goals and objectives to which every technology support staff member can specifically link his or her annual goal (as reflected in annual performance evaluations). For example:

  o Research and provide access to technology tools and resources supporting the instructional improvement process.
  o Architect, deliver, and maintain a reliable and stable technology infrastructure appropriate to support the core instructional mission of the District.
  o Develop and provide access to student leadership opportunities that promote academic growth and success.
  o Actively build healthy partnerships outside of IT to effectively support other strategic District initiatives.

- Consolidate IT Support Staff – The District currently has a person assigned to each site identified as “Tech Helper.” These staff members are provided with a stipend to support technology in addition their normal areas of responsibilities. It is recommended that the District consolidate these positions by either (1) ending them and using the resources to hire a dedicated person or (2) preferably, changing the reporting structure to the IT Director. This will help ensure that these positions’ efforts are centrally organized and consistent. It is also recommended that the District refrain from hiring additional staff members until enough data are available to clearly show the need.
  o Add [Eric Matthes] to the IT Department using a stipend to coordinate and design a sustainable student internship program. This program should include elementary, middle, high, and college level students, but to start with the focus should just be on how students can help with one or two of the early projects. For example, can students help surplus computers and redistribute them to the community? Can students help with installing the new wireless system? Can students help create and maintain the
website used to share the progress of technology initiatives or projects with the community? Eric is selected for his technical experience, classroom experience, and current computer surplus program management. It is critical to the success of the program that the person filling this position have an instructional background and a passion for students and technology. In the long-term this program will assist with the following:

- Staff Training
- User Support
- Technology Equipment Repair, Maintenance, and Implementation
- IT Staff Recruitment

- Staff Augmentation and Cloud Services Consideration—Investigate offsite services such as cloud-based technologies and remote technical assistance. This examination should include every service currently utilized in house but should start with the highest Return on Investment (“ROI”) services such as email, file storage, application delivery, etc. This is a very important focus because the District has limited staffing resources and must rely on this service in order to expand services. For example, one long-term recommendation is for the District to implement a learning management product like MOODLE or BlackBoard. The District can choose to purchase a new server and install MOODLE on it and support it internally. An alternative would be to purchase MOODLE as a service from a company like Remote-Learner and have the company install and manage the service for under $2,000 a year with a guaranteed 99.9% uptime. It would not be possible for Sitka to make MOODLE available internally for that cost.

- Develop a software evaluation standard to ensure software compatibility with the environment and to maintain instructional consistency across all classrooms and schools. Software should have the same careful consideration and scrutiny as any textbook adoption. A District-wide software standard should be established to ensure equity and availability of core software throughout the District (Microsoft Office 2010, Encarta, etc.). This will ensure consistency and reliability for students and staff. It will also create organizational capacity within the support team because only one version of each type of software will require support and training. Start by evaluating current software packages.

- Form a Hardware Committee to standardize all technology purchases across the District. This includes interactive whiteboards, document cameras, projectors, computers, etc. This will assist the Instructional group with staff development throughout the District. It will ensure equity of access for students as they move from one location to another. It will also help support staff with providing faster support by limiting the variation of available equipment in the District. Lastly, it will improve the District’s purchasing power by grouping equipment purchases that are currently spread among a variety of different manufacturers.
- Develop service level agreement with schools. This will help establish operating standards and parameters for technical staff. This creates metrics that can be used to measure the effectiveness of the support team and creates a level of accountability and prevents issues from falling through the cracks. Finally, it creates a level of expectation for students and staff. Customers will know how long it should take for an issue to be resolved. The agreement should be a living document and should be updated as technology and services change.
CONCLUSION

Although the overall tone of this report could be perceived as critical, it is important to keep in mind that the nature of a readiness assessment is to point out all of the flaws, shortcomings, and gaps in the system and organization in an effort to help it define and accomplish its new goals and objectives. The purpose of this report is also not to observe and report on the readiness of staff members, but this report would not be complete without at least a cursory acknowledgment of the dedication, commitment, and passion of District staff members to serve each and every student. Staff members dedicated to seeing the District succeed are perhaps the District’s most valuable asset.

In order for the District to accomplish its technology goal, the District must make some major changes to its current practices and treat the whole technology environment as one system. This will include process, policy, and staffing changes. These challenges may seem great at the outset, but with time, focus, and the necessary will, Sitka School District will be able to accomplish all of its instructional technology goals and objectives.

Over time, if all of the above strategies are implemented and adapted to the District’s changing needs, Sitka School District will have implemented all of the components necessary to have a well-rounded student centered technology program for anytime, anywhere learning.

Respectfully Submitted,

Thuan D. Nguyen, Consultant
Appendix E: School Board Goals and Guiding Principle Related to Technology (2010-current)

• **2009-10 School Board Goal #2**: The board will designate resources to expand technology based, interactive teaching and learning.

• **2010-11 School Board Goal #2**: The board will focus resources to implement technology based, interactive teaching and learning.

• **2011-12 School Board Goal #4**: The Board will implement a technology supported educational program that promotes creativity, individualism and diversity.

• **2012-13 School Board Guiding Principle**: The Board will implement a technology supported educational program that promotes creativity, individualism and diversity.
Appendix F: Current E-Rate Budget Inventory Analysis
### Block 1: Identification

<table>
<thead>
<tr>
<th>E-Rate Year:</th>
<th>July 1, 2012 – June 30, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>District or School Name:</td>
<td>Sitka School District</td>
</tr>
<tr>
<td>Prepared By:</td>
<td>Ian Crane Date:</td>
</tr>
</tbody>
</table>

### Block 2: Analysis of E-Rate Services Requested

<table>
<thead>
<tr>
<th>E-Rate Service(s):</th>
<th>TELECOMMUNICATION SERVICES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Local - Telephone Service</td>
</tr>
<tr>
<td></td>
<td>Long Distance - Telephone Service</td>
</tr>
<tr>
<td></td>
<td>Cellular - Telephone Services</td>
</tr>
<tr>
<td>INTERNET ACCESS:</td>
<td>Wide Area Network Connection Service</td>
</tr>
<tr>
<td></td>
<td>Metro Area Network Connection Service</td>
</tr>
<tr>
<td></td>
<td>Internet-based e-mail service – E-mail Service</td>
</tr>
<tr>
<td></td>
<td>Hosted Web Services</td>
</tr>
</tbody>
</table>

### Block 3: Educational Technology Plan Goals Addressed by E-Rate Services

<table>
<thead>
<tr>
<th>Goal(s) or Page Number(s):</th>
<th>Current Sitka School District Technology Plan 2010-2013 (page 2) and Current Sitka School District Technology Plan Addendum 2010-2013 (page 1)</th>
</tr>
</thead>
</table>

### Block 4: Evaluation of Goals

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Current Sitka School District Technology Plan 2010-2013 (page 5)</th>
</tr>
</thead>
</table>

The document was prepared in accordance with Section 54.508(b) of the FCC's Rules and Regulations, Chapter 1 of Title 47 of the Code of Federal Regulations.
## Activities:

### Block 5: Budget Elements

<table>
<thead>
<tr>
<th>Current Level of Service:</th>
<th>Level After E-Rate Request has been Filled:</th>
<th>Annual Budget for district's share:</th>
<th>Planned budget source:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Telecommunication Services:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Telephone Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>117 Classrooms</td>
<td>117 Classrooms</td>
<td>$78,000</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Long Distance Telephone Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Wide</td>
<td>District Wide</td>
<td>$3,300</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Cellular Telephone Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Cell phones Plans</td>
<td>13 Cell phone Plans</td>
<td>$4,800</td>
<td>Operating Budget</td>
</tr>
<tr>
<td><strong>Internet Services:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wide Area Network Connection Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single 35 Mbps Connection</td>
<td>Single 35 Mbps Connection</td>
<td>$63,000</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Metro Area Network Connection Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five 100 Mbps Connections</td>
<td>Five 100 Mbps Connections</td>
<td>$45,500</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Hosted Web Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single Hosted SSD Website</td>
<td>Single Hosted SSD Website</td>
<td>$18,500</td>
<td>Operating Budget</td>
</tr>
</tbody>
</table>
## Block 6: Analysis of Non E-Rate Eligible Requirements

### Block 6a: Hardware

<table>
<thead>
<tr>
<th>Hardware Required</th>
<th>Current Level</th>
<th>New Purchases</th>
<th>Budgeted Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switches</td>
<td>60</td>
<td>0</td>
<td>$0.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Servers</td>
<td>28</td>
<td>0</td>
<td>$0.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Phones</td>
<td>262</td>
<td>0</td>
<td>$0.00</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Block 6b: Software

<table>
<thead>
<tr>
<th>Software Required</th>
<th>Current Level</th>
<th>New Purchases</th>
<th>Budgeted Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Windows (Renewal)</td>
<td>1,000</td>
<td>1,000 (Renewal)</td>
<td>$11,000</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>School Dude Inventory</td>
<td>1</td>
<td>1 (Renewal)</td>
<td>$3,500</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Adobe Acrobat Professional</td>
<td>10</td>
<td>10</td>
<td>$10,500</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Discover Streaming</td>
<td>100</td>
<td>100 (Renewal)</td>
<td>$3,200</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Atomic Learning</td>
<td>100</td>
<td>100 (Renewal)</td>
<td>$800</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Resource Network</td>
<td>1</td>
<td>1 (Renewal)</td>
<td>$20,000</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Online Learning Solution (e.g., Global Scholar)</td>
<td>0</td>
<td>1</td>
<td>$0.00</td>
<td>N/A</td>
</tr>
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</table>

### Block 6c: Professional Development (PD)

<table>
<thead>
<tr>
<th>PD Required</th>
<th>Current Level</th>
<th>New Purchases</th>
<th>Budgeted Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Director Training</td>
<td>$10,000</td>
<td></td>
<td>$10,000</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Promethean Training</td>
<td>$8,500</td>
<td></td>
<td>$8,500</td>
<td>Operating Budget</td>
</tr>
<tr>
<td>Teacher Professional Development</td>
<td>$15,000</td>
<td></td>
<td>$15,000</td>
<td>Operating Budget</td>
</tr>
</tbody>
</table>

### Block 6d: Retrofitting/Electrical Upgrades

<table>
<thead>
<tr>
<th>Retrofitting Required</th>
<th>Electrical Upgrades Required</th>
<th>Budgeted Amount</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Block 6e: Maintenance

|          |                              |                |                |
## Budget/Inventory Analysis for E-Rate Components

<table>
<thead>
<tr>
<th>Maintenance Required:</th>
<th>Current Level:</th>
<th>New Purchases:</th>
<th>Budgeted Amount:</th>
<th>Funding Source:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

### Block 6f: Total Non-Eligible Requirements

<table>
<thead>
<tr>
<th></th>
<th>Total Budgeted Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

Complete this document before submitting your E-Rate Form 470. Please submit this completed document to:

- **E-mail:** tech.plan@alaska.gov
- **FAX:** 907-465-2989
- **Mail:** Educational Technology Coordinator  
  801 West Tenth Street, Suite 200, PO Box 110500, Juneau, Alaska 99811-0500
Appendix G: 2011-12 NETS*S and NETS*T Assessment Summary
Ed Tech 21st Century Skills Assessment Reporting

District: Sitka School District
Contact Name: Mary Wegner
Title: Assistant Superintendent
Email: wegnerm@sitkaschools.org
Phone: (907) 966-1264
Tool used for assessment: Atomic Learning

According to the USDOE Title II-D, all certified staff and 8th grade students must show proficiency in technology literacy skills. Alaska requires an annual report of progress for all districts to be submitted no later than November 15th.

**USDOE Title II – Part D – Enhancing Education Through Technology, Section 2402**

**Goal:** (1) PRIMARY GOAL- The primary goal of this part is to improve student academic achievement through the use of technology in elementary schools and secondary schools.
(2) ADDITIONAL GOALS- The additional goals of this part are the following:
(A) To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
(B) To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Data will be reported according to the NETS Standards for Students, 21st Century Skills: http://www.iste.org/standards/nets-for-students.aspx

### 8th Grade Student Technology Assessments

<table>
<thead>
<tr>
<th>Item</th>
<th>% Advanced (90-100%)</th>
<th>% Proficient (70-89%)</th>
<th>% Below Proficient (Less than 70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 8th grade students</td>
<td>0</td>
<td>13.9</td>
<td>86.1</td>
</tr>
<tr>
<td>NETS*S 1: Demonstrate creativity and innovation</td>
<td>0</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>NETS*S 2: Able to communicate &amp; collaborate</td>
<td>0</td>
<td>1.4</td>
<td>98.6</td>
</tr>
<tr>
<td>NETS*S 3: Conduct research and use Information</td>
<td>2.8</td>
<td>16.7</td>
<td>80.6</td>
</tr>
<tr>
<td>NETS*S 4: Think critically, solve problems, and make decisions</td>
<td>0</td>
<td>22.2</td>
<td>77.8</td>
</tr>
<tr>
<td>NETS*S 5: Demonstrate mastery of digital citizenship</td>
<td>6.9</td>
<td>23.6</td>
<td>69.4</td>
</tr>
<tr>
<td>NETS*S 6: Use technology effectively and productively.</td>
<td>0</td>
<td>19.4</td>
<td>80.6</td>
</tr>
</tbody>
</table>
Adult Technology Assessments

*Note: Certified staff must show ‘proficient’ or ‘advanced’ at least once every three years.


<table>
<thead>
<tr>
<th>Item</th>
<th>% Advanced (90-100%)</th>
<th>% Proficient (70-89%)</th>
<th>% Below Proficient (Less than 70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Certified Teachers</td>
<td>10.8</td>
<td>79.3</td>
<td>9.9</td>
</tr>
<tr>
<td>NETS*T 1: Facilitate and Inspire Student Learning and Creativity</td>
<td>5.4</td>
<td>53.2</td>
<td>41.4</td>
</tr>
<tr>
<td>NETS*T 2: Design and Develop Digital-Age Learning Experiences and Assessments</td>
<td>35.1</td>
<td>54.1</td>
<td>10.8</td>
</tr>
<tr>
<td>NETS*T 3: Model Digital-Age Work and Learning</td>
<td>18.0</td>
<td>63.1</td>
<td>18.9</td>
</tr>
<tr>
<td>NETS*T 4: Promote and Model Digital Citizenship and Responsibility</td>
<td>9.9</td>
<td>85.6</td>
<td>4.5</td>
</tr>
<tr>
<td>NETS*T 5: Engage in Professional Growth and Leadership</td>
<td>13.5</td>
<td>55.9</td>
<td>30.6</td>
</tr>
</tbody>
</table>

Thank you for submitting your district’s information! If you have any questions, please contact: roxanne.mourant@alaska.gov / 907-465-8578 / fax: 907-465-2989
Appendix H: SSD Technology Procedures and Standards

- District Technology Equipment Plan
- Donated Computer Standards
- Guidelines for Employee Use of Personal Technology on District Property
District Technology Equipment Plan

Goal: To provide a consistent, appropriate level of technological equipment for both students and staff to achieve the highest possible level of education with the available resources.

Guidelines:

1) All current, non-grant purchased equipment, will be considered District equipment and at the disposal of the District to use to best meet overall needs.
2) All technology purchases must be approved by the District Information Technology Director.
3) The District will provide a 4:1 instructional computer ratio throughout all schools
   a. Instructional computers include both student and teacher computers
   b. Technology provided for employee use is district equipment that is assigned to employees, and as such it should be used only for professional purposes
4) The District will provide one laptop, docking station, carrying bag, monitor, keyboard, and mouse to every certificated employee.
5) The District will provide appropriate technology to support staff as determined by the Administration and staff needs.
6) This District will provide a central database tracking all District purchased technology.
7) Any technology purchased via grant funds or individually donated will be kept separate from the District provided technology and will be exempt from the 4:1 District ratio and replacement cycles.
   a. All grant technology purchases or individual donations will be tracked by the school or program awarded the grant.
   b. All grant technology purchases or individual donations must follow the district purchasing standards
8) The District will not retain any computer longer than 6 years from the purchase date.
   a. A computer that can no longer support the current District image will no longer be retained regardless of purchase date.
9) All school/program purchased software requiring deployment on the District network must be approved by the District IT Department and Administration.
10) All PC’s and laptops will be refreshed every four years by the District.
    a. If equipment fails or is damaged beyond the ability to be repaired, it may not be able to be replaced until it comes up for refresh.
    b. All equipment purchased must follow the district purchasing standards
11) The District is pursuing a printer solution but currently all printing equipment and supplies are the responsibility of each school.
12) The District is working to provide whiteboards and projectors to every classroom teacher, which is a process that will take a few years to fully implement.
13) The District will provide document cameras at its discretion to classroom teachers.
14) The District will be responsible for the replacement and maintenance of whiteboards and projectors other than the routine maintenance of projector dust filters, which is the responsibility of the classroom teacher
15) If a piece of equipment fails due to normal usage the District will replace it to the best extent possible. If equipment fails due to mishandling by staff or students it will be the individual schools responsibility to replace it.
16) Equipment that is lost or stolen will be reviewed by the Superintendent or designee and handled on a case by case basis.
17) The District will choose a pad technology and provide a unit to each Administrator.
   a. If other employees choose to purchase pad technology (school discretionary budget/grants/etc) for the classroom or professional use the District will support the District chosen model.

Last Update 10/17/11
Donated Computer Standards

**Goal:** The purpose of this document is to define the minimum standards for computers being donated to the District. All equipment must be in full functioning order for any system to be accepted.

**All systems:**
1) PC Based, Apple computers will not be accepted
2) Processor – no less than a 2.30 GHz, 3M cache Intel Core I5 processor with Turbo Boost Technology 2.0.
3) Hard Drive – no less than 250 GB, 5400 rpm.
4) Memory – no less than 3.0 GB, DDR3-1333MHz SDRAM.
5) Optical Device – no less than an 8X DVD with +/-RW capabilities.
6) LAN Card – must contain a LAN card.
7) Video Card – must contain an integrated video card from a reputable manufacturer (Intel, RADEON, Nvidia, etc)
8) Accessories – must come with speakers.
9) Power Adapter – must include an appropriate power cord and adapter.
10) Must be Energy Star 5.0 Enabled.
11) As long as the District maintains the XXXX (add name) Windows operating system license there is no minimum requirement on operating systems.
12) There are no minimums on productivity software.

**Laptops:**
1) Docking Station – must have the ability to acquire a compatible docking station.
2) Internal Monitor – no less than 14” High Definition, 1366x768.
3) LAN Card – must have a wireless LAN Card, no less than an Intel Centrino Advanced-N 6205 802.11a/b/g/n Half Card.
4) Ports, Expansion Slots, Connections – minimum of 3 USB ports, have a monitor and digital display port,
5) Primary Battery – no less than a 6-cell, 60WH Lithium Ion Battery.
6) Keyboard – must have an English keyboard.
7) Accessories – must come with a web cam and a microphone,

**PC’s (Desktops):**
1) Monitor – must come with a monitor no less than 14” High Definition.
2) Keyboard and Mouse – must come with a keyboard and mouse.
3) Case – must be a standard case that can be upgraded with standard hardware.
Employee Use of Personal Technology on District Property

**Goal:** The District will allow employees to bring personal technology equipment onto school grounds to be used for personal or student needs. This document is intended to provide guidelines for the use of such equipment on the District property and over the District network.

**Guidelines:**

1) Personal equipment brought onto school grounds is the sole property of the owner. The District assumes no liability for any occurrence that causes damage to the equipment.
2) The District will not provide support for any personal equipment. Any issue that arises is the responsibility of the owner to resolve.
3) The District retains the right to reduce capacity and/or limit the number of users on its network at any given time. This may result in limited or no connectivity.
4) The District retains the right to pursue corrective action in an instance where a personal technology device causes damage to District owned equipment or resources.
5) There should be no expectation of privacy regarding the contents of computer files or communication undertaken by way of the district computers and/or network.
6) The District will cooperate with local, state, or federal officials in any investigation related to suspected illegal activities conducted through the district computer systems.
7) If at any time it is determined that the use of personal technology conflicts with the regular District activities, the District reserves the right to require that the employee remove said technology and refuse its use on the property.
8) It is encouraged that individuals who leave personal technology in a district building have personal insurance to cover loss and/or damage of the device/equipment.
9) Web-enabled personal technology will only have access to the guest network and will not be able to print.

If an employee of the District chooses to utilize personal technology on school property, by default, the Employee agrees to:

1) Be responsible for keeping all passwords and accounts secure.
2) Not attempt to access the District’s or other people’s files or accounts or by pass the District’s security measures.
3) Not intentionally waste or disrupt District technology resources.
4) Allow the School and District Administration to conduct an individual search of an employee’s computer files, music, video, email or other related items when being used in a student environment.
5) Ensure that the computing device is virus free by having it analyzed by the District IT Department before it is deployed over the network.

Last Updated 10/3/2011
Appendix I: CIPA Documentation

- Administrative Regulation 6165: Student Access to Networked Information and Planning
- Board Policy 6165: Student Access to Networked Information and Planning
- Exhibit 6165: SSD Internet Use Agreement
- Minutes of June 14, 2012 School Board Meeting
STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING

Internet Use and Electronic Mail

In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will review and evaluate resources in order to offer “home pages” and menus of materials which comply with Board guidelines governing the selection of instructional materials. (In this manner, staff will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum. All students will be informed by staff of their rights and responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group.)

As much as possible, access to district information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue electronic research independent of staff supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communication apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING  (continued)

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

1. Acceptable Use - Access to the District’s Internet must be for the purpose of education or research, and be consistent with the educational objectives of the District.

2. Privileges - The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.

3. Sanctions - Violations may result in a loss of access. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior. When applicable, law enforcement agencies may be involved.

4. Staff members shall attempt to supervise students directly or by instruction while students are using district internet access to ensure that the students abide by these procedures. Users must follow all rules and regulations posted in the computer lab or other room where computers are in use. Users must follow the directions of the adult in charge of the computer lab or other room where computers are in use.

5. Unacceptable Use - You are responsible for your actions and activities involving the network. Some examples of unacceptable uses:

   a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State regulation;
   b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;
   c. Downloading copyrighted material for other than personal use;
   d. Using the network for private financial or commercial gain;
   e. Wastefully using resources, such as file space;
   f. Gaining unauthorized access to resources or entities;
   g. Invading the privacy of individuals;
   h. Using another user’s account or password;
   i. Posting material authored or created by another without his/her consent;
   j. Posting anonymous messages;
   k. Using the network for commercial or private advertising;
   l. Accessing, submitting, posting, publishing or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
   m. Using the network while access privileges are suspended or revoked.
   n. Use of the network for hacking or intentionally obtaining, accessing, or modifying files, passwords, and data belonging to other users.
STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING (continued)

o. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature.

6. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
   a. Be polite. Do not become abusive in your messages to others;
   b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language;
   c. Do not reveal the personal addresses or telephone numbers of students or colleagues;
   d. Recognize that electronic mail (E-Mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities;
   e. Do not use the network in any way that would disrupt its use by other users.
   f. Consider all communications and information accessible via the network to be private property.

7. No Warranties - The district makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, nondeliveries, missed deliveries, or service interruptions caused by its negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its service.

8. Indemnification - The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of the Authorization.

8. Security - Network security is a high priority. The district will make every effort to safeguard all files that are confidential. If you can identify a security problem on the Internet, you must notify the system administrator. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual’s account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
9. Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

10. Telephone Fees & Charges - The District assumes no responsibility for any unauthorized charges for fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs. Parents/Guardians shall be responsible for any fees or charges incurred by their child’s inappropriate use of the Internet.

11. Additionally, the District shall address the education of minors in appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyber bullying awareness and response.

**Internet Safety**

Each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate to minors as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy’s implementation plan to address the following:

1. Limiting student access to inappropriate matter as well as restricting access to harmful materials;

2. Student safety and security when using electronic communications;

3. Limiting unauthorized access, including “hacking” and other unlawful activities; and

4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

**Note:** The Children’s Internet Protection Act, P.L. 106-554, defines “harmful to minors” as:
any picture, image, graphic image file, or other visual depiction that – (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SITKA SCHOOL DISTRICT
Implementation Date: October 8, 1996
Revision Date: May 7, 2002
Revision Date: May 22, 2012
STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING

Note: The following policy should be used by all districts providing student access to the Internet and other computer networks. An Internet safety policy is required for all schools receiving universal service discounts. The availability of vast amounts of data, while creating enormous learning opportunities for students, creates numerous liability risks for a district. These risks include suits by parents and students for inappropriate materials accessed via the computer network, as well as actions by computer software owners/services for unauthorized access and use of information by students, as well as by district staff. Finally, it is important that students are provided appropriate rules and directions regarding use of the Internet service.

Note: The Children’s Internet Protection Act took effect on April 20, 2001. The law requires school districts to adopt Internet safety policies as a condition of receiving funds under the Elementary and Secondary Education Act (20 U.S.C. § 7001) or universal service discounts under section 254 of the Communications Act of 1934 (47 U.S.C. § 254). Schools that receive funds under ESEA but do not receive universal service discounts must certify, as part of the application process, that they have in place an Internet safety policy which includes the use of filtering devices on computers with Internet access, thereby blocking entry to “visual depictions that are obscene or child pornography.” With respect to minors, the filter must also protect against access to materials that are “harmful to minors.” Schools must certify that they are also enforcing the use of these technology protection measures during any use of computers with Internet access, even those that are not accessible to the public. The filter may be disabled by an administrator, supervisor, or other authorized person for “bona fide research or other lawful purpose.”

As a condition of receiving universal service discounts, schools must also adopt and implement an Internet safety policy that addresses (1) access by minors to inappropriate materials on the Internet; (2) safety and security of minors when using electronic mail, chat rooms, and other forms of electronic communication; (3) unauthorized access (“hacking”) and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and (5) measures designed to restrict minors’ access to materials harmful to minors. Schools must hold at least one public hearing before adopting the policy. The types of materials considered inappropriate for minors will be determined by the local school board. Schools must make this policy available to the FCC upon request.

The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of the society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened, prior to use, by educators intent on subjecting all such materials to reasonable selection criteria. Board Policy 6141 requires that all such materials be consistent with district-adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students. Use of any of the district’s technology is a privilege and not a right. Each student/teacher/staff member is expected to use the district’s computer technology in an appropriate manner, which requires that use be efficient, ethical, and legal. The district shall use appropriate technology protection measures to block or filter Internet access to visual depictions of obscene material, child
pornography and material that is harmful to minors and shall monitor the online activities of minors to guard against access to such materials. The Superintendent shall develop regulations governing staff use of the district’s computers and electronic communication resources.

Electronic information research skills are now fundamental to preparation of citizens and future employees. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy 6141 and will honor the goals for selection of instructional materials contained therein.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Board Policy 5131). The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

Student use of telecommunications and electronic information resources will be permitted upon submission of a permission and agreement form signed by parents of students, by students themselves, and by a sponsoring teacher.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration, exceed the disadvantages. But ultimately, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Sitka School District supports and respects each family’s right to decide whether or not to apply for access.

The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

(cf. 6161.5 - Web Sites/Pages)

Legal Reference:

CHILDREN’S INTERNET PROTECTION ACT, P.L. 106-554
47 U.S.C. § 254(h) and (l)

SITKA SCHOOL DISTRICT
Adoption Date: October 8, 1996
Revision Date: May 7, 2002
SITKA SCHOOL DISTRICT INTERNET USE AGREEMENT

Internet Use and Electronic Mail

Letter to Parent(s)/Guardian(s) Regarding Student Use of the Internet

Dear Parent(s)/Guardian(s)

We now have the ability to enhance your child’s education through the use of the Internet. The Internet offers vast, diverse, and unique resources. The District’s goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Your authorization is needed before your child may use this resource.

The Internet electronically connects thousands of computers throughout the world and millions of individual subscribers. Students and teachers may have access to:

- Limited electronic mail communications with people all over the world.
- Information from government sources, research institutions, and other sources
- Discussion groups
- Many libraries, including the catalog to the Library of Congress, and the Educational resources Information Clearinghouses (ERIC)

In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will review and evaluate resources in order to offer “home pages” and menus of materials which comply with Board guidelines governing the selection of instructional materials. (In this manner, staff will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum. All students will be informed by staff of their rights and responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group.

As much as possible, access to district information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue electronic research independent of staff supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communication apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility.
Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

Terms and Conditions

1. Acceptable Use - Access to the District’s Internet must be for the purpose of education or research, and be consistent with the educational objectives of the District.

2. Privileges - The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.

3. Sanctions - Violations may result in a loss of access. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior. When applicable, law enforcement agencies may be involved.

4. Unacceptable Use - You are responsible for your actions and activities involving the network. Some examples of unacceptable uses:

   a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State regulation;
   b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;
   c. Downloading copyrighted material for other than personal use;
   d. Using the network for private financial or commercial gain;
   e. Wastefully using resources, such as file space;
   f. Gaining unauthorized access to resources or entities;
   g. Invading the privacy of individuals;
   h. Using another user’s account or password;
   i. Posting material authored or created by another without his/her consent;
   j. Posting anonymous messages;
   k. Using the network for commercial or private advertising;
   l. Accessing, submitting, posting, publishing or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
   m. Using the network while access privileges are suspended or revoked.

5. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

   a. Be polite. Do not become abusive in your messages to others;
b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language;
c. Do not reveal the personal addresses or telephone numbers of students or colleagues;
d. Recognize that electronic mail (E-Mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities;
e. Do not use the network in any way that would disrupt its use by other users.
f. Consider all communications and information accessible via the network to be private property.

6. No Warranties - The district makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, nondeliveries, missed deliveries, or service interruptions caused by its negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its service.

7. Indemnification - The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of the Authorization.

8. Security - Network security is a high priority. If you can identify a security problem on the Internet, you must notify the system administrator. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

9. Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

10. Telephone Fees and Charges - The District assumes no responsibility for any unauthorized charges for fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs. Parents/Guardians shall be responsible for any fees or charges incurred by their child’s inappropriate use of the Internet.

SITKA SCHOOL DISTRICT
Implementation Date: October 8, 1996
SITKA SCHOOL DISTRICT INTERNET USE AGREEMENT

I understand and will abide by the above Internet Use and E-Mail Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or appropriate legal action may be taken.

School/Location:

User's Name (please print):

Signature: Phone:

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the Internet Use and Electronic Mail Agreement. I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that this access is designed for educational purposes. I recognize it is impossible for Sitka School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child’s use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Guardian's Name (please print):

Signature Date:

Address: Phone:

_____________________________________________________

SPONSORING TEACHER

I have read the Internet Use and E-Mail Agreement and agree to promote this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student use of the network. As the sponsoring teacher I agree to instruct the student on acceptable use of the network and proper network etiquette.

Teacher's Name (please print):

Signature:

Date:

Please return this form to school. You may keep the permission letter for your reference.
CALL TO ORDER
The Sitka School Board meeting was called to order by President Lon Garrison at 7:10 p.m.

ROLL CALL
Members present were, President, Lon Garrison, Vice-President, Cass Pook, Clerk, Tim Fulton, Tom Conley and Tonia Rioux

APPROVAL OF PROPOSED AGENDA
President Garrison requested removal of 6.a. Planned Parenthood Presentation to be postponed to the August meeting. Mr. Fulton moved, Mr. Conley seconded to approve the agenda as amended.

PERSONS TO BE HEARD
There were no persons to be heard at this time.

SPECIAL REPORTS

• REPORT OF SMOKING CESSATION PROGRAM – RYAN KAUFFMAN
  Mr. Kauffman presented a video on tobacco use in Alaska. He also gave an update the tobacco portion of the Youth Risk Behavior Survey. He also gave a presentation on proposed new language and the reason for the changes.

• REPORT ON CONFUCIUS CLASSROOM – PJ FORD SLACK
  Dr. Ford Slack explained that there are two students that will be traveling to China for the Confucius Program. She gave an overview of the program. Next she explained the Confucius classroom and the possibility in bringing a teacher from China to teach in a Confucius classroom. John Holst and David Knapp explained the reason for the report and would like the board to give direction on whether the Sitka School District is interested in the program.

CONSENT AGENDA

• APPROVAL OF MAY 1, 2012 MINUTES
  Mr. Conley moved, Ms. Rioux seconded to approve the consent agenda as presented.

• APPROVAL OF NON-TENURED TEACHER CONTRACTS
  A roll call vote was required.

• APPROVAL OF REVISION OF BP 3542 ROLES AND DUTIES OF SCHOOL BUS DRIVERS- SECOND READING

  Yes  No
  Garrison  Fulton
  Conley  Rioux
  Rioux  Pook
NEW BUSINESS:

- **APPROVAL OF ADDING BOY’S AND GIRL’S VARSITY SOCCER TO SHS ACTIVITIES**

  Mr. Conley moved, Ms. Pook seconded to approve adding a girl’s and boys’ varsity soccer to Sitka High School Activities. Elliot Bruhl, parent volunteer, gave an overview of the current soccer program cost and participation. Mr. Bruhl also encouraged the board to give financial support to the soccer program. Mr. Fulton moved, Mr. Conley seconded for the school district to hire 2 head coaches for the soccer team. After a lengthy discussion a roll call vote was required for the hiring of the 2 head coaches.

  
  
  Yes  No  
  Garrison  Fulton  Conley  Rioux  Pook

  Motion failed.

  Several parents and students spoke on behalf of supporting the program. Many of the students also believe that there is a need for a girls’ varsity soccer team so that the girls don’t have to play on the boys’ team. There was also discussion regarding the administrative responsibility that will occur by adding another activity to Sitka High School.

  President Garrison requested a roll call vote on approving adding girls’ and boys’ varsity soccer to Sitka High School Activities.

  
  
  Yes  No  
  Conley  Pook  Fulton  Garrison  Rioux

  Motion carried.

- **APPROVAL OF CONCUSSION GUIDELINES**

  After receiving information from the school district attorney the board requested that this be placed on the August agenda.

- **APPROVAL OF TRANSFERRING FUNDS TO ACTIVITIES**

  Mr. Fulton moved, Ms. Pook seconded to approve transferring $50,000 to the activities account. There was a brief discussion. A roll call vote was required.
• **APPROVAL OF FY2012 BUDGET REVISION**
  
  Mr. Conley moved, Ms. Rioux seconded to approve FY2012 Final Budget Revision as presented. There was a brief discussion.

  A roll call vote was required.

  
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  Motion carried.

• **APPROVAL OF LUNCH PRICE INCREASES**

  Mr. Conley moved, Mr. Fulton seconded to approve lunch price increase of ten cents per meal.

  A roll call vote was required.

  
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  Motion carried.

• **APPROVAL OF RESOLUTION 2012-05 PROCUREMENT CARDS**

  Mr. Fulton moved, Ms. Rioux seconded to approve resolution 2012-05 and authorize the Superintendent to enter into an agreement with the Bank of Montreal for the provision of procurement cards. Superintendent Bradshaw explained the process of the procurement cards.

  A roll call vote was required.

  
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Motion carried.

There were no recommended changes by the board for AR 6165 Student Access to Networked Information and Planning.

Mr. Fulton explained that the activities funding committee has had little growth. He expressed his concern about the funding of activities; however the committee was unable to decide on a viable option.

After a lengthy discussion the board will be holding their regular board meeting on August 21, 2012 at 7:00 p.m. in the district office board room.

The enrollment is holding steady for the end of the year.

Superintendent Bradshaw presented a video of the accomplishments of the district. Superintendent Bradshaw congratulation the girls’ softball team on their win at the State tournament. He also announced that Nancy Douglas would be returning as the Cultural Director for the district. He explained that the Pacific High School project would have to go to the assembly for 95% design approval and that the Board may have to have a special meeting to approve the 95% design also. Superintendent Bradshaw informed the board that he had received a letter of concern from the State of Alaska regarding the remodel of Pacific High and the amount of space that would be new. He also announced that the covered shop at Sitka High School monies would be possibly coming directly to the Sitka School District. Superintendent Bradshaw thanked parents for their help during the activities. Lastly he had Mary Wegner, Assistant Superintendent give an overview of the math team that has been working on alignment of math standards. She explained that there is a team of teachers from each grade level working on this project. She also explained that the math audit would be available in August for review.
CORRESPONDENCE AND INFORMATION

BOARD COMMENTS

There were no additional correspondence

Mr. Conley expressed concern regarding students time out of class due to activities. He agreed with Dr. Ford Slack’s concern of missed class time and poor academic performance.

Mr. Fulton thanked Ms. Wegner for the web page. He also expressed his disappointment in Pacific High School not applying for the Farm to School Grant. He informed the board that Stefanie Ask was granted Josten’s National Yearbook award for the Sitka High School Year book. He also thanked Ryan Kauffman for his presentation on the tobacco program. Lastly he congratulated the softball team for their outstanding season.

Ms. Pook stated that she was pleased with the soccer team support and thanked Superintendent Bradshaw for his video presentation.

Ms. Rioux thanked the community for the opportunity for being on the board this year. She also stated that she enjoyed the video from Superintendent Bradshaw.

Mr. Garrison thanked Ms. Wegner and Superintendent Bradshaw for the excellent video. He stated that he enjoyed Sitka High School graduation and that he was able to attend his nephew’s graduation. Lastly, he explained that there would be an AASB meeting being hosted in Sitka July 26-28, 2012.

FUTURE AGENDA ITEMS AND MEETING DATES

- **RAVEN RADIO INTERVIEW**
  There was no need for the board to attend Raven Radio.

- **BOARD GOAL SETTING**
  Board goal setting needed to be changed to September due to lack of board participation.

ADJOURNMENT

Mr. Conley moved, Ms. Rioux seconded to adjourn the meeting at 10:36 p.m. Motion carried.

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Lon Garrison, President
Tim Fulton, Clerk