

**ABERDEEN SCHOOL DISTRICT NO. 5
ABERDEEN, WASHINGTON**

Regular Meeting of the Board of Directors
Community Room, Aberdeen High School
January 23, 2018

AGENDA

5:00 p.m. Regular Meeting Call to Order

Flag Salute

[Consent Agenda](#)

1. Minutes
2. Accounts Payable
3. Trip Requests

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

1. [Policy 6609 Video Cameras](#)

Superintendent's Report

1. Retreat Schedule
2. Site Visits
3. 2017-2018 Focus Areas
4. Levy Update
5. 2018 Legislative Conference

Instructional Services

1. [Digital Teaching and Learning Special Report](#)

Financial Services

1. [Fiscal Status Report](#)

New Business

1. [Red Cross Shelter Agreement](#)

Board Meeting Agenda
January 23, 2018

2. [PacMtn Workforce Agreement](#)
3. Next Meeting

Comments from the Audience

Executive Session

[Personnel Matters](#)

1. Certificated
2. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

January 23, 2018 – Community Room, Aberdeen High School

5:00 p.m. – Regular Meeting Call to Order

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from regular meeting on January 9, 2018, are enclosed for your review and approval.
2. Accounts Payable and Financial Matters – The accounts payable and payroll for December are enclosed for your review and approval.
3. Trip Requests
 - a. The orchestra at Aberdeen High School is requesting permission to travel to Seattle and Vancouver, B.C., March 24-28.
 - b. The jazz band at Aberdeen High School traveled to the University of Oregon Jazz Festival on Jan. 19-21.

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

1. Policy 6609 Video Cameras – A new policy recognizing the use of video and camera recordings on District property to enhance student safety and protect District assets is presented for second reading and adoption. [Enclosure 2](#)

Superintendent's Report

1. Retreat Schedule – A reminder that the Board will meet for a goal-setting workshop, future directions and mid-year superintendent evaluation at 9 a.m. on Saturday, January 27.
2. Site Visits – Site visits to Harbor High School and A.J. West Elementary School are planned this week for Thursday, Jan. 25.
3. 2017-2018 Focus Areas – Superintendent Henderson will update Board members on the work taking place in the district on the five focus areas for this school year – AVID, PBIS, Digital Learning, Special Education, English Language Arts/EL.
4. Levy Update – Superintendent Henderson will update Board members on planning for renewal of the 2018 Enrichment (M&O) Levy.
5. Legislative Conference – A reminder that the annual WSSDA Legislative Conference is scheduled for January 28-29 in Olympia.

Instructional Services

1. Digital Teaching and Learning Report – Teaching and Learning Director Traci Sandstrom will present the report prepared by the task force assigned to assess technology use in the district. [Enclosure 3](#)

Financial Services

1. Fiscal Status Report – Elyssa Louderback, executive director of business and operation, will present the Fiscal Status Report for December. [Enclosure 4](#)

New Business

1. Red Cross Shelter Agreement – An agreement with the American Red Cross regarding shelter during emergencies is presented for your review and approval. [Enclosure 5](#)
2. PacMtn Workforce Agreement – An agreement with the Pacific Mountain Workforce Development Council regarding the training of students in the Medical Assistant Program is presented for your review and approval. [Enclosure 6](#)
3. Next Meeting – The next meeting of the Board is set for Tuesday, February 6, 2018, in the Community Room at Aberdeen High School. A Board workshop will take place at 9 a.m. Saturday, January 27.

Comments from the Audience

Executive Session

At this time the meeting will recess for an executive session expected to last 15 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee) and to discuss collective bargaining.

Personnel Matters [Enclosure 7](#)

1. Certificated
 - a. Hire
 - b. Co-Curricular Contract
 - c. Retirements
2. Classified
 - a. Hire
 - b. Resignations
 - c. Leave of Absence

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – January 9, 2018

At 5:00 p.m. President Bielski convened the regular meeting of the Aberdeen School Board in the Community Room at Aberdeen High School. Members present were Jennifer Durney, Bill Dyer, and Erin Farrer, along with Superintendent Alicia Henderson and 63 patrons and staff. The meeting began with the Flag salute. Director Jeff Nelson and student representatives Nadia Wirta and Brendan King were excused. The meeting began with the Flag salute.

On a motion by Erin Farrer and seconded by Bill Dyer, the Board approved the Consent Agenda, which included the minutes from the regular meeting on December 15, 107, and a \$500.00 gift to the District from Mr. and Mrs. Lokken and the Grays Harbor Community Foundation to benefit the FFA program at Aberdeen High School.

President Bielski commented that she enjoyed the Legislative Send-Off on January 5.

Following a public hearing during which there was no public comment, on a motion by Jennifer Durney and seconded by Bill Dyer, the Board unanimously approved an extension of the Transportation Fund budget in the amount of \$300,000, from \$200,000 to \$500,000, for the purchase of two buses.

Superintendent Henderson read a proclamation from Governor Jay Inslee declaring January as School Board Recognition Month and presented each director with a certificate of appreciation for their service in support of students and the community.

The Board discussed the upcoming community meeting on school finance. Cal Brodie, chief financial officer in ESD 113, will lead a presentation on upcoming changes in state funding for education. The meeting is co-hosted by area school districts and will take place at 5:30 p.m. in the Auditorium at Aberdeen High School.

The Board confirmed plans to conduct a workshop for goal-setting, future directions and mid-year superintendent evaluation at 9 a.m. Saturday, January 27.

The Board discussed who would be accompanying Superintendent Henderson on site visits to schools.

Superintendent Henderson reviewed the five focus areas for this year – AVID, PBIS, Digital Learning, Special Education and English Language Arts/EL. She noted that in addition to the Special Education Report being presented during this meeting, the Digital Teaching and Learning Task Force would present its report at the January 23 meeting.

Superintendent Henderson provided an update on the 2018 Replacement Levy.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
BOARD MEMBERS

OLD BUSINESS

CAPITAL BUDGET
EXTENSION

SCHOOL BOARD
RECOGNITION
MONTH

COMMUNITY
MEETING SCHOOL
FINANCE

RETREAT
SCHEDULE

SITE VISITS

2017-2018 FOCUS
AREAS

LEVY UPDATE

Jennifer Durney is the chairman and ballots will be mailed by Friday, January 26, and the last day to vote is Tuesday, February 13. An informational flyer and brochure for the District's Enrichment Levy is being prepared.

The Board discussed attendance at the annual WSSDA Legislative Conference, which is scheduled for January 28-29 in Olympia.

Teaching and Learning Director Traci Sandstrom presented the Teaching and Learning Report for December. She noted that the annual Summer AVID Conference will take place in Seattle this year and the District plans to send staff. Criteria are being developed to keep the opportunity to attend equitable among buildings and staff.

Special Education Director Roger Heinrich and Robert Gray Principal Rick Bates presented the Special Education Task Force Report. Superintendent Henderson thanked the task force for its hard work and all those who participated for their input. The next steps include a January 30 deadline for charting the work to be done this spring.

Athletic Director Aaron Roiko presented the Athletics and Activities Report for December, highlighting participation in winter athletics and the academic achievements of student athletes.

The Board reviewed Policy 6609 Video Cameras for first reading. It's a new policy recognizing the use of video and camera recordings on District property and authorizing access to law enforcement.

On a motion by Bill Dyer and seconded by Erin Farrer, the Board approved a revised contract with Anita Guinn & Associates to provide special education services for the remainder of the school year.

The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, January 23, 2018, in the Community Room at Aberdeen High School. The January 27 workshop is planned for 9 a.m. in the Board Room of the Administration Building.

Helen King, special education teacher at A.J. West Elementary School, thanked the administration and School Board for the work being done to improve special education in the District and noted the support from her general education counterparts is appreciated.

At 6:21 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 30 minutes under RCW 42.30.110(g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee) and to discuss collective bargaining. The session began at 6:29 p.m. and at 6:51 p.m. the regular meeting reconvened.

Following a presentation by Assistant Superintendent Jim Sawin, on a motion by Erin Farrer and seconded by Jennifer Durney, the Board approved the Personnel

LEGISLATIVE
CONFERENCE

TEACHING AND
LEARNING REPORT

SPECIAL
EDUCATION
REPORT

ATHLETICS AND
ACTIVITIES

POLICY 6609 VIDEO
CAMERAS

PROFESSIONAL
SERVICES
CONTRACT

NEXT MEETING

COMMENTS FROM
THE AUDIENCE

EXECUTIVE
SESSION

PERSONNEL
REPORT

Report. Under certificated matters, the Board approved the hiring of Roberta Player as a Speech Language Pathologist for the District effective January 2 and Amanda Hoefs as a second-grade teacher at A. J. West Elementary School effective January 2; approved a change of assignment for Jolene Powell from second-grade teacher to special education teacher at A.J. West Elementary School effective January 2, and approved the hiring of David Bennett, Shana Conrad, Ana Farias and Teri Seguin as substitutes for the District.

CERTIFICATED

Under classified matters, the Board approved the hiring of Jennifer Wright as a para-educator at A. J. West Elementary School effective January 3 and Trace Christensen as a college helper in the 21st Century Program at A. J. West Elementary School effective January 4; accepted the resignation of Amie Robinson as a para-educator at Aberdeen High School effective December 31; approved the retirement of Jodene Riches as a custodian at Central Park Elementary School effective February 28; approved a leave of absence for Mariah Gum as a para-educator at Robert Gray Elementary School effective January 15 to February 6; approved extra-curricular contracts for Stephanie Pellegrini and Nicholas Barene as head coaches for boys' basketball at Miller Junior High School effective January 3; accepted extra-curricular resignations from Casey Doyle as an assistant coach for football at Aberdeen High School effective January 2 and from James Lundgren as an assistant coach for boys' baseball at Aberdeen High School effective December 14, and approved the hiring of Kristi Lajcin, Devona Middleton and Kathleen Smith as substitutes for the District.

CLASSIFIED

There being no further business, the regular meeting was adjourned at 7:02 p.m.

ADJOURN

Alicia Henderson, Secretary

Sandra Bielski, President

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$1,456,313.10. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 824417 through 824426, totaling \$1,456,313.10

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824417-824425	PAYROLL WARRANTS	12/29/2017	1,943.20
824426	ANCHOR SAVINGS BANK	12/28/2017	1,454,369.90
	Computer	Check(s) For a Total of	1,456,313.10

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$1,608,638.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 824427 through 824468, totaling \$1,608,638.78

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824427	AFLAC REMITTANCE PROCESSING	12/31/2017	1,558.17
824428	AMERICAN FIDELITY ASSUR.	12/31/2017	2,686.65
824429	AMERICAN FIDELITY	12/31/2017	3,000.00
824430	AMERITAS	12/31/2017	22,781.00
824431	BANK OF THE PACIFIC	12/31/2017	524,485.13
824432	CNTY/CITY MUN EES	12/31/2017	2,725.36
824433	DEFERRED COMPENSATION PROGRAM	12/31/2017	13,185.00
824434	DELTA MANAGEMENT ASSOCIATES IN	12/31/2017	432.90
824435	DISCOVERY BENEFITS INC	12/31/2017	6,400.62
824436	DYNAMIC COLLECTORS	12/31/2017	1,016.18
824437	E.S.D.#113 UNEMPLOYMENT COOP	12/31/2017	1,430.11
824438	ECMC	12/31/2017	288.60
824439	ED.SERV.DIST.#113	12/31/2017	25,608.26
824440	EMPLOYMENT SECURITY DEPT	12/31/2017	120.59
824441	GH WOODWORKERS FED CREDIT UNIO	12/31/2017	375.00
824442	INSPIRUS	12/31/2017	13,555.92
824443	LEGAL SHIELD	12/31/2017	83.30
824444	LINA	12/31/2017	6,641.51
824445	NBN VISION	12/31/2017	11,814.00
824446	PSE OF WA	12/31/2017	6,027.42
824447	PSE OF WASHINGTON	12/31/2017	48.60
824448	PUBLIC EMPLOYEES RETIREMENT	12/31/2017	1,834.88
824449	REGENCE BLUESHIELD	12/31/2017	398,960.86
824450	SCHOOL EMPLOYEES RETIREMENT SY	12/31/2017	125,102.77
824451	TEACHER RETIREMENT SYSTEM-DC	12/31/2017	321,064.75
824452	TSA CONSULTING GROUP INC	12/31/2017	18,118.00
824453	TWIN STAR CREDIT UNION	12/31/2017	2,565.00
824454	TWIN STAR CREDIT UNION	12/31/2017	260.00
824455	TWIN STAR SCHOLARSHIP ACCT	12/31/2017	99.00
824456	TWINSTAR PSE LOCAL DUES	12/31/2017	99.00
824457	UNITED STATES TREASURY	12/31/2017	519.59
824458	UNITED WAY	12/31/2017	647.38
824459	US DEPARTMENT OF EDUCATION	12/31/2017	670.88

Check Nbr	Vendor Name	Check Date	Check Amount
824460	VEBA CONTRIBUTIONS-Y1286.001	12/31/2017	10,270.77
824461	WA STATE SCHOOL RET ASSN	12/31/2017	56.00
824462	WASH STATE SUPPORT REGISTRY	12/31/2017	850.00
824463	WASHINGTON STATE TREASURER	12/31/2017	29,633.76
824464	WEA CHINOOK	12/31/2017	5.50
824465	WEA PAYROLL DEDUCTIONS	12/31/2017	20,289.87
824466	WEA SELECT PLANS-WDS	12/31/2017	20,645.10
824467	WEA SELECT PLANS-WILLAMETTE	12/31/2017	4,218.35
824468	WPAS	12/31/2017	8,463.00
42	Computer	Check(s) For a Total of	1,608,638.78

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$2,499.99, and voids/cancellations, totaling \$2,499.99. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: **GENERAL FUND**
Warrant Numbers 824469 through 824469, totaling \$2,499.99
Voids/Cancellations, totaling \$2,499.99

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824469	PARRIS, TRINITY A	12/21/2017	2,499.99
1	Computer	Check(s) For a Total of	2,499.99

Check Nbr	Vendor Name	Check Date	Check Amount
823969	PARRIS, TRINITY A	12/21/2017	1,666.66
824188	PARRIS, TRINITY A	12/21/2017	833.33
2	Void	Check(s) For a Total of	2,499.99

Check Nbr	Vendor Name	Check Date	Check Amount
824372	LAKE, CLAUDIA S	01/03/2018	4,089.00
1	Void	Check(s) For a Total of	4,089.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$4,089.00, and voids/cancellations, totaling \$4,089.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 824470 through 824470, totaling \$4,089.00
Voids/Cancellations, totaling \$4,089.00

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824470	LAKE, CLAUDIA S	01/03/2018	4,089.00
1	Computer	Check(s) For a Total of	4,089.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$4,089.00, and voids/cancellations, totaling \$4,089.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 824470 through 824470, totaling \$4,089.00
Voids/Cancellations, totaling \$4,089.00

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824470	LAKE, CLAUDIA S	01/03/2018	4,089.00
1	Computer	Check(s) For a Total of	4,089.00

Check Nbr	Vendor Name	Check Date	Check Amount
824372	LAKE, CLAUDIA S	01/03/2018	4,089.00
1	Void	Check(s) For a Total of	4,089.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$4,702.09. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL/ASB FUNDS
Warrant Numbers 824471 through 824472, totaling \$4,702.09

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824471	ANCHOR SAVINGS BANK	01/18/2018	2,269.22 GF
824472	ANCHOR SAVINGS BANK	01/18/2018	2,432.87 ASB
2	Computer	Check(s) For a Total of	4,702.09

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$12,700.44. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 824473 through 824490, totaling \$12,700.44

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824473	ABERDEEN SCHOOL DISTRICT #5	01/19/2018	856.93
824474	ABERDEEN SCHOOL DISTRICT #5	01/19/2018	2,209.11
824475	ABERDEEN SCHOOL DISTRICT #5	01/19/2018	108.72
824476	ABERDEEN HIGH SCHOOL (ASB)	01/19/2018	91.90
824477	AMAZON CAPITAL SERVICES	01/19/2018	257.34
824478	ANCHOR SAVINGS BANK (P-CARD)	01/19/2018	545.15
824479	D4 SPORTS LLC	01/19/2018	1,755.23
824480	DUFFY, ANDREW B	01/19/2018	50.00
824481	GRAYS HARBOR COUNTRY CLUB	01/19/2018	500.00
824482	GRAYS HARBOR OFFICIALS ASSOCIA	01/19/2018	1,970.00
824483	JODESHA BROADCASTING	01/19/2018	200.00
824484	SOCCER .COM	01/19/2018	68.49
824485	STERLING COMMERCIAL CREDIT C/O	01/19/2018	1,110.00
824486	SUPLAY PRODUCTS	01/19/2018	43.57
824487	TUMWATER HIGH SCHOOL	01/19/2018	285.00
824488	VALLEY ATHLETICS	01/19/2018	1,106.00
824489	WEATHERWAX ASB FUND	01/19/2018	1,243.00
824490	WHEELAN, CHRISTOPHER	01/19/2018	300.00

18 Computer Check(s) For a Total of 12,700.44

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$35.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST
Warrant Numbers 824491 through 824491, totaling \$35.00

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824491	ABERDEEN HIGH SCHOOL (ASB)	01/24/2018	35.00

1	Computer	Check(s) For a Total of	35.00
---	----------	-------------------------	-------

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$29,046.02. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 824492 through 824492, totaling \$29,046.02

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824492	ANCHOR SAVINGS BANK (P-CARD)	01/18/2018	29,046.02

1	Computer	Check(s) For a Total of	29,046.02
---	----------	-------------------------	-----------

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$670,880.42. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 824493 through 824588, totaling \$670,880.42

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824493	ABERDEEN SCHOOL DIST-CTE IMPRE	01/18/2018	2,219.30
824494	ABERDEEN OFFICE EQUIPMENT INC	01/18/2018	6,318.91
824495	ABERDEEN SANITATION	01/18/2018	5,827.61
824496	ABERDEEN SD #5 REVOLVING FUND	01/18/2018	468.70
824497	ABERDEEN SCHOOL DISTRICT-CASH	01/18/2018	98.06
824498	AMAZON CAPITAL SERVICES	01/18/2018	3,854.84
824499	ANCHOR SAVINGS BANK	01/18/2018	50,874.74
824500	ANITA GUINN & ASSOCIATES THERA	01/18/2018	19,312.10
824501	AUTO-CHLOR	01/18/2018	228.75
824502	BATDORF & BRONSON	01/18/2018	196.63
824503	BHC FAIRFAX HOSPITAL, INC	01/18/2018	5,543.50
824504	BICKAR, DENNY	01/18/2018	640.00
824505	CAPSTONE	01/18/2018	560.72
824506	CASCADE NATURAL GAS	01/18/2018	17,964.21
824507	CASKEY INDUSTRIAL SUPPLY CO IN	01/18/2018	356.13
824508	CENTURYLINK	01/18/2018	2,427.24
824509	CINTAS CORPORATION	01/18/2018	6,047.03
824510	CITY OF ABERDEEN	01/18/2018	5,917.18
824511	COLLEGE ENTRANCE EXAM BOARD	01/18/2018	1,004.00
824512	COMCAST	01/18/2018	285.35
824513	CONTINENTAL ATHLETIC SUPPLY	01/18/2018	2,416.90
824514	COSMOPOLIS SCHOOL DISTRICT	01/18/2018	3,861.30
824515	DAIRY FRESH FARMS	01/18/2018	8,842.47
824516	DAY WIRELESS SYSTEMS (PAY TO)	01/18/2018	415.56
824517	DEPT OF RETIREMENT SYSTEMS	01/18/2018	584.94
824518	DISCOVERY BENEFITS INC	01/18/2018	241.50
824519	DOMINO'S PIZZA	01/18/2018	281.75
824520	DUNSIRE PRINTERS	01/18/2018	119.82
824521	EBS HEALTHCARE	01/18/2018	21,258.00
824522	EDU HEALTHCARE	01/18/2018	2,400.00
824523	ELLINGSEN, MARY NELL	01/18/2018	2,720.85
824524	ESD 113	01/18/2018	50,751.23
824525	FAMILY PRACTICE CENTER OF GRAY	01/18/2018	215.00

Check Nbr	Vendor Name	Check Date	Check Amount
824526	FILEMAKER INC	01/18/2018	2,938.93
824527	FILING SYSTEMS COMPANY INC	01/18/2018	41.15
824528	FIVE STAR MOTORS (PAY)	01/18/2018	53.11
824529	FOOD SERVICES OF AMERICA	01/18/2018	37,748.98
824530	FRANZ FAMILY BAKERIES	01/18/2018	1,460.95
824531	GRAYS HARBOR COLLEGE - KATHY K	01/18/2018	96,446.58
824532	GRAYS HARBOR TRANSPORTATION	01/18/2018	120.00
824533	GRAYS HARBOR COMMUNITY HOSPITA	01/18/2018	3,309.50
824534	GREATER GRAYS HARBOR, INC	01/18/2018	150.00
824535	HARBOR AUTO & TRUCK PARTS	01/18/2018	1,462.26
824536	HARBOR DISPOSAL CO INC	01/18/2018	1,397.42
824537	HEALTH CARE AUTHORITY	01/18/2018	411.50
824538	HOME DEPOT	01/18/2018	171.51
824539	HOQUIAM SCHOOL DISTRICT #28	01/18/2018	33,584.21
824540	JW PEPPER AND SON INC	01/18/2018	208.98
824541	KCDA PURCHASING COOP.	01/18/2018	29,409.27
824542	KELLEY IMAGING SYSTEMS AGREEME	01/18/2018	3,830.00
824543	LAKE, CLAUDIA S	01/18/2018	2,916.30
824544	LEADER SERVICES	01/18/2018	46.20
824545	LEMAY MOBILE SHREDDING	01/18/2018	100.00
824546	LORI LYNASS DBA SOUND SUPPORTS	01/18/2018	3,993.00
824547	MARSHALL'S GARDEN & PET STORE	01/18/2018	231.32
824548	MASCO	01/18/2018	7,958.49
824549	MB INDUSTRIAL MOTORS, LLC	01/18/2018	490.02
824550	MICRO K12	01/18/2018	3,381.36
824551	NORTHWEST TEXTBOOK DEPOSITORY	01/18/2018	3,274.82
824552	NORTHWEST COLLISION	01/18/2018	8,728.21
824553	O'REILLY AUTO PARTS	01/18/2018	43.82
824554	OFFICE DEPOT	01/18/2018	439.24
824555	OSPI	01/18/2018	10,243.77
824556	PACIFIC TRANSIT SYSTEM	01/18/2018	20.00
824557	PARRIS, TRINITY A	01/18/2018	833.33
824558	PEARSON ASSESSMENTS	01/18/2018	66.19
824559	PERKINS COIE LLP	01/18/2018	950.00
824560	PITSCO EDUCATION	01/18/2018	10,919.14
824561	R & D SUPPLY, INC	01/18/2018	311.21
824562	RICOH USA INC	01/18/2018	1,137.68
824563	ROCKSTAR RECRUITING LLC DBA ST	01/18/2018	4,710.25
824564	SCHOLASTIC MAGAZINES	01/18/2018	212.52
824565	SCHOOL NUTRITION ASSOCIATION	01/18/2018	405.00
824566	SIMPLEX GRINNELL LP	01/18/2018	724.40
824567	SOUND ELECTRONICS INC	01/18/2018	509.36
824568	SOUND PUBLISHING, INC.	01/18/2018	234.79
824569	SOUTH PUGET SOUND COMMUNITY CO	01/18/2018	224.04
824570	SOUTH SOUND PARENT TO PARENT	01/18/2018	11,154.60
824571	STAFF DEVELOPMENT FOR EDUCATOR	01/18/2018	444.00
824572	SUPPLYWORKS	01/18/2018	1,409.47
824573	SWANSON'S FOOD	01/18/2018	2,107.81
824574	TED BROWN MUSIC	01/18/2018	159.79
824575	THERMAL SUPPLY INC	01/18/2018	253.30

Check Nbr	Vendor Name	Check Date	Check Amount
824576	US POSTAL SERVICE (CMRS-FP)	01/18/2018	1,000.00
824577	VALLEY CLEANERS	01/18/2018	100.00
824578	VERIZON WIRELESS	01/18/2018	5,824.65
824579	WAL MART (PAY TO)	01/18/2018	571.79
824580	WASH SCHOOLS RISK MGMT POOL	01/18/2018	74,060.00
824581	WCP SOLUTIONS	01/18/2018	2,560.96
824582	WESCRAFT RV & TRUCK	01/18/2018	31,684.97
824583	WILLIAMS, KRISTIN	01/18/2018	36.75
824584	WMEA	01/18/2018	430.00
824585	WSCA	01/18/2018	350.00
824586	WSSB RECEIPT BOOK	01/18/2018	4,095.00
824587	WSSDA	01/18/2018	9,033.95
824588	YMCA	01/18/2018	25,500.25
96	Computer	Check(s) For a Total of	670,880.42

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 23, 2018, the board, by a _____ vote, approves payments, totaling \$1,017.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 824589 through 824590, totaling \$1,017.74

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824589	BANK OF THE PACIFIC (USE TAX)	01/24/2018	811.64 GF
824590	BANK OF THE PACIFIC (USE TAX)	01/24/2018	206.10 ASB
2	Computer	Check(s) For a Total of	1,017.74

Finance Report

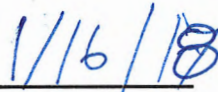
A/P Month of December

ASB Totals \$ 10,627.82

Approved:



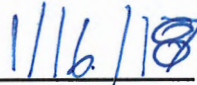
ASB President



Date



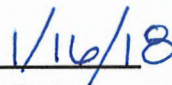
ASB Treasurer



Date



ASB Comptroller



Date

OVERNIGHT & OUT-OF- DISTRICT STUDENT TRIP REQUEST

Overnight or out-of-state field trips require approval by the Board of Directors. Use the form below as an outline for the information necessary to submit a request for Board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the Board. Following approval by the building principal and ASB, forward request to superintendent one week prior to the Board meeting.

Group / Team Orchestra

School Aberdeen High

Advisor Karen L. Meikle Phone (360) 591-4289

Date of Trip March 24 - 28 2018

Destination Seattle Symphony MoPop, Vancouver BC Vancouver
Symphony, 1st Nations Museum, University of B.C.

Objective of Trip To attend professional concerts, explore
cultural events, study American Music History,
record in a professional studio

Number of Students 14 Number of Chaperones 3

Cost Per Student \$ 450.00

Cost Per Chaperone \$ 125.00

Funding Source Fundraising and individual payments.

Type of Transportation School bus

ASB Approval [Signature] Date 1/10/18

Principal's Approval [Signature] Date 1/8/18

Board Approval _____ Date _____

Reference School Board Policy Field Trips and Excursions 2320 and 2320P

OVERNIGHT & OUT-OF- DISTRICT STUDENT TRIP REQUEST

Overnight or out-of-state field trips require approval by the Board of Directors. Use the form below as an outline for the information necessary to submit a request for Board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the Board. Following approval by the building principal and ASB, forward request to superintendent one week prior to the Board meeting.

Group / Team Jazz Band

School AHS

Advisor Patterson Phone _____

Date of Trip 1/19/18 - 1/21/18

Destination Eugene OR - Eugene Jazz Festival

Objective of Trip Perform, receive critique, attend concerts at Eugene Jazz Festival presented by the U of O

Number of Students 22 Number of Chaperones 3

Cost Per Student 120

Cost Per Chaperone 0

Funding Source ASB

Type of Transportation Bus

ASB Approval [Signature] Date 1/10/18

Principal's Approval [Signature] Date 1/8/18

Board Approval [Signature] Date 1/16/18

Reference School Board Policy Field Trips and Excursions 2320 and 2320P

VIDEO CAMERAS ON SCHOOL DISTRICT GROUNDS AND PROPERTY

The Board of Directors authorizes the installation and use of video cameras that generate electronic video recordings and still pictures throughout the District for the purpose of enhancing school safety and security. The intent of security cameras is to promote and foster a safe and secure teaching and learning environment for students and staff, to enhance public safety for community members who visit or use school property, and to diminish the potential for the destruction or loss of district or personal property.

Local law enforcement may be granted viewing rights for the purpose of reacting to crimes in progress and other reported safety issues on School District grounds and property.

The superintendent or his/her designee shall prepare procedures for the use of video cameras on School District grounds and property.

Adopted: _____

Video Cameras on School District Grounds and Property

A. Purpose

The purpose of these procedures is to integrate the best practices of safety and security with technology, which includes the utilization of a security and safety camera system. These procedures regulate the use of camera systems used to observe and record public areas for the purposes of safety and security.

B. Placement of Cameras

1. Camera locations may include School District grounds, buildings, hallways and property, including buses and vehicles used for District purposes.
2. Security cameras shall not be placed to monitor areas where there is a reasonable expectation of privacy, including locker rooms, changing rooms, private offices, conference rooms and restrooms.
3. No audio shall be recorded.
4. Only personnel authorized by the superintendent or designee shall install or adjust security cameras or related equipment.

C. Notification of Use of Electronic Surveillance via Video Cameras

Appropriate signage will be posted at each site where video cameras are in use that notify students, staff and the general public of the District's use of security cameras.

D. Expectation of Privacy

Except in areas where there is a reasonable expectation of privacy (including locker rooms, changing rooms, private offices, conference rooms and restrooms), all conduct on Aberdeen School District property is subject to being recorded, preserved and examined by means of security cameras. Except in areas where there is a reasonable expectation of privacy, no person on District property shall have a legitimate expectation of privacy with respect to his or her conduct.

E. Access and Monitoring

1. Only personnel authorized by the superintendent or designee shall have access to preserved footage/recordings.
2. Non-school personnel will be authorized to view preserved camera footage on a case-by-case basis by the superintendent or designee. Preserved footage may be released by the Superintendent or designee in limited circumstances as follows:
 - a. In order to protect the health and safety of all students, recordings that reveal unlawful actions may be brought to the attention of and/or released to law enforcement agencies.
 - b. In response to a public records request, the District will provide preserved camera footage unless otherwise exempt.

- c. In response to a subpoena or court order.
3. Real-time video surveillance may be provided to law enforcement through the Aberdeen School District Technology Department under the direction of the superintendent. Officers can be assigned user accounts for real-time viewing during emergency situations only.
4. Preserved footage/recording requests made by law enforcement agencies must be requested through the Superintendent's Office.

F. Retention of Recordings

All video recordings will be stored for up to 30 days after initial recording, whereupon such recordings will be released for erasure.

Any video recording used in any kind of disciplinary proceeding or litigation, or if a tape recording otherwise takes on a status that would require a longer retention period as part of the student's behavioral record, will be retained for seven years, or until all actions have been resolved, whichever time is greater.

G. Appropriate Use and Confidentiality

Preserved recordings shall be viewed only by School District personnel authorized by the superintendent or designee in a setting that ensures controlled access, inability to tamper with the footage, and privacy from accidental public viewing. All camera recordings shall be considered confidential.

H. No Guarantee of Recording

The Aberdeen School District does not guarantee that every school interior, exterior, or school bus will be equipped with a security camera; that the security camera in a specific area will be in operation at a specific time; or that a security camera will record specific conduct or expression; or that security camera resolution will be sufficient to capture images with clarity in all circumstances.



Aberdeen School District

216 North G Street
Aberdeen, WA 98520

360-538-2000

Fax 360-538-2014

www.asd5.org

Alicia Henderson, Ph.D.
Superintendent
360-538-2002

Jim Sawin
Assistant Superintendent
360-538-2222

Elyssa Louderback
Executive Director
Business & Operations
360-538-2007

Traci Sandstrom
Teaching and Learning
Technology
360-538-2123

Roger Heinrich
Special Education
360-538-2017

Lynn Green
Career & Technical Education
Secondary Curriculum
360-538-2038

Aberdeen School District #5 Digital Teaching and Learning Report January 2018

Task Force Members

District Directors:

Traci Sandstrom, Teaching, Learning and Technology
Elyssa Louderback, Executive Director of Business and Operations
Lynn Green, Career and Technical Education

Technology Staff:

Matthew Mahon, Technology Systems Integration Specialist/Analyst
Ron Francisco, Technology Support Specialist
Deborah Bergen, Software Solution Design Specialist

Principals/Assistant Principals:

Derek Cook, Harbor High School
Arnie Lewis, Stevens Elementary School
Barbara Page, Central Park Elementary School
Joan Hoehn, Miller Junior High School
Lonni Tegelberg, Aberdeen High School

Certificated Staff:

Aberdeen High School:	Julie McKay
Harbor High School:	Kari Morgan
Miller Junior High School:	Gail Arnold Lisa Carney Sally Holt
A.J. West Elementary:	Kristen Anderson Gayla Stewart
Central Park Elementary:	Michelle Reed
McDermoth Elementary:	Suzanne Black Tosha Love
Robert Gray Elementary:	Joe Fagerstedt Ellie Robbins Tricia Timmons
Stevens Elementary:	Karin Murphy Louis Rosche Dana Zora

Digital Teaching and Learning Report

Abstract

The Digital Teaching and Learning Task Force was created in August 2017 to determine the current status of educational technology (Ed Tech) in the District, and possible future directions. This effort was undertaken in light of the new State Technology Standards (Appendix A), as well as the embedded technology standards in the Common Core State Standards as required by Washington State. Additionally, this effort is aligned with the District's interest to support teaching and learning throughout the District with efficiency and effectiveness for all students and staff in every classroom.

Background

The Aberdeen School District has been an early adopter of technology in the state of Washington, and currently provides access to technology for all staff and students. In 2012, the District consulted with ESD 113 regarding the Technology Department, and was provided with recommendations, including infrastructure, devices, and information management systems. In 2015, the District contracted with an independent consultant to provide a report on technology planning, process and outcome optimization. This report included eleven specific goals, which were initiated in the 2015-16 school year. The status of these goals has been updated, and is included (Appendix B). Of interest is that this report did not address the District's capacity to implement any technology standards.

The Digital Teaching and Learning Task Force was convened as a complement to previous efforts to optimize technology in the District, and to build upon the accomplishments already in place. Specifically, the Task Force was charged with identifying the current status of existing hardware and software in the District, as well as current practices utilized by staff to teach technology standards.

The Task Force was comprised of 27 staff members, including District directors, building principals, certificated staff and technology staff. The Task Force had representation from all schools within the Aberdeen School District. The team met after school for seven sessions during the months of September through January.

The Task Force began by gathering data and information from staff regarding hardware, software, curriculum, applications and learning management systems currently being utilized. This data was collated into spreadsheets (Appendix C and D).

This data was reviewed in order to determine the District's capacity to teach the technology standards to K-12 students. Preliminary analysis indicates significant gaps exist across the grade levels in this area, and there is a lack of alignment between the Technology Standards and the District's current Ed Tech program. This includes both hardware and software, as well as practices.

Information gathered regarding hardware across the District (Appendix C) was reviewed in light of repair and maintenance requirements, as well as the Total Cost of Ownership (TCO) for each item. This refers to the costs, both direct and indirect, of purchasing and maintaining various devices.

Software information was gathered via survey of staff to determine what is currently being utilized through the district. This information is included in Appendix D, and contains an extensive list of software along with the purpose for using each.

Through the review process, seven areas were identified that necessitate intentional planning in the areas of providing equal access for all students, digital learning, and maximizing funding:

1. Technology standards,
2. Infrastructure,
3. Hardware,
4. Software,
5. Professional development,
6. Personnel and
7. Funding.

Information and data supporting these areas – in regards to digital student learning – are summarized and next steps are recommended below.

1. Technology Standards

Washington State is in the process of adopting new technology standards. (Appendix A) These new standards are in line with the International Society for Technology in Education (ISTE) Standards and are focused on students using technology to:

- Create and innovate,
- Research and use information fluently,
- Communicate and collaborate,
- Think critically, problem solve and make decisions,
- Be a responsible user, and
- Operate and understand concepts, systems and operations.

In addition to the new State Technology Standards, there are technology standards embedded into the Common Core State Standards.

These standards are required by the State of Washington and, therefore, are not optional. For students to meet these rigorous standards, there are additional skills students need to develop, such as keyboarding.

Because staff have not had the opportunity to learn the new technology standards, a knowledge gap exists and a lack of K – 12 alignment between the technology standards and implementation. One of the technology standards is in the area of digital citizenship, which is required for E-rate funding. It has been addressed through Learning.com modules. However, staff have expressed concern with the age-appropriateness of the modules used to meet this standard.

In order to address the staff knowledge gap and K-12 alignment deficit, the following next steps are proposed:

1. Initiate a deep dive with grade-levels and content areas to address skill gap.
2. Begin aligning the standards to practices.
 - a. Implement keyboarding K-2.
 - b. Maintain and enhance keyboarding skills in 3-8.
 - c. Ensure level of depth is met with high-level content and utilization of digital resources.
3. Find and use an age-appropriate Digital Citizenship curriculum.
4. Create and implement a plan for professional development that blends gaining knowledge and then applying the knowledge in a classroom.

2. Infrastructure

The District has taken recommendations from staff and ESD consultants and used the available E-rate funding to manage the infrastructure as we moved to a 1:1 technology model for students. The purchase and installation of necessary equipment to grant users the needed internet access provided a robust system with sufficient bandwidth to allow the system to grow. Network storage is consistently reviewed in relation to use of staff devices and district equipment. (Appendix B)

An area of concern is the potential risk to network security when personal devices are used by staff and students. Currently there is no policy in place to address this concern within the District.

3. Hardware

Hardware consists of the physical computers, telecommunications and devices related to electronic technology. Hardware can include laptops, printers, presentation devices, phone and intercom systems, video equipment, audio enhancement systems and others.

There are several methods of tracking inventory of hardware presently in the district. Hard copies, spreadsheets, and Spiceworks, a system designed to inventory hardware assets, all contain hardware information. All staff devices and high school laptops have had device information recorded and been checked out. Student Chromebooks are tracked through the Google Admin Console. Other devices and equipment are tracked in a variety of ways.

Recommendations from the findings of the independent consultant (2015) were to track all District assets for auditing purposes and to be fiscally responsible. (Appendix B) A plan was developed during the 2016 - 2017 school year to complete the inventory process as a response to this recommendations but has yet to be fully implemented. (Appendix D)

A plan for the printing and copying needs of the District needs to be developed. The plan considerations should include: efficiency, effectiveness and ease in both access and cost.

Hardware – Staff:

All certificated staff are provided a PC or MacBook laptop by the District. Classified, unaffiliated, directors and coordinators may be provided with either a laptop or desktop device based on their position need. Each classroom is equipped with presentation equipment for delivering instruction and possibly an audio system if there is a documented need. Printers are installed in few school classrooms, with the exception of Aberdeen High School where 37 classrooms have printers. (Appendix C)

In addition to their assigned device, 42 classrooms use a dedicated desktop computer for presentation ease. Document cameras were also reportedly used in 125 classrooms and projectors are used in 161 classrooms. There is a myriad of equipment installed as viewing screens for curriculum; Interactive Whiteboards, Smart TVs, projector screens, whiteboards, and TV monitors. (Appendix C).

Devices for other staff (e.g., office coordinators, program coordinators, administrators, etc.) include a variety of devices such as Dell PC, MacBook, Dell Desktop, Mac Desktop, iPad, Chromebook, Surface RT and a variety of other outdated devices are deployed in the District. (Appendix E) In certain situations, there are specific devices needed to perform the required functions of the position.

Having multiple devices for staff creates the following challenges: scheduled maintenance of the operating system; updating programs specific to software needed for their role in the district; software that works on specific operating systems; keeping replacement parts for multiple devices; maintaining the devices while keeping warranties intact; professional development is difficult to deliver at a site with a large variety of devices; presentation and printing equipment drivers need to be updated as equipment or staff moves (rooms/buildings), and a perceived inequity of staff devices.

A possible change in staff hardware choices could address the lack of:

- a. Professional development for a multitude of devices,
- b. Efficiency in providing maintenance on hardware & operating systems,
- c. Software compatibility across platforms,
- d. Efficiency when not buying and negotiating in bulk,
- e. Equity for staff based on need rather than personal preference, and
- f. Processes for device/equipment acquisition.

Prior to moving forward, a complete inventory of all devices and the location of the device regardless of the funding source for acquisition needs to be completed. The inventory needs to be accessible through one system that is easily searchable and readily available.

The District plan should address the collection of systems, curriculum and software used by staff (Appendix D), as well as our present Dell-certified technology staff who are able to service district Dell equipment while preserving warranties, and preventing the need to send equipment away for service.

Hardware – Students:

The District provides a 1:1 learning environment for most students in Grades 2 through 12. In Preschool through Grade 1, students have access to a hodgepodge of repurposed devices, many of which are from the original 1:1 initiative at Miller Junior High School. Many of these devices are now obsolete and used for recreation only. (Attachment F)

Aberdeen High School:

- 1:1 Dell laptop for use at school and home

Harbor High School:

- 61 Chromebooks for state and district testing
- 61 Dell laptops for groups of students to access core content and Career and Technical Education (CTE) programs.
- 25 desktop computers scattered throughout the building for various use

Miller Junior High:

- 1:1 Chromebooks for use only at school
- 60 iPads designated for Science Technology Engineering Art and Math (STEAM) activities for CTE courses

Juvenile Detention Center:

- 10 Dell Laptops for accessing personal learning programs
- 8 desktop computers for accessing personal learning programs

Elementary Schools:

- Pre-school
 - Two to 10 iPads per classroom
- Kindergarten
 - Up to 28 iPads per classroom
 - 1:1 Chromebooks per classroom at McDermoth
- First Grade
 - Up to 28 iPads per classroom
 - 1:1 Chromebooks per classroom at Central Park, McDermoth and Robert Gray

- Second - Sixth Grade
 - 1:1 Chromebooks
- Special Education
 - One to 12 iPads per program
 - Three desktop computers at Central Park
- Title I
 - Zero to 43 iPads per program
- Music
 - 19 to 22 iPads at Central Park and Stevens

The District has provided devices to students that may not otherwise have access to technology. This has allowed teachers to integrate software, curriculum and to become more efficient using learning management systems for students. By simply having technology in their hands, naturally curious students are provided a creative advantage.

Currently, iPads are used at all elementary school buildings, primarily in kindergarten classrooms. These Miller iPads are now proving to be a challenge as they are outdated and no longer able to run adopted digital curriculum. The maintenance of iPads and the ever-changing operating systems are cumbersome and time consuming. iPads also tend to be more expensive than other possible solutions. All kindergarten and first-grade students do not have adequate or equitable devices to address all technology standards.

Student desktop stations that were originally obtained from C4K Care are also aging and unable to update to the newest operating system. This makes it difficult to continue to run district-adopted curriculum software. Many of these stations are not utilized as they are no longer efficient and can only accommodate several students.

Moving forward, there is a need to streamline the student hardware devices to address the new standards and create equity for all students. Transitioning to a new system, keyboarding for all students needs to be provided.

There are a significant number of damaged high school laptops and junior high Chromebooks that are reported throughout the year. Students do incur fines, however, they are not consistently collected. At the junior high level, more than 100 Chromebooks were sent in for repair at the conclusion of the 2016 – 2017 school year. An intentional plan to teach appropriate use and care for devices with frequent check-ins should be part of the program.

As with staff devices, a similar plan to address student hardware can be developed to address the identified challenges.

4. Software

When referencing digital learning software in the district, computer systems and applications information was collected from staff regarding current use and their practice. This included operating systems, applications used to perform a task and programs designed for learning. Currently, a wide variety of digital resources are being utilized in the district (Appendix D) and there is no review process to vet software.

Trends garnered from data collection include:

- a. Digital Citizenship requirements are currently being met at all grade levels.
- b. Digital components of adopted curriculum are being utilized by most staff.
- c. Adaptive learning software is accessed by students in some specialized programs (e.g., English Learners, Highly Capable) and some General Education classrooms.
- d. Google Classroom is the most commonly used Learning Management System.
- e. All grades access systems for assessing students.

Although there is a considerable number of digital resources being employed across the district, it is not standardized or equitable for all students. Resources used are dependent upon the instructor's knowledge, interest and resources.

Next steps in this area include the development of a review process to ensure standards alignment and equity across the District.

5. Professional Development

Limited professional development has been provided by the two district integration specialists. The integration specialists are currently stationed at Miller Junior High and Aberdeen High School. Outside presenters also provide training when new curriculum materials are adopted with a digital component.

As new equipment is installed or new teachers come onboard, members of the district technology staff have provided a tutorial on how to use the equipment. New teachers are given an orientation before school starts regarding curriculum, logins and devices. If staff need assistance throughout the year, a work ticket is submitted and assigned to a technician. Technicians assist the staff member with their issue. However, the bulk of support for new teachers in learning software and systems comes from their colleagues. While timely, help from colleagues is limited in scope and effectiveness.

There is a lack of scheduled professional development for use of equipment and how technology can assist staff with implementation of curriculum and standards. Ongoing training is not currently provided for all to access. Staff are unaware that in-classroom coaching and support is an option available to them.

In order to provide staff with the support needed, a professional development matrix needs to be created. The matrix should include ongoing professional development opportunities to include the following based on district-wide expectations:

- a. Technology Standards (both ISTE-based and Common Core integration);
- b. Technology basics (e.g., email, G-Suite Apps, etc.);
- c. Digital components of adopted curriculum, and
- d. High-level content and utilization of digital resources.

6. Personnel

Since 2015, in response to the independent consultant's recommendation (Appendix B), the Technology Department staff has been reduced by attrition. Prior to 2017 each resignation was carefully reviewed and adjustments to positions/duties were done to ensure the level of support for staff would not be affected. With the most recent resignation, an opportunity to restructure the department has been considered but not enacted. Leadership for the department has been provided by the Teaching and Learning director. While the connection to the District's primary mission of instruction is vital, the leadership of the technical aspect of the department has not been emphasized.

Budgeted staffing includes:

Technical Staff

Technology Systems Integration Specialist/Analyst: 1 FTE

Technology Support Specialist: .6 FTE

Computer Network Support Technician: 1 FTE

Technology Network Support Technician: 1 FTE (vacant)

Support Staff

Software Solutions Design Specialist: 1 FTE

Department Secretary: 1 FTE

District technical staff provide professional development and repair equipment, as well as monitor and troubleshoot infrastructures. One support staff manages all student and staff information systems and third-party vendors while the other supports the entire team in an office coordinator role managing purchasing, point of contact for staff, students, work orders, inventory, surplus and building staff.

District technology staff use an online ticket system to receive requests for assistance from staff for hardware repair, use, connectivity issues and other technology related issues. Response times vary based on the number of tickets submitted, which fluctuates throughout the year. Ticket submissions rise after any extended period of time school is not in session, i.e. summer, winter and spring breaks. Many tickets submitted to the system are low-level issues, such as printer paper jams, toner replacement, unplugged equipment and others.

Currently, no staff member is assigned to create systems or processes to satisfy requirements such as ADA Compliance, archiving of digital material, or systems to track hardware to a specific location. As new laws and regulations are instituted into the digital realm, new unfunded mandates need to be addressed.

Having the need to maximize staff in order to address regulations being imposed upon the district, while still needing to meet user demands, reorganizing the department responsibilities and providing buildings adequate support will need to be tackled.

7. Funding – (Financial Data)

The current plan for cost replacement of the technology initiative only addresses staff and student devices. The range of cost to provide personal computer devices for staff and students is projected to cost from \$350,000 to \$390,000 per year. The actual cost of purchases has been higher than the budgeted replacement schedule, with totals ranging from \$380,000 to \$440,000 per year. This addresses Grade 2- 12 Chromebooks/laptops and laptops/desktops for staff. There is a concern as we move forward that we will have to address kindergarten and first-grade classrooms needing technology. With the increase of users who require access to technology, the current schedule is not sufficient. The District resources allocated to meet user requirements will have to be reviewed. We will need to make sure that enough devices can be acquired to sufficiently supply the necessary devices to all grade levels.

District Infrastructure

These items will need to be consistently reviewed to make sure that the current infrastructure is sufficient to sustain the District as the devices are purchased and the use of the devices evolves.

Hardware Costs

Actual costs have come in higher than anticipated based on model/brand of the device. Some devices require additional licensing or operating systems to be operational. The standardization of classroom technology will go a very long way to help manage the financial impact on the District. While there may be an additional initial expenses to equalize the equipment available to everyone, this will alleviate the financial burden later.

Software/Curriculum/Learning Management Systems (LMS) Costs

The costs that are associated with many of these systems varies greatly. The current surveys relating to use of the software/curriculum is being reviewed to see where there are redundancies. We will be looking forward to determine if some of the current systems can be used for multiple subjects.

Professional Development

The primary source for funding professional development is Title II, however additional categorical funding streams may be strategically utilized to fulfill professional development needs.

Personnel Costs

Personnel costs have exceeded the state allocation and have been augmented from other District sources. In recent years, the local levy and general fund have provided additional support for staffing the Technology Department.

Next Steps

The Digital Teaching and Learning Task Force has reviewed and identified the current status of technology in the District. In addition, the 2015 report with updated goals provide direction for moving forward to become more efficient and effective with technology.

The next step for the Technology Department is to identify recommendations listed in this report to address the future direction of digital teaching and learning in the District. A detailed action plan should be developed that begins with steps to be taken in Spring 2018 and for two successive years. It is suggested that changes be transitioned in phases and support be provided for staff.

Appendix A

Digital Teaching & Learning

Special Report

January 2018

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades K-2

Standards for Technology Literate & Fluent Students

1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.

Samples of student performance (by the end of grade 2):

- Students complete exit tickets (digitally utilizing electronic forms or feedback tools) for quick formative reflection (e.g., Plickers could be used for a quick gathering of exit task information).
- Students collect work samples within a digitized portfolio such as writing, fluency or mathematical computation, and conference with teacher to set a goal for improvement.

Lessons/Activities:

- Students and teacher use a K-2 Digital Portfolio solution (e.g., SeeSaw); this can be optionally shared with parents.

Connected Standards:

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ELA W6
- With guidance and support from adults, students set personal learning goals and monitor progress over time. TPEP State 8 - Criterion 6

1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning.

Samples of student performance (by the end of grade 2):

- Students participate in teacher-led connections with the real world (video conference, email, virtual field trips).
- With guidance and support from adults, students use tools such as highlighting, video, text-to-speech, audio, to make content accessible.
- Students find main ideas and important points while reading online digital resources.

Lessons/Activities:

- Students choose from a list (or develop their own list) of tasks to design their own path for learning and method(s) to demonstrate learning.
<https://www.cultofpedagogy.com/student-playlists-differentiation/>
- [Hyperdocs: Examples](#)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades K-2

Connected Standards:

- Participate and collaborate as members of a social and intellectual network of learners. AASL 3.1.2
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. ELA SL5 (2)

1.c. With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.

Samples of student performance (by the end of grade 2):

- Students work collaboratively with another grade level to produce and publish an ebook that is published within the school's domain, with feedback provided from other grade bands to improve the final product.

Lessons/Activities:

- Students choose from a variety of media to demonstrate/share learning.
https://digitalwritingworkshop.wikispaces.com/Crafting_Digital_Writing
- [App: Story Creator](#)

Connected Standards:

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ELA W6 (2)

1.d. With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.

Samples of student performance (by the end of grade 2):

- Students develop basic skills for locating and using information with digital tools and resources.

Connected Standards:

- Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. CSTA 1A-CS-01
- Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). CSTA 1A-CS-02
- Describe basic hardware and software problems using accurate terminology. CSTA 1A-CS-03
- Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. C3 D3.Geo.2 (K-2)

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades K-2

2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.

Samples of student performance (by the end of grade 2):

- Students identify positive and negative impacts your use of technology can have on them and their family.
- Explain with how information shared online can leave a digital footprint or “trail.”
- Explain what information is appropriate to be put online and what should not be shared.

Lessons/Activities:

- Common Sense Media Lesson: [K-2 Digital Footprint and Reputation](#)

2.b. With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.

Lessons/Activities:

- Common Sense Media Lessons: [Going Places Safely](#) and [Keep It Private](#)
- Google: [Be Internet Awesome](#) curriculum (Interland: Mindful Mountain)

Connected Standards:

- Practice safe and ethical behaviors in personal electronic communication and interaction. AASL 4.3.4

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades K-2

2.c. With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others

Samples of student performance (by the end of grade 2):

- Students provide examples of how rules for respecting others' belongings apply to digital content and information.

Lessons/Activities:

- Common Sense Media Lesson: [MY CREATIVE WORK](#) How can you give credit to your own creative work and the work of others?
- Students cite their sources at an appropriate level when creating a product dependent on research (e.g., utilizing the citation feature in PebbleGo or other electronic resources).

Connected Standards:

- Recall information from experiences or gather information from provided sources to answer a question. ELA W8 (2)

2.d. With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private.

Lessons/Activities:

- Common Sense Media Lesson: [Keep It Private](#)
- Google: [Be Internet Awesome](#) curriculum -- Interland: Tower of Treasure
- Conduct an environmental technology audit (home or school). Discuss what digital devices have the ability to capture and share pictures, audio etc. What steps can they take to keep their information private?

Connected Standards:

- Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access. CSTA 1A-NI-04

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades K-2

3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3.a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.

Samples of student performance (by the end of grade 2):

- Students use photos to describe how different families live.

Lessons/Activities:

- Students choose from a variety of media to demonstrate/share learning.
https://digitalwritingworkshop.wikispaces.com/Crafting_Digital_Writing
- Students choose from a list (or develop their own list) of tasks to design their own path for learning and method(s) to demonstrate learning.
<https://www.cultofpedagogy.com/student-playlists-differentiation/>

Connected Standards:

- Students develop and refine a range of questions to frame a search for new understanding. AASL 1.1.3
- Recall information from experiences or gather information from provided sources to answer a question. ELA W8 (2)
- Compare and contrast the most important points presented by two texts on the same topic. ELA R9 (2)
- Understands how questions are used to find out information. Social Studies 5.2.1 (K)
- Uses texts and visuals to identify the main ideas or key details to study family life. Social Studies 5.2.2 (2)

3.b. With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content

Lessons/Activities:

- Understanding how to ask questions -- promote critical thinking: <http://www.p21.org/news-events/p21blog/1435-strategies-to-promote-critical-thinking-in-the-elementary-classroom>
- Using tools available in Common Sense Media, students locate age appropriate digital content
<https://www.common Sense Media.org/reviews/age/4/age/5/age/6/age/7/age/8>

Connected Standards:

- Students compare and contrast the most important points presented by two texts or media productions on the same topic. ELA RI9 (2)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades K-2

- Students know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key fact for information in a text efficiently. ELA RI.5(2)
- Describe how reasons support specific points the author makes in a text. ELA RI.8 (2)

3.c. With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning.

Samples of student performance (by the end of grade 2):

- With guidance, students use digital learning tools to add audio and/or visual media to clarify information

Connected Standards:

- Recall information from experiences or gather information from provided sources to answer a question. ELA W.8 (2)
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings ELA SL.5 (2)
- Students use information gained from the illustrations in a print or digital text to demonstrate understanding of characters, setting, or plot. ELA RL.7 (2)

3.d. With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.

Samples of student performance (by the end of grade 2):

- Utilize diverse media formats (website, video clip, print, digital/print weekly) for a shared topic and provide time for student and/or classroom discussion.
- Students pair fiction and nonfiction resources.

Lessons/Activities:

- Student record video responses to a real-world problem they have collaboratively researched (with the guidance from an educator) expressing their solutions. Other students within the school district or beyond respond to their solutions with questions, feedback and other solutions (e.g., using Flipgrid or Seesaw).

Connected Standards:

- Students pause during a read-aloud at the end of the page or chapter to predict what will happen next and why. ELA RL.3,5
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ELA R.7
- Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. ELA W.6

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades K-2

4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4.a. With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems and share their learning.

Samples of student performance (by the end of grade 2):

- Teacher models use of journaling or blogging to show progress (e.g., using Green Screen).
- Students share examples of design process in science (e.g., inventions such as light bulb, airplanes, cars).
- Students share examples of authors/illustrators sharing the design and creative process for their work.

Lessons/Activities:

- Basic block coding (e.g., Scratch, Kodable, Code.org)

Connected Standards:

- Make sense of problems and persevere in solving them. Math P1
- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Science K-2-ETS1-1
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Science K-2-ETS1-2
- Construct an argument with reasons. C3 D4.1 (K-2)
- Construct explanations using correct sequence and relevant information. C3 D4.2 (K-2)
- Present a summary of an argument using print, oral, and digital technologies. D4.3 (K-2)
- Ask and answer questions about arguments. C3 D4.4 (K-2)
- Ask and answer questions about explanations. C3 D4.5 (K-2)
- Generate questions and a particular historical source as it relates to a particular historical event or development. C3 D2.His.12 (K-2)
- Generate possible reasons for an event or development in the past. C3 D2.His.14 (K-2)

4.b. Students use age-appropriate digital and nondigital tools to design something and are aware of the step-by-step process of designing.

Samples of student performance (by the end of grade 2):

- Students record their step-by-step process through drawing or video (e.g., using SeeSaw).
- Students participate in makerspace activities.

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades K-2

Lessons/Activities:

- Basic block coding (e.g., Scratch, Kodable, Code.org)

Connected Standards:

- Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks. CSTA 1A-AP-08
- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Science K-2-ETS1-1
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Science K-2-ETS1-2
- Construct explanations using correct sequence and relevant information. C3 D4.2 (K-2)

4.c. Students use a design process to develop ideas or creations, and they test their design and redesign if necessary

Samples of student performance (by the end of grade 2):

- Students use storyboarding, planning, and revision for stop-motion videos and presentation tools (e.g., PowerPoint)
- Teacher models use of journaling or blogging to show progress.

Lessons/Activities:

- Basic block coding (e.g., Scratch, Kodable, Code.org)

Connected Standards:

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Science K-2-ETS1-1
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Science K-2-ETS1-2

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades K-2

4.d. Students demonstrate perseverance when working to complete a challenging task.

Samples of student performance (by the end of grade 2):

- Students complete digital exit tickets (e.g., using digital feedback tools such as Google Forms, Microsoft Forms, or Socrative) upon project completion to have reflect on and rate their effort and understanding.
- Teacher models use of journaling or blogging to record mindset and model growth mindset regarding challenges.
- Teachers use digital tools (e.g., Plickers) to assess and record exit tasks.

Lessons/Activities:

- Basic block coding (e.g., Scratch, Kodable, Code.org)

Connected Standards:

- Make sense of problems and persevere in solving them. Math P1.

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades K-2

5. Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5.a. With guidance from an educator, students identify a problem and select appropriate technology tools to explore and find solutions.

Samples of student performance (by the end of grade 2):

- Students utilize an electronic dictionary or thesaurus.
- Students demonstrate understanding of word relationships and nuances in word meanings and identify real-life connections between words, their use, and their meaning.
- Given a variety of resources (print, online, digital), students self-select the appropriate resource for the problem at hand.

Lessons/Activities:

- Use technology to collect real data (count, measure, pictures, audio) to make a case for change/test solutions. How many times did something happen or not. Look for trends and tell a story with data.

Connected Standards:

- Decide when to use qualitative vs. quantitative data. Science SEP5 (K-2)
- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Science K-2-ETS1-1
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Science K-2-ETS1-2

5.b. With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.

Samples of student performance (by the end of grade 2):

- Students collect real-world data (survey responses) and create charts/graphs, either individually or collectively as a class
- Students find patterns and/or explore meaning of charts/graphs/tables

Lessons/Activities:

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades K-2

- Students choose and create the appropriate format to visualize data. With a partner, they discuss when to use a bar graph, pie chart, table, etc.

Connected Standards:

- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. Science K-2-ETS1-3
- Collect and present the same data in various visual formats. CSTA 1A-DA-06
- Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions. CSTA 1A-DA-07
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ELA Literacy CCRA.R7

5.c. With guidance from an educator, students break a problem into parts and identify ways to solve the problem.

Samples of student performance (by the end of grade 2):

- Students communicate design plans and solutions using drawings and descriptive language.

Connected Standards:

- Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. CSTA 1A-AP-11

5.d. Students understand how technology is used to make a task easier or repeatable and can identify real-world examples.

Samples of student performance (by the end of grade 2):

- Students give examples of how resources such as tools and materials are things that help people get a job done.
- Students explain that systems have parts or components that work together to accomplish a goal.

Lessons/Activities:

- Students design a simple machine to solve a problem using robotics tools.

Connected Standards:

- Develop programs with sequences and simple loops, to express ideas or address a problem. CSTA 1A-AP-10

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades K-2

6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others.

Samples of student performance (by the end of grade 2):

- With guidance, students select appropriate digital learning tools and resources to produce and publish information.

Lessons/Activities:

- Provide opportunities for student choice in product during a primary research project, rather than limiting to a specific tool or created product.

Connected Standards:

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations, create how to tutorials for mathematical concepts) ELA W7 (2)
- Construct an argument with reasons. C3 D4.1 (K-2)
- Construct explanations using correct sequence and relevant information. C3 D4.2 (K-2)
- Present a summary of an argument using print, oral, and digital technologies. C3 D4.3 (K-2)
- Construct maps, graphs, and other representations of familiar places. C3 D2.Geo.1 (K-2)

6.b. Students use digital tools to create original works.

Samples of student performance (by the end of grade 2):

- Students use different presentation platforms (slide presentation, movie, book trailer) during a unit of study.
- Students create videos, songs, artwork (e.g., using Videolicious, GarageBand, or various draw or paint applications).
- Students create an animation (e.g., using Stop Motion).

Lessons/Activities:

- Students blog (e.g., use Kidblog) or contribute to a teacher's blog.
- Students create posters, collages, or electronic books (e.g., using Google Slides, drawing tools, or Apple iBook Creator)

Connected Standards:

- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. ELA W6 (K-2)
- Add drawings or other visual displays to descriptions as desired to provide additional detail. ELA SL5 (K-1)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades K-2

- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. ELA SL5 (2)
- Construct maps, graphs, and other representations of familiar places. C3 D2.Geo.1 (K-2)
- Construct an argument with reasons. C3 D4.1 (K-2)
- Construct explanations using correct sequence and relevant information. C3 D4.2 (K-2)
- Present a summary of an argument using print, oral, and digital technologies. C3 D4.3 (K-2)

6.c. With guidance from an educator, students share ideas in multiple ways-visual, audio, etc.

Samples of student performance (by the end of grade 2):

- Using a document camera (zoom in/out, lighting, rotation, camera capture, video capture), students present their work to classmates.
- With guidance, students create electronic graphs.
- Students use a digital drawing program to develop illustrations that describe key details of a text then animate these illustrations to show movement.
- Students use a simulation to gain understanding into the interconnectivity and roles of the parts of the system.

Lessons/Activities:

- Students write narratives or draw illustrations or series of frames in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings, and to signal event order and closure.
- Teacher models concept mapping/webbing software and students create them (describe a main idea and to organize supporting details).

Connected Standards:

- Explain how the consumption of products connects people to distant places. C3 D2.Geo.11 (K-2)
- Generate possible reasons for an event or development. C3 D2.His.14 (K-2)
- Select which reasons might be more likely than others to explain a historical event or development. C3 D2.His.16 (K-2)
- Explain why and how people, goods, and ideas move from place to place. C3 D2.Geo.7 (K-2)
- Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. C3 D2.Geo.4 (K-2)

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades K-2

6.d. With guidance from an educator, students select technology to share their ideas with different people.

Samples of student performance (by the end of grade 2):

- Students are provided with opportunities for tool choice in creation of their products and presentations.
- With guidance, students discuss and identify communication needs considering the task, situation and information to be shared.

Lessons/Activities:

- Utilizing a social media tool on a classroom level (e.g., utilizing a teacher-controlled account on Twitter or SeeSaw), student-created product (either independently or collaboratively) is shared.

Connected Standards:

- Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. ELA CCRA W.6

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades K-2

7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7.a. With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.

Samples of student performance (by the end of grade 2):

- Students utilize video/voice conferencing to connect for learning (e.g., Mystery Skypes, author presentations that teach the writing process, outside experts/consultants).

Lessons/Activities:

- Common Sense Media Lesson: [MY ONLINE COMMUNITY](#) How does the Internet connect you to others?

Connected Standards:

- Work respectfully and responsibly with others online. CSTA 1A-IC-17
- Describe the goods and services that people in the local community produce and those that are produced in other communities. C3 D2.Eco4 (K-2)
- Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. C3 D4.8 (K-2)

7.b. With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives.

Samples of student performance (by the end of grade 2):

- Students collaborate using online whiteboarding software where different perspectives can be captured (e.g., Google document with commenting, Padlet).
- Students participate in global collaborative projects utilizing video/voice conferencing.
- Students record and share their opinion with a supporting reason (e.g., using FlipGrid, Recap or similar participant capture software).

Connected Standards:

- Respect the differing interests and experiences of others, and seek a variety of viewpoints. AASL 3.3.2
- Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. C3 D4.6 (K-2)
- Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decision as a group. C3 D2.Civ.9 (K-2)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades K-2

- Compare their own point of view with others' perspectives. C3 D2.Civ.10 (K-2)
- Describe why people in one country trade goods and services with people in other countries. C3 D2.Eco.14 (K-2)
- Describe products that are produced abroad and sold domestically and product that are produced domestically and sold abroad. C3 D2.Eco.15 (K-2)
- Compare how people in different types of communities use local and distant environments to meet their daily needs. C3 D2.Geo.8 (K-2)
- Identify ways that a catastrophic disaster may affect people living in a place. C3 D2.Geo.12 (K-2)

7.c. With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.

Samples of student performance (by the end of grade 2):

- Students work collaboratively on creating a product (e.g., slideshow, concept mapping/webbing, video, poster, text document), and assume roles such as writer, recorder, editor, artist or graphics placer.

Lessons/Activities:

- Retelling tasks. Students present on a similar topic from multiple perspectives taking the role of an animal, pilot, fireman, etc. Then students could present those different perspectives using age-appropriate technology (e.g., digital storytelling tools).

Connected Standards:

- Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. C3 D4.8 (K-2)

7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.

Samples of student performance (by the end of grade 2):

- Students view real-world images and micro-write or record reactions and solutions (e.g., using Google Classroom discussion board, FlipGrid, Recap or similar participant capture software).

Lessons/Activities:

- Mapping public spaces that are important to students (parks, play fields). Have student collect digital artifacts (photos, audio recordings, video), identify problem areas and suggest solutions.

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades K-2

- Students identify a problem in their community, suggest possible solutions, and present their findings to an audience (e.g., in-class presentation, create a webpage, videoconference with outside audience, etc.).

Connected Standards:

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ELA W6 (K-2)
- Identify ways to take action to help address local, regional, and global problems. C3 D4.7 (K-2)

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 3-5

Standards for Technology Literate & Fluent Students

1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1.a. Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.

Samples of student performance (by the end of grade 5):

- Students monitor their fluency score using a technology-assisted program (e.g., fluency tutor), or audio recordings and set goals for improvement.
- Students record each other doing a specific task in PE, then review the video and rate themselves on a rubric before making a goal to improve.
- With guidance, students identify and use digital learning tools or resources to support planning, implementing and reflecting upon a defined task.
- Students explain the use of selected digital learning tools and resources to support productivity and learning.

Lessons/Activities:

- Students choose from a list (or develop their own list) of tasks to design their own path for learning and method(s) to demonstrate learning.
<https://www.cultofpedagogy.com/student-playlists-differentiation/>

Connected Standards:

- Centering instruction on high expectations for student achievement/ teacher communicates high expectations for student learning. TPEP Criterion 1

1.b. With the oversight and support of an educator, students build a network of experts and peers within school policy and customize their environments to enhance their learning.

Samples of student performance (by the end of grade 5):

- Students brainstorm a list of classmates to ask for help based on skills, and keeps this list to use later.

Connected Standards:

- Fostering and managing a safe, positive learning environment that takes into account physical, emotional, and intellectual well-being of students. TPEP Criterion 5

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 3-5

1.c. Students seek feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.

Samples of student performance (by the end of grade 5):

- Students evaluate the features of digital learning tools and resources based on the characteristics of a specific audience.

Connected Standards:

- The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning. TPEP Criterion 7

1.d. Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.

Lessons/Activities:

- Students choose from a list (or develop their own list) of tasks to design their own path for learning and method(s) to demonstrate learning. <https://www.cultofpedagogy.com/student-playlists-differentiation/>

Connected Standards:

- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ELA W8 (3)
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ELA W8 (5)
- Model how computer hardware and software work together as a system to accomplish tasks. CSTA 1B-CS-02
- Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies. CSTA 1B-CS-03

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 3-5

2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2.a. Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.

Samples of student performance (by the end of grade 5):

- Students identify the components of their digital identity and their digital footprint.

Lessons/Activities:

- Common Sense Media Lesson: [Rings of Responsibility](#)

Connected Standards:

- The teacher uses content area knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning. TPEP Criterion 4

2.b. Students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online, with guidance from an educator.

Samples of student performance (by the end of grade 5):

- Students demonstrate appropriate use of technology and explain the importance of responsible and ethical technology use.
- Students exercise digital etiquette when communicating and collaborating.
- Students identify and discuss laws and rules that apply to digital content and information.

Lessons/Activities:

- Common Sense Media Lesson: [Talking Safely Online](#)

Connected Standards:

- The teacher acquires and uses specific knowledge about students' cultural, individual, intellectual, and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing OSPI approved student growth rubrics. TPEP Criterion 3
- Describe how family, school, community, peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6.4

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 3-5

2.c. Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.

Samples of student performance (by the end of grade 5):

- Students explain basic ideas of plagiarism and copyright.
- Students use digital citation tools to cite sources with appropriate guidance.

Lessons/Activities:

- Common Sense Media Lessons: [How to Cite a Site](#), [Whose Is It Anyway?](#)

Connected Standards:

- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ELA W8 (5)
- Respect copyright/ intellectual property rights of creators and producers AASL 1.3.1
- Follow ethical and legal guidelines in gathering and using information. AASL 1.3.3
- Observe intellectual property rights and give appropriate attribution when creating or remixing programs. CSTA 1B-AP-14
- Use public domain or creative commons media, and refrain from copying or using material created by others without permission. CSTA 1B-IC-21
- The teacher fosters and manages a safe and inclusive learning environment that takes into account physical, emotional, and intellectual well-being of students. TPEP Criterion 5

2.d. Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.

Lessons/Activities:

- Common Sense Media Lesson: [Private and Personal Information](#)

Connected Standards:

- Discuss real-world cybersecurity problems and how personal information should be protected, such as the necessity of backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords, or why we should install and keep anti-virus software updated to protect data and systems. CSTA 1B-NI-05
- The teacher fosters and manages a safe and inclusive learning environment that takes into account physical, emotional, and intellectual well-being of students. TPEP Criterion 5

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 3-5

3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.

Samples of student performance (by the end of grade 5):

- Students identify questions related to a topic of interest to broaden or narrow the topic as needed
- Students use appropriate search techniques to locate needed information using digital learning tools and resources.
- Students gather, organize and summarize information from multiple digital learning tools and resources to build knowledge of a topic.

Connected Standards:

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ELA RI7 (5)
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. ELA L.4c (5)
- Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. AASL 1.2.2
- Use interaction with and feedback from teachers and peers to guide own inquiry process. AASL 1.4.2
- The teacher uses multiple data elements (both formative and summative) to plan, inform, and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics. TPEP Criterion 6

3.b. Students learn how to evaluate sources for accuracy, perspective, credibility and relevance.

Samples of student performance (by the end of grade 5):

- Students use multiple criteria developed with guidance to differentiate between relevant and irrelevant information found with digital learning tools and resources.

Lessons/Activities:

- Media Literacy - <http://mediasmarts.ca/lessonplan/media-literacy-key-concepts-lesson-2-media-are-constructions>

Connected Standards:

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ELA RL7 (5)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 3-5

- Find, evaluate, and select appropriate sources to answer questions. AASL 1.1.4
- Maintain a critical stance by questioning the validity and accuracy of all information. AASL 1.2.4
- Describe how family, school, community, peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6 (4)
- The teacher uses content area knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning. TPEP Criterion 4
- Evaluates the accuracy of primary and secondary sources. Social Studies 5.1.2 (4)

3.c. Using a variety of strategies, students organize information and make meaningful connections between resources.

Samples of student performance (by the end of grade 5):

- Interpret images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc. in digital learning tools and resources to clarify and add to knowledge.
- Organize observations and data collected during student explorations to determine if patterns are present.
- Explore and document connections between technology and other fields of study

Connected Standards:

- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ELA W8 (5)
- Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. AASL 1.1.5
- The teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. TPEP Criterion 3

3.d. Students explore real world problems and issues and collaborate with others to find answers or solutions.

Samples of student performance (by the end of grade 5):

- Within the context of a project based learning unit, students work collaboratively with others using technology to identify and analyze a solution to the real world problem.

Connected Standards:

- Using technology, including the internet, to produce and publish writing and to interact and collaborate with others. CC ELA W6 (3-5)
- The teacher uses research-based instructional practices to meet the needs of all students. TPEP Criterion 2
- Identify how peers, media, and technology influence decisions related to tobacco, alcohol, and marijuana. H2.Su1 (4)
- Describe influence of peers and social media on body image. H2.So2.5

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 3-5

4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4.a. Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others.

Samples of student performance (by the end of grade 5):

- Students demonstrate how applying human knowledge using tools and machines extends human capabilities to meet our needs and wants.
- Students give examples of how requirements for a product can limit the design possibilities for that product.
- Students plan and implement a design process: identify a problem, think about ways to solve the problem, develop possible solutions, test and evaluate solution(s), present a possible solution, and redesign to improve the solution.
- Students design a product with multiple components and describe how the components interact to form a system.

Lessons/Activities:

- Coding (e.g. with [Code.org](https://code.org))

Connected Standards:

- The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning. TPEP Criterion 7
- Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. Science SEP 2 (3-5)
- Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system. Science SEP 2 (3-5)
- Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation. Science SEP 4 (3-5)
- Create and/or use graphs and/or charts generated from simple algorithms to compare alternative solutions to an engineering problem. Science SEP 5 (3-5)
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. Science SEP 6 (3-5)
- Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. C3 D3.1 (3-5)
- Use distinctions among fact and opinion to determine the credibility of multiple sources. C3 D3.2 (3-5)
- Construct arguments using claims and evidence from multiple sources. C3 D4.1 (3-5)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 3-5

4.b. Students use digital and non-digital tools to plan and manage a design process.

Samples of student performance (by the end of grade 5):

- Students generate ideas for a variety of projects (book talks, informational video, narrative story) using digital storyboard tools (e.g., Storyboard).

Connected Standards:

- The teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. TPEP Criterion 3
- Present a summary of arguments and explanations to others outside the classroom using print and oral technologies and digital technologies. C3 D4.3 (3-5)

4.c. Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays.

Samples of student performance (by the end of grade 5):

- Students generate, develop and communicate design ideas and decisions using appropriate terms and graphical representations.

Lessons/Activities:

- Force and motion unit--using different drop heights, compare the bounce height of balls, enter data on spreadsheet to compare, make predictions when variables are changed.

4.d. Students demonstrate perseverance when working with open-ended problems.

Lessons/Activities:

- Immersive, collaborative problem-solving experiences (e.g., BreakoutEDU)

Connected Standards:

- The teacher communicates high expectations for student learning. TPEP Criterion 1

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 3-5

5. Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5.a. Students explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance from an educator.

Lessons/Activities:

- Use technology to collect real data (count, measure, pictures, audio) to make a case for change/test solutions. How many times did something happen or not? Look for trends and tell a story with data.

Connected Standards:

- Compare and refine multiple algorithms for the same task and determine which is the most appropriate. CSTA 1B-AP-08
- Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success. Science SEP 5

5.b. Students select effective technology to represent data.

Samples of student performance (by the end of grade 5):

- With guidance, students select media formats appropriate to content and audience.

Connected Standards:

- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ELA W8 (5)
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC ELA RI7 (5)
- Organize and present collected data visually to highlight relationships and support a claim. CSTA 1B-DA-06
- Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea. CSTA 1B-DA-07

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 3-5

5.c. Students break down problems into smaller parts, identify key information and propose solutions.

Lessons/Activities:

- Coding (e.g. with [Code.org](https://code.org))

Connected Standards:

- Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination. CSTA 1B-NI-04
- Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process. CSTA 1B-AP-11

5.d. Students understand and explore basic concepts related to automation, patterns and algorithmic thinking.

Samples of student performance (by the end of grade 5):

- Describe a process as a series of actions and how it is used to produce a result, and explain how controls use information to cause systems to change, like a home thermostat turning on the heat based on the low temperature of a room.

Lessons/Activities:

- Coding (e.g. with [Code.org](https://code.org))

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 3-5

6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6.a. Students recognize and utilize the features and functions of a variety of creation or communication tools.

Lessons/Activities:

- Students choose from a variety of media to demonstrate/share learning.
https://digitalwritingworkshop.wikispaces.com/Crafting_Digital_Writing

Connected Standards:

- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. ELA SL5 (5)
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add **visual displays** when appropriate to emphasize or enhance certain facts or details. ELA SL5 (3)
- Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. AASL 2.1.6
- Present a summary of arguments and explanations to others outside the classroom using print and oral technologies and digital technologies. C3 D4.3 (3-5)
- Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. C3 D4.2 (3-5)

6.b. Students create original works and learn strategies for remixing or repurposing to create new artifacts.

Samples of student performance (by the end of grade 5):

- Students create artifacts using digital learning tools and resources to demonstrate knowledge.

Connected Standards:

- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ELA SL2 (5)
- Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. CSTA 1B-AP-12
- The teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. TPEP Criterion 3
- Present a summary of arguments and explanations to others outside the classroom using print and oral technologies and digital technologies. C3 D4.3 (3-5)

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 3-5

6.c. Students create digital artifacts to communicate ideas visually and graphically.

Samples of student performance (by the end of grade 5):

Lessons/Activities:

- Students choose from a variety of media to demonstrate/share learning.
https://digitalwritingworkshop.wikispaces.com/Crafting_Digital_Writing

Connected Standards:

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ELA W.5.2.A
- Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. AASL 3.1.4
- The teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. TPEP Criterion 3
- Present a summary of arguments and explanations to others outside the classroom using print and oral technologies and digital technologies. C3 D4.3 (3-5)
- Construct maps and other graphic representations of both familiar and unfamiliar places. C3 D2.Geo.1 (3-5)

6.d. Students learn about audience and consider their expected audience when creating digital artifacts and presentations.

Samples of student performance (by the end of grade 5):

- With guidance, students discuss and identify communication needs considering goals, audience and content.

Lessons/Activities:

- Students choose from a variety of media to demonstrate/share learning.
https://digitalwritingworkshop.wikispaces.com/Crafting_Digital_Writing
- Students summarize their findings from research from another class project and produce artifacts for different audiences (e.g., a tweet length summary, infographic, paragraph, photo essay). Students should articulate why they chose a particular tool for the audience (e.g., peers, adults, family, teachers).

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 3-5

Connected Standards:

- Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. AASL 3.1.4
- Assess the quality and effectiveness of the learning product. AASL 3.4.2
- Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences. CSTA 1B-AP-13
- The teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. TPEP Criterion 3
- Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. C3 D3.1 (3-5)
- Identify evidence that draws information from multiple sources in response to compelling questions. C3 D3.3 (3-5)
- Use evidence to develop claims in response to compelling questions. C3 D3.4 (3-5)
- Present a summary of arguments and explanations to others outside the classroom using print and oral technologies and digital technologies. C3 D4.3 (3-5)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 3-5

7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7.a. Students use digital tools to work with friends and people from different backgrounds or cultures.

Samples of student performance (by the end of grade 5):

- Students create a plan and select collaboration and/or communication tools to complete a given task.
- Students identify the positive and negative impact the use of technology can have on relationships, communities and self.
- Students describe the advantages/disadvantages of technology (past, present, future) to understand the relationship between technology, society and the individual.
- Students seek feedback from other groups in their class or students at another grade level.

Lessons/Activities:

- With guidance from their teacher, students use video conferencing tools or other online collaborative spaces, such as blogs, wikis, forums, or website comments, to gather feedback from individuals and groups about programming projects.

Connected Standards:

- Seek diverse perspectives for the purpose of improving computational artifacts. CSTA 1B-IC-20
- Present a summary of arguments and explanations to others outside the classroom using print and oral technologies and digital technologies. C3 D4.3 (3-5)

7.b. Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.

Connected Standards:

- Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. AASL 3.3.1
- Respect the differing interests and experiences of others, and seek a variety of viewpoints. AASL 3.3.2
- Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. AASL 4.2.3
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. C3 D2.Geo.7 (3-5)
- Explain how human settlements and movements relate to the locations and use of various natural resources. C3 D2.Geo.8 (3-5)
- Analyze the effects of catastrophic environmental and technological events on human settlements and migration. C3 D2.Geo.9 (3-5)
- Explain why environmental characteristics vary among different world regions. C3 D2.Geo.10 (3-5)
- Explain how natural and human-made catastrophic events in one place affect people living in other places. C3 D2.Geo.12 (3-5)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 3-5

7.c. Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.

Connected Standards:

- Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development. CSTA 1B-AP-16

7.d. Students work with others using collaborative technologies to explore local and global issues.

Samples of student performance (by the end of grade 5):

- Students identify positive and negative impacts your use of personal technology and technology systems (e.g., agriculture, transportation, energy generation, water treatment) can have on your community.

Connected Standards:

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ELA W6 (3-5)
- Contribute to the exchange of ideas within and beyond the learning community. AASL 3.3.5
- Participate in the social exchange of ideas, both electronically and in person. AASL 4.3.1
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. C3 D2.Geo.7 (3-5)
- Explain how human settlements and movements relate to the locations and use of various natural resources. C3 D2.Geo.8 (3-5)
- Analyze the effects of catastrophic environmental and technological events on human settlements and migration. C3 D2.Geo.9 (3-5)
- Explain why environmental characteristics vary among different world regions. C3 D2.Geo.10 (3-5)
- Explain how natural and human-made catastrophic events in one place affect people living in other places. C3 D2.Geo.12 (3-5)

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 6-8

Standards for Technology Literate & Fluent Students

1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1.a. Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.

Samples of student performance (by the end of grade 8):

- Student-led conferences using technology tools.
- Students create digital portfolios.

Lessons/Activities:

- [Setting Individual Learning Goals and Targets - Victoria, Australia, Victoria State Government Education and Training](#)
- [Student Led Conferences and Digital Portfolios](#)
- [GAPE:Google Apps For Education http://dailygenius.com/google_apps_digital_portfolios/](http://dailygenius.com/google_apps_digital_portfolios/)
- [Creating and Scoring Digital Portfolios http://flippedlearning.org/syndicated/creating-scoring-digital-portfolios-with-google-tools/](http://flippedlearning.org/syndicated/creating-scoring-digital-portfolios-with-google-tools/)

Connected Standards:

- Using one or more technologies, create short- and long-term goals to establish and track healthy eating patterns. H6.N6.8
- Using one or more technologies, construct a personal workout using the FITT principle and evaluate progress toward goal. PE3.5.8
- Using one or more technologies, maintain and reflect on a personal physical activity and nutrition log and set goals for improvement. PE3.11.8
- Students consistently use assessment data to assess their own learning, determine learning goals and monitor progress over time. TPEP State Criteria 6 (CEL 5D+)

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 6-8

1.b. Students identify and develop online networks within school policy, and customize their learning environments in ways that support their learning, in collaboration with an educator.

Classroom Example:

- Students participate in school-approved online groups to support learning (e.g., online discussion boards through an LMS).

Lessons/Activities:

- [Using Social Networking with Kids in the Classroom - Webinar from Jeff Utecht](#)
- [Making the Case for Social Media in Schools \(Burley JH, Albermarle County Schools\)](#)
- [Digital Bytes <https://www.common sense.org/education/digital-bytes>](https://www.common sense.org/education/digital-bytes)

1.c. Students actively seek performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.

Samples of student performance (by the end of grade 8):

- Students use interactive digital tools to create online polls or surveys to gather data to help guide and assess information during the learning process.
- Students comment on writing projects using online tools (e.g. blogs, online discussions, comments on live documents, etc.).
- Students create digital presentations that provide opportunities for audience participation and feedback.

Connected Standards:

- Demonstrate mastery of technology tools for accessing information and pursuing inquiry. AASL 1.1.8
- Use interaction with and feedback from teachers and peers to guide own inquiry process. AASL 1.4.2

1.d. Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.

Samples of student performance (by the end of grade 8):

- Students use a variety of devices (e.g., mobile devices and computers) to support planning, implementing, and reflecting upon a defined task.
- Students apply their knowledge and skills from existing technologies and devices to successfully use new technologies.
- Students develop criteria for selecting digital learning tools and resources to accomplish a defined task.
- Students identify a product and describe how people from different disciplines combined their skills in the design and production of the product.

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 6-8

2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2.a. Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.

Samples of student performance (by the end of grade 8):

- Students participate in class discussions about online safety.
- Students demonstrate knowledge of when to share personal information.
- Students identify the differences between ethical and unethical online and digital use behavior.
- Students identify the consequences of unethical uses of technology.

Lessons/Activities:

- Common Sense Media Lesson: Unit One- Digital Life 101: What is the place of digital media in our lives? (<https://www.commonsense.org/education/lesson/digital-life-101-6-8>)
- Common Sense Media Lesson: Unit Two- Which Me Should I Be? (<https://www.commonsense.org/education/lesson/which-me-should-i-be-6-8>)

2.b. Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.

Samples of student performance (by the end of grade 8):

- Students participate in class discussions about online safety.
- Students identify the differences between ethical and unethical online and digital use behavior.
- Students identify the consequences of unethical uses of technology.
- Students explain the positive and negative impact the use of technology can have on personal, professional and community relationships.

Lessons/Activities:

- Cyberbullying: Be Upstanding from Common Sense Media (<https://www.commonsense.org/education/lesson/cyberbullying-be-upstanding-6-8>)
- Which Me Should I Be from Common Sense Media (<https://www.commonsense.org/education/lesson/which-me-should-i-be-6-8>)
- A Creator's Rights from Common Sense Media (<https://www.commonsense.org/education/lesson/a-creators-rights-6-8>)
- Safe Online Talk from Common Sense Media (<https://www.commonsense.org/education/lesson/safe-online-talk-6-8>)

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 6-8

- It's Cool to be Kind from Google - 4 lessons beginning on pg. 37
(https://beinternetawesome.withgoogle.com/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_Curriculum_.pdf)

Connected Standards:

- Follow ethical and legal guidelines in gathering and using information. AASL 1.3.3
- Use information technology responsibly. AASL 1.3.5
- Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6
- Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7
- Investigate valid and reliable nutrition information, products, and services. H3.N1.8

2.c. Students demonstrate and advocate for an understanding of intellectual property with both print and digital media- including copyright, permission and fair use-by creating a variety of media products that include appropriate citation and attribution elements.

Samples of student performance (by the end of grade 8):

- Students identify the differences between ethical and unethical online and digital use behavior.
- Students identify the consequences of unethical uses of technology.
- Students comply with copyright law when copying and pasting from websites.
- Students describe the impact of unethical and illegal use of technology on individuals and society.

Lessons/Activities:

- Common Sense Media Lesson: Unit One: Lesson Five- A Creator's Rights
(<https://www.common sense.org/education/lesson/a-creators-rights-6-8>)
- Common Sense Media Lesson: Unit Two: Lesson Two- A Creator's Responsibility
<https://www.common sense.org/education/lesson/a-creators-responsibilities-6-8>
- Common Sense Media Lesson: Unit Three: Lesson Five- Rework, Reuse, Remix
<https://www.common sense.org/education/lesson/rework-reuse-remix-6-8>
- Creative Commons Video: Copyright Information <https://www.youtube.com/watch?v=8YkbeycRa2A>
- Common Sense Media Video: Copyright and Fairuse <https://www.youtube.com/watch?v=suMza6Q8J08>
- California School Library Association Video: Creativity, Copyright, and Fair Use For Ethical Digital Citizens
<https://www.youtube.com/watch?v=h7QmSKHCQoY>
- Kathy Schrock's Guide to Intellectual Property <http://www.schrockguide.net/intellectual-property.html>

Connected Standards:

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 6-8

- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ELA W8 (6)
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ELA W8 (7-8)
- Respect copyright/intellectual property rights of creators and producers. AASL 1.3.1
Follow ethical and legal guidelines in gathering and using information. AASL 1.3.3

2.d. Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies and computer viruses; they also understand the limitations of data management and how data-collection technologies work.

Samples of student performance (by the end of grade 8):

- Students use secure passwords to protect the privacy of information.
- Students participate in class discussions about online safety.
- Students understand when and when not to click on “pop ups” and advertisements while using the Internet.
- Students demonstrate knowledge of when to share personal information.
- Students identify what type of storage (local, cloud, or other) is the appropriate option dependent on data size, sharing needs, etc.

Lessons/Activities:

- Cybersecurity Lab Guide for Educators by PBS (<http://www.pbs.org/wgbh/nova/labs/about-cyber-lab/educator-guide/>)
- 7 Essential Steps to Securing Your Smartphone (YouTube Video) <https://www.youtube.com/watch?v=xWEFju0Sg1E>
- Need a Good Password? This 11-Year-Old Will Sell You One (YouTube Video) <https://www.youtube.com/watch?v=rGwSxwPcH1U>
- 25 Interesting Facts About Computer Viruses You Really Should Know (YouTube Video) <https://www.youtube.com/watch?v=aeA7rDq4CnM>

Connected Standards:

- Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b
- Understand potential dangers of sharing personal information through electronic media. H1.Sa3.7b
- Describe potential dangers of sharing personal information through electronic media. H1.Sa3.8c
- Describe tradeoffs between allowing information to be public and keeping information private and secure. CSTA 2-IC-2

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 6-8

3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3.a. Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.

Samples of student performance (by the end of grade 8):

- Students use online library databases to complete a research project of their choice.
- Students make effective keyword choices when searching online and are able to explain what terms they used to find their information.

Lessons/Activities:

- Causes of Conflict Social Studies/Educational Technology Classroom-Based Assessment: <http://www.k12.wa.us/EdTech/Assessment/CBAs/G7CausesofConflict.pdf>
- Constitutional Issues Social Studies/Educational Technology Classroom-Based Assessment: <http://www.k12.wa.us/EdTech/Assessment/CBAs/G8ConstitutionalIssues.pdf>

Connected Standards:

- Write arguments to support claims with clear reasons and relevant evidence. ELA W1 (6-8)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELA W2 (6-8)
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ELA W8 (6)
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ELA W8 (7-8)
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ELA W7 (6)
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ELA W7 (7)
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ELA W7 (8)
- Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. AASL 1.1.1
- Find, evaluate and select appropriate sources to answer questions. (Any inquiry or research) AASL 1.1.4
- Creates and uses research questions to guide inquiry on an issue or event. Social Studies 5.2.1 (7)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 6-8

- Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. AASL 1.2.2
- Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. AASL 1.2.5
- Display emotional resilience by persisting in information searching despite challenges. AASL 1.2.6
- Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. AASL 1.4.1
- Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. C3 D3.1 (6-8)

3.b. Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.

Samples of student performance (by the end of grade 8):

- Students create and publish digital stories to blog for peer review.
- Students use multiple criteria to evaluate the validity of information found with digital learning tools and resources.

Lessons/Activities:

- RAD CAB - Your Vehicle for Information Evaluation: <http://www.radcab.com/>

Connected Standards:

- Analyze validity and reliability of health and wellness information and products. H3.W4.7
- Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8
- Write arguments to support claims with clear reasons and relevant evidence. ELA W1 (6-8)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELA W2 (6 – 8)
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ELA W8 (6)
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ELA W8 (7-8)
- Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. AASL 1.1.5
- Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. AASL 1.1.7
- Maintain a critical stance by questioning the validity and accuracy of all information. AASL 1.2.4
- Monitor gathered information, and assess for gaps or weaknesses AASL 1.4.3
- Evaluate the credibility of a source by determining its relevance and intended use. C3 D3.2 (6-8)

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 6-8

3.c. Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.

Connected Standards:

- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ELA SL5 (6)
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ELA SL5 (7)
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ELA SL5 (8)
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. ELA W6 (7)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. ELA W6 (8)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. ELA W6 (6-8)
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ELA RI7 (6)
- Read, view and listen for information presented in any format in order to make inferences and gather meaning. AASL 1.1.6
- Demonstrate mastery of technology tools for accessing information and pursuing inquiry. AASL 1.1.8
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. C3 D3.3 (6-8)

3.d. Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.

Samples of student performance (by the end of grade 8):

- Students research a current issue using online resources (e.g., Newsela).

Lessons/Activities:

- Enduring Cultures Social Studies/Educational Technology Classroom-Based Assessment:
<http://www.k12.wa.us/EdTech/Assessment/CBAs/G6EnduringCultures.pdf>

Connected Standards:

- Analyze factors that influence substance use and abuse. H2.Su1.8
- Compare and contrast sources of information on substance use. H3.Su1.8
- Write arguments to support claims with clear reasons and relevant evidence. ELA W1 (6-8)

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 6-8

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELA W2 (6-8)
- Develop and refine a range of questions to frame the search for new understanding. AASL 1.1.3
- Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. AASL 1.2.1
- Display persistence by continuing to pursue information to gain a broad perspective. AASL 1.2.7

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 6-8

4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4.a. Students engage in a design process and employ it to generate ideas, create innovative products or solve authentic problems.

Samples of student performance (by the end of grade 8):

- Students investigate and illustrate complex ideas or processes using concept-mapping software.
- Students create websites, blogs, wikis, or other collaborative forums to share ideas.

Connected Standards:

- Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible. Science SEP 4 (6-8)
- Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem. Science SEP 5 (6-8)
- Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena. Science SEP 6 (6-8)
- Construct an explanation using models or representations. Science SEP 6 (6-8)
- Develop or modify a model—based on evidence—to match what happens if a variable or component of a system is changed. Science SEP 2 (6-8)
- Use and/or develop a model of simple systems with uncertain and less predictable factors. Science SEP 2 (6-8)
- Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena. Science SEP 2 (6-8)
- Develop and/or use a model to predict and/or describe phenomena. Science SEP 2 (6-8)
- Plan an investigation individually and collaboratively, and in the design identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Science SEP 3 (6-8)
- Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation. Science SEP 3 (6-8)
- Collect data to produce data to serve as the basis for evidence to answer scientific questions or to test design solutions under a range of conditions. Science SEP 3 (6-8)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 6-8

4.b. Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and to weigh risks

Connected Standards:

- Develop or modify a model—based on evidence—to match what happens if a variable or component of a system is changed. Science SEP 2 (6-8)
- Use and/or develop a model of simple systems with uncertain and less predictable factors. Science SEP 2 (6-8)
- Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena. Science SEP 2 (6-8)
- Develop and/or use a model to predict and/or describe phenomena. Science SEP 2 (6-8)
- Plan an investigation individually and collaboratively, and in the design identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Science SEP 3 (6-8)
- Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation. Science SEP 3 (6-8)
- Evaluate the accuracy of various methods for collecting data. Science SEP 3 (6-8)
- Collect data to produce data to serve as the basis for evidence to answer scientific questions or to test design solutions under a range of conditions. Science SEP 3 (6-8)
- Collect data about the performance of a proposed object, tool, process, or system under a range of conditions. Science SEP 3 (6-8)
- Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends. Science SEP 5 (6-8)
- Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem. Science SEP 5 (6-8)
- Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system. Science SEP 6 (6-8)
- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. Science SEP 6 (6-8)
- Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting. Science SEP 6 (6-8)
- Use flowcharts and/or pseudocode to address complex problems as algorithms. CSTA 2-AP-10

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 6-8

4.c. Students engage in a design process to develop, test and revise prototypes, embracing the cyclical process of trial and error and understanding problems or setbacks as potential opportunities for improvement

Samples of student performance (by the end of grade 8):

- Students use criteria developed with guidance to evaluate a new or improved product for its functional, aesthetic and creative elements.
- Students create an electronic survey that redirects based on the answers that are selected (e.g., using Google Forms).

Connected Standards:

- Plan an investigation individually and collaboratively, and in the design identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Science SEP 3 (6-8)
- Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation. Science SEP 3 (6-8)
- Evaluate the accuracy of various methods for collecting data. Science SEP 3 (6-8)
- Collect data to produce data to serve as the basis for evidence to answer scientific questions or to test design solutions under a range of conditions. Science SEP 3 (6-8)
- Collect data about the performance of a proposed object, tool, process, or system under a range of conditions. Science SEP 3 (6-8)
- Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system. Science SEP 6 (6-8)
- Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. Science SEP 6 (6-8)
- Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting. Science SEP 6 (6-8)
- Refine computational models based on the data they have generated. CSTA 2-DA-09

4.d. Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.

Samples of student performance (by the end of grade 8):

- Students use concept-mapping software to identify and select information to help make decisions.
- Students use software to evaluate social and economic data to forecast trends and shape ideas.
- Students present solutions to a panel or group using digital tools to review options and possibly determine best solutions.
- Students examine a familiar product or process and suggest improvements to its design.

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 6-8

5. Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5.a. Students practice defining problems to solve by computing for data analysis, modeling or algorithmic thinking.

Samples of student performance (by the end of grade 8):

- Students use coding tools to model the behavior of decentralized systems (e.g., StarLogo, <http://www.slnova.org/>).

Connected Standards:

- Collect data using computational tools and transform the data to make it more useful and reliable. CSTA 2-DA-08
- Create algorithms (a series of ordered steps) to solve a problem. Science SEP5 (6-8)

5.b. Students find or organize data and use technology to analyze and represent it to solve problems and make decisions.

Samples of student performance (by the end of grade 8):

- Students use coding tools to model the behavior of decentralized systems (e.g., StarLogo, <http://www.slnova.org/>).
- Students take information from a class lab or activity and are able to use technology (e.g., spreadsheets) to present it visually.
- Students analyze data collected or retrieved from a variety of digital learning tools and resources to determine if patterns or trends are present.

Connected Standards:

- Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends. Science SEP 5 (6-8)
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. C3 D3.3 (6-8)

5.c. Students break problems into component parts, identify key pieces and use that information to problem solve.

Lessons/Activities:

- Divide and conquer lesson where students break down a problem to solve

https://docs.google.com/document/d/1DMDuomVc5gZ_NSaC3afERx4OuESWweydMICqetin3to/edit?usp=sharing

Connected Standards:

- Use mathematical representations to describe and/or support scientific conclusions and design solutions. Science SEP5 (6-8)

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 6-8

5.d. Students demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.

Samples of student performance (by the end of grade 8):

- Students create algorithms (a series of ordered steps) to solve a problem.
- Students apply mathematical concepts and/or processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems.
- Students use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 6-8

6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6.a. Students select appropriate platforms and tools to create, share and communicate their work effectively.

Samples of student performance (by the end of grade 8):

- Students gather data, examine patterns, and apply information for decision making using digital tools and resources.
- Students are given choices to select which tools to use for final products and are expected to use the tool to communicate their learning effectively.

Connected Standards:

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ELA W6 (6)
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. ELA W6 (7)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others ELA W6 (8)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. ELA W6 (6 – 8)
- Demonstrate confidence and self-direction by making independent choices in the selection of resources and materials. AASL 1.2.2
- Demonstrate creativity by using multiple resources and formats. AASL 1.2.3
- Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8.
- Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). C3 D4.3 (6-8)

6.b. Students create original works or responsibly repurpose other digital resources into new creative works.

Samples of student performance (by the end of grade 8):

- Students create a video from images found online and are able to correctly cite and give credit to the original creator.

Connected Standards:

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ELA RI7 (6)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 6-8

6.c. Students communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.

Samples of student performance (by the end of grade 8):

- Students integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Connected Standards:

- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. ELA SL5 (6)
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ELA SL5 (7)
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ELA SL5 (8)
- Contribute to the exchange of ideas within the learning community. AASL 1.3.4
- Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. C3 D4.1 (6-8)
- Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. C3 D4.2 (6-8)
- Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). C3 D4.3 (6-8)

6.d. Students publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.

Samples of student performance (by the end of grade 8):

- Students evaluate the effectiveness of a digital tool to communicate information with multiple audiences.
- Students share what is learned about a topic, problem, or question with a real-world audience.
- Students share solutions to mathematics problems on a classroom blog.
- Students present solutions to a panel using digital tools to determine best solution.
- Students collect blog comments from other classrooms on which book should be the top children's book of the year.
- Students create and publish e-books online.

Lessons/Activities:

- Common Sense Media Lesson: A Creator's Rights: What rights do you have as a creator? (<https://www.commonsense.org/education/lesson/a-creators-rights-6-8>)

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 6-8

7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7.a. Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures.

Connected Standards:

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ELA W6 (6)
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. ELA W6 (7)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. ELA W6 (8)

7.b. Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspective.

Connected Standards:

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ELA W6 (6)
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. ELA W6 (7)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. ELA W6 (8)
- Collaborate with others to broaden and deepen understanding. AASL 1.1.9
- Seek divergent perspectives during information gathering and assessment. AASL 1.3.2

7.c. Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.

Samples of student performance (by the end of grade 8):

- Students serve different roles in collaborative projects to determine strengths and weaknesses and allow them to better choose their roles.
- Students plan a project using online tools (e.g. assign group roles and establish timelines using an online calendar).

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 6-8

7.d. Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues

Connected Standards:

- Using collaborative technologies, determine strategies for responding to harassment, intimidation, and bullying. H5.So5.7
- Using collaborative technologies, advocate for a bully-free school and community environment. H8.So5.8
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ELA W6 (6)
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. ELA W6 (7)

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 9-12

Standards for Technology Literate & Fluent Students

1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Samples of student performance (by the end of grade 12):

- Students create a digital portfolio that will provide the means to articulate and monitor their personal learning goals and GPA (e.g. High School and Beyond plan & Student Led Conferences).

Lessons/Activities:

- Navigation 101 Student Portfolios, http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/videos/Nav101_portfolio.wmv
- Use digital tools to help surface student aspirations and orient school program toward empowering students to move toward their aspirations (e.g., Quaglia Institute at <http://quagliainstitute.org/qisva/framework/index.jsp>)

Connected Standards:

- Implement strategies to achieve a personal health goal using technology to develop, monitor, and evaluate progress. H6.W7.HS
- Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement). PE3.8.HS1

1.b. Students build networks and customize their learning environments in ways that support the learning process.

Samples of student performance (by the end of grade 12):

- Students participate in school-approved online groups to support learning (ex: online discussion boards through an LMS).
- Students collaboratively take notes in online “master document” during class to be used by all to share questions, further explanation, comments, and constructivist learning.
- Students curate a Personal Learning Network (PLN) for a specific curricular area/topic (e.g., climate change), using a variety of social media feeds, news sites, people, etc.

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 9-12

- Students work collaboratively (e.g., using Google Slides or RealTime Board) on online/real-time team project to create one end product (e.g., a science project presentation). Groups are required first to define and articulate the steps of their execution process, including the strengths and responsibilities of each member, and how each step is intended to enrich the quality of the end-product.

Lessons/Activities:

- Students choose from a list (or develop their own list) of tasks to design their own path for learning and method(s) to demonstrate learning.
<https://www.cultofpedagogy.com/student-playlists-differentiation/>

Connected Standards:

- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. AASL 2.1.5

1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Samples of student performance (by the end of grade 12):

- Students use technology to connect and learn from experts in their field of study.
- Students interact and collaborate with others using a variety of digital tools (e.g. Google Classroom, an LMS, or social media sites).
- Students use online forms to gather feedback from peers after a final presentation, identifying areas where they wish to improve and fashioning survey questions whose answers will inform their development.
- Students share a collaborative document/whiteboard space to receive written or video (recorded or live) feedback from classmates, school audience, or real-world audience or expert outside of the school district.

Lessons/Activities:

- Students choose from a variety of media to demonstrate/share learning.
https://digitalwritingworkshop.wikispaces.com/Crafting_Digital_Writing

Connected Standards:

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ELA W6

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 9-12

1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Samples of student performance (by the end of grade 12):

- Student create help documents, screencasts, and vlogs to demonstrate how they solved their issue so others may benefit by reading or viewing.
- Students analyze and evaluate the ease of use and effectiveness of available features of selected digital learning tools and resources.
- Students report on the capacities and limitations of various technologies as a content exploration, recommending different technologies to peers for specific purposes.
- Students compare cloud computing services offered by multiple service providers and identify an emerging cloud-based technology.

Lessons/Activities:

- Offer students a variety of finishing formats (video, infographic, white paper, etc.) for a given class project, and require them early in the process to articulate the appropriateness of their chosen finishing format to the content of their message.

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 9-12

2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Samples of student performance (by the end of grade 12):

- Students use a credible online identity review service to manage their reputation and design a poster of the dos and don'ts when using the Internet.
- Students analyze how social media impacts society, individuals and organizations.

Lessons/Activities:

- Common Sense Media Lesson (9-12): College Bound (<https://www.commonsense.org/education/lesson/college-bound-9-12>) Students spend time preparing and sharing their digital footprint from the perspective of college admissions/employer.
- Common Sense Media Lesson (9-12): Private Today, Public Tomorrow (<https://www.commonsense.org/education/lesson/private-today-public-tomorrow-9-12>)
- Lesson Plan: What roles do social media play in teens lives? (http://www.pbs.org/newshour/extra/lessons_plans/are-teens-addicted-to-technology/)
- Lesson Plan: High schools and colleges crack down on students online activity. (http://www.pbs.org/newshour/extra/daily_videos/high-schools-and-colleges-crack-down-on-students-online-activity/)
- Lesson Plan: How to use Social Media for Good. (http://www.pbs.org/newshour/extra/lessons_plans/lesson-plan-how-to-use-social-media-for-social-good/)

Connected Standards:

- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS

2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Samples of student performance (by the end of grade 12):

- Students research an incident reported by news media of unethical use of technology, ideally involving someone of their age, and identify steps that might have been taken to prevent or mitigate the incident as part of a class project.

Washington Educational Technology Standards Latest Draft with Performance Indicators Grades 9-12

- Students participate and engage with the global community within expected norms of behavior and positive interaction.

Lessons/Activities:

- Common Sense Media Lesson (9-12): My Online Code (<https://www.commonsense.org/education/lesson/my-online-code-9-12>)
- Common Sense Media Lesson (9-12): What's the Big Deal about Internet Privacy (<https://www.commonsense.org/education/lesson/whats-the-big-deal-about-internet-privacy-9-12>)
- Common Sense Media Lesson (9-12): Overexposed Sexting and Relationships (<https://www.commonsense.org/education/lesson/overexposed-sexting-and-relationships-9-12>)

Connected Standards:

- Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS
- Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS

2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Samples of student performance (by the end of grade 12):

- Students practice ethical and appropriate use of all media and comply with copyright law.
- Students cite electronic and print sources in appropriate format for school and personal work.
- Students understand Fair Use and utilize Creative Commons Licensing for personal work to protect created products.

Lessons/Activities:

- Common Sense Media Unit One, Lesson Three: Copyrights and Wrongs
<https://www.commonsense.org/education/lesson/copyrights-and-wrongs-9-12>
- Common Sense Media Unit Two, Lesson One: My Online Code <https://www.commonsense.org/education/lesson/my-online-code-9-12>
- Common Sense Media Unit Three, Lesson Three: Rights, Remixes, and Respect <https://www.commonsense.org/education/lesson/rights-remixes-and-respect-9-12>
- Common Sense Media Unit Four, Lesson Four: Retouching Reality <https://www.commonsense.org/education/lesson/retouching-reality-9-12>
- Creative Commons Video: Copyright Information <https://www.youtube.com/watch?v=8YkbeycRa2A>
- Common Sense Media Video: Copyright and Fairuse <https://www.youtube.com/watch?v=suMza6Q8J08>
- California School Library Association Video: Creativity, Copyright, and Fair Use For Ethical Digital Citizens <https://www.youtube.com/watch?v=h7QmSKHCQoY>
- Kathy Schrock's Guide to Intellectual Property <http://www.schrockguide.net/intellectual-property.html>

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 9-12

- Simulate environments where students have created intellectual property of different natures (e.g., music, academic research, art, patent, etc.). Students articulate instructions for a hypothetical audience who will be using their intellectual property as to how they wish to be credited and/or remunerated for the use of their intellectual property, then compare and contrast personal instructions to real-world practices.

2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Samples of student performance (by the end of grade 12):

- Students select a technology and analyze its global impact across multiple disciplines.
- Students practice safe and responsible sharing of information, data and opinions online.
- Students understand privacy issues and how personal data is archived and publicly available.

Lessons/Activities:

- Cybersecurity Lab Guide for Educators by PBS (<http://www.pbs.org/wgbh/nova/labs/about-cyber-lab/educator-guide/>)
- Teaching About Cybersecurity: Taking Steps to Improve Online Safety and Prevent Data Breaches by New York Times (<https://nyti.ms/2jvdKkn>)
- Common Sense Media Lesson: <https://www.commonsense.org/education/lesson/does-it-matter-who-has-your-data-9-12> Students analyze the upsides and downsides of companies collecting their personal information online
- Common Sense Media Lesson: What's The Big Deal About Internet Privacy? (<https://www.commonsense.org/education/lesson/whats-the-big-deal-about-internet-privacy-9-12>)
- Complete a privacy audit and share with others your findings (e.g., Google yourself, public records searches, read the data privacy agreements with your favorite apps). What can others do with your data, and what will happen to your data if the company closes? What rights do you have as a person and a minor? How might new technologies (e.g., facial recognition) impact your privacy?

Connected Standards:

- Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.
CSTA 3A-IC-29

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 9-12

3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Samples of student performance (by the end of grade 12):

- Students apply keyword choice search techniques. (basic and advanced boolean)
- Students compare search browsers and recognize features that allow for filtering of information.
- Students identify sources using a database to research material for a persuasive speech.

Connected Standards:

- Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ELA W8 (9-10)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ELA W8 (11-12)
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. C3 D3.1 (9-12)
- Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event. Social Studies 5.2.1 (9-10)

3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Samples of student performance (by the end of grade 12):

- Students compare and contrast information found about the same global issue from different databases and analyze bias and fairness to the topic, using use advanced search tools and country codes to find sources originating from different countries.
- Students use a framework for evaluating information found online (e.g., CRAAP, REAL, SOAP).
- Student recognize bias in research and sources.
- Students assess how point of view and purpose impact content, message, and style of text, media, digital, and online presentation.

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 9-12

Lessons/Activities:

- Assign curriculum from the News Literacy Project: <http://www.thenewsliteracyproject.org>
- Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning About Fake News by New York Times (<https://nyti.ms/2iClBim>)
- Students work in small teams to impersonate different news sources, based on their research of their source's perspective and methods. Then the entire class engages in a debate around a current event/issue, representing their assigned news source. Compare and contrast the credibility of represented new sources.

Connected Standards:

- Evaluate how culture, media, society, and other people influence our perceptions about relationships and other related topics. H2.Se3.HS
- Evaluate the credibility of a source by examining how experts value the source. C3 D3.2 (9-12)
- Evaluates the validity, reliability, and credibility of sources when researching an issue or event. Social Studies 5.2.2 (9-10)

3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Samples of student performance (by the end of grade 12):

- Students analyze and influence their digital identity and digital footprint while considering past, present, and future implications.
- Students collect information and report on an issue of their choice, creating a digital product that effectively highlights the reasoning behind their collection's choice of media.
- Students use online content curation tools to organize research and information, pull together RSS feeds, and personalize online news content.
- Students analyze survey data, report information and display the data in a variety of ways to support conclusions.

Connected Standards:

- Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS
- Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. C3 D3.3 (9-12)

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 9-12

3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions

Samples of student performance (by the end of grade 12):

- Students compare and contrast norms of healthy behavior by collecting and analyzing data on student health (e.g., measure BMI, physical fitness and nutrition using digital tools).

Lessons/Activities:

- Use technology to solve real world problems through a Problem-Based Learning framework (e.g., Sammamish HS 7 Key Elements, <http://www.bsd405.org/shspbl/pbl-101/7-key-elements/>)

4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

Samples of student performance (by the end of grade 12):

- Students implement, document and present the design process as applied to a particular product, process or problem.

Lessons/Activities:

- Identify a design process framework, such as Stanford d.school's Design Thinking or [8 Core Abilities](#).

Connected Standards:

- Using one or more technologies, design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. H7.N6.HS
- Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables. Science SEP 6
- Design a test of a model to ascertain its reliability. Science SEP 2
- Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system. Science SEP 2
- Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations. Science SEP 2

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 9-12

- Develop a complex model that allows for manipulation and testing of a proposed process or system. Science SEP 2
- Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems. Science SEP 2
- Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled. Science SEP 3
- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. Science SEP 3
- Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables. Science SEP 3

4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

Connected Standards:

- Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems. Science SEP 2
- Select appropriate tools to collect, record, analyze, and evaluate data. Science SEP 3
- Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. Science SEP 6
- Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends. Science SEP 4
- Using digital tools and technologies, create and monitor a plan to improve performance of a self-selected motor skill. PE2.3.HS2
- Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. PE3.5.HS1a

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 9-12

4.c. Students develop, test and refine prototypes as part of a cyclical design process.

Samples of student performance (by the end of grade 12):

- Students evaluate a design solution using conceptual, physical, digital and mathematical models at various intervals of the design process in order to check for proper design and note areas where improvements are needed (e.g., check the design solutions against criteria and constraints).

Connected Standards:

- Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled. Science SEP 3
- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. Science SEP 3
- Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated. Science SEP 3
- Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables. Science SEP 3
- Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. Science SEP 6
- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions. CSTA 3A-AP-16

4.d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Samples of student performance (by the end of grade 12):

- Students critically evaluate a design solution at multiple points of the design process, and consider design requirements and adjust processes and outcomes as needed.

Lessons/Activities:

- Design a Web application or write a simple program to convert US currency to England currency (e.g., using Java and C+).
- Introduce complex problems with more than one solution for students to answer - using a PBL framework.

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 9-12

5. Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5.a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

Samples of student performance (by the end of grade 12):

- Students present civic problems, such as transportation or housing, and challenge students to design and prototype technology-based solutions.

Lessons/Activities:

- Students offer hypotheses of the relative consequence of different situational elements in history (such as natural resources, materials technology, or quality of governance) leading up to a chosen historical event. They then model these elements in an algorithm in ways that they can vary the prevalence of the elements, attempting to match their model to the actual historical outcome.

Connected Standards:

- Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations. Science SEP 5

5.b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

Samples of student performance (by the end of grade 12):

- Students construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
- Students collect and analyze data through the use of online survey tools.
- Students download a large set of data and perform filtering and formula-based calculations in a spreadsheet to draw conclusions.

Lessons/Activities:

- Students build a relational database around a chosen area of interest or expertise. The database must include relationships between several different tables of data, each representing its own entity. For example: brands of skateboards, famous skateboarders, and skateboarding tricks.
- Students collect local GIS data and contribute to public database (science inquiry); example: *Students ... become citizen scientists*, <http://www.esri.com/news/arcuser/0207/horny-toad.html>

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 9-12

- Students utilize spreadsheets and data visualization to plan upcoming school events, such as dances or games, and have students debate budgetary and execution details based on these data, then present findings to school administration.

Connected Standards:

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. Science SEP 4

5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

Samples of student performance (by the end of grade 12):

- Students create musical instruments using inexpensive microcontrollers, sensors, and sound-production components.

Connected Standards:

- Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system. Science SEP 5
- Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. Science SEP 6
- Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. C3 D3.3 (9-12)

5.d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Samples of student performance (by the end of grade 12):

- Students apply techniques of algebra and functions to represent and solve scientific and engineering problems.
- Students apply systems thinking to solve a complex problem.

Lessons/Activities:

- Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world.
- Students use multivariable calculus to break a three-dimensional graph into slices, cutting each slice by hand, router or laser to rebuild the original graph.

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 9-12

6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Samples of student performance (by the end of grade 12):

- Students use digital learning tools and resources to identify communication needs considering goals, audience, content, access to tools or devices, timing of communication (time zones), etc.

Lessons/Activities:

- Students are given choice in terms of products for a project - some more relevant than others, which allows for student choice/voice, but the use and rationale of the chosen tech tool is included as part of the assessment. Ex: collaborative student presentations with a choice of which tool to use to present (PPT, Prezi, Google Slides)
- Offer students a choice of subject matter, requiring them to communicate their interest in three or more very different platforms. Then have them reflect as to the impact of the platform media on the success of their communication.

Connected Standards:

- Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically). Science SEP 8
- Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). C3 D4.3 (9-12)

6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.

Samples of student performance (by the end of grade 12):

- Students research a current topic and select online information that is appropriate and credible to support a point of view, explaining why their audience should lend credence to their sources.
- Students create a citation spectrum, graphically outlining the levels of citing sophistication expected in different final products.

Lessons/Activities:

- Students correctly cite repurposed work into their new creations, respecting copyright law and citation standards (e.g., rewrite the lyrics to a folk song, record and store the music files to be remixed by classmates).

Washington Educational Technology Standards

Latest Draft with Performance Indicators Grades 9-12

6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Lessons/Activities:

- Students use a program like Desmos to make mathematical models to show understanding (<https://teacher.desmos.com/activitybuilder/custom/581394efa64518b3069b6de7>)
- Students use Minecraft to build a model refugee camp in order to explain UN recommendations: <https://education.minecraft.net/lessons/building-refugee-camp/>

Connected Standards:

- Develop a complex model that allows for manipulation and testing of a proposed process or system. Science SEP 2
- Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). C3 D4.3 (9-12)

6.d. Students publish or present content that customizes the message and medium for their intended audiences.

Samples of student performance (by the end of grade 12):

- Students engage local experts in final presentations, especially in a judging or evaluative context.
- Student project planning exercises include an analysis of the target audience and how that audience best absorbs information.

Connected Standards:

- Design a drug-free message for a community beyond school. H8.Su3.HS

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 9-12

7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7.a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Samples of student performance (by the end of grade 12):

- Students contribute to an online project that combines photos and personal stories in order to share perspectives and understanding.
- Connect with students and classrooms around the world using tools like Skype or Hangouts.

Lessons/Activities:

- Use geolocated photos to reconstruct a journey from a historical epoch, discussing challenges and solutions from that period. Examine the use of online tools, such as [E-Pals](#) or [100 Mentors](#).

7.b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Samples of student performance (by the end of grade 12):

- Students partner with students in other countries to collectively create software addressing a common problem (like a [video game](#) to combat sexism).
- Students use recording media (video, VoiceThread, tablets, etc.) to take oral histories from community members and compile them into a representative data bank.

Lessons/Activities:

- Common Sense Media Lesson: <https://www.commonsense.org/education/lesson/collective-intelligence-9-12> Students analyze benefits and drawbacks of working together to create information online.

Washington Educational Technology Standards
Latest Draft with Performance Indicators Grades 9-12

7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Samples of student performance (by the end of grade 12):

- Students use project management tools like (Office 365 Planner, Google Sheets, Google Keep, etc.) to organize individual and group tasks and reflect on participation and goal completion.
- Student project planning includes culturally responsive explorations, such as reporting on different cultures' uses of technology.

7.d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Samples of student performance (by the end of grade 12):

- Students connect with local health organizations to create digital promotional materials.

Lessons/Activities:

- Explore the state of technological infrastructure in various countries with an eye toward how well-developed technologies are adopted in situations that have little precedent for such tools.

Connected Standards:

- Using collaborative technologies, design a message that promotes health for a community beyond school. H8.Su3.HS

Appendix B

Digital Teaching & Learning

Special Report

January 2018

JULY 2015 CROCKER GROUP RECOMMENDATIONS

	RECOMMENDATION (2015-16)	CURRENT STATUS (2018)
1	Implement a data tagging process and/or make system improvements to move this tracking information to the Business Office for future reporting and analysis. (2015-16 school year)	A plan has been crafted to complete the inventory process. When fully implemented, the Business Office would have all necessary information for reporting and analysis.
2	Implement a data tagging system or reinforce an existing process as part of the purchasing process to identify the locations (especially schools) for technology purchases. This system should also be integrated into an inventory system (2015-16 school year)	Included in the inventory plan is a process which would identify the specific location of a technology purchase. Account codes identify the location where purchases are made.
3	Implement an inventory management system (such as Dell's KACE system) to allow for the efficient and accurate reporting of technology by location. (2015-16 school year)	The proposed inventory implementation plan software system is Spiceworks. This system provides the District means to track hardware and specifications related to each piece of equipment and their location.
4	Carefully watch the percentage of technology purchases going to district operations to ensure that it returns below the recommended threshold over the next few years.(Next two school years)	The Business Office and Technology Department will work closely to monitor expenses for district operations. The systems currently being used are recommended systems based on district size and compatibility with OSPI reporting requirements.
5	Evaluate the necessity of all recurring expenses. Many of these areas have been commoditized over time and lower cost solutions may be available, if the solution is even still required. For example, evaluate the need for on-site servers vs. cloud-based systems and/or fully outsourced Software as a Service (SaaS). (Summer 2015)	As the District looks to the future for technology purchases, the use of onsite vs Cloud based storage is being evaluated. The total cost of ownership is being evaluated in all equipment purchases moving forward.
6	Build a plan to reduce technology staffing by at least one position per year for the next two to three years. In order to accomplish this, improvements and investments in management systems (e.g. inventory, deployment and management, helpdesk) must be made to ensure that support for teachers and students remain stable, or increases, as staff reduction occurs. (Plan:	Since 2015, the Technology Department staff has been reduced by attrition. Each resignation was carefully reviewed and adjustments to positions/duties were done to ensure the level of support for staff would not be affected. With the most recent resignation, an opportunity to restructure the department has been discussed. The attrition of technical staff has led the department to taking steps in standardization of

	summer 2015; Implement: next two school years)	equipment and practices.
7	Implement technology management systems (Such as Dell's KACE system) in order to more efficiently manage and support technology implementations. Examine collaboration with regional partners. Cost will be offset by reduced need for technology support staff and improved purchasing decisions. (2015-16 school year)	The district has employed SpiceWorks for use with staff and student laptops. ChromeBooks are tracked through the Google Admin Console. Our Technicians are DELL Certified so that we can make repairs and expedite the repair process. Several other districts in the region have ChromeBooks as their primary student device and are willing to partner with us for professional development opportunities in the future.

8	Migrate off of in-house built systems (such as those in FileMaker Pro). Over time these in-house systems almost always end up bringing less overall value (in cost and efficiency) than off the shelf or supported open-source based systems. (Evaluation: 2015-16 school year Migration: following years)	The District has transitioned to WSIPC/Skyward for most student and employee data base functions. FileMaker Pro is still used in Food Service, Harbor After School programs for attendance for grant compliance reporting and at Harbor High for tracking individual student contracts and awarding credit. An evaluation of program use of FileMaker Pro continues to be in process.
9	Strategically build out an education technology team to support teachers in the effective use of technology. Funding for this area can come from reductions in technology support and reductions in recurring expenses. (Plan: summer 2015; Implement: next two school years)	The District now has two Technology Integration Specialists. A task force was created in the Fall of 2017. The Task Force was charged with reviewing the current status of educational technology in ASD5. With the completion of this report, the Task Force's work is complete. Going forward, an Educational Technology Steering Committee will need to be formed to monitor, review and guide all aspects of technology within the District
10	Undertake a customer--- service perception survey of all staff at the start of the 2015---16 school year focused on key questions around the amount and usability of technology in the classrooms and operational departments, as well as the ability for teachers to maximize instruction and learning with the technology. Use the information from this survey to guide professional development and technology--- purchase decisions. Undertake a follow--- up survey at the end of the school year, and in the following school year, to measure progress against objectives emerging from	The 2015-16 and 2016-17 school years, staff were surveyed on their use of technology and areas where they would like additional training. Technology Integration Specialists were charged with creating several Professional Development opportunities throughout the school year for staff members to take part in to increase their knowledge in emerging technology.

	the baseline survey. (2015 - 2016 School Year)	
11	Create and/or review building--- level technology plans. Ensure each building has a clear plan for how to utilize technology to enhance or improve student learning, along with measurable outcomes. (2015 - 2016 School Year)	Building level plans were not continued in the past few years because of an emphasis in developing a continuum and equity in equipment and practices throughout the District.

Appendix C

Digital Teaching & Learning

Special Report

January 2018

*Certificated Staff Responses by Building

Response:

YES, Used in Classroom

<--- Select Option

Total	52	9	51	23	12	21	17	22	4
	AHS	HHS	MJH	AJW	CP	MCD	RG	STV	HOP
Projector	88%	56%	82%	57%	58%	81%	71%	86%	0%
Count	46	5	42	13	7	17	12	19	0
Smart TV	2%	33%	0%	17%	0%	0%	0%	0%	0%
Count	1	3	0	4	0	0	0	0	0
Interactive Panel	4%	0%	0%	4%	17%	5%	0%	0%	0%
Count	2	0	0	1	2	1	0	0	0
Smart Board	38%	0%	4%	9%	0%	10%	0%	14%	0%
Count	20	0	2	2	0	2	0	3	0
Doc Cam	40%	44%	67%	78%	75%	81%	76%	86%	0%
Count	21	4	34	18	9	17	13	19	0
Teaching Station	31%	11%	20%	13%	8%	14%	18%	23%	0%
Count	16	1	10	3	1	3	3	5	0
Audio System	65%	11%	27%	48%	25%	33%	35%	18%	25%
Count	34	1	14	11	3	7	6	4	1
Microphone	19%	0%	14%	4%	0%	0%	0%	9%	0%

Count	10	0	7	1	0	0	0	2	0
	AHS	HHS	MJH	AJW	CP	MCD	RG	STV	HOP
BW Printer	71%	44%	18%	13%	17%	5%	6%	5%	0%
Count	37	4	9	3	2	1	1	1	0
	AHS	HHS	MJH	AJW	CP	MCD	RG	STV	HOP
Color Printer	17%	44%	14%	0%	0%	0%	12%	9%	0%
Count	9	4	7	0	0	0	2	2	0
	AHS	HHS	MJH	AJW	CP	MCD	RG	STV	HOP
Lab, Cart, Set	10%	44%	27%	70%	75%	76%	71%	68%	25%
Count	5	4	14	16	9	16	12	15	1
	AHS	HHS	MJH	AJW	CP	MCD	RG	STV	HOP
Apple TV	19%	33%	14%	0%	0%	0%	0%	9%	0%
Count	10	3	7	0	0	0	0	2	0

Appendix D

Digital Teaching & Learning

Special Report

January 2018

User Reported Systems and User Reported Purposes:

*This table represents the systems identified from user response data. For each system identified user “purpose” responses have been consolidated and added in a single cell next to the system. The third column represents the grade level represented by the respondents who use that system. **This data should not be used to indicate what grades use what systems, as the number of user responses do not represent all teachers at all grade levels.** However this data does likely lists the majority of systems used throughout the district. The inconsistencies in the reported data illustrate the varied levels of understanding within the District.*

System	Purpose (from User)	GL (user)
“Adventure in Japanese” Companion Website	<i>Students will have access to additional learning resources on their companion website. These resources include textbook audio, workbook audio, flashcards for vocabulary and Japanese characters, study guides and review lessons.</i>	10,11
ABCYA	<i>Learning games for students to play when earned</i>	3
Accelerated Reader	<i>Online reading practice and assessment of comprehension to reinforce reading for a variety of purposes on our report cards and goal setting. online reading practice and assessment of reading comprehension, goal setting, and report cards AR Tests Take AR Tests</i>	1,2,3,4
Adobe CC	<i>photo editing Used to Photoshop images to be used in student video projects Video editing software used to edit video assignments</i>	7,8,9,10,11,12
Adobe CS5		9,10,11,12
airast	<i>everything- used on laptop and cell phone</i>	7,8
Apex Learning		9,10,11,12
Applied Educational Systems	<i>Adds content to lectures and bookwork</i>	9,10,11,12
AR, AR/STAR	<i>Reading Motivation and Reading Comprehension</i>	3,5
Art Hub for Kids	<i>Assisted drawing lessons</i>	2

Art of Ed	<i>lesson development, inspiration</i>	7,8
AVID weekly subscription	<i>Practicing close reading using Costa's levels of questioning close reading practice using Costa's levels of questioning</i>	3,4
BrainPop	<i>curriculum support</i>	4,5,6
breakout.edu	<i>escape room in a classroom!</i>	5
CDC.gov	<i>Reference databases for health related topics</i>	9,10,11,12
CENGAGE LEARNING	<i>ONLINE TEXTBOOK AND STUDENT WORK FOR AP US HISTORY</i>	9,10,11,12
Chrome	<i>To teach</i>	9,10,11,12
Class Dojo	<i>Parent Communication Reward system, behavior management, parent communication, class stories Behavior management, reward, parent communication, class stories Parent Communication, Student Behavior Communicate with Parents Communication tool between parents/students/staff</i>	2,3,4
CNN 10 CNN Student News	<i>Daily news program 10 min of student centered news...awesome!</i>	5
Code Combat	<i>Learn programming skills</i>	7,8
Coding apps	<i>support the common core</i>	5
Collections (curriculum)	<i>To teach</i>	9,10,11,12
Connect Ed	<i>Reading and Math Lessons and Resources Supplement material for our math curriculum. Create worksheets, assessments, projects. Math & Reading curriculum online, reteach, videos, answer keys, printable worksheets for differentiating. Wonders Reading curriculum, My Math curriculum, videos, online assignments, group assignments, reteaching, printable worksheets for differentiation, assignments, tests,</i>	3,4,5,6,7

	<p><i>For presenting lessons, assigning assessments and classwork Classroom curriculum, math, ELA, manage assignments, assessments</i></p> <p><i>Math</i></p> <p><i>ELA program all uses. This encompasses all teacher aspects as not all portions were purchased in print version for the teacher. I use this to teach my lesson, assign items to students, create tests. Students use it to access every aspect of their ELA program both at school and at home.</i></p>	
Coolmath4kids.com	<i>Reinforce math concepts, Intervention Support for math students.</i>	7
copia class	<i>AP stats online book access</i>	9,10,11,12
Corel Draw	<i>Photo, Vector Image Program</i>	9,10,11,12
Cricut design space	<i>art, templates, school decor</i>	7,8
Crostini	<i>Chromebook</i>	1,2,3,4,5,6
Dance Mat Typing	<i>Free Typing Practice without setting up accounts free typing practice without setting up accounts</i>	3,4
Department of Early Learning	<i>To input family visits and other information for ECEAP families enrolled in my class; to generate monthly reports</i>	pk
Desmos	<i>Graphing calculator in some STEM modules Demonstrate calculator use for those that are doing state testing</i>	7,8,9,10,11,12
Dibels		k,1,2,3,4,5,6
Dogo News	<i>Kids News Articles</i>	1,2,3,4,5,6
Dolnk App	<i>support the common core</i>	5
DropBox	<i>Back Up system for work files.</i>	3
Druva		9,10,11,12
Duolingo	<i>Used to give students extra opportunities to practice beginner-level Spanish.</i>	9,10,11,12

EasyCBM	<i>Progress monitoring IEP goals as well as benchmarking. I use it especially for tracking reading comprehension and reading fluency.</i>	4,5,6
Ed Helper	<i>To create supplemental curriculum for students on an IEP</i>	k,1,2,3
EdConnect	<i>Math/ELA/Science</i>	4
EdPuzzle.com	<i>Annotate videos, huge user creator video quiz bank, quick assessment</i>	5
EDS	<i>Student Information, certification, Washington Scholars</i>	11
Edulastic	<i>Formative/summative reading/math assessment. Can be made to look a lot like SBA</i>	3
Engage NY	<i>Supplemental lessons and project to reinforce the learning in our core math. Create assignments and assessments. To find math lessons on target topics for reinforcement of skills</i>	4,5,6,7
Epic	<i>Reading Practice</i>	3
Equivalence Tiles Cloud art	<i>support the common core</i>	5
EXAMVIEW	<i>TEST GENERATOR Create activities, and test/quizzes</i>	9,10,11,12
Facebook	<i>Maintaining MJH account</i>	7,8
Federal 21st CCLC Accountability Spreadsheet		9,10,11,12
FilemakerPro	<i>To teach</i>	9,10,11,12
Find Me Print	<i>Students use Find Me Print to be able to print reference images for projects.</i>	9,10,11,12
Flashnote Derby	<i>music theory</i>	k,1,2,3,4,5,6
Flocabulary	<i>Literacy</i>	1,2,3,4,5,6
Follett Library	<i>Used to enter books into library system</i>	7,8

Program		
Frontier	<i>eSpark, learning support</i>	1,2,3,4,5,6
Frontline		9,10,11,12
FrontRowEd.com	<i>ELA and Math</i>	6
Garage Band	<i>music composition</i>	k, 1,2,3,4,5,6,7,8,9,10, 11,12
Go to Meeting		9,10,11,12
GoNoodle	<i>We use it for brain breaks and exercise.</i>	2
Google	<i>Math/ELA/Science</i>	4,7,8
Google Chrome	<i>Browser for mail, teaching websites</i>	3
Google Classroom	<p><i>Distribution of Assignments/Websites and Student Feedback/Collaboration</i></p> <p><i>Distribution of assignments/projects, student use for research and reports/projects, communication with students and parents</i></p> <p><i>Classroom management, distribution of assignments, communication with parents, student feedback to place assignments – especially for students who are absent.</i></p> <p><i>Classroom management; distribution of assignments and assessments; project learning, communicating with students and parents.</i></p> <p><i>classroom management, distribute assignments, parent feedback distribution of assignments/projects, communication with students and parents</i></p> <p><i>Assignments, Student Feedback</i></p> <p><i>To teach</i></p> <p><i>Classroom management, distribution of assignments</i></p> <p><i>Distribution of assignments/projects, communication with parents, student feedback, student collaboration</i></p> <p><i>Pushing out websites to 2nd graders to access</i></p> <p><i>Classroom management, distribution of assignments/information, communication with parents and students, student feedback.</i></p> <p><i>Post information, distribute/collect assignments, distribute links, classroom management</i></p> <p><i>Send assignments</i></p>	1,2,3,4,5,6,7,8,9,10,11,12

	<p><i>DISTRIBUTION OF ASSIGNMENTS</i></p> <p><i>Classroom assignments, communication between parents/students/teacher</i></p> <p><i>Business Procedures Class delivery mode</i></p> <p><i>Keep students up to date on the classroom activities, give them access to all of my PowerPoints and worksheets, send mass-emails to both students and parents, allow parents/guardians to know what's going on in class every week.</i></p> <p><i>Classroom management, distribution of assignments/projects, communication with parents, student feedback, student collaboration</i></p>	
Google Slides	<p><i>Lesson presentations, examples of finished products, assignments, flat lay graphic design assignments</i></p> <p><i>Research paper, research, and PowerPoint</i></p>	4,5,6,7,8
Google Docs	<p><i>Create supplemental worksheets or assignments for math classes; Communication with students or families; Communication with special needs teachers. Project work.</i></p> <p><i>for writing projects.</i></p> <p><i>written essays from students, collaborative documents</i></p> <p><i>Research paper, research, and PowerPoint</i></p> <p> </p> <p><i>Use Google Docs and Sheets mainly to share and edit docs between staff.</i></p>	4,5,6,7,8,9,10,11, 12
Google Sheets	<p><i>I use Google Sheets/Docs for staff/student schedules, meeting notes, forms, etc. It is very helpful to have documents on the Google drive so I can access them from school or home.</i></p>	4,5,6,9, 10,11,12
Google Drive	<p><i>file storage and management, collaborative folders and drives for group work</i></p> <p> </p> <p><i>To collaborate with staff members, share documents with students, track student progress, Student Study Team notes and documents.</i></p> <p><i>Classroom Assignments, notes, tests, quizzes.</i></p>	k,1,2,3,4,5,6,7,8,9,10, 11,12
Google Forms	<p><i>quizzes, surveys, reflective writing</i></p>	7,8
Google Earth		7
Google G-mail	<p><i>Used to communicate with parents, used to communicate with students, accept completed assignments, teach features of e-mail</i></p>	9,10,11,12

	<i>and how to construct an e-mail.</i>	
Google Images	<i>I search for pictures to go with vocabulary words, compile them in Word, and have them printed into flashcards to teach and assess vocabulary acquisition and for analysis activities Finding images for slideshows of famous artworks, visual references for drawings/sculpture, etc. (Students and I both use constantly.)</i>	9,10,11,12
Google Calendar		
Google search	<i>myriad purposes relating to lesson development, examples, information, and new resources</i>	7,8
Gradebook Pro		5,6,7,8,9,10,11, 12
Greek Latin roots	<i>support the common core</i>	5
HelpTeaching.com	<i>To find worksheets for students that are in the resource room all day and don't go to their classroom.</i>	4,5,6
Hopscotch	<i>Programming Skills</i>	7,8
IEP Online	<i>To write and review individualized education programs for special education students keep sped students current on IEPs and Reevaluations To complete Special Ed. Paperwork regarding referrals, eligibility, and IEPs</i>	pk,9,10,11,12
Imagine Learning	<i>Intuitive curriculum for differentiating instruction and data for instruction Intuitive curriculum and data for differentiating instruction EL Students</i>	k,1,2,3,4,5
Indian Ed-Since Time immemorial	<i>On-line Indian sovereignty curriculum</i>	4
Indistar	<i>everything- used on laptop and cell phone</i>	7,8
Infinite Algebra	<i>Create worksheets and assessments for pre-algebra course. Student collaboration lessons.</i>	7
Instagram	<i>maintaining MJH accounts</i>	7,8

Internet	<i>Students use to complete various research projects throughout the year.</i>	9,10,11,12
iPhoto	<i>To manage and edit photos for end of the year slideshow, class projects, TS Gold documentation and TPEP documentation..</i>	pk
iTunes	<i>Used for playing audio files.</i>	9,10,11,12
IXL	<p><i>Math Skills Practice</i> <i>To promote student learning of math concepts with the use of practice and immediate feedback.</i> <i>English language arts and math support, reteach, reinforce, differentiate, advanced levels</i> <i>English Language Arts, Math, reteach, differentiate, support, accelerate students achievement</i> <i>Math practice</i> <i>Students practice math skills, tracking student growth</i> <i>Math/ELA/Science</i> <i>Supplement the very basics of the 2nd grade curriculum; used on iPads in 1st, Chromebooks in 2nd</i> <i>Math remediation and teaching software.</i> <i>Practice math skills</i></p> <p><i>Math</i> <i>Instruction, test taking, document/writing/research assignments</i> <i>Reinforce math concepts currently being taught for extra student practice. Assist with struggling math students. Used with core math students primarily but is also used to help intervention and SWD students.</i></p>	1,2,3,4,5,6,7
Kahoot.com	<p><i>All class skill reinforcement with a highly motivating quiz format.</i> <i>Very engaging!</i> <i>Online game format that reinforces learning in the classroom.</i> <i>online all class skill reinforcement, highly motivating quiz format, very engaging subject matter</i> <i>testing and review</i></p> <p><i>Review math and phonics skills</i> <i>To review a unit, reinforce new skills, etc.</i> <i>quick and dirty assessment, immediate feedback, different game modes</i></p>	2,3,4,5,6,7
Kids YouTube	<i>Online books, finger plays, calming background music</i>	pk
Kuta Software	<i>Create activities, and test/quizzes</i>	9,10,11,12

Larry Ferlazzo's Education Blog	<i>Larry Ferlazzo keeps a blog with ideas on how to use technology for ELL students. I get some ideas from it.</i>	9,10,11,12
Learning.com	<i>Computer Lessons and Typing Keyboarding Lessons Used to cover mandated E-rate curriculum for students</i>	2,5
Lego EV3 programming software	<i>Program EV3 robots</i>	7,8
Lego NXT programming software	<i>Program NXT robots</i>	7,8
Lifetouch	<i>yearbook creation, sales</i>	7,8
locus.statisticseducation.org	<i>Pre/post tests for AP Stats</i>	9,10,11,12
MathAids.com	<i>To find math worksheets on target skills. I often use these worksheets to progress monitor IEP goals.</i>	4,5,6
mayclinic.org	<i>Reference databases for health related topics</i>	9,10,11,12
MBA Research Canvas	<i>Curriculum</i>	9,10,11,12
McGraw-Hill ConnectEd	<i>Curriculum, distribution of assignments</i>	3
Medlineplus.gov	<i>Reference databases for health related topics</i>	9,10,11,12
Microsoft PowerPoint		3,7,9,10,11,12
Microsoft Publisher		7
Microsoft Word	<i>Classroom management, Assignments, Scheduling, Data collection and reporting Communication, data management Creating documents for general school use and classroom use Create documents and or spread sheets for classroom lessons; project creation; data information for parents and students. Classroom management reinforcement.</i>	3,7,8,9, 10,11,12
Microsoft Excel		9,10,11,12

Mind Meister	<i>Mind Mapping Google App</i>	1,2,3,4,5,6
Moby Max mobymax.com	<i>Online program to reinforce learning of all academic areas. Used for intervention / title math students to help fill in missing math concepts. Tracks improvement for TPEP. Communication with parents.</i> <i>Reading, math, science, social studies</i> <i>Adaptive differentiated interactive curriculum that covers Next Generation Science Standards and State Science Standard</i>	7,8
My Perspectives	<i>ELA</i>	6
My Staff Page Website (BlackBoard)	<i>Have students look at slideshows that I have made and posted online that share ideas and instructions for their projects/assignments.</i> <i>Classwork, student collaboration, distribution of assignments/projects</i>	7,9,10, 11,12
MyMath	<i>Teacher use to show pages the students are working on.</i>	1
Mystery Doug	<i>It is a weekly science question for the class to discuss.</i>	2
Mystery Science	<i>Science Lessons</i> <i>To show science unit to students to complete experiments or to ask questions before hand.</i> <i>On-line and hands-on science lessons with amazing videos, easy experiments, collaborative conversation opportunities, worksheets, mystery tests & unit test.</i> <i>online and hands on science lessons, great videos, discussion points, collaborative conversation opportunities, worksheets, and assessment</i>	1,2,3,4
Naviance	<i>Website used in advisory to complete assigned tasks for year.</i> <i>STUDENT PORTFOLIO ADVISORY WORK</i> <i>Career and Academic Guidance Lessons</i>	7,8,9,10,11,12
NCTM Illuminations	<i>Online resource with interactive and instructional lessons which reinforce the learning and allows students a hands on approach to the concepts being taught.</i>	7
news websites	<i>Content information to use with teaching and news articles about teaching: New York Times, NPR, BBC, KUOW.org</i>	9,10,11,12
NewsELA	<i>Social Studies/ELA</i>	6

NoRedInk.com	<i>Grammar Practice for freshmen Classroom management, distribution of assignments, grading assignments, assessment, grading assessments, student feedback, parent communication, student collaboration</i>	9,10,11,12
Note Squish	<i>music theory</i>	k,1,2,3,4,5,6
Notion		5,6,7,8,9,10,11, 12
NWEA Map Testing		7,8,9,10,11,12
Office of Superintendent of Public Instruction	<i>To set goals and upload artifacts as part of TPEP</i>	pk
Online - NewsELA	<i>Content information to use with teaching and news articles about teaching: New York Times, NPR, BBC, KUOW.org</i>	6
online translator	<i>Google Translate and Make in Spanish for rudimentary translation to Spanish and Khmer.</i>	9,10,11,12
On-line US History book	<i>Kids download each chapter in history, in order to steer away from the classroom book, they can then do this at home as well with any homework.</i>	8
Paddlet		8
Pandora	<i>We listen to "brain music" (classical station) in the morning when the kids come in and during writing time. music Provide music for students to listen to during work time.</i>	2
pdf	<i>I have books scanned in so that I can print or display only the page that I need for teaching and because it helps with organization.</i>	9,10,11,12
Pearson Easy Bridge/Realize	<i>Students can access the online textbook for reference; complete online assignments/quizzes in easy bridge and Math XL.</i>	9,10,11,12
Pearson Online	<i>Classroom management, distribution of assignments, grading assignments, assessment, grading assessments, student feedback, parent communication, student collaboration</i>	9,10,11,12
PEARSON TEXT	<i>ONLINE TEXT AND STUDENT WORK FOR AP GOVERNMENT</i>	9,10,11,12
PERTHES WORLD ATLASES	<i>ONLINE MAPS</i>	9,10,11,12

PicCollage	<i>Photo Editor</i>	1
PicMonkey	<i>photo editing</i>	7,8
Pinterest	<i>I get ideas for teaching on Pinterest. project sourcing, inspiration</i>	7,8,9,10,11,12
Pitsco Synergy ITC	<i>Access and work through STEM module curriculum</i>	7,8
Planbook.com	<i>To create daily schedule and lesson plans for the day/week. Use to plan lessons throughout the year</i>	9,10,11,12
PNW INSTRUCTIONAL RESOURCE PACKET	<i>USE IN MY PNW CLASS, TEST AND ASSIGNMENT GENERATOR</i>	9,10,11,12
Printing & Scanning		9,10,11,12
Prodigy	<i>Math Practice Math Skills Supplemental Math, motivational for students Review math skills</i>	2,3
Projector	<i>Display classroom content</i>	9,10,11,12
quizalize.com	<i>quick and dirty assessment, immediate feedback, different game modes</i>	5
Quizlet	<i>Used to introduce vocab, assign vocab terms</i>	9,10,11,12
quizziz.com	<i>quick and dirty assessment, immediate feedback, different game modes</i>	5
readtheory.org	<i>online comprehension and writing activities</i>	5
ReadWorks	<i>To find reading passages at student level or to find lesson plans for a book study at a particular student level.</i>	5
readworks.digital	<i>Online Lexiled, comprehension stories</i>	5
Reflex Math	<i>Practice and learn Math Facts</i>	2

Remind	<i>Remind students of upcoming shifts in Bobcat Branch, communication meeting information for FBLA Communicate with students & parents regarding changes and reminders of upcoming events send weekly emails and personal text messages to parents. Sometimes text a parent during class about missing work, behavior, etc.</i>	9,10,11,12
Rhythm Cat	<i>music theory</i>	k,1,2,3,4,5,6
SBA Interims		8
Scholastic let's find out electronic support/videos Scholastic News Online scholastic weekly reader	<i>Math/ELA/Science supports non fiction let's find out magazine Relevant current events with video, collaborative conversation, close reading, writing connections, map/chart/graphing skills and comprehension. To teach scholastic news, we use some of the supplemental materials (videos and game) to read the weekly Scholastic News. To augment student magazines to show video, game, vocabulary, etc. relevant current events with videos, collaborative conversation, close reading, writing connections, map/chart, graph skills, comprehension</i>	k,1,2,3,4
Second Steps	<i>SEL lessons</i>	7,8
Seuss	<i>rhythm performance</i>	k,1,2,3,4,5,6
SimpleK12	<i>Teacher training, classroom curric tool,</i>	5
Skyward	<i>grading everything- used on laptop and cell phone To teach Student Information Management Grades, attendance Online Tests & Quizzes Classroom management, distribution of assignments, grading assignments, assessment, grading assessments, student feedback, parent communication, student collaboration grade reporting system used with students and parents to keep</i>	5,6,7,8,9,10,11, 12

	<p><i>track of student progress and to monitor any late or missing work. Classroom Management, Online curriculum, Classroom assignments</i></p> <p><i>Business Procedures Assignments and Quizzes</i></p> <p><i>Give the students access to assignments that are automatically graded and entered into the gradebook.</i></p>	
Smarter Balance Sample Items	<i>Lesson planning; project lessons; lesson tasks; practice items for assessment; reinforce student learning.</i>	7
Smartink for smartboard		9,10,11,12
Socrative		8
Spelling City (free version)	<p><i>Spelling Practice</i></p> <p><i>To help students understand how to spell words. It would help if we had a license this year so we could input our spelling words from Superkids.</i></p> <p><i>Spelling Practice and Tests</i></p> <p><i>I make handwriting sheets with spelling words; students practice spelling words when finished with work</i></p>	1,2,3
Spotify	<i>For school-appropriate music lists to play in the classroom.</i>	9,10,11,12
Starfall	<i>To help students learn to read. Again, it would be helpful to have a license this year because it opens up a whole lot of letters and sounds that are necessary for good first grade reading.</i>	1
Storyline Online	<i>Reading, books read aloud</i>	1
SuperKids Online Portal and ConnectEd	<p><i>Listen to Super Magazines and the Reader stories</i></p> <p><i>Reading Curriculum for teacher and student use.</i></p> <p><i>Ela core cur.</i></p> <p><i>To take the assessments and to hear the stories online.</i></p> <p><i>I use this to deliver and teach the reading and math curriculums.</i></p> <p><i>allows me to teach curriculum</i></p>	1,2,3
Take Charge Today		9,10,11,12
Teaching Strategies Gold Online and iPad Documentation App	<i>Used for planning purposes for Financial Education classes</i>	pk
STAMP		7,8

Timberland Regional Library	<i>Career Cruisers & Cultural Grams. Also use various databases for medical information.</i>	9,10,11,12
TI-Smartview	<i>Model calculator use for students</i>	9,10,11,12
TS Gold	<i>Student Data, Progress Monitoring System, Lesson Planning, Curriculum, Professional Development.</i>	pk
TurnItIn.com	<i>Student essays, projects, papers. Plagiarism checker. Classroom management, distribution of assignments, grading assignments, assessment, grading assessments, student feedback, parent communication, student collaboration</i>	9,10,11,12
Twitter	<i>Maintaining MJH account</i>	7,8
Typing.com	<i>Teaching freshman to type to teach student to quickly and accurately type a minimum of 30 words per minute by the end of 6th grade.</i>	5,7,8,9, 10,11,12
VLC Media Player	<i>I use it to play my media files, mostly films.</i>	9,10,11,12
WCAP		10,11,12
Web browser	<i>Look up math concepts, visual aids, math games, etc.</i>	7
Weebly	<i>To teach freshman how to set up a website</i>	9,10,11,12
Whoos Reading	<i>Reading support-book quizzes</i>	1,2,3,4,5,6
Wix	<i>To teach freshman how to set up a website</i>	9,10,11,12
www.membean.com	<i>Targeted Tier 2/Tier 3 vocabulary, 15 min per day. Particularly effective with bilingual students</i>	5
www.opened.com	<i>online homework and assessments</i>	5
www.quill.org	<i>Standards based targeted grammar instruction. Also requires efficient keyboarding, great practice for SBA</i>	5
www.quizlet.com	<i>Online vocab 'study' card creator with engaging game mode and a huge bank of user made vocab set avail.</i>	5
Xtra Math	<i>Fact Practice, Fact Fluency Math/ELA/Science</i>	2,3,4,5

	<i>Used on iPads in first, Chromebooks in 2nd to practice math facts</i>	
YouTube Videos	<p><i>I do not have all of the books the lesson plans call for in my classroom.</i></p> <p><i>Enhance content – typically used for anatomy & physiology and diseases & conditions</i></p> <p><i>I use YouTube to find math songs for what we are learning and/or we sometimes hear stories being read online.</i></p> <p><i>videos supporting Ela, math, science, social studies</i></p>	pk,k,2,5,9,10,11,12

Appendix E

Digital Teaching & Learning

Special Report

January 2018

This document was started in October of 2016 at the request of Judy Holliday (previous T&L and Technology Director). The document was completed on November 1st 2016. At that time it was shared with key Administration for review.

Aberdeen School District #5

Technology Department Inventory Plan Recommendation

About this Document

This document is meant as a reference to highlight critical areas in implementing an inventory system. While every attempt has been made to account for different scenarios, this document should not be considered a finalized plan for implementation.

What Devices Should be Inventoried as Technology?

Several items are naturally associated with technology and it would make perfect sense for these items to be within the technology inventory system. Others may be more obscure or fall slightly out of the scope of technology items. Clearly defining what items are inventoried under the technology department is critical to setting up an inventory system which will function efficiently for the Aberdeen School District.

Suggested Starting Policy for Technology Inventoried Items:

- Any device which connects to the network (lan or wifi) and is valued at more than \$300 will be inventoried in the technology department inventory.
- Any device which connects to a computer device or system to enhance its functionality and is valued at more than \$300 will be inventoried in the technology department inventory. (i.e. Smartboards, Document Cameras, Interactive Displays, Monitors, Projectors, Cameras, etc.)
- Any specialized electronic device for audio or visual which is valued at more than \$300 will be inventoried in the technology department inventory.
- Any other device or item deemed relevant to track, report, or prevent from theft regardless of cost as authorized by the technology director within their authority to do so may also be inventoried in the technology department inventory.
- Any technology item inventoried within the technology department inventory at a value of more than \$5000.00 will also be inventoried with capital assets by the district business office.

Some items that may fall within the descriptions above may be excluded from the technology department inventory as long as they:

- Are only used by a specific program or department and will not be moved from that program or department for the duration of their use within the district.
- Are unique items to a specific program or department. (i.e. 3D Printers, DSLR Cameras, Scientific Instruments, Lenses etc.)
- Are kept within an inventory sheet or system maintained by the department or program they are used in.
- Are physically counted at a minimum of once each year.
- Are reported to the program director, building administrator, and or business office annually.

Inventory Asset Process Overview

The following workflow is designed to show key moments in the lifecycle of technology inventory.

1. Items are purchased
 - a. Records are saved/printed to show what was ordered and copies are sent to receiving department.
2. Items are received at a location within the district
 - a. Within 24 hours Items are counted and verified as received by a district employee.
 - b. A copy of the invoice or PO is signed and dated to state all items have been received. Additional notes are added in the event that there are issues with the items received.
 - c. Records are kept at the department.
3. Items are processed for inventory
 - a. A list of unique identifications numbers (serial numbers) is created for all items received. (For large orders digital copies from manufacture may be used if individually verified as received.)
 - b. Each item is given a unique sticker with an Aberdeen School District ID number and Barcode.
 - c. Each item is identified and label as otherwise required for indication of E-rate, federal funding, or other funding.
 - d. An inventory import sheet is created which matches the unique serial number to the unique ASD5 ID number. Additional data is populated as applicable
 - e. Data is imported into the inventory system.
4. Items are processed for deployment
 - a. This may include imaging, setup, software installations etc.
5. Items are deployed
 - a. Items set to a destination are delivered and placed for use. The inventory is system is updated to new location, owner data as applicable. This may be done prior to importing data if deployment locations are known at that time.

- b. Items not set for a deployment location will be set to status “available” with the location they are stored. This may be done prior to importing data if locations are known at that time.
- 6. Items in Use
 - a. If an item is part of an IT request, technician will check the item for accurate inventory information. Update request in the inventory system will be handled in the department.
 - b. Item will be physically counted (barcode scanned) at least yearly (small & attractive assets) with a maximum time of every other year for all other items. Data will be updated and reported as applicable.
 - c. Items found/not found will be reported to building administrators and the business office.
 - d. Items that are relocated will be updated in the inventory system upon arrival to their destination.
 - e. Items that are only used temporarily in several locations will retain a home location for their location field. Owner/User field will be changed to reflect a “checked out” status to a specific person or location.
- 7. Items Ready for Surplus
 - a. Items will be moved from their location to the technology department
 - b. Upon arrival, within 48 hours items will be scanned and marked as ready for surplus in the inventory system
 - c. Reports will be generated for the school board to vote on surplus equipment
- 8. Items Surplused
 - a. After school board approval items will be marked as “surplused” with the date the status was set
 - b. Records of surplused items will be retained according to district records retention policy.
 - c. Items will be disposed of according to applicable policies.

Implementation Plan

Phase 1-Research and Planning (Spring 2016 - Fall 2016)

-Evaluation of systems, options and different scenarios which may resolve the existing issue with the current model for tracking inventory.

-Understanding the conditions and circumstances that have resulted in the current state of the technology inventory.

-Selecting a system to move forward for testing.

Phase 2-Testing and Process Evaluation (Fall 2016 - Winter 2016)

-Evaluating methods for key actions within the inventory system.

-Determining essential goals and features the system must meet.

-Creating system processes for most efficient use, update and maintenance actions within the system.

-Customization of system to meet needs.

Phase 3-Policy and Procedure Development (TBD)

- Documenting exact procedure for how inventory items will be processed.*
- Department training on processes essential to keeping data integrity of the system.*
- Zero Point for all new items to be processed under the new policy and procedures and placed into the inventory system. The new system will be live at the end of phase 3.*

Phase 4-Previous Data Analysis (TBD)

- Examination of all existing inventory data (prior to new system) not imported during phase 2.*
- Tracking down asset identification information if missing.*
- Development of data sheets for import as applicable.*

Phase 5-Data Import (TBD)

- Import old data into new system.*

Phase 6-Data Collection and Verification (TBD)

- Physical count of all items by location.*
- Reporting of discrepancies.*

Phase 7-Internal Auditing and Reporting (TBD)

- Development and documentation of oversight processes*
- Development of internal system checks*
- Development of necessary reports for users, buildings, administrators, etc.*

Importance of Policy and Procedure Changes

Before moving forward with an inventory system it is absolutely imperative to understand the circumstances and conditions which created the state of the current inventory system. Some key points which may explain how the inventory became what it is now:

- There is no documented policy or procedures for inventory, and or an inventory system.
- Staff changes have created at least three different “versions” for storing inventory information. This has likely occurred because there was no standing documented procedures or policies for inventory. As staff changed, so did the data collected and the format it was collected in. This has left room for errors, missing data, and inconsistencies
- Consistency in general within the department and its systems suffer immensely from lack of documented policy and procedure. Many major systems have discrepancies from username formats, hundreds of old accounts still enabled, computer naming conventions not consistent and likewise inventory data is no different.
- The length of time and number of key systems affected with inconsistencies reveal a systemic problem from lack of administrative oversight on key technology systems and processes.

Recommended Policy and Procedure Changes to Directly Support the Implementation of the Inventory System

Active Directory Computer Naming Conventions

- Computer naming conventions should not use real names. In some cases these present potential security risks.
- Computer naming conventions should include building code, location, type of device and or serial number where applicable. i.e. 31-3160-1234567 (dell 3160 student device), 31-123-12345 (device at AHS, designated to room 123 with ASD5 tag 12345, 31-AAAA-12345 (device for AHS staff, AAAA is place holder for model designation, with ASD5 tag 12345).
- A list of model designations will be maintained by the department, accessible to the department for reference. Naming schemes will be approved by the Technology Director.
- Computer naming conventions must be at a max 15 characters.

Active Directory Account Maintenance

- Upon joining to the domain all directory devices will be placed into a designated OU within Active Directory according to their use.
- Active Directory users will be maintained in proper OU's according to their status and use.

Additional Recommended Policy and Procedures Directly Related to Inventory System

Receiving Inventory

- Received items will be confirmed using a copy of the PO, invoice, or item list from the purchase. Employee will verify all items and unique identification numbers with 24 hours of receiving the items. Any issues will be reported to the Technology Director.
- All items will be marked with a unique ASD5 sticker which contains a readable ID number as well as a scannable barcode. The ID tag will be placed on a non removable part of the device and in a highly visible location. In some cases where physically not possible other methods may be used such as engraving.
- Employee will create a digital file using a defined process for importing new items with unique ID numbers and unique ASD5 ID numbers into the inventory system. File will also include any other relevant data as applicable for import.

Physical Counts

- Physical counts may be conducted with the use of reports, or by scanning items in a specific location.
- Employee will use a barcode scanner to scan ASD5 ID tags and create a digital file of items by location
- Data collected will be imported into the inventory system to update a "last scanned date" field.

- Reports will be generated based upon “last scanned date” data and given to building Administrators and the District Business Office

Internal Auditing and Oversight

- The Director of Technology will be responsible for making sure all assets deemed “small & attractive” are physically counted at least once per year.
- The Director of Technology will be responsible for making sure all assets are physically counted at least every 2 years.
- The Director of Technology will be responsible for reporting relevant inventory data and information to the District Business Office as well as Building Administrators for their locations.
- The Director of Technology will be responsible for creating, documenting and maintaining internal policies and procedures to ensure the accuracy and integrity of the inventory system
- The District Business Office will conduct an internal audit on the inventory system at least once a year or at their discretion.

Recommended Reporting

- Found/Missing/Lost Report (All assets)
 - This report will give the status of all assets located, assets missing (believed to still be within the district) and assets lost (assumed no longer in districts possession)
 - Report should show relative value of items
 - Report should allow for breakdown by location for distribution to building administrators.
- Technology Infrastructure Report (servers, switches, ups, ap’s, etc.)
 - This report will be used for future planning of technology infrastructure critical equipment.
 - Report should show age of equipment, costs, replacement dates, etc.
 - Report should allow for breakdown by location.
- Technology User Equipment Report (pc’s, laptops, tablets, monitors, peripherals etc.)
 - This report will be used for future planning of user devices.
 - Report should show age of equipment, location, users
 - Report should allow for breakdown by location.
- Small & Attractive Report (items deemed small & attractive)
 - This report will be used to focus on devices with high risk of theft
 - Report should allow for breakdown by location for distribution to building administrators

Recommended Technical Processes Specific to School Dude Insight

Importing Assets and Items

Google Sheets or Excel Template files will need to be created. These will work as conduits to load information into the Inventory system. While it is capable of importing single items, the vast majority of items imported will likely be done in bulk.

Custom fields may need to be determined to help with auditing and data reporting. This should be done prior to mass import of new or existing data.

Scanning

Despite having multiple methods for scanning network connected assets, it is not recommended to use this feature in an "auto" scan mode. Testing and analysis at this point has shown that scanning the network by IP ranges will bring in multiple inaccuracies to data. This is a major disappointment as this aspect of the system may be the only justification for the overall cost of the system. Alternatively, system scans may still be usable to some extent if done manually or through a semi-automated process which would rely heavily on Active Directory. Additional testing needs to be done.

Reporting

Testing at this point has not yielded a quick method for generating reports directly from the Insight system. It is noted the system has an excellent keyword and filtering system, however you cannot directly print from the system. While data can be exported, it would then have to rely upon Google Sheets or Excel for printing, requiring an additional step. Most likely additional automation would need to be developed using scripting to maximize efficiency for reporting purposes. This would allow the entire inventory to be exported, processed by script and individualized reports generated for all users/locations/types, etc. within the system. The major area where this may be important is in creating/printing individual user reports that state what devices are checked out to individual staff. This group of reports would be the most time consuming to create. Ideally reports could be kept digitally without the need for printing, but all reports should be created as though they could be a printable document.

Asset ID Tags

It is recommended that additional thought be put into replacing existing asset ID tags with lower cost, industrial labels which could be created and printed on site. This would be very similar to how other state agencies create their asset tags and is viewable on most C4K equipment received in the past. Using existing Office software a solution could be setup to automate printing of asset tags to include a readable ID number and matching barcode. These labels can be created at 3-8% currently ordered asset tags. (Estimated cost of currently ordered asset tags

is \$0.62 each, in house labels could be \$0.02-0.05 each) In the case of missing asset tags, one off ID stickers can be printed easily to replace them. Further testing and development would be required to make this change.

Physical Counting (Scanning)

Using a barcode based scanning process is recommended. Unfortunately at this time it does not appear that Insight offers a quick method for adding a scan date to an item. While one could use a bar code scanner to search the system, time would be spent inefficiently adding a scan date manually after the item was found. Because of this it is recommended that physical count scans be done by creating a Google Sheet or Excel document that simply lists all barcodes scan and a date time stamp. After this file is created it would be formatted for import into the Insight system, updating all item assets with their appropriate scan date. This would require further testing and development of scripting or templates to support the import.

Appendix F

Digital Teaching & Learning

Special Report

January 2018

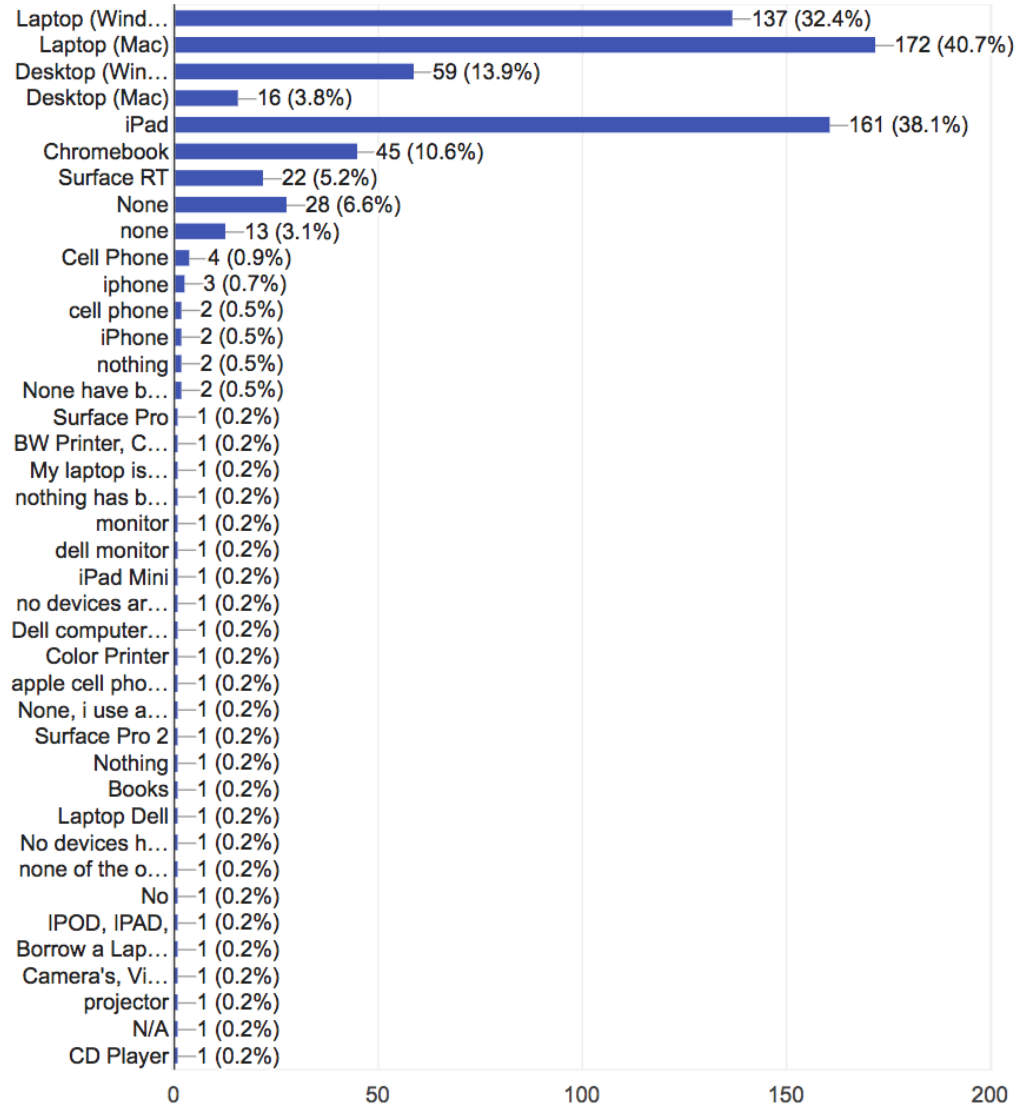
Appendix F – Staff Devices

QUESTIONS

RESPONSES

423

423 responses



Aberdeen School District #5 - Aberdeen, WA

Washington State (Draft) Technology Standards 9-12 Class Framework

This document is based upon the draft version of the Washington State Technology Standards for grades 9-12 created by Dennis Small, last modified 8/14/2017. The intention of this document is to show how technology standards are incorporated into the classroom throughout the course curriculum. This document uses draft standard for grades 9-12.

COURSE INFORMATION	
SCHOOL or SITE LOCATION	
SUBJECT AREA(S)	
COURSE or CLASS TITLE	
LAST UPDATE DATE	
COURSE INSTRUCTOR	

Framework Guide

Technology Standard Identifier - Standard Language	
<i>Designated by a number, 1, 2, 3, 4, 5, 6, or 7 and followed by descriptor for the standard</i>	
Standard Component Identifier - Component Language <i>Designated by the Technology Standard Number followed by a letter, 1.a, 2.a, 3.a etc. with descriptor for the component</i> <i>Examples of Component use in the classroom</i> <ul style="list-style-type: none">• Activity, process, method etc.	Description(s) of how the component is used within the course curriculum. <i>(This is filled out by the course instructor)</i>

STANDARDS FOR TECHNOLOGY LITERATE & FLUENT STUDENTS

Grades 9-12

1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	
1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. Examples: <ul style="list-style-type: none">• Actively monitor grades, gpa using a technology• Develop maintain a digital portfolio• Review work and learning progress maintained in a digital system	
1.b. Students build networks and customize their learning environments in ways that support the learning process. Examples: <ul style="list-style-type: none">• Participate in approved online groups• Collaboratively create digital notes and documents for shared learning• Create a group of resources for a specific area/topic using a variety of social media, news sites, people and other digital resources	
1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Examples: <ul style="list-style-type: none">• Use technology to connect with experts• Use technology to interact and collaborate with others• Use technology to collect ideas, opinions and other information from others on a project, topic or idea	
1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. Examples: <ul style="list-style-type: none">• Create digital content to communicate the use of a technology to others• Analyze and evaluate the effectiveness of a technology for a given purpose or goal• Explore new technologies and their potential uses or applications	

2: Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Examples:

- Identify Do's and Don'ts when using the internet
- Analyze how social media impacts society, individuals and organizations

2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Examples:

- Participate and engage with the global community within expected norms of behavior and positive interaction
- Evaluate current topics around unethical uses of technology and steps that may have prevented or mitigated incidents

2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Examples:

- Use media appropriately while complying with copyright laws
- Appropriately cite electronic, digital and print sources
- Understand Fair Use and use Creative Commons License to protect work

2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Examples:

- Practice safe and responsible sharing of information, data and opinions online
- Understand privacy issues in a digital world
- Understand how digital data can be archived and publicly available

3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Examples:

- Use keyword searching technologies
- Compare search engines and techniques for filtering information
- Use an information database to locate reliable information on a topic from multiple sources (i.e. ProQuest)

3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Examples:

- Assess how point of view and purpose impact content, message and style of text, media, digital and online presentation
- Compare and contrast information about issues from multiple databases, analyze bias and fairness to the topic
- Use a framework or process to evaluate information found online

3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Examples:

- Students analyze and influence their digital footprint while considering past, present, and future implications
- Create a digital product based upon research of a topic, which uses digital media and resources that can be justified
- Analyze data and information that can be displayed in a variety of ways to support conclusions

3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Examples:

- Research current world events, find digital resources to support a solution or perspective on the topic
- Collect student data on a topic at your school, research online possible solutions and draw conclusions
- Research a topic within your community, collect data and present it to an audience

4. Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

Examples:

- Implement, document, and present the design process as applied to a particular product, process or problem

4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

Examples:

- Use digital tools to collect and store digital information
- Analyze large sets of data with digital tools
- Use digital tools to manage and document timelines, desired outcomes and other items in a design process

4.c. Students develop, test and refine prototypes as part of a cyclical design process.

Examples:

- Create a new product, generate feedback and redesign the product

4.d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

Examples:

- Work on and understand projects which are constantly being reviewed and updated
- Work on long term design projects with set goals

5. Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

5.a. Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

Examples:

- Document how a technology might be tested and used to solve a problem
- Analyze emerging technologies and how they are being used to solve current world problems
- Study technologies which are being used to solve problems they weren't originally designed for

5.b. Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

Examples:

- Use a device to collect instrument data or software to collect user data
- Use spreadsheet or database technologies to analyze data
- Use automated or programmed actions to evaluate and process data

5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

Examples:

- Diagram multi-level processes, workflows, and relationships between parts of a larger system or problem
- Break a desired goal down into smaller tasks to be accomplished

5.d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Examples:

- Program or code a desired set of actions
- Apply systems thinking to solve a complex problem
- Create and apply functions to a spreadsheet to dynamically process data, evaluate for accuracy

6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Examples:

- Select an appropriate technology to create content
- Use word to create a formatted paper or document
- Select an online tool to create a visual graphic representing information

6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.

Examples:

- Research a country or region, use an online map and overlay new content related to the topic
- Mix various pieces of audio to create a new song
- Use a digital tool to create a new work about a topic, theme or idea

6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Examples:

- Use a layer based digital tool to organize images and content into an infographic
- Create a wordle using an online tool
- Create graphs or charts to represent data

6.d. Students publish or present content that customizes the message and medium for their intended audiences.

Examples:

- Create a web page or site for a target audience as part of a student project
- Use a digital tool to design and create a poster for a target audience
- Give presentation on a topic or theme for a target audience

7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7.a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Examples:

- Contribute to an online project or forum
- Connect with students and classrooms around the world using tools like Skype or Hangouts
- Communicate and collaborate on a project with other students outside your school

7.b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Examples:

- Work with students and classrooms around the world on a collaborative project
- Work on a project that documents and archives local opinions on a topic or theme using a digital medium

7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Examples:

- Use team drives to centralize work from various parts of the team
- Document progress and timelines of a project, identifying areas which require additional attention and changing efforts to solve problems as they arise

7.d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Examples:

- Use project management tools to organize individual and group efforts
- Use an online tool for collaborating and discussing ideas between various members in the team

Appendix G

Digital Teaching & Learning

Special Report

January 2018

School	Number of Student Devices					
	Grade	Chromebooks	Total Chromebooks in the Building	iPads	Laptops	Other
A J West	Kindergarten		297	60	15	
	First			80		Title - 27 iPads
	Second Grade	54			5	11 iPads 4 Laptops
	Third Grade	71				
	Fourth Grade	53				
	Fifth Grade	61				
Central Park	Sixth Grade	56				
	Kindergarten	0	166	28		
	First	23		23	5 Desktop	
	Second Grade	26				Title- 43 iPads
	Third Grade	36				Spec Ed - 12 iPads/3 Desktops
	Fourth Grade	31				Library- 5 desktops
McDermoth	Fifth Grade	26				Music - 19 iPads
	Sixth Grade	31				
	Kindergarten	66	398	36		
	First	58		1		Spec Ed - 1 iPad
	Second Grade	56		20		
	Third Grade	28				
Robert Gray	Fourth Grade	42				
	Fifth Grade	43				
	Sixth Grade	48		5		
	Kindergarten		268	61		
	First	19		50		Spec Ed - 2 iPads
	Second Grade	36				Title - 40 iPads
Stevens	Third Grade	69				
	Fourth Grade	43				
	Fifth Grade	44				
	Sixth Grade	53				
	Kindergarten		393	70		
	First			77		PreK - 2 iPads
Second Grade	59		24		Music - 22 iPads	
Third Grade	73		47		Spec Ed - 6 iPads	
Fourth Grade	97		74		ELL - 25 iPads	
Fifth Grade	67		38			
Sixth Grade	74		35			

Appendix G
Secondary Student Devices

School	Number of Student Devices				
	Grade	Chromebooks	Total Chromebooks in the Building	iPads	Laptops
Miller Junior High	Seventh Grade		513	60 CTE for STEAM	
	Eighth Grade				
Juvenile Detention Center	All Grades				10 Laptops and 8 Desktop
Harbor High	Freshmen	31	61		75 Laptops and 25 Desktops
	Sophomores	30			
	Juniors				
	Seniors				
Aberdeen High School	Freshmen				
	Sophomores				
	Juniors				
	Seniors				
Hopkins PreSchool				10 Ipads	

Appendix H

Digital Teaching & Learning

Special Report

January 2018

Appendix H
Current Costs

Hardware	Acct Code	2017-18	2018-19	2019-20	2020-21	2021-22
Staff Laptops - APPLE	0199-32-9110-044	\$0.00	\$32,500.00	\$32,500.00	\$45,500.00	\$32,500.00
Staff Laptops - DELL	0199-32-9110-044	\$0.00	\$33,000.00	\$33,000.00	\$33,000.00	\$33,000.00
Support Staff Desktops	9700-72-9110-044	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
Freshman Devices **	0198-32-9110-431	\$244,640.63	\$151,880.90	\$112,380.90	\$112,380.90	\$112,380.90
Grade 2-8 Chromebooks	0198-32-9110-LOC	\$0.00	\$145,650.85	\$145,650.85	\$145,650.85	\$145,650.85
Total		\$269,640.63	\$388,031.75	\$348,531.75	\$361,531.75	\$348,531.75
** Includes lease payoffs for previously leased student devices						

Cost per device		# of student devices
Freshman laptop	\$432.23	260
Chromebook - non touch	\$264.82	550
Chromebook - touch	\$404.25	250
APPLE laptops	\$1,416.09	
DELL laptops	\$1,089.30	



TO: Dr. Alicia Henderson, Superintendent
 FROM: Elyssa Louderback, Director of Finance
 SUBJECT: Monthly Budget Report for December, 2017
 DATE: January 23, 2018

GENERAL FUND SUMMARY:

Revenue-- Receipts were \$ 3,582,717.45.

Expenditures -- Expenditures totaled \$ 3,716,400.21. Expenditures for salary and benefits account for 79.33% of all expenditures to date. Salaries and benefits accounted for 82.45% of the month's total expenditures.

Fund Balance—Current month ending fund balance is \$ 1,834,572.35 (3.94% of budgeted expenditures). We had negative cash flow of \$133,682.76 for the month. We anticipate that the fund balance will be back in the 5% range once we are operating on revenue generated by actual enrollment counts.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 5,144,249	\$ 2,271,555	44.16%	Prop taxes - Mainly received Oct/Nov and April/May
Local Nontax	\$ 871,555	\$ 182,033	20.89%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 25,789,467	\$ 8,315,896	32.25%	Apportionment and LEA
State, Special	\$ 8,808,628	\$ 2,819,866	32.01%	Spec Ed, Institution, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 5,500	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 5,760,882	\$ 1,204,905	20.92%	Food Service, Fed Grants (Title I, Title 2)
Other Districts	\$ 186,300	\$ 48,825	26.21%	Non high payments from Cosmopolis SD
Other Agencies	\$ 78,200	\$ 31,165	39.85%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 46,644,781	\$ 14,874,245.08	31.89%	
			33.33%	% of fiscal year elapsed

Expenditures by Activity: (The budget is an estimate and actual expenditures may be less or more than the estimates. Line item expenditures may exceed the estimated budget as long as total expenditures do not exceed the overall budget.)

<u>Activity</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual*</u>	<u>District payroll and/or:</u>
Board of Directors	\$ 92,500	\$ 27,524	29.76%	Dues, audits, elections, legal svcs, travel, etc.
Superintendent's Office	\$ 344,571	\$ 121,553	35.28%	General Admin and Superintendent's Office
Business Office	\$ 431,372	\$ 179,178	41.54%	Fiscal operations
Human Resources	\$ 585,758	\$ 115,225	19.67%	Personnel & recruitment, labor relations
Public Relations	\$ 19,388	\$ 33,133	170.90%	Educational/admin info to public
Supervision of Instruction	\$ 969,778	\$ 270,881	27.93%	Includes secretarial support
Learning Resources	\$ 367,444	\$ 126,801	34.51%	Library resources and staffing
Principal's Office	\$ 2,314,843	\$ 819,593	35.41%	Includes secretarial support
Guidance/Counseling	\$ 1,085,739	\$ 367,701	33.87%	Counselors, secretarial support
Pupil Management	\$ 65,703	\$ 7,350	11.19%	SRO, bus & playground aides, etc
Health Services	\$ 1,613,696	\$ 563,169	34.90%	Health including nursing, OT/PT/SLPs, etc
Teaching	\$ 28,633,547	\$ 8,859,708	30.94%	Classroom teachers and teacher's aides
Extracurricular	\$ 861,752	\$ 308,151	35.76%	Coaching, advising, ASB supervision
Instructional Prof Dvlp	\$ 814,195	\$ 203,341	24.97%	Prof dvlpmnt - instructional staff
Instructional Technology	\$ 257,000	\$ 139,823	54.41%	Classroom tech
Curriculum	\$ 803,307	\$ 654,756	81.51%	District curriculum adoptions/purchases
Food Services	\$ 2,008,954	\$ 766,379	38.15%	Includes mgmt of food services for district
Transportation	\$ 1,060,755	\$ 394,764	37.22%	Includes coop payments, fuel, insurance
Maint & Operations	\$ 2,534,593	\$ 845,381	33.35%	Security, custodial/maint/grounds
Other Services	\$ 1,906,179	\$ 762,426	40.00%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (206,288)	\$ (68,089)	33.01%	In district use of buses, vehicles, food srvc
Interfund Transfers	\$ 80,000	\$ -	0.00%	Transfers (Cap Proj long-term planning)
Totals	\$ 46,644,785	\$ 15,498,748	33.23%	*Actual includes encumbrances
			33.33%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 2,702.34 and consist of interest payments and rental fees.

Expenditures—There were no expenditures for the month.

Fund Balance—Current monthly ending fund balance is \$ 136,755.38.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 23,285.86 and consists of interest/tax payments.

Expenditures— Expenditures totaled \$ 2,348,338.75 and consisted of bond payments.

Fund Balance—Current month ending fund balance is \$ 1,452,848.90. Funds are being held in this account for the bond principal and interest payments due in June, as well as the final QZAB payment due in January, 2018 (\$ 575,000).

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue--Total receipts for the month were \$ 230,695.82 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 54.08% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 237,750.71.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 368.75 and consist of interest payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 409,537.16.

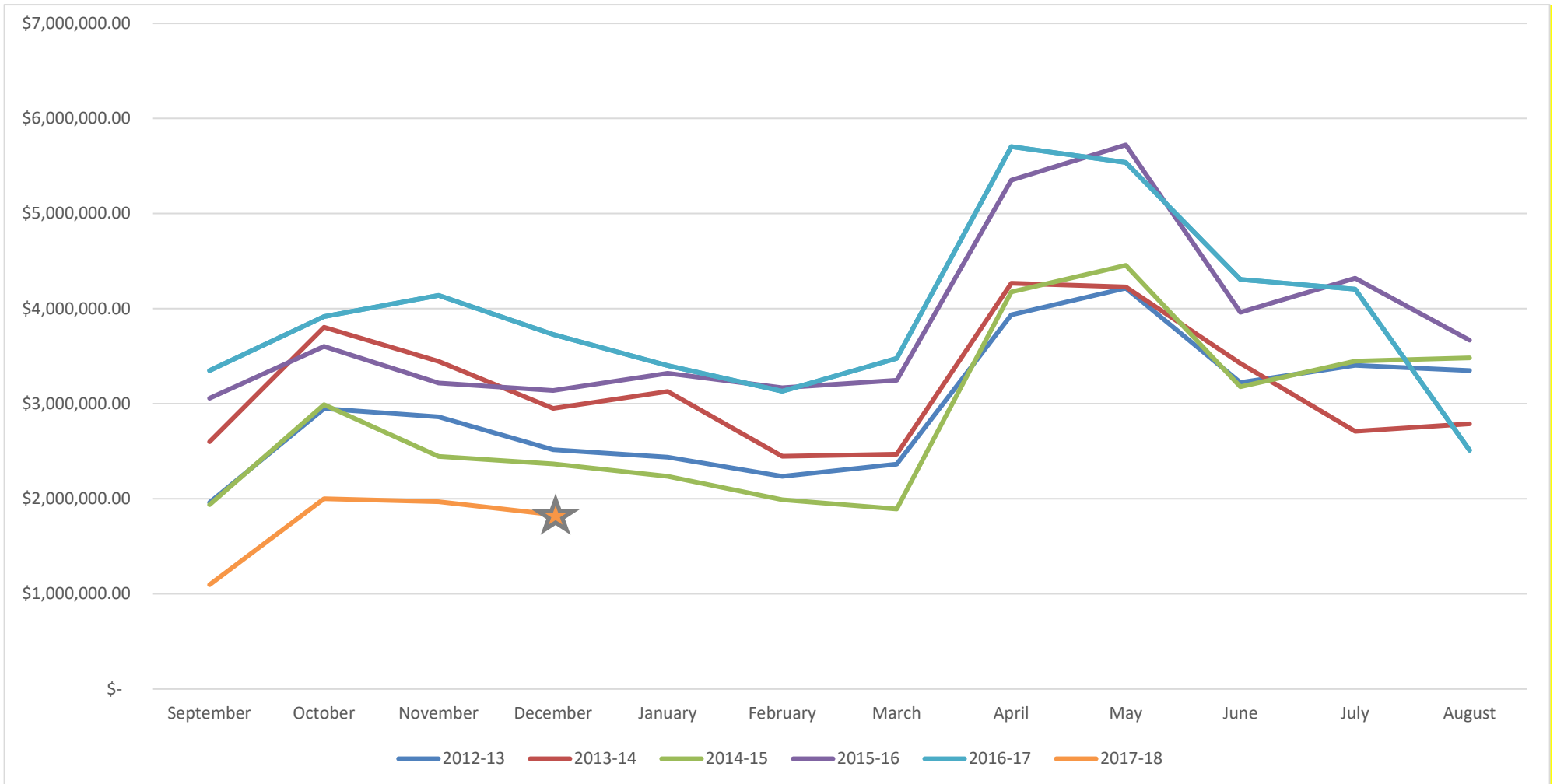
SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of December, 2017:

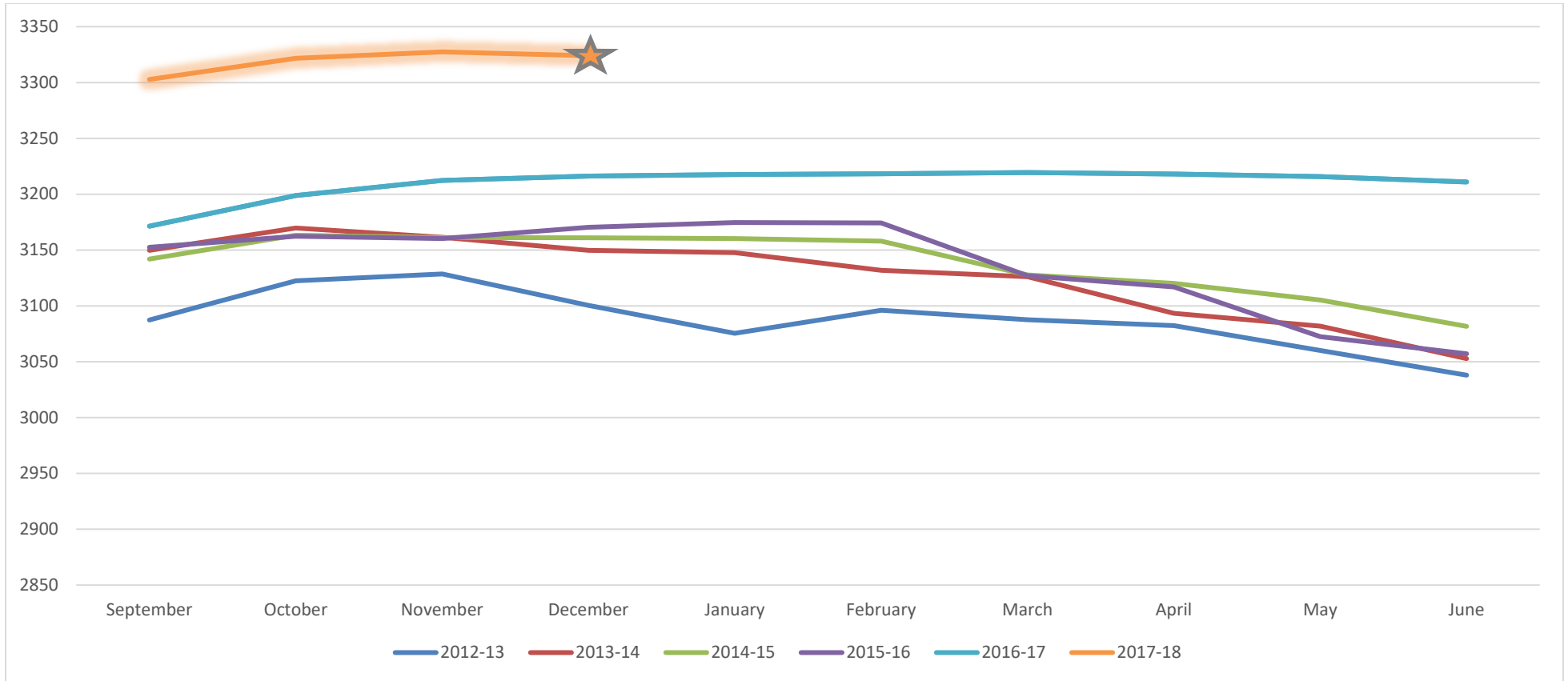
Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 46,564,787	\$ 15,498,748.16	\$ 31,066,039	33.28%	66.72%
Capital Projects	\$ 1,460,000	\$ 577,553.09	\$ 882,446.91	39.56%	60.44%
Debt Service	\$ 3,888,440	\$ 3,063,238.75	\$ 825,201.25	78.78%	21.22%
ASB	\$ 308,459	\$ 166,606.17	\$ 141,852.83	45.99%	54.01%
Trans Vehicle	\$ 200,000	\$ 63,918.85	\$ 136,081.15	31.96%	68.04%

GENERAL FUND FUND BALANCE TRENDS

End of December, 2017



ENROLLMENT TRENDS as of December, 2017



AAFTE	Grades K - 6	JH	HS	Subtotal	Running Start	+/- (Budget)
2017-18 Budget	1749	470	946	3,165	30	
2017-18 Actual	1803.47	485.07	1,035.44	3,313.64	47.18	+ 148.64 (3,165)
2016-17 Actual	1775.14	478.49	957.34	3,210.97	62.58	+ 100.97 (3,110)
2015-16 Actual	1726.24	457.17	937.05	3,118.86	62.25	+32.86 (3,086)
2014-15 Actual	1724.11	442.34	969.95	3,136.40	33.64	+ 50.40 (3,086)
2013-14 Actual	1694.17	458.85	971.08	3,124.09	40.03	+ 97.09 (3,030)
2012-13 Actual	1633.12	472.68	982.47	3,088.07	45.40	+ 58.07 (3,051)

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of December, 2017

	ANNUAL	ACTUAL	ACTUAL		BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>		
1000 LOCAL TAXES	5,144,249	41,491.65	2,271,554.68		2,872,694.32	44.16
2000 LOCAL SUPPORT NONTAX	871,555	29,232.21	182,032.53		689,522.47	20.89
3000 STATE, GENERAL PURPOSE	25,789,467	2,119,089.42	8,315,896.33		17,473,570.67	32.25
4000 STATE, SPECIAL PURPOSE	8,808,628	906,029.54	2,819,866.44		5,988,761.56	32.01
5000 FEDERAL, GENERAL PURPOSE	5,500	.00	.00		5,500.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	5,760,882	430,847.22	1,204,905.01		4,555,976.99	20.92
7000 REVENUES FR OTH SCH DIST	186,300	46,397.11	48,824.86		137,475.14	26.21
8000 OTHER AGENCIES AND ASSOCIATES	78,200	9,630.30	31,165.23		47,034.77	39.85
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>46,644,781</u>	<u>3,582,717.45</u>	<u>14,874,245.08</u>		<u>31,770,535.92</u>	<u>31.89</u>
<u>B. EXPENDITURES</u>						
00 Regular Instruction	21,526,119	1,667,948.17	7,355,699.79	106,426.87	14,063,992.34	34.67
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,086,694	560,159.91	2,079,692.92	3,213.11	4,003,787.97	34.22
30 Voc. Ed Instruction	1,837,612	165,723.53	654,528.17	15,485.34	1,167,598.49	36.46
40 Skills Center Instruction	289,993	28,508.50	115,048.21	411.55	174,533.24	39.81
50+60 Compensatory Ed Instruct.	7,103,061	475,199.99	1,919,758.48	31,451.65	5,151,850.87	27.47
70 Other Instructional Pgms	810,512	28,833.78	128,930.59	28,297.23	653,284.18	19.40
80 Community Services	109,016	17,461.81	67,616.38	0.00	41,399.62	62.02
90 Support Services	8,801,780	772,564.52	3,177,473.62	24,752.67	5,599,553.71	36.38
<u>Total EXPENDITURES</u>	<u>46,564,787</u>	<u>3,716,400.21</u>	<u>15,498,748.16</u>	<u>210,038.42</u>	<u>30,856,000.42</u>	<u>33.74</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	80,000	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)</u>	6-	133,682.76-	624,503.08-		624,497.08-	> 1000
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,627,917		2,459,075.43			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u>	2,627,911		1,834,572.35			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	135,431	205,529.67
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	256,189	652,475.91
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	13,370	13,370.00
G/L 872 Committd to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	72,823.07
G/L 890 Unassigned Fund Balance	12,921	1,305,132.05-
G/L 891 Unassigned Min Fnd Bal Policy	2,210,000	2,195,505.75
<u>TOTAL</u>	2,627,911	1,834,572.35

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of December, 2017

	ANNUAL	ACTUAL	ACTUAL		BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>		
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	35,650	2,702.34	11,918.21		23,731.79	33.43
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	80,000	.00	.00		80,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	115,650	2,702.34	11,918.21		103,731.79	10.31
<u>B. EXPENDITURES</u>						
10 Sites	1,460,000	.00	203,371.45	0.00	1,256,628.55	13.93
20 Buildings	0	.00	373,813.35	0.00	373,813.35-	0.00
30 Equipment	0	.00	368.29	0.00	368.29-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	1,460,000	.00	577,553.09	0.00	882,446.91	39.56
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)</u>	1,344,350-	2,702.34	565,634.88-		778,715.12	57.93-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	1,419,452		702,390.26			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	75,102		136,755.38			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	48,000	.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	27,102	136,755.38
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	75,102	136,755.38

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of December, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,671,352	20,850.38	1,170,061.35		1,501,290.65	43.80
2000 Local Support Nontax	11,000	2,435.48	10,945.19		54.81	99.50
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	2,682,352	23,285.86	1,181,006.54		1,501,345.46	44.03
B. EXPENDITURES						
Matured Bond Expenditures	3,384,000	2,095,000.00	2,809,000.00	0.00	575,000.00	83.01
Interest On Bonds	473,528	253,338.75	253,338.75	0.00	220,189.25	53.50
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	30,912	.00	900.00	0.00	30,012.00	2.91
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	3,888,440	2,348,338.75	3,063,238.75	0.00	825,201.25	78.78
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXPENDITURES (A-B-C-D)						
	1,206,088-	2,325,052.89-	1,882,232.21-		676,144.21-	56.06
F. TOTAL BEGINNING FUND BALANCE	3,289,805		3,335,081.11			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	2,083,717		1,452,848.90			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	1,289,000		1,289,000.00			
G/L 830 Restricted for Debt Service	794,717		163,848.90			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	2,083,717		1,452,848.90			

-Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of December, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	67,985	3,579.86	38,089.33		29,895.67	56.03
2000 Athletics	99,757	13,893.00	68,835.74		30,921.26	69.00
3000 Classes	2,000	.00	.00		2,000.00	0.00
4000 Clubs	107,172	6,130.78	47,464.23		59,707.77	44.29
6000 Private Moneys	1,500	.00	76,306.52		74,806.52-	> 1000
<u>Total REVENUES</u>	278,414	23,603.64	230,695.82		47,718.18	82.86
B. EXPENDITURES						
1000 General Student Body	66,825	2,391.27	14,213.25	207.90	52,403.85	21.58
2000 Athletics	109,936	18,635.95	51,152.99	0.00	58,783.01	46.53
3000 Classes	2,000	.00	.00	0.00	2,000.00	0.00
4000 Clubs	127,853	11,993.60	22,579.11	0.00	105,273.89	17.66
6000 Private Moneys	1,845	12.00	78,660.82	0.00	76,815.82-	> 1000
<u>Total EXPENDITURES</u>	308,459	33,032.82	166,606.17	207.90	141,644.93	54.08
C. EXCESS OF REVENUES						
<u>OVER(UNDER)EXPENDITURES</u>	<u>(A-B)</u>	30,045-	9,429.18-	64,089.65	94,134.65	313.31-
D. TOTAL BEGINNING FUND BALANCE						
	185,010		173,661.06			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)						
	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE						
	154,965		237,750.71			
<u>C+D + OR - E)</u>						
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	147,465		230,250.71			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	154,965		237,750.71			

-Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of December, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,800	368.75	1,443.47		2,356.53	37.99
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	137,027	.00	.00		137,027.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	<u>140,827</u>	<u>368.75</u>	<u>1,443.47</u>		<u>139,383.53</u>	<u>1.02</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>140,827</u>	<u>368.75</u>	<u>1,443.47</u>		<u>139,383.53</u>	<u>1.02</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	200,000	.00	63,918.85	0.00	136,081.15	31.96
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>200,000</u>	<u>.00</u>	<u>63,918.85</u>	<u>0.00</u>	<u>136,081.15</u>	<u>31.96</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
<u>OVER(UNDER)EXP/OTH FIN USES (C-D-E-F)</u>	<u>59,173-</u>	<u>368.75</u>	<u>62,475.38-</u>		<u>3,302.38-</u>	<u>5.58</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>334,443</u>		<u>472,012.54</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE</u>	<u>275,270</u>		<u>409,537.16</u>			
<u>(G+H + OR - I)</u>						
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	275,270		409,537.16			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>275,270</u>		<u>409,537.16</u>			

American Red Cross
Shelter Agreement – January 24, 2018

Facility	Address
Aberdeen High School	410 North G Street, Aberdeen, WA. 98520
AJ West Elementary	1801 Bay Avenue, Aberdeen, WA, 98520
Central Park Elementary	601 School Road, Aberdeen, WA. 98520
Harbor High School/ Hopkins Preschool	300 North Williams, Aberdeen, WA. 98520
McDermoth Elementary School	409 North K Street, Aberdeen, WA. 98520
Miller Junior High School	100 East Lindstrom Street, Aberdeen, WA. 98520
Robert Gray Elementary	1516 North B Street, Aberdeen, WA. 98520
Stevens Elementary School	301 South Farragut, Aberdeen, WA. 98520

**American Red Cross
Shelter Agreement**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility as an emergency shelter during a disaster.

DR#: _____ Facility: _____

Parties and Facility

Owner:

Legal name: _____
Chapter: _____
24-Hour Point of Contact:
Name and title: _____
Work phone: _____ Cell phone/pager: _____
Address for Legal Notices:

Red Cross:

Legal name: The American National Red Cross
Chapter: Serving the South Puget Sound
24-Hour Point of Contact:
Name and title: _____, Disaster Program Manager
Work phone: 253-441-7627 Cell phone/pager: _____
Address for Legal Notices:
1235 South Tacoma Way
Tacoma, WA 98407

Copies of legal notices must also be sent to:
The American National Red Cross, Office of the General Counsel,
2025 E Street, NW, Washington DC 20006
and
The American National Red Cross, Disaster Operations,
2025 E Street NW, Washington, DC 20006.

Shelter Facility:

(Insert name and complete street address of building or, if multiple buildings, write "See attached Facility List" and attach Facility List including complete street address of each building that is part of this Agreement).

Terms and Conditions

1. **Use of Facility:** Upon request and if feasible, the Owner will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. **Shelter Management:** The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. The Owner will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. **Condition of Facility:** The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the *Facility/Shelter Opening/Closing Form*, available on CrossNet, to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of the Owner.
4. **Food Services:** Upon request by the Red Cross, and if such resources exist and are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. **Custodial Services:** Upon request by the Red Cross and if such resources exist and are available, the Owner will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. **Security:** In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. **Signage and Publicity:** The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. The Owner will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. The Owner will refer all media questions about the shelter to the Shelter Manager.
8. **Closing the Shelter:** The Red Cross will notify the Owner or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the *Shelter/Facility Opening/Closing Form* to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. **Reimbursement:** The Red Cross will reimburse the Owner for the following:
 - a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among*

bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c. *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises (both parties must initial all utilities to be reimbursed by the Red Cross):

	Owner initials	Red Cross initials
Water	_____	_____
Gas	_____	_____
Electricity	_____	_____
Waste Disposal	_____	_____

The Owner will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

10. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

11. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

12. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

Owner (legal name)	THE AMERICAN NATIONAL RED CROSS (legal name)
By (signature)	By (signature)
Name (printed)	Name (printed)
Title	Disaster Program Manager Title:
Date	Date



Contract Name:	TAP Accelerator Life Science Upskills/Backfill_ASD	Contract Amount:	\$ 20,000
Contract Number:	TAP-LSUBASD-P1718	Participants to Serve:	44
Contract Start Date:	12/1/2017	Funding Source:	WIOA
Contract End Date:	3/31/2019	CFDA Number(s):	17.258, 17.278, 17.259

Contractor: Aberdeen School District

Program Contact:	Lynn Green	Phone:	360-538-2038
Title:	CTE Director	Fax:	360-538-2057
Address:	410 North G Street	Email:	lgreen@asd5.org
City, State, Zip:	Aberdeen, WA 98520		
Authorized Signer:	Lynn Green	Phone:	360-538-2038
Title:	CTE Director	Fax:	360-538-2057
Address:	410 North G Street	Email:	lgreen@asd5.org
City, State, Zip:	Aberdeen, WA 98520		

PacMtn Information:

Program Contact:	Corinne Daffern	Phone:	360-570-4249
Title:	Associate Director of Workforce Services	Fax:	360-704-6444
Address:	1570 Irving Street SW	Email:	corinne@pacmtn.org
City, State, Zip:	Tumwater, WA 98512		

Attachments:

A: Scope of Work and Special Conditions	D: General Terms & Conditions	G:
B: Compensation	E: Lobbying Certification	
C: Participant and Budget Forms	F: Debarment Certificate	

IN WITNESS THEREOF, PACMTN and the CONTRACTOR have executed this Contract which shall become effective 12/1/2017. Signed versions of this contracted transmitted by facsimile copy or electronic mail shall be the equivalent of original signatures on original versions.

For Contractor:

For PacMtn:

Lynn Green, CTE
Director

Cheryl B. Fambles, CEO

Date

Date

Table of Contents

ATTACHMENT A 3
 SCOPE OF WORK AND SPECIAL CONDITIONS..... 3
ATTACHMENT B..... 5
 COMPENSATION..... 5
ATTACHMENT C..... 6
 PARTICIPANT AND BUDGET FORMS..... 6
ATTACHMENT D 7
 GENERAL TERMS AND CONDITIONS 7
ATTACHMENT E..... 24
 LOBBYING CERTIFICATION 24
ATTACHMENT F..... 25
 DEBARMENT CERTIFICATION 25

ATTACHMENT A

SCOPE OF WORK AND SPECIAL CONDITIONS

The following is an outline of the services that the Contractor shall provide. This is not a comprehensive list and is subject to modification.

PacMtn has identified life sciences as a critical employment and industry cluster in the PacMtn five county workforce development area (PacMtn WDA), and regional employers have raised concerns about availability of certified entry-level health care professionals.

PacMtn believes this demand provides significant opportunity for a rural / non-urban upskill-backfill demonstration project targeting entry-level health care workers. This project will focus on developing a pipeline from The Medical Assistant program at Grays Harbor College to two local employers, McCleary HealthCare Clinic and Grays Harbor Community Hospital allowing workers more-skilled Medical Assistant (MA) positions in both local hospitals and clinics.

The Aberdeen School District, in partnership with Grays Harbor Community College, will provide the following services:

Timeline and Deliverables:

December 2017 through March, 2019

1. Advance 20 existing workers along the nursing pathway.
2. Help 10 students move into high-demand career by recruiting, supporting and training them in a health care setting.
3. Expand workplace learning opportunities within the Medical Assistant program.
 - a. Develop a spring learning conference allowing students to demonstrate skill gains and mastery, meet local employers, discuss career opportunities and learn about changes/advancements/innovation in the healthcare field.
 - b. Increase work based learning opportunities (i.e, field trips, internships, job shadowing) for students participating in MA program.
4. Incorporate preceptors from participating employers into the program model to emphasize community-based clinical experiences with clinical rotations in rural sites.
5. Assist in the development of a career plan with students. Plans should include local employer information, student's work history, and all current or past successes in education.
6. Partner with WorkSource staff to incorporate WorkSource activities into part of the MA program curriculum (i.e., registration into WorkSourcewa.com; resume development, interviewing). Co-enroll with other WIOA WorkSource Partners as eligibility is met and needs exist.
7. Assist PacMtn Grant Manager with any questions regarding project deliverables for purposes of quarter reporting which includes grant tracking, grant reporting, and ETO if needed.
8. Participate in a learning community to share best practices gathered during the project phase.
9. Submit project sustainability plan to PacMtn grant Manager
 - a. Sustainability plan should outline partner commitments to replicate and continue work beyond term of project.
10. Provide a summary review of the possibilities for development of an apprenticeship that allows for advancement and maintenance of a highly skilled MA.

SPECIAL CONDITIONS

WIOA creates an extraordinary opportunity to improve job and career options for workers, jobseekers and participants through an integrated, job-driven public workforce system that links diverse talent to businesses and meets their workforce needs. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work. Contractor staff is expected to support PacMtn as we fully and enthusiastically:

- promote and build new inter-local partnerships between employers, educational institutions, and workforce development organizations;
- build the capacity of the public workforce development system by educating WorkSource partners about employer driven 'demand-side' strategies (in contrast to the historical supply-side approach);
- test and evaluate where current workforce training and development investments can be redirected with greater results through the upskill-backfill model; and
- increase opportunities for disadvantaged job seekers.

ATTACHMENT B

COMPENSATION

The CONTRACTOR'S compensation under this Contract, as described in the contract term/condition # 8 - COMPENSATION, is set forth as follows:

PACMTN agrees to reimburse the CONTRACTOR up to a maximum amount of **\$ 20,000.00** for services as described in Attachment A - Scope of Work.

The CONTRACTOR will submit invoices to PACMTN within 25 days following the month for which payment is requested. Invoices shall cover the time the CONTRACTOR performed work for PACMTN during the billing period. PACMTN shall pay the CONTRACTOR for services rendered in the month following the actual delivery of the work and will remit payment within thirty (30) days from the date of receipt of billing.

Upon receipt and approval of the payment requested in each invoice in accordance with the following:

Invoices include:

- Contract Number – TAP-LSUBCC-P1718
- Dates of services
- Description of services
- Profit & Loss Statement or similar supporting backup documentation (for this contract's expenditures only) that substantiates year to date expenses.

ATTACHMENT C

PARTICIPANT AND BUDGET FORMS

Quarterly Performance Goals	2017 Sept-Dec	2018 Jan-March	2018 April-June	2018 July-Sept	2018 Oct-Dec
Project Goals					
Students enrolled into training	22	0	0	22	0
Students completed training	0	0	0	0	0
Students entering internships or job shadowing during training	0	2	0	11	2
Job seekers with wage progression	0	2	0	0	2
Community outreach events attended	3	1	1	0	3

Budget Line Item	Total
<i>Operating Costs</i>	
Staffing Salaries & Benefits	5,000.00
Staff Travel	0
<i>Participant Costs</i>	
Transportation to and from work based learning activities	1,000.00
Communication/Outreach for Learning Conference	2,000.00
Support Services	12,000.00
Total	20,000.00

ATTACHMENT D

GENERAL TERMS AND CONDITIONS

1. **SERVICES PROVIDED BY THE CONTRACTOR**

The CONTRACTOR represents that it is qualified and possesses the necessary expertise, knowledge, training, and skills, and has the necessary licenses and/or certification to perform the services set forth in this Contract.

The CONTRACTOR shall perform the following services: Strengthen current partnerships in support of the achievement of direct placements of participants.

- a. A detailed description of the services to be performed by the CONTRACTOR is set forth in Attachment A – Scope of Work, which is attached hereto and incorporated herein by reference.
- b. The CONTRACTOR agrees to provide its own labor and materials. Unless otherwise provided for in the Contract, no material, labor, or facilities will be furnished by PACMTN.
- c. The CONTRACTOR shall perform according to standard industry practice of the work specified by this Contract.
- d. The CONTRACTOR shall complete its work in a timely manner and in accordance with the schedule agreed to by the parties.
- e. The CONTRACTOR shall confer with PACMTN regarding the provision of services. At PACMTN'S request, the CONTRACTOR shall prepare and present status reports on its work.

2. **SERVICES PROVIDED BY PACMTN**

In order to assist the CONTRACTOR in fulfilling its duties under this Contract, PACMTN shall provide the following:

- a. Relevant information as exists to assist the CONTRACTOR with the performance of the CONTRACTOR'S services.

ACCEPTANCE

It is understood and agreed by and between PACMTN and the CONTRACTOR that the CONTRACTOR's payment is conditioned upon satisfactory performance and acceptance by PACMTN. PACMTN reserves the right to withhold payment of any deliverable contingent upon acceptance of the deliverable by PACMTN. If defects preventing acceptance of a deliverable are present, PACMTN shall immediately notify the CONTRACTOR in writing of the nature of the defects and the method of remedy of those defects. The CONTRACTOR will take timely action to remedy defects as to permit acceptance of the subject deliverable. Notwithstanding the other provisions of this Contract, PACMTN shall not unreasonably withhold acceptance of a deliverable nor reimbursement of the CONTRACTOR.

3. **ACCESS AND MONITORING**

3.1 Access to Facilities

To the extent permitted by law, the Office of the State Auditor, DOL, the Comptroller General of the United States or any of their duly authorized representatives, and any persons duly authorized by PACMTN shall have full access to and the right to examine and copy any or all books, records, papers, documents and other material regardless of form or type which are pertinent to the performance of this Agreement, or reflect all direct and indirect costs of any nature expended in the performance of this Agreement. In addition, these entities shall have the right, subject to conformance with CONTRACTOR's safety and security standards provided in advance to PACMTN and to the extent permitted by law, to access, examine, and inspect any site where any phase of the program is being conducted, controlled, or advanced in any way. Such sites may include the home office, any branch office, or other locations of the CONTRACTOR. Access shall be conducted at reasonable times and in a reasonable manner. Access is required to be granted as long as the records are retained and at no additional cost to PACMTN.

3.2 Audits

To the extent permitted by law, at any time during normal business hours and as often as PACMTN, the Office of the State Auditor, DOL, the Comptroller General of the United States or any of their duly authorized representatives, and any other persons duly authorized by PACMTN deem necessary, the CONTRACTOR shall make its records available. To the extent permitted by law, these duly-authorized organizations shall have the authority to audit, examine, and make excerpts or transcripts from records including all contracts, invoices, papers, materials, payrolls, records of personnel, conditions of employment, and other data relating to all matters covered by the Agreement. The CONTRACTOR will maintain its records and accounts in such a way as to facilitate the audit and ensure that CONTRACTORS also maintain records that are auditable. The CONTRACTOR is responsible for any audit exceptions resulting from its own actions or those of its sub-CONTRACTORS.

The CONTRACTOR and its sub-CONTRACTORS shall adhere to applicable federal Office of Management and Budget Circulars and other applicable federal and state regulations, including but not limited to, OMB 2 CFR 200.

If the CONTRACTOR expends \$750,000 or more during the CONTRACTOR's fiscal year of federal award money, CONTRACTOR must comply with the Single Audit Act as supplemented by the audit requirements of 2 CFR 200, including but not limited to CFR 200.501-.521.

3.3 Records Storage

The CONTRACTOR shall maintain its records and accounts in such a way as to facilitate any audits or examinations conducted in accordance with this Agreement or under applicable laws, regulations, or policies. CONTRACTOR shall also require that Subcontractors also maintain records that are auditable in accordance with Generally Accepted Accounting Standard.

4. ADVANCE PAYMENTS

Advance payments must be limited to the minimum amounts needed and be timed to be in accordance with the actual, immediate cash requirements in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursement. The CONTRACTOR must have a financial management system in place that meets the standards for fund control and accountability and in accordance with ESD policy 5230, Financial Management.

5. ASSIGNABILITY

The work to be provided under this contract, and any claim arising thereunder, is not assignable or delegable by either party in whole or in part, without the express prior written consent of the other party, which consent shall not be unreasonably withheld.

6. ASSURANCES

PACMTN and the CONTRACTOR agree that all activity pursuant to this Contract will be in accordance with all applicable current or future federal, state or local laws, rules and regulations.

If this Contract is funded by the Workforce Innovation and Opportunity Act (WIOA), the CONTRACTOR shall conduct the program in accordance with the existing or hereafter amended WIOA, the U.S. Department of Labor’s regulations relating to WIOA, and the Washington State WIOA Policies.

As a condition to the award of financial assistance from the Department of Labor under Title I of WIOA, the CONTRACTOR assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

Section 188 of the Workforce Innovation and Opportunity Act of 2014 (WIOA) Title I, which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship status as a lawfully admitted immigrant authorized to work in the United States, or participation in any WIOA Title I – financially assisted program or activity;

Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin;

Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;

The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The CONTRACTOR also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the CONTRACTOR’s operation of the WIOA Title I – financially assisted program or activity, and to all agreements the CONTRACTOR makes to carry out the WIOA Title I – financially assisted program or activity. The CONTRACTOR understands that the United States has the right to seek judicial enforcement of this assurance.

7. CHANGES AND MODIFICATIONS

1. PACMTN or CONTRACTOR may, from time to time, request changes in the services to be performed, or in the project undertaken. Such changes, including any increase or decrease in the amount of payment or reimbursement, which are mutually agreed upon by and between PACMTN and the CONTRACTOR shall be incorporated in written modifications to this Contract.

The CONTRACTOR may make changes to the budget, without formal modification to the contract and without securing the prior approval of PACMTN, under the following conditions:

- a. The revisions must not result in the need for additional funding.
 - b. Such changes must not alter the scope of the Contract's Scope of Work and must not be prohibited by applicable federal or state statues or regulations.
 - c. The CONTRACTOR may vary actual expenditures within line items of the budget without securing the prior approval of PACMTN when such variances do not exceed ten percent of the total costs originally budgeted in that line item. Such variances may be between line items only and may not alter the total amount of money originally budgeted in each major cost category- Operating Costs and Participant Costs. The CONTRACTOR will send written notices of such changes to PACMTN.
2. No amendment, alteration, modification or renewal shall be made to this Contract, except those listed above, unless set forth in a written contract modification, signed by the authorized representatives of both parties.
 3. In the event of any errors or omissions by the CONTRACTOR in the performance of any work required under this Contract, the CONTRACTOR shall make any and all necessary corrections without additional compensation. All work submitted by the CONTRACTOR shall be certified by the CONTRACTOR and checked for errors and omissions. The CONTRACTOR shall be responsible for the accuracy of the work, even if the work is accepted by the PACMTN.

8. COMPENSATION

For the services performed hereunder, the CONTRACTOR shall be paid based upon mutually agreed reimbursable expenditures contained in B - Compensation which is attached hereto and incorporated herein by reference. No payment shall be made for any work performed by the CONTRACTOR, except for work identified and set forth in this Contract or supporting attachments incorporated by reference into this Contract.

The parties agree that all performance required from the CONTRACTOR as a precondition to payment must occur within the Contract period.

The CONTRACTOR shall not be paid for services rendered under the CONTRACT unless and until they have been performed to the satisfaction of PACMTN. The CONTRACTOR shall not bill PACMTN for costs if the CONTRACTOR is being paid by another funding source for those same costs.

Unless otherwise provided for in this Contract or any attachments hereto, the CONTRACTOR will not be paid for any billings or invoices presented for payment prior to the execution of the Contract or after its termination.

Allowable costs submitted within the funding period will be honored by PACMTN if grant funds are available.

9. CONFLICT OF INTEREST/CODE OF CONDUCT

9.1 Conflict of Interest

The CONTRACTOR shall take every reasonable course of action in order to maintain the integrity of this expenditure of public funds and to avoid any favoritism or questionable or improper conduct. This Agreement will be administered in an impartial manner, free from personal, financial, or political gain. The CONTRACTOR, its executive staff and employees, in administering this Agreement, will avoid

situations that give rise to a suggestion that any decision was influenced by prejudice, bias, special interest, or personal gain.

A conflict of interest arises when any of the following have a financial interest or other interest in the firm or organization selected for award.

- a. Individual;
- b. Member of the immediate family;
- c. Employing organization; or
- d. Future employing organization.

A CONTRACTOR cannot be involved with decision making if there is a direct financial benefit to themselves or immediate family. Membership on the State Board, a Local Board, or a Board standing committee does not by itself violate these conflict of interest provisions. Receipt of WIOA funds to provide training and related services, by itself, violate these conflict of interest provisions. CONTRACTOR must abide by WIOA Title I Policy 5405.

9.2 Gifts

Gratuities in the form of entertainment, gifts or otherwise offered by the CONTRACTOR, or an agent or representative of the CONTRACTOR to any officer or employee of PACMTN, with a view toward securing this Agreement or securing favorable treatment with respect to the awarding or amending or the making of any determination will render this Agreement voidable at the option of PACMTN and may justify further action under Chapter 42.52 RCW.

10. CONFLICTING PROVISIONS

If any provision of this Agreement is allegedly in conflict with federal or state law, the conflict will be resolved by giving precedence in the following order:

- a. Applicable Federal and Washington State Statutes and Regulations, including, but not limited to, the existing or hereinafter amended WIOA, DOL's regulations relating to WIOA, and the Washington State WIOA Title I and WorkSource Policies; and
- b. The Agreement and its modifications.

11. COPYRIGHT PROVISIONS/INTELLECTUAL PROPERTY RIGHTS

11.1 Federal Requirements

The Federal Government reserves a paid-up, nonexclusive and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use for federal purposes: i) the copyright in all products developed under this Agreement, including a sub-grant or contract under the grant or sub-grant; and ii) any rights of copyright to which the CONTRACTOR, sub-CONTRACTOR or a contractor purchases ownership under an award (including but not limited to curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. Federal funds may not be used to pay any royalty or licensing fee associated with such copyrighted material, although they may be used to pay costs for obtaining a copy which is limited to the developer/seller costs of copying and shipping. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities.

If applicable, the following needs to be on all products developed in whole or in part with grant funds:

“This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the CONTRACTOR and does not necessarily reflect the official position of the DOL. DOL makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This solution is copyrighted by the institution that created it. Internal use, by an organization and/or personal use by an individual for non-commercial purposes, is permissible. All other uses require the prior authorization of the copyright owner.”

11.2 Ownership of Materials

Unless otherwise provided, and subject to the other requirements listed in this Agreement, CONTRACTOR shall retain ownership of all material it creates using funds from this Agreement.

11.3 Licensing of Materials

CONTRACTOR shall license to the public all Materials created or modified using funds from this Agreement under the Creative Commons Attribution License.

For Materials created using funds from this Agreement, or that were developed using WIA or WIOA funding, CONTRACTOR hereby grants to PACMTN a nonexclusive, royalty-free, irrevocable license (with rights to sublicense others) in such Materials to translate, reproduce, distribute, prepare derivative works, publicly perform, and publicly display. The CONTRACTOR warrants and represents that CONTRACTOR has all rights and permissions, including intellectual property rights, moral rights and rights of publicity, necessary to grant such a license to PACMTN.

12. DEBARMENT AND SUSPENSION

The CONTRACTOR certifies that it is in compliance with and must not be, and shall not contract with individuals or organizations which are, debarred, suspended, or otherwise excluded from or ineligible from participation in Federal Assistance Programs under Executive Order 12549, and "Debarment and Suspension", codified at 29 CFR part 98.

13. DISPUTES

13.1 Dispute Resolution

In the event a dispute arises out of this Agreement between PACMTN and the CONTRACTOR, both parties agree to try negotiating in good faith to resolve the dispute before any subsequent action is taken. If no resolution can be obtained through this informal negotiation, WIOA Title I Policy 5410 shall govern the dispute resolution and appeals process.

13.2 Governing Law

This Contract shall be construed and interpreted in accordance with the laws of the State of Washington.

13.3 Venue

The venue of any action brought hereunder shall be the Superior Court for Thurston County.

13.4 Fees and Costs

If any litigation arises out of this Agreement, each party shall be responsible for its own expenses, costs, and attorney fees.

Differences between the CONTRACTOR and PACMTN, arising under and by virtue of this Contract, shall be brought to the attention of PACMTN at the earliest possible time in order that such matters may be settled or other appropriate action promptly taken. Any dispute relating to the quality or acceptability of performance and/or compensation due the CONTRACTOR shall be decided by PACMTN'S Contract Representative or designee. All rulings, orders, instructions and decisions of PACMTN'S Contract Representative shall be final and conclusive, subject to the CONTRACTOR'S right to seek judicial relief.

14. DRUG FREE WORKPLACE

Contractors must comply with the government-wide requirements for a drug-free workplace, as codified at 29 CFR part 94 and 48 CFR part 23.504. These requirements include but are not limited to: (1) proper establishment, publishing and distribution of drug free workplace statement and drug-free awareness program, and (2) proper notification procedures of any employee violations. Failure to comply with these requirements may be cause for suspension or disbarment. All WIOA Title I grant recipients and sub-recipients must comply with the government-wide requirements for a drug-free workplace, codified at 29 CFR part 94 and 48 CFR part 23.504.

15. FUNDING

15.1 Funding Provided

Funding made available through this Agreement is limited to the funding expressly provided in this agreement. CONTRACTOR will use the funding provided in this Agreement only on allowable costs. PACMTN will honor all allowable costs submitted within the funding period if funding is available.

15.2 Program Income

Any profit generated by funds made available under a cost reimbursement award must be used or returned to PACMTN in accordance with WIOA Title I Policy #5220.

15.3 Indirect Costs

CONTRACTOR shall not spend funding obtained through this contract on indirect or administrative costs without approval of an indirect cost allocation plan or indirect cost rate through the applicable cognizant agency.

15.4 Repayment of Disallowed Costs

CONTRACTOR may be required to repay PACMTN for any costs that are determined by PACMTN to be a disallowable cost.

16. HOLD HARMLESS AND INDEMNIFICATION

Both the CONTRACTOR and PACMTN will be responsible for the negligent acts or omissions of its own employees, officers, or agents in the performance of this Contract. Neither party will be considered the agent of the other and neither party assumes any responsibility to the other party for consequences of any act or omission of any person, firm, or corporation not a party to this Contract.

17. INDEPENDENT CONTRACTOR

The parties intend that an independent Contractor relationship will be created by this Agreement. The CONTRACTOR and his or her employees or agents performing under this Contract are not employees

or agents of PACMTN. The CONTRACTOR will not hold himself/herself out as, nor claim to be an officer or employee of, PACMTN or of the state of Washington by reason hereof, nor will the CONTRACTOR make any claim of right, privilege or benefit which would accrue to such employee under law. Conduct and control of the work will be solely with the CONTRACTOR.

18. INSURANCE AND BONDING

The CONTRACTOR shall provide insurance coverage, which shall be maintained in full force and effect during the term of this Contract, as follows:

1. Commercial General Liability Insurance

The CONTRACTOR shall at all times during the term of this contract, carry and maintain commercial general liability insurance that covers bodily injury, property damage and contractual liability with the following minimum limit: Each Occurrence - \$1,000,000; General Aggregate - \$2,000,000.

2. Business Auto Policy

The CONTRACTOR shall maintain automobile liability insurance, with a minimum limit of \$1,000,000, when vehicles owned or leased by the CONTRACTOR or its employees, subcontractors or volunteers are used to provide services in performance of this contract.

3. Professional Liability Insurance

The CONTRACTOR shall carry and maintain professional liability insurance. Such coverage shall cover losses caused by error and omissions in rendering professional services and shall have the following minimum limits: \$300,000 per incident, loss or person. The CONTRACTOR shall ensure employees and any subcontractors are covered by professional liability insurance.

4. Bonding

The CONTRACTOR shall ensure that:

- a. Every officer, director, or employee who is authorized to act on behalf of the CONTRACTOR or any subcontractor for the purpose of receiving or depositing funds into program accounts or issuing financial documents, checks, or other instruments of payment for program costs shall be bonded to provide protection against loss.
- b. Fidelity bonding secured pursuant to this CONTRACTOR must have coverage of \$100,000 or the highest planned advance or reimbursement for the program year, whichever is greater.
- c. If requested, the CONTRACTOR will provide a copy of the bonding instrument or a certification of the same from the bond issuing agency.

5. Additional Provisions

a. Material Changes

PACMTN shall be given advance notice of any material change to insurance policies coverage for services provided under this Contract.

b. Insurance Carrier Rating

The insurance required shall be issued by insurance companies authorized to do business within the State of Washington. Insurance is to be placed with an insurer that has a "Best"

rating of A-, Class VII or better. Exceptions include placement with a "Surplus Lines" insurer or an insurer with a Best's rating lower than A-, Class VII.

c. Excess Coverage

The limits of all insurance required to be provided by the CONTRACTOR shall be no less than the minimum amounts specified.

d. Self-Insured

If self-insured, the CONTRACTOR warrants that it will maintain coverage sufficient to cover any liability specified above that may arise from the performance of this Contract, and that the CONTRACTOR's Risk Officer or appropriate individual will provide PACMTN evidence of such insurance.

6. Industrial Insurance Coverage

The CONTRACTOR will provide PACMTN with a copy of the applicable insurance face sheet(s) or certification of self-insurance reflecting these coverage's. Insurance coverage(s) must be effective no later than the effective date of the contract and for the term of the contract.

The CONTRACTOR shall provide or purchase industrial insurance coverage prior to performing activities under this Contract Agreement. PACMTN will not be responsible for payment of industrial insurance premiums or for any other claim or benefits for this Contract which might arise under the industrial insurance laws during the performance of duties and services under this Contract.

Should the CONTRACTOR fail to secure industrial insurance coverage or fail to pay premiums on behalf of its employees, PACMTN may deduct the amount of premiums owing from the amounts payable to the CONTRACTOR under this contract and transmit the same to the Department of Labor and Industries, Division of Industrial Insurance.

This provision does not waive any of L&I's right to collect from the CONTRACTOR.

CONTRACTOR shall submit renewal certificates as appropriate during the term of this Contract.

19. INFORMATION TECHNOLOGY RESOURCES

CONTRACTOR shall comply with ESD WIOA Policy #5408 and ESD Policy and Procedure #2015 when using state-owned information technology resources.

20. LICENSING AND ACCREDITATION

The CONTRACTOR shall comply with all applicable local, state, and federal licensing, accreditation, and registration requirements/standards, necessary for the performance of this Contract.

21. LIMITATION OF SIGNATURE AUTHORITY

Only the PACMTN CEO or delegate (delegation to be made prior to action) shall have the express, implied, or apparent authority to alter, amend, modify, or waive any clause or condition of this Contract. Furthermore, any alteration, amendment, modification, or waiver or any clause or condition of this Contract is not effective or binding unless made in writing and signed by the PACMTN CEO or delegate.

22. LOBBYING ACTIVITIES

The CONTRACTOR shall comply with lobbying restrictions set forth in WIOA; 29 CFR Part 93 and any subsequent updates; and RCW 42.17A. The CONTRACTOR shall also make available upon request required disclosure information if the CONTRACTOR participates in lobbying activities during the Contract period.

23. MILITARY SELECTIVE SERVICE

Grantee shall ensure that any individual participating or receiving any benefit from funds made available through this contract has complied with the Military Selective Service Act.

24. NONDISCRIMINATION/EQUAL OPPORTUNITY

CONTRACTOR shall comply with all nondiscrimination requirements listed in this agreement, as well as all federal and state nondiscrimination laws, including but not limited to, Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972; and the Americans with Disabilities Act of 1990, Section 188 of WIOA and any DOL regulations relating to Section 188.

The CONTRACTOR must not discriminate in any of the following areas:

- a. Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity;
- b. Providing opportunities in, or treating any person in regard to, such a program or activity; or
- c. Making employment decisions in the administration of, or in connection with, such a program or activity.

24.1 Discrimination

No individual shall be excluded from participation in, denied benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any such program or activity funded in whole or in part by this Agreement on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, political affiliation or belief.

Additionally, CONTRACTOR must take reasonable steps to ensure that individuals with limited English proficiency have meaningful access to programs in accordance with DOL’s Policy Guidance on the Prohibition of National Origin Discrimination as it Affects Persons with Limited English Proficiency [05/29/2003] Volume 68, Number 103, Page 32289-32305.

24.2 Program Participation

As long as an individual meets the other program requirements, participation in any programs funded in whole or in part by this Agreement shall be available to all citizens and nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and parolees and other immigrants authorized by the Attorney General of the United States to work in the United States.

No person may discriminate against an individual who is a participant in a program or activity that receives funds under this title, with respect to the terms and conditions affecting, or rights provided to, the individual, solely because of the status of the individual as a participant.

24.3 Notification

The CONTRACTOR shall post the attached "Equal Opportunity is the Law" notice prominently in reasonable numbers and places; shall disseminate the notice in internal memoranda, other written or electronic communications; shall include the notice in handbooks or manuals; make the notice available during orientations and to each participant.

The CONTRACTOR shall include the following Equal Opportunity tagline in recruitment brochures and other materials that are ordinarily distributed or communicated in written and/or oral form, electronically and/or on paper, to staff, clients, or the public at large, to describe WIOA Title I financially assisted programs or activities.

"(NAME OF ORGANIZATION) is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities."

24.4 Reporting

The CONTRACTOR shall promptly notify the State EO Officer of any administrative enforcement actions or lawsuits filed against it alleging discrimination on the grounds of race, color, religion, sex, sexual orientation, national origin, age, disability, or political affiliation or belief; and against any beneficiary of programs financially assisted under Title I of WIOA, on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIOA Title I-financially assisted program or activity. The State EO Officer will notify the Director of ESD; Civil Rights Center (CRC); the Office of the Assistant Secretary for Administration and Management; and DOL.

25. PATENT RIGHTS

The CONTRACTOR shall disclose to PACMTN any invention, written product, computer program developed or data assembled as a result of performance of work under this contact within sixty (60) days of invention, development or assembly.

PACMTN, the Pacific Mountain Workforce Development Council, the State of Washington, and US Department of Labor shall have the right to patent any invention and copyright any written product or computer program or data generated by Contactor. Upon written request, CONTRACTOR shall transfer all pertinent information, specifications and right, title and interest to the designated agency.

The CONTRACTOR will retain a non-exclusive, royalty-free license throughout the world on each subject invention, document, program or data to which PACMTN, State or Department of Labor obtains title, except if the CONTRACTOR fails to disclose such invention, document, program or data. The license is transferable by the CONTRACTOR only with the approval of the agency obtaining title, except when transferred to the successor of the CONTRACTOR.

Where the Pacific Mountain Workforce Development Council, State and US Department of Labor decline to request the transfer of rights, the Contactor shall retain the entire right, title and interest throughout the world to each subject invention, document, program or data. In such event, PACMTN, the Pacific Mountain Workforce Development Council, State and US Department shall have non-exclusive, non-transferable, irrevocable paid up license to use subject invention, document, program or data throughout the world. The CONTRACTOR shall follow other guidance regarding patents according to 37 CFR Part 401.

26. PERFORMANCE STANDARDS

CONTRACTOR shall comply with the applicable requirements of WIOA section 116. This includes, but is not limited to the tracking, recording, and reporting on their performance accountability measures. CONTRACTOR must also enter all necessary data for federal reporting and performance accountability measures into WorkSource WA Case Management Systems or its successor.

26.1 Project Planned Performance and Financial Measurements

The CONTRACTOR shall develop a quarterly plan to establish targets for participant and financial figures. Quarterly reports will be submitted to verify actual performance against each target. Variances of greater than 25% should be explained in detail. If variances greater than 25% in any category occur for two consecutive quarters, the CONTRACTOR may be subject to corrective action.

26.2 Remaining Balances

Funds not expended during the contract period will be retained by PacMtn. If budget availability allows, some or all of the remaining funds may be added into the subsequent contract via modification after the contract has been closed out. The remaining balance is subject to up to a 10% administration holdback.

27. PROTECTION OF CONFIDENTIAL INFORMATION

Grantee shall not publish, transfer, sell, or otherwise disclose any confidential information gained through this Agreement unless:

- a. Related to the purpose of this Agreement;
- b. Required by law; or
- c. Authorized by prior written approval of the person who is the subject of the confidential information.

Grantee shall maintain proper security measures to protect all confidential information.

28. RECORD RETENTION

The CONTRACTOR shall:

- a. Retain all records pertinent to grants, grant agreements, interagency agreements, contracts or any other awards, including financial, statistical, property, and supporting documentation, for a period of at least three years after submittal of the final expenditure report (closeout) for that funding period to the awarding agency;
- b. Retain records for non-expendable property for a period of three years after final disposition of the property;
- c. Retain all program and data validation records pertinent to applicants, registrants, eligible applicants/registrants, participants, terminees, employees, and applicants for employment for a period of not less than three years from the point that the record is no longer included in reportable outcomes (as opposed to the close of the applicant's program year);
- d. Retain records regarding complaints and actions taken on complaints for at least three (3) years from the date of resolution of the complaints;
- e. Retain all records beyond the required three (3) years if any litigation or audit is under way or a claim is instituted involving the grant or agreement covered by the records. The records must be retained for at least three (3) years after the litigation, audit, or claim has been resolved;

- f. Records regarding discrimination complaints and actions taken thereunder are confidential, and shall be maintained for a period of not less than three years from the final date of resolution of the complaint

29. SAFEGUARDING OF CUSTOMER INFORMATION

Without prior written consent by the recipient or client or as otherwise required by law, CONTRACTOR shall not use or disclose any information concerning a program recipient or client for any purpose not directly connected with the administration of the department's or the CONTRACTOR's responsibilities under this Agreement.

30. SALARY AND BONUS LIMITATIONS

No funds received under this contract may be used to pay for the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Legal II. This limitation does not apply to vendors providing goods and services as defined in OMB 2 CFR 200.

31. SEVERABILITY

The provisions of this contract are intended to be severable. If any term or provision is illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the validity of the remainder of this contract.

32. SMALL, MINORITY AND WOMEN-OWNED BUSINESS ENTERPRISES

The CONTRACTOR shall provide to qualified small, minority and women-owned business enterprises the maximum practicable opportunity to participate in the performance of this contract.

33. SUBCONTRACTING

The CONTRACTOR shall not subcontract work or services contemplated under this Contract and/or use an outside consultant except as provided for in the Scope of Work without obtaining the prior written approval of PACMTN for the authority to enter into subcontracts. CONTRACTOR acknowledges that such approval for any subcontract does not relieve the CONTRACTOR of its obligations to perform hereunder. PACMTN retains the authority to review and approve or disapprove all subcontracts. At PACMTN's request, the CONTRACTOR will forward copies of subcontracts and fiscal, programmatic and other material pertaining to any and all subcontracts.

34. TAXES

It is mutually agreed and understood that all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the CONTRACTOR staff be the sole liability of the CONTRACTOR.

35. TERMINATION/SUSPENSION AND REMEDIES

1. Termination or Suspension for Cause

In the event PACMTN determines the CONTRACTOR has failed to comply with the conditions of this Contract in a timely manner, PACMTN has the right to suspend or terminate this Contract. Before suspending or terminating this Contract, PACMTN may, at its sole discretion, notify the CONTRACTOR in writing of the need to take corrective action. If corrective action is not taken the Contract may be terminated or suspended. In the event of termination or suspension, the CONTRACTOR shall be liable for damages as authorized by law including, but not limited to, any cost difference between the original Contract and the replacement or cover Contract and all

administrative costs directly related to the replacement Contract, e.g., cost of the competitive bidding, mailing, advertising, and staff time.

PACMTN reserves the right to suspend all or part of this Contract, withhold further payments, or prohibit the CONTRACTOR from incurring additional obligations of funds during investigation of the alleged compliance breach and pending corrective action by the CONTRACTOR or a decision by PACMTN to terminate this Contract. A termination shall be deemed to be a "Termination for Convenience" if it is determined that the CONTRACTOR: (1) was not in default; or (2) failure to perform was outside of his or her control, fault or negligence. The rights and remedies of PACMTN provided in this Contract are not exclusive and are in addition to any other rights and remedies provided by law.

PACMTN reserves the right to immediately suspend all, or part of, this Contract, and to withhold further payments, or to prohibit the CONTRACTOR from incurring additional obligations of funds when it has reason to believe that fraud, abuse, malfeasance, misfeasance or nonfeasance has occurred on the part of the CONTRACTOR under this Contract.

2. Termination for Funding Reasons

PACMTN may unilaterally terminate this Contract in the event that funding from federal, state or other sources becomes no longer available to the PACMTN or is not allocated for the purpose of meeting PACMTN's obligation hereunder. In the event funding is limited in any way, this Contract is subject to re-negotiation under any new funding limitations and conditions. Such action is effective upon receipt of written notification by the CONTRACTOR.

3. Termination for Convenience

Except as otherwise provided in this Contract, the PACMTN may, by sixty (60) days' written notice, beginning on the second day after mailing, terminate this Contract, in whole or in part. If this Contract is so terminated, the PACMTN shall be liable only for payment required under the terms of this Contract for services rendered or goods delivered prior to the effective date of termination.

- a. PACMTN may terminate this Contract for convenience in whole or in part whenever PACMTN determines, in its sole discretion, that such termination is in the best interests of PACMTN. PACMTN may terminate this Contract upon giving sixty (60) days written notice by Certified Mail to the CONTRACTOR. In that event, PACMTN shall pay the CONTRACTOR for all costs incurred by the CONTRACTOR in performing the Contract up to the date of such notice. Payment shall be made in accordance with Section 5 of this Contract.
- b. The CONTRACTOR may terminate this contract upon giving sixty (60) days written notice or by mutual agreement between the parties.
- c. In the event that funding for this project is withdrawn, reduced or limited in any way after the effective date of this Contract, PACMTN may summarily terminate this Contract notwithstanding any other termination provision of the Contract. Termination under this paragraph shall be effective upon the date specified in the written notice of termination sent by PACMTN to the CONTRACTOR. After the effective date, no charges incurred under this Contract are allowable.
- d. If the CONTRACTOR fails to comply or breaches any of its obligations hereunder, and fails to cure the breach within ten (10) days of written notice to do so by the PACMTN may terminate

this Contract, in which case PACMTN shall pay the CONTRACTOR only for the costs of services accepted by PACMTN, in accordance with Section 5 of this Contract. Upon such termination, PACMTN, at its discretion, may obtain performance of the work elsewhere, and the CONTRACTOR shall bear all costs and expenses incurred by PACMTN in completing the work and all damage sustained by the PACMTN by reason of the CONTRACTOR'S breach. If, subsequent to termination, it is determined for any reason that (1) the CONTRACTOR was not in default, or (2) the CONTRACTOR'S failure to perform was not its fault or its subcontractor's fault or negligence, the termination shall be deemed to be a termination under subsection "a." of this section. Other action may be taken in accordance with 2 CFR Part 200.338.

36. TERMINATION PROCEDURES

Upon termination of this Contract, PACMTN, in addition to any other rights provided in this Contract, may require the CONTRACTOR to deliver to PACMTN any property specifically produced or acquired for the performance of such part of this Contract as has been terminated. The provisions in the contract term/condition #37 - TREATMENT OF ASSETS clause shall apply in such property transfer.

PACMTN shall pay to the CONTRACTOR the agreed upon price, if separately stated, for completed work and services accepted by PACMTN and the amount agreed upon by the CONTRACTOR and PACMTN for (1) completed work and service(s) for which no separate price is stated; (2) partially completed work and services; (3) other property or services which are accepted by PACMTN; and (4) the protection and preservation of property, unless the termination is for default, in which case PACMTN shall determine the extent of liability of PACMTN. Failure to agree with such determination shall be a dispute within the meaning of the contract term/condition #13 - DISPUTES clause of this Contract.

PACMTN may withhold from any amounts due to the CONTRACTOR such sum as PACMTN determines to be necessary to protect PACMTN against potential loss or liability.

The rights and remedies of PACMTN provided in this section shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

37. TREATMENT OF ASSETS

Title to all property furnished by PACMTN shall remain in PACMTN. Title to all property purchased by the CONTRACTOR the cost of which the CONTRACTOR has been reimbursed as a direct item of cost under this Contract, shall pass to and vest in PACMTN upon delivery of such property by the CONTRACTOR. This applies to all items with a useful life over one year. The title shall only pass to the CONTRACTOR if PACMTN specifically agrees to grant title in this Contract for items purchased.

38. USE OF NAME PROHIBITED

The CONTRACTOR shall not in any way contract on behalf of or in the name of PACMTN nor shall the CONTRACTOR release any informational pamphlets, notices, press releases, research reports, or similar public notices concerning this project without obtaining prior written approval of PACMTN.

39. VETERANS PRIORITY

The Jobs for Veterans Act (Public Law 107-288) requires CONTRACTOR to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations

implementing this priority of service can be found at 20 CFR part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements. Grantee must comply with DOL guidance on veterans' priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.

40. VIOLATION OF PRIVACY ACT

No funds made available under this Agreement may be used in contravention of the 5 U.S.C. 552(a) or regulations implementing that section.

41. WAIVER

Waiver of any default or breach shall not be deemed to be a waiver of any subsequent default or breach. Any waiver shall not be construed to be a modification of the terms of this Contract unless stated to be such in writing signed by authorized representative of PACMTN.

42. WORKPLACE SAFETY

The CONTRACTOR shall comply, at a minimum, with all federal, state, and local laws applicable to the safety and health of its staff funded by federal dollars. The CONTRACTOR shall also comply with safety guidelines and instructions provided by each location that staff is employed at. PacMtn prohibits the carrying of and use of firearms and weapons while conducting contract funded business.

43. ACORN PROHIBITION

Section 511 of the Consolidated Appropriations Act, 2010 (P.L. 111-117, Division E) ("CAA"), requires that no direct or indirect funding from the Consolidated Appropriations Act may be provided to the Association of Community Organizations for Reform Now ("ACORN") or any of its subsidiaries through Federal grantees or contractors. DOL is required to take steps so that no Federal funds from the Consolidated Appropriations Act, 2010, are awarded or obligated by DOL grantees or contractors to ACORN or its subsidiaries as subgrantees, subcontractors, or other subrecipients. This prohibition applies not only to a direct recipient of Federal funds, but also to a subrecipient (e.g., a subcontractor, subgrantee, or contractor of a grantee).

44. BUY AMERICAN NOTICE REQUIREMENT

Purchases made under this contract using funds made available under WIOA or the Wagner-Peyser Act (29 U.S.C. 49 et seq.) shall comply with sections 8301 through 8303 of title 41, United States Code (commonly known as the "Buy America Act").

Any person who a court or Federal Agency has determined in final judgment of selling or shipping any good with a false label of being a product made in America shall be ineligible to receive any contract or subcontract with funds made available under this contract.

45. CLEAN AIR ACT

The CONTRACTOR shall comply with all applicable standards Orders or requirements issues under section 306 of the Clean Air Act (42 U.S.C 1857(h)), section 508 of the Clean Water Act (33 U.S.C 1368),

Executive Order 11738, and Environmental Protection Agency regulation (40 CFR part 15). (Contracts, subcontracts and subgrants in amounts in excess of \$100,000).

46. ENERGY POLICY AND CONSERVATION ACT

The Contractor shall comply with the mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (Pub.L. 94-163, 89 Stat. 871).

47. WAGES AND HOURS

The CONTRACTOR shall comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulation (29 CFR Part 5). (Construction contracts awarded by CONTRACTORS and subCONTRACTORS in excess of \$2000, and in excess of \$2500 for other contracts which involve the employment of mechanics or laborers.)

ATTACHMENT E

LOBBYING CERTIFICATION

Certification Regarding Lobbying

APPENDIX A TO TITLE 29, PART 93 - CERTIFICATION REGARDING LOBBYING
Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned (i.e., the Contractor signatory) certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form–LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

Contractor acknowledges that this certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into, that submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C., and that any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

ATTACHMENT F

DEBARMENT CERTIFICATION

Certification Regarding Debarment and Suspension

APPENDIX A TO TITLE 29, PART 98 - CERTIFICATION REGARDING DEBARMENT AND SUSPENSION - *Certification for Contracts, Grants, Loans, and Cooperative Agreements*

1. The undersigned (i.e., the Contractor signatory) certifies, to the best of his or her knowledge and belief, that it and its principals:
 - A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - B. Have not within a three-year period preceding this proposal been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - C. Are not presently indicted or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(B) of this certification; and,
 - D. Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause or default.
2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation of this proposal (or plan).

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

CERTIFICATED

HIRE: We recommend the Board approve the following certificated hire:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Daniela Dooley	District	Highly Capable Teacher .5 FTE	02/01/18

CO-CURRICULAR CONTRACT: We recommend the Board approve the following co-curricular contract:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Larry Kinread	Miller Jr. High School	AVID Coordinator	01/09/18

RETIREMENTS: We recommend the Board approve the following certificated retirements:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Barbara Good	Miller Jr. High School	Teacher	06/14/18
Kathryn Marquard	Miller Jr. High School	Teacher	08/30/18

CLASSIFIED

HIRE: We recommend the Board approve the following classified hire:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Julie Wyatt	Aberdeen High School	Para-educator	01/18/18

RESIGNATIONS: We recommend the Board approve the following classified resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Aminta Spencer	A. J. West Elementary	Para-educator	01/19/18
Shelly Carson	McDermoth Elementary	Para-educator	01/26/18

LEAVE OF ABSENCE: We recommend the Board approve the following classified leave of absence:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jacqueline Barber	Aberdeen High School	Food Service Worker	02/02/18-06/14/18