



OE-15 TECHNOLOGY

Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2024-2025 – October 23, 2025

The Board believes that the ability to safely use and develop technology is important to the success of our students and that students should have equitable access to technology and technology courses.

The Superintendent certifies that the district is in compliance with OE-15 with one exception (underlined below) for 15.5, maintain a computing environment that is safe, secure, and reliable for students and staff.

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

Overview:

The district’s technology efforts are guided by the Board’s Results and Operational Expectations, which emphasize preparing students to thrive in a dynamic, global, and technologically advanced environment with the support of well-trained teachers and staff. Technology is more than a set of tools. Technology is essential to the learning experience where students access and engage with digital resources. This “Digital Learning Experience” supports student agency, ownership, and the ability to positively impact the world, consistent with the district’s Educational Technology Plan (2023).

This report provides many examples of the work that occurred in 2024-25 to maintain and grow district Technology Programs. Themes illustrated in the evidence include the following:

Strengths: The district completed its third year of the new technology allocation through the 1:1 laptop program for grades 3-12.

- Every secondary student receives a district-issued laptop designed to support learning across courses and grade levels.
- Every classroom includes a teacher presentation station designed to support effective instruction and student engagement.
- The district provided a wide range of technology-based accessibility tools that empower every student to access, engage, and succeed in their learning.
- Most students and staff have developed appropriate proficiency with core technology tools for communication and learning management.

Continued investment: The district focused on the following areas to expand and fortify the use of technology.

- **Technology for inclusion and access:** Increase the use of technology in support of Universal Design for Learning to address barriers to learning and proactively plan for learner variability.
- **Innovation & Emerging Technology:** Empower and support innovative use of technology by staff and students and expand programs that provide students opportunities to build skillset with emerging technology.

- **Addressing exceptionalities:** Identifying and supporting students or staff who experience difficulty with core technology functions, including effective use of the learning management system and Microsoft eco-system.
- **Cohesion:** Monitoring, improving and maintaining a clear and consistent use of technology tools in a manner that provided students and families with a cohesive experience across classes and years.

The Superintendent will:

15.1 Provide equitable access to technology throughout the district.

Interpretation:

I interpret this to mean that equitable access goes beyond simply distributing devices. The district will ensure that all students have reliable, supported, and developmentally appropriate opportunities to use technology for learning, including the availability of assistive technologies and accessibility tools that enhance learning for all students. OE-15 is one of five district reports related to the integration of technology. Related reports include the following:

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

Evidence of Compliance:

The district ensured equitable access to technology by providing:

Grade Level	Ratio (students/device)	
TK-K	3:1	Device stays at school
1-2	2:1	Device stays at school
3-5	1:1	Device stays at school
6-12	1:1	Device goes home with student

In addition, each elementary school received shared carts for K–2, library laptops, and additional devices for LRC, MLL, and Title/LAP programs to ensure equity and access.

All devices were preloaded with core digital tools and accessibility features, with additional assistive technologies provided to support students who require specialized tools. A full description of the technology allocation is described in the [Educational Technology Plan](#).

Student and family feedback confirm that equitable access is more than just device distribution. It is about ensuring reliable and meaningful use. Surveys show that most students experience minimal disruptions from device issues and feel confident using technology for research, collaboration, and presentation. Adjustments included increasing charging access, expanding carts in primary grades, and providing family tools like Securly Home, reflecting the district’s commitment to continually improve the student experience. These efforts ensure that technology access enhances learning opportunities for every student.

Program specifications accomplished the following:

- Deployed 16 additional carts, each containing 12 laptops, which added an additional 192 laptops at elementary schools to support classroom technology usage.
- Deployed ~10,080 devices to 6-12 students to be utilized for learning at school and home.
- Ensured all student devices include core digital tools, single sign-on (SSO), and built-in accessibility features such as Immersive Reader, translations, and dictation.
- Each secondary student was provided with a district-issued laptop at the start of the school year, equipped to support learning across courses and grade levels.
- Every classroom includes a teacher presentation station designed to support effective instruction and student engagement.
- Every school has IT support staff on site to help students stay connected and learn, including quick replacement of faulty devices.
- Deployed translation services to support multilingual families district-wide:
 - Instant Language Assistant (ILA) Devices by Translate Live
 - Used for scheduled sessions, typically used for meetings, conferences, and enrollment events
 - Used 107 times in the 2024-25 school year
 - PocketTalk Devices
 - Each school received 3 devices
 - Spontaneous usage (button presses)
 - Used for short interactions, typically used for day-to-day communications with families
 - In the 2024-25 school year, the translation button was pressed 6,811 times
- The district provided ongoing support for assistive and adaptive technology to ensure all students have equitable access to learning. During the 2024-25 school year, this included deploying:
 - Directly supported approximately 250 students, and indirectly supported another 1,100 students through broader initiatives and resources
 - 138 iPads - to support communication, specialized applications, and individualized learning needs
 - 141 laptops - configured with accessibility features to provide reliable access for students requiring alternative devices
 - 120 Clicker 8 licenses, a literacy support tool that promotes reading and writing development
 - 265 Read&Write licenses, providing text-to-speech, word prediction, and other accessibility supports for literacy
- The district provided technology training, consultation, and coaching to help teachers support students effectively using their district laptops and accessibility tools [see OE-15.4 below].
- Laptops meet technical specifications for educational use and hardware allocated in the first weeks of school.
- All classrooms are outfitted with teaching stations that conform to a set standard of technology.
- The Technology support plan was implemented in each school including the following:
 - School-based IT staff are accessible during school and work hours to students and staff
 - Rapid replacement of faulty equipment
 - Replacement cycle to retire older laptops and equipment, ensuring all laptops meet educational specifications
 - Access to charging and printing
 - Infrastructure to ensure reliable access to educational resources

- Support for families to [access internet at home and surplus computers as available](#)
- Technology training, consultation and coaching to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops including the use of accessibility tools. [see OE-15.4 below.]

Student Device Repair Monitoring:

School Year	Number of Repairs	Cost of Repairs	Avg Cost per Repair
2021-22	183	\$13,000	\$71
2022-23	301	\$23,000	\$76
2023-24	569	\$45,000	\$75
2024-25	738	\$60,000	\$81

Over the last four school years, the vast majority of the repairs have been LCD screen replacements. The damage was typically related to device drops or items being closed between the keyboard and screen. Since 2022, there have been a total of 57 devices lost, 36 devices stolen, and 180 devices were not returned after students withdrew from the district.

Actions taken to monitor and improve equitable access:

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

Open-ended responses from the Spring 2025 Middle School Technology Survey highlight both the benefits and challenges students experience with their district-issued laptops.

Positive Themes

- Laptops help organize schoolwork and assignments.
- Students find learning easier and more efficient online than on paper.
- Technology access supports collaboration and research.

Challenges & Opportunities

- **Distraction/Management:** Students report that peers use laptops for games or non-academic purposes.
- **Performance Issues:** Complaints about slow or unreliable devices.
- **Hardware Quality:** Poor camera quality and requests for improved models.
- **Charging/Battery:** Difficulty keeping devices charged; requests for more extension cords and charging access.
- **Durability/Weight:** Concerns about laptops breaking easily or being heavy to carry daily.
- **Equity/Access:** Some students noted limited access to laptops or a desire to use personal devices for consistency.
- **Training & Support:** Students want clearer instruction on how to use laptops effectively and consistently.

15.2 Provide and implement a comprehensive technology plan that directs the outcomes and priorities for the expenditure of technology resources.

Interpretation:

I interpret this to mean that the district will maintain a plan that states the purpose for and effective use in alignment to International Society for Technology in Education (ISTE), standards of hardware,

software, security measures, inventory controls, upgrade and maintenance cycles for technology resources and funding sources.

Evidence of Compliance:

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

The district Technology Plan was structured around four goals, aligned to Results and Operational Expectations and in support of the district strategic plan.

Goal 1: Technology access

The ISD will ensure secure, reliable access to technology essential to learning.

Goal 2: Technology for learning and career readiness

Educational programming will leverage current technology and provide opportunities for students to explore new technologies and technology related to career interests.

Goal 3: Personal safety, citizenship and critical thinking

Students will have the knowledge and skills to critically analyze uses of technology in a manner that protects themselves, avoids causing harm to others, and positively impacts their community and world.

Goal 4: Engagement and Innovation

Leadership will engage with strategic partners in the ongoing development and expansion of ISD programs that facilitate students in learning advanced and emerging technologies and technology applications.

In May 2025, the Technology Advisory Committee expanded its work by engaging in focused discussions. Committee members emphasized the importance of clear communication, visibility of the plan, and leveraging the diverse expertise of students, families, educators, and industry professionals. Feedback affirmed progress in areas such as device access and network reliability while highlighting the need for consistent use of core tools like Canvas, structured technology skill expectations by grade level, and expanded support for families.

Members also strongly supported the district’s early efforts to develop a comprehensive approach to artificial intelligence that includes policy, training, and equitable student access. This cycle of engagement and feedback demonstrates that the Educational Technology Plan is a living document, refined through community partnership to remain relevant, transparent, and aligned with district priorities.

15.3 Provide access to advanced, technologically rigorous courses for students.

Interpretation:

I interpret this to mean that the district offers courses across all grade levels both focused on technology and technical skills using technology applications that are rigorous and create a pathway for advanced learning experiences that support student interests and possible career opportunities.

Evidence of Compliance:

Building Blocks

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

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

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

Noted Challenges:

- The middle school 6-period schedule provides at most 3 trimesters of electives for students per year. Students who prioritize electives such as performing arts may have limited room in their schedule to explore advanced technology courses until they reach high school. Middle school leaders and support staff survey student interests to determine which courses to offer students.
- Staffing specialized courses presents challenges that are addressed in collaboration with the CTE department staff and building principals in order to recruit teachers and maximize opportunities for students.

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

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

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

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

Enrollment Data:

Middle School:

The following data illustrates how each middle school, based on student selection, provides access to technology courses. All media and technology courses were included in this data from 2024-25. Enrollment values reflect the number of trimester enrollments, not a distinct number of students, though in most cases these are the same since most students will not have taken the same course multiple times.

Middle School Technology Courses							
Class Name	Beaver Lake Middle School	Cougar Mountain Middle School	Issaquah Middle School	Maywood Middle School	Pacific Cascade Middle School	Pine Lake Middle School	Total
Automation & Robotics	38	72	43	48			201
Computer Science 1					51	138	189
Computer Science 2						83	83
COMPUTER SCIENCE 3						24	24
CS DISCOVERIES 1 - WEB D...		69		26			95
Cs Discoveries 2- Game Des...				51			51
Design & Modeling			35	59			94
Dgtl Photography	59		52	164	1		276
Integrated Projects						78	78
Intro To Woods						134	134
Inventors Lab					53		53
MAKERSPACE	65						65
PRINCIPLES OF FLIGHT		56	11				67
STEM-ADV ROBOTICS & A...				22			22
Stem-Sampler	97		118	88			303
Video Prod 7 8	48						48
Woodshop 1						45	45
WOODSHOP 2						72	72
Yearbook A	13	28		20	26		87
YEARBOOK B	13	26		20	26		85
YEARBOOK C	13	23		14	25		75
YEARBOOK DESIGN						51	51
Total	346	274	259	512	182	625	2198

High School CTE Enrollment: Communication Technology, Engineering Design, and Information Technology

The following data illustrates the level of enrollment in high school in CTE courses in Communication Technology, Engineering Design, and Information Technology over time by number of semesters. Most, but not all, technology courses are offered through CTE. Additionally, more advanced technology is integrated in courses such as core science courses that integrate technology in hands-on labs.

CTE Technology Enrollment (# semesters taken by students in each school)

CTE Enrollments

School	2021/22	2022/23	2023/24	2024/25	Total
Issaquah High School	1507	1442	1268	1537	5754
Liberty High School	1005	818	742	804	3369
Skyline High School	1321	1391	1341	1396	5449
Total	3833	3651	3351	3737	14572

The following chart reflects the number of distinct CTE courses.

- The column *Total* reflects the district total of distinct CTE courses by year.
- The row *Total* reflects the number of distinct CTE courses over time by school or district.

CTE Technology Courses (# distinct courses run at each school / district)

CTE Courses

School	2021/22	2022/23	2023/24	2024/25	Total
Issaquah High School	28	31	30	30	38
Liberty High School	24	22	21	20	29
Skyline High School	22	25	24	23	30
Total	46	48	40	41	53

Continuous development of technology-rich courses

The district Technology Plan includes planning for reviewing and expanding access to advanced, technologically rigorous courses, programs and applications for students.

Providing advanced, technologically rigorous courses for students is a dynamic, ongoing process of change and improvement. Systems in place to monitor and adjust course offerings includes the following:

- CTE [Pathway Advisory Committee](#) meets each spring and completes a nine-part program evaluation, which includes review of curriculum and instructional materials. With input from industry representatives, the curriculum is reviewed to ensure it is relevant to emerging trends in the industry. Courses may also be proposed or concluded based on evolving and emerging industry trends.
- Continued engagement with college partners such as Bellevue College and Renton Technical College.
- Strategic Planning: data collected through the High School and Beyond Plan is used to inform course changes for upcoming school years.
- Training on more advanced technologies that can be used across content areas. (See evidence for OE-15.4 below).

15.4 Establish expectations for appropriate use of technology by staff.

Interpretation:

I interpret this to mean that the district will establish, communicate, and uphold clear expectations for the responsible and appropriate use of technology by all staff. These expectations extend beyond instructional settings and apply to every environment where technology is used, including teaching, learning, operations, administration, and support services. Staff are expected to model professional, ethical, and secure use of technology, safeguard district data and systems, and ensure that technology supports both student learning and district operations.

Evidence of Compliance:

The district demonstrates compliance with this expectation through the following systems and actions:

Staff Expectations

- All staff annually review and acknowledge the district’s Acceptable Use Policy (AUP), which establishes expectations for professional, ethical, and secure use of technology systems.
- The Collective Bargaining Agreement with the Issaquah Education Association (IEA) requires staff to consistently incorporate technology into instruction and facilitate appropriate use in alignment with district standards.
- Operational staff (e.g., transportation, facilities, HR, finance, nutrition services) follow district procedures for secure use of specialized systems such as student information, payroll, GPS routing, and food service platforms.

Professional Learning and Support

- The district/building technology series and Ignite program provide training for staff on integrating technology in instruction aligned to ISTE standards and Universal Design for Learning.
- Instructional Tech Specialists (Teachers on Special Assignment (TOSAs)), school-based Ed Tech Leads, and district trainers provide direct coaching and resources to staff to model and reinforce expectations.
- Optional and required training modules, delivered through Canvas, support staff in responsible use of district tools, AI, accessibility features, and secure digital practices.

Systems Monitoring and Accountability

- The district tracks completion rates of AUP acknowledgements, mandatory cybersecurity training, and phishing simulations.
- Technology use and compliance are monitored through system audits, account activity reviews, and feedback loops between IT, HR, and administrators.
- Reports of misuse or noncompliance are investigated and addressed according to district policy.

Through clear expectations, required professional learning, and consistent monitoring, the district ensured that staff used technology responsibly, ethically, and in alignment with professional and legal standards. These practices safeguard district systems and data, support safe and effective instruction, and model appropriate technology use across the organization.

Establishing and training on a standard for integration of technology in ISD classrooms

Technology Integration Expectations

The [Collective Bargaining Agreement](#) with the Issaquah Education Association (IEA) as outlined in Article 5, section 1.3 states “Staff is expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.”

Technology Integration Expectations were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the International Society for Technology in Education (ISTE) standards and Universal Design for Learning. Development of expectations began during the 2022-23 school year for use during technology professional development with broader use implemented in 2024-25. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The [linked document](#) is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context, establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning in a way appropriate to their discipline, grade level and context.

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

Six Expectations:

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

[Click here to learn more about each expectation.](#)

Educational Technology Training

To support the Digital Learning Experience (DLE), the district has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2024-25 included the following:

- New Hire Academy: Provides training for teachers new to the district on the core platforms used by schools
- Building and District Tech Series: Optional tech trainings throughout the school year located at individual schools and on Zoom
- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; TOSAs also provide district-wide training and support
- Secondary Ed Tech Leads provide peer leadership and consultation at their schools
- Asynchronous tech modules in Canvas platforms (accountability systems used for staff to access additional compensation for completion of trainings)

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

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

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

The work of the Digital Learning Experience culminated in the creation and launch of our Ignite program, which continues into the 2024-25 school year. The work provides teachers with professional development as they integrate and develop Universal Design for Learning (UDL) mindset and strategies for their classroom.

Ignite kicked off in the summer of 2024 with 110 educators comprised of elementary teachers (32), secondary teachers (33), school administrators, and district leaders. The cohort(s) of teachers met throughout the 2024-25 school year and hosted Classroom Workshops to model UDL and technology

integration. Each cohort teacher hosted one classroom workshop with 3-4 attendees. Teacher attendees were provided a half day sub to attend the workshop where they had the opportunity to observe the cohort teacher, collaborate and reflect with peers on the technology integration and UDL strategies they observed. 145 elementary teachers attended a Classroom Workshop, and 78 secondary teachers attended an Ignite Classroom Workshop.

The second Ignite cohort launched in June of 2025 with 110 educators comprised of elementary teachers (55), secondary teachers (24), school administrators and district leaders (32).

Example of Artificial Intelligence

During the 2024-25 school year, Artificial Intelligence (AI) became more accessible to students and staff. The district continued engagement with staff, both curious and interested in early adoption of AI who can inform future integration across educational settings. Engagement, learning and policy work included:

- Staff and student 2022 Regulations were updated to include language on AI.
- Dr. Sabba Quidwai led a session on Artificial Intelligence for district administrators during the August 2024 Extended Admin Meeting.
- Began a pilot of Colleague AI with both elementary and secondary teachers. The pilot led to the adoption of the tool for the 2025-26 school year.
- Secondary Ed Tech TOSAs attended the AI Show @ ASU+GSV to learn more about how other school systems are moving forward with AI.
- An AI series for school administrators was offered in March/April of 2025 centering on the tools available to our staff (eg: CoPilot chat and Colleague AI).
- Ed Tech TOSAs partnered with middle schools to teach AI lessons to all 6th grade students.
- All secondary teachers received an hour of training on Colleague AI in August 2025.
- All librarians were provided with a Merlyn Mind remote and teacher subscription for the 2024-25 school year.
- AMIRA and Journify were piloted by Special Services with staff and students.

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

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

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

15.5 Maintain a computing environment that is safe, secure and reliable for students and staff.

Interpretation:

I interpret this to mean that the district will maintain safeguards, monitoring, and reporting tools that ensure a safe, secure, and reliable computing environment for students and staff.

A safe and secure environment includes protecting data and privacy, defending against cyber threats, and providing clear processes for reporting and addressing misuse or incidents. Reliability meant that district technology systems, including networks, devices, applications, and instructional and operational platforms, consistently delivered the quality, speed, and access needed to support teaching, learning, and daily operations.

Evidence of Compliance:

The district prioritizes ensuring that student and staff access to electronically distributed information is safe, ethical, and secure, and that inappropriate use is monitored and addressed. To support this commitment, the district uses Gaggle Net to monitor activity on school-issued software and devices. In addition, the district maintains robust filtering systems to minimize student exposure to developmentally inappropriate content.

Disclosure of Data Breach

During routine network security monitoring on April 23, 2025, the district was alerted that a student had accessed a staff document containing information identifying approximately 200 students with IEPs. No data was copied, downloaded, or shared. The student acted alone and accessed the file over a two-month period. Once the access was discovered, it was immediately removed, and the district launched a systems review to strengthen digital security. All impacted students and families were notified in compliance with RCW 28A.604.010 and RCW 42.56.590.

Internet Safety and Security Safeguards

- Internet filtering is applied to both district-issued and bring-your-own devices, meeting federal Children’s Internet Protection Act (CIPA) requirements and providing additional protection from malware and unsafe sites.
- Internet safety systems generate alerts for potential misuse and flag the device or account involved. The Anonymous Tip Line also provides a confidential avenue to report concerns about online behavior.
- Gaggle Safety Management is used to monitor student emails and OneDrive files for unsafe situations, which include categories like cyberbullying, pornographic material, violence, suicide, rape, or harmful family situations.
- Families of secondary students use Securly Home to manage and monitor their child’s internet access at home.
- Digital citizenship lessons are integrated into the K–12 curriculum. Establishing behavioral expectations for digital conduct, reinforced through schoolwide Positive Behavioral Interventions and Supports (PBIS) systems, helps ensure that students understand and practice responsible use of technology.
- Student survey data shows that 48% of students in 2025 felt “very prepared” to handle harmful online comments, reflecting a 3% increase from 2024 and demonstrating progress in digital citizenship and online safety education.
- District regulations and procedures establish clear expectations for staff and students. [Regulation 5253](#) provides guidance for maintaining professional staff-student boundaries. [Regulation 2022](#) (Electronic Resources), supported by [2022P](#) (Responsible Use Guidelines for staff) and [2022F1/F2](#) (student agreements K–5 and 6–12), was updated in Spring 2024 to address the responsible use of Artificial Intelligence.

Monitoring Reliability and Network Security

- District devices are protected through Windows Defender antivirus, which allows real-time monitoring, alerting, and incident response.
- Network sensors and K20 monitoring provide real-time alerts of outages, enabling quick resolution and proactive identification of areas needing upgrades.
- The Service Desk Platform provides escalation pathways, searchable device histories, and reporting tools to track trends and resolve recurring issues.
- Students and staff are encouraged to promptly report device issues; school-based Technology Specialists provide rapid problem-solving or replacement.
- Bi-weekly Technology Specialist meetings review system performance, identify emerging concerns, and coordinate training reminders for staff and students (e.g., the importance of reboots and updates to maintain device reliability).

Reliability and User Experience

- Reports of device and network concerns decreased in 2024–25. Most staff and students experienced reliable, uninterrupted access to digital tools and educational platforms.
- The primary cause of interruptions was delayed updates or infrequent reboots. Training and reminders continue to be provided to minimize disruptions during instructional or work time.

Family and Data Protection

- The district safeguards parent and caregiver information within its systems, applying the same security protections that are in place for staff and student data.

Family-facing tools such as Canvas Observer accounts, Securly Home, and the Parent Access portal are supported with secure authentication and user guidance, ensuring safe and reliable access to student information.

15.6 Prohibit the use of technology resources for commercial, political, illegal or indecent purposes or that disrupts the learning environment of students.

Interpretation:

I interpret this to mean that the district will clearly define, communicate, and enforce restrictions on the use of technology resources for commercial, political, illegal, or indecent purposes, or for any activity that disrupts the learning environment. These expectations apply to all users, including students, staff, and families who access district systems. The district's responsibility includes protecting the integrity of its technology resources, ensuring compliance with legal and policy requirements, and maintaining an environment where technology is used solely to support teaching, learning, and district operations.

Evidence of Compliance:

The district prohibited the use of technology resources for commercial, political, illegal, or indecent purposes, or for any activity that disrupts student learning. These expectations are communicated through district policy and regulation, responsible use guidelines, and staff and student agreements.

Policies and Agreements

- [Procedure 5254P](#) (Staff Expression Procedure) sets clear expectations and rules for expression by staff while performing job responsibilities, using district facilities as employees, or appearing to be acting in their role as a district staff member.

- Regulation [2022](#) (Electronic Resources) establishes clear rules for all users and was updated in 2024 to include specific guidance on the use of Artificial Intelligence.
- [2022P](#) (Responsible Use Guidelines for staff) outlines professional expectations for employees, including the prohibition of commercial or political use of district systems.
- [2022F1/F2](#) (student responsible use agreements for grades K–5 and 6–12) are signed annually and reviewed with students to reinforce appropriate digital conduct.

Monitoring and Enforcement

- Internet filtering, aligned with CIPA requirements, prevents access to inappropriate or indecent sites and flags potential misuse for review.
- The district’s IT security systems generate alerts when violations occur, enabling timely investigation and response.
- The Anonymous Tip Line provides a confidential channel for students, staff, or families to report concerns about online behaviors.
- Reports of violations were addressed by school administrators or Human Resources depending on the nature of the incident, with consequences consistent with board policy, student discipline procedures, and staff contracts.

Infraction	2021-22		2022-23		2023-24		2024-25	
	Students	Infractions	Students	Infractions	Students	Infractions	Students	Infractions
Electronic Devices	4	4	12	13	11	13	65	72
Inappropriate Computer Use	8	8	17	23	18	23	12	13
Misuse of Internet	2	2	0	0	4	5	10	10
Misuse of Network	0	0	4	4	23	23	3	5
Telecomm Devices	1	1	7	7	1	1	1	1

Note: The increase to 72 infractions in 2024-25 is primarily due to expanded reporting at Issaquah High School, where both minor and major infractions were entered. Most cases involved AirPod use during class time.

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

I interpret this to mean that the district will establish and enforce clear regulations for student use of cell phones and personal electronic devices during the school day that are designed to reduce distraction, limit harmful or disruptive behaviors, and promote positive student engagement, learning, and overall well-being.

Evidence of Compliance:

During the 2024–25 school year, a new regulation (Regulation 2022 and associated procedures) established expectations for student use of cell phones and personal electronic devices during the school day. This regulation was designed to prioritize student mental health and well-being by reducing distractions, limiting disruptive behaviors, and promoting positive engagement with learning environments.

Implementation Actions:

- **Policy rollout:** All secondary schools communicated the new regulation to students, staff, and families prior to the start of the 2024–25 school year. Schools incorporated the guidance into student handbooks and reviewed expectations with students at the beginning of the year.
- **Staff training:** Administrators and teachers received guidance on consistent enforcement practices and strategies to redirect inappropriate use without escalating conflict.
- **Student support:** Exceptions were provided for documented individual needs (e.g., medical, IEP/504 accommodation).

Monitoring & Data:

Infraction	2021-22		2022-23		2023-24		2024-25	
	Students	Infractions	Students	Infractions	Students	Infractions	Students	Infractions
Cellular phones	32	35	22	24	146	246	855	1813

- The increase in infractions for 2024-25 was driven by two factors:
 - Schools were resetting their expectations for device use after the previous year.
 - Partway through the school year, it was discovered that Issaquah High School was reporting both minor and major infractions. This practice was modified so that only major infractions were reported.
- Most were addressed through reteaching and redirection by school administrators, with relatively few requiring formal disciplinary action in Student Information System (Qmaltiv).
- It is important to note that interventions are working. With only a third of the minor infractions turning into major infractions.
- Surveys and feedback from students indicated that the regulation has heightened awareness of device use and reduced classroom disruptions, though consistent enforcement remained an area for continued improvement.

Board acceptance: October 23, 2025