OE-15 TECHNOLOGY
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2025-26 – September 10, 2026

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 equitable access, safe and responsible use, and the development of technology skills needed for students to thrive in a dynamic and increasingly digital world. Technology is no longer limited to devices and classroom tools; it is part of the daily infrastructure for teaching, learning, student support, family engagement, operations, cybersecurity, and communication.

During the 2025-26 school year, the district-maintained compliance with OE-15 by sustaining broad access to student and staff technology, supporting inclusive learning through accessibility and assistive tools, strengthening cybersecurity and data protection practices, expanding professional learning, supporting responsible use of emerging technologies, and improving the consistency and reliability of digital systems. The evidence in this report reflects continued progress, while also identifying areas where further investment and monitoring are needed to improve reliability, coherence, security, and user experience.

This report provides many examples of the work that occurred in 2025-26 to maintain and grow district Technology Programs. Themes illustrated in the evidence include the following:

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

- **Equitable access to digital learning**: Students across grade levels had reliable access to district-supported technology, including a 1:1 model in grades 3-12, shared elementary devices, classroom technology standards, and school-based technology support.
- **Inclusive support for diverse learners**: The district expanded accessibility and assistive technology supports, directly and indirectly supporting students who need specialized tools to access curriculum, communicate, and participate in learning.
- **Consistent instructional technology foundation**: Staff and students continued to use established digital learning platforms, classroom presentation systems, Canvas, Microsoft 365,

and other core systems that support instruction, organization, communication, and learning management.

- **Improved multilingual family access**: Translation tools and services supported multilingual families through scheduled interpretation, spontaneous school-based interactions, enrollment support, conferences, and day-to-day communication.
- **Stronger cybersecurity and data protection**: The district strengthened account security, monitoring, filtering, device management, access controls, and third-party risk awareness to better protect student, staff, and family information.
- **Responsible innovation and AI readiness**: The district advanced responsible use of Artificial Intelligence through updated regulations, professional learning, pilot tools, student guidance, and advisory feedback.
- **Improved implementation of cell phone expectations**: Cell phone infractions decreased significantly from 2024-25 to 2025-26, suggesting improved consistency, clearer expectations, and fewer disruptions to the learning environment.

Continued investment: The district will continue focusing technology investments on the following outcomes:

- **Reliability and usability of student and staff devices**: Continue monitoring device repairs, battery life, charging access, device performance, and replacement cycles to reduce disruptions to learning and daily operations.
- **Consistent digital learning experiences across schools**: Strengthen expectations, training, and support so students and families experience clearer, more predictable use of core platforms such as Canvas, Microsoft 365, digital assessments, and classroom technology tools.
- **Cybersecurity, identity protection, and access controls**: Continue strengthening account security through multi-factor authentication, role-based access, improved Skyward controls, Microsoft 365 protections, Windows Hello, device management, and ongoing monitoring of third-party systems.
- **Accessibility, inclusion, and multilingual family access**: Sustain and expand assistive technology, accessibility tools, translation devices, interpretation services, and Universal Design for Learning practices that reduce barriers for students and families.
- **Responsible AI and emerging technology implementation**: Develop a coherent district approach to AI that includes policy, professional learning, approved tools, student guidance, ethical use, data protection, and classroom application.
- **Instructional technology integration and staff capacity**: Continue investing in professional learning, Ignite cohorts, instructional technology coaching, Technology Advisory structures, and grade-level technology progressions so technology use is purposeful, effective, and aligned to instruction.
- **Technology-rich course pathways and future readiness**: Continue monitoring student access to advanced technology courses, CTE pathways, computer science, robotics, media, engineering, design, and emerging technology opportunities across grade levels.
- **Modernization of aging classroom and operational systems**: Plan for continued refresh of classroom audio/video systems, network infrastructure, specialty devices, and mission-critical operational systems used by schools, Health Services, Special Services, and district departments.

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 students had 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.

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 ~10,125 devices at the start of school to all 6-12 students to be utilized for learning at school and home.
- Deployed ~6,919 devices at the start of school to K-5 students to be utilized for learning at school.
- Ensured all student devices include core digital tools, single sign-on (SSO), and built-in accessibility features such as Immersive Reader, translations, and dictation.
- All classrooms are outfitted with teaching stations that includes the following set standard of technology:
    - Teacher presentation station, designed to support effective instruction and student engagement.
    - Instructional Audio System, designed to enhance classroom audio so all students can hear instructions clearly and improve speech intelligibility.
    - Document Camera displays documents and objects for whole-class viewing and instruction.
    - Interactive Display or Projector, projects instructional content for whole-class viewing and learning.

- 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.]
- 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].
- Every school has IT support staff on site to help students stay connected and learn, including quick replacement of faulty devices.
- 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
- 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 323 times in the 2025-26 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 2025-26 school year, the translation button was pressed 27,911 times
- The district provided ongoing support for assistive and adaptive technology to ensure all students have equitable access to learning. During the 2025-26 school year, this included deploying:
    - Directly supported approximately 250 students, and indirectly supported another 1,100 students through broader initiatives and resources
    - 8 Eye Gaze Devices
    - 19 Students using switches to access their curriculum and education materials
    - 220 iPads - to support communication, specialized applications, and individualized learning needs
    - 136 laptops - configured with accessibility features to provide reliable access for students requiring alternative devices
    - 120 Clicker 8 licenses - A literacy and writing support program that provides word prediction, speech feedback, picture-supported writing, and customizable writing activities to help students develop reading, writing, and communication skills.
    - 1,198 Read&Write - A literacy support tool that provides text-to-speech, speech-to-text, word prediction, vocabulary support, and reading comprehension tools to improve access to curriculum for students with diverse learning needs.
    - 10 HelpKidzLearn Licenses - An accessible online learning platform that provides switch-accessible activities, games, and curriculum resources for students with significant cognitive, physical, and communication disabilities.

- 64 LessonPix Staff Licenses – A visual support creation platform used to design custom communication boards, visual schedules, social narratives, instructional materials and other accessible resources for students.
- Vision Support - Expanded assistive technology for students with visual impairments, including Vision iPads, digital magnifiers, large monitors, document cameras, braille devices, talking calculators, embossers, and specialized accessibility software. These tools improve independent access to curriculum, instruction, and learning materials.

Student Device Repair Monitoring:
The following table represents device and cost associated with repairs that resulted in student fines. These types of damages are typically the result of device drops, LCD damages, multiple missing keys on the keyboard, liquid spills, and intentional damage to a device.

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	745	$60,000	$81
2025-26	1528	$119,390	$78

Total Cost of All Student Device Repair
The following table represents all device repairs and cost associated with those repairs, regardless of whether a student was fined or not.

School Year	Number of Repairs	Cost of Repairs	Avg Cost per Repair
2021-22	N/A	$78,263	N/A
2022-23	1018 (partial 6/2023-8/31/2023)	$86,757	N/A
2023-24	4412	$133,545	$30
2024-25	5540	$110,635	$20
2025-26	5129	$169,752	$33

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 60 devices lost, 45 devices stolen, and 299 devices were not returned after students withdrew from the district.

Actions taken to monitor and improve equitable access:
Continued engagement with school administrators, teachers and students will be critical to monitoring of the ongoing implementation of the 1:1 program and educational technology, both in ensuring reliability at acceptable levels, swift response to exceptions and issues raised by staff and students, and proactive identification of trends and recurring issues.

Summary of 2025-26 ISD Student Survey

In 2025-26, the district redesigned portions of the student survey to obtain more meaningful measures of technology effectiveness from the student perspective. Changes included updating question wording, improving clarity, and shifting questions to focus more directly on student outcomes, technology reliability, accessibility, and support for learning.

Because the revised survey represents a significant change in measurement methodology, direct year-over-year comparisons are not being reported. Results from 2025-26 establish a new baseline against which future survey results will be measured. Trend analysis will resume once an additional year of comparable data is available.

Out of the 4,420 responses submitted by K-3 students, 97% reported they can use a school computer or tablet to support their learning, while only 3% reported they cannot.

K3-Teaching & Learning	Yes	Sometimes	No
I can use my school computer or tablet to help me learn.	61%	36%	3%

Out of the 9,804 responses submitted by students in grades 4-12, 76% reported that district-provided devices help them stay organized, complete assignments, and demonstrate their learning. More than 80% also reported confidence in their understanding of appropriate AI use, reflecting growing digital literacy and awareness of responsible technology use.

Teaching, Learning, & Technology	Strongly agree	Some what Agree	Neither agree nor disagree	Some what disagree	Strongly disagree
The technology and device my school provides help me stay organized, complete assignments and show my learning.	41.2%	34.8%	15.1%	5.1%	3.4%
My school teaches me how to use the internet and technology safely.	42.2%	32.2%	15.8%	5.3%	2.9%
I know when I can use AI to help my schoolwork and when I should not.	59.3%	22.4%	12.0%	2.3%	3.6%

Summary of open-ended responses from the 2025-26 ISD Student Survey. The following highlights both benefits and challenges students experience with their district-issued laptops.

Positive Themes

- Devices are accessible to students across grade levels
- Technology is integrated into daily learning workflows
- Schools have implemented support structures to sustain device use
- Laptops help organize schoolwork and assignments.

Together, these findings reinforce the district's progress toward providing equitable access and embedding technology into instruction, consistent with the goals of the 1:1 program and digital learning experience.

Challenges & Opportunities

- Device reliability remains a primary concern, impacting daily learning.
- Students express a need for improved overall technology quality.
- There are ongoing gaps in access to digital learning outside of school.
- Students experience some friction between technology policies and instructional use (cell phone policy).
- Students expressed concerns with battery life and ability to easily charge at school.

These findings support the district's continued focus on:

- Device refresh and repair systems, including the launch of a revised device model in 2026-27, where 6th and 9th grade students receive new devices that follow them through 8th grade or 12th grade, respectively. This model will provide students with a more consistent digital experience while the district also streamlines repairs by shifting more repair handling to schools rather than relying solely on centralized support.
- Improving system performance and usability through continued investment in wireless and network infrastructure upgrades, along with stronger central management of student devices to improve reliability, consistency, and supportability.
- Expanding digital equity efforts by helping students and families with limited or no access to a device or reliable internet obtain the tools and connectivity needed to participate fully in digital learning.
- Ensuring alignment between instructional technology use and student access so that digital tools used in classrooms are supported by the devices, connectivity, training, and systems students need to engage successfully. This includes working with schools to identify access barriers, improve consistency across learning environments, and ensure technology strengthens instruction rather than creating additional obstacles for students.

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 technologies 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 January 2026, the Technology Advisory Committee concluded its two-year commitment. Jason Golec was introduced and shared the vision for the Technology Services Department. He also shared plans for the new tech levy.

One outcome of the Technology Advisory Committee's January 2026 meeting was the formation of a Teacher Technology Advisory Committee for the purpose of providing informed review, feedback, and recommendations on educational technology for the Issaquah School District in support of high leverage practices to enhance student outcomes. The goals for the committee include:

- Strengthen instructional practice through technology
- Provide input on the digital learning experience of students
- Help develop the next iteration of our ISD Tech Plan
- Guide thoughtful and responsible innovation, including AI
- Amplify educator voice and build coherence across the district

During this first meeting, the committee learned about the SAMR (Substitution, Augmentation, Modification, Redefinition) model. The SAMR model is a framework for integrating technology into education progressing from simple substitution (e.g.: converting a paper worksheet to digital worksheet) to transforming learning experiences that were previously not possible (e.g.: collaboration among classrooms within different cities, states, countries). The committee also discussed screen time and provided input on the draft K-12 technology progressions. Feedback from the teacher members is being incorporated into our work.

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.

Beginning in October 2026, the Technology Services Department will recruit community members, industry partners, families, staff, and students to serve on the Technology Advisory Committee. One of the committee's first priorities will be helping shape the district's next four-year Technology Plan, ensuring it reflects the needs, perspectives, and aspirations of stakeholders across the Issaquah School District.

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

Career and Technology Education (CTE) courses are offered at 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.

Technology Rigorous CTE Course Offerings

Issaquah High	Liberty High School	Skyline High
• AP Computer Science A • AP Computer Science Principles • Cybersecurity • Graphic Design 1 & 2 • Introduction to Computer Science • Introduction to Computer Science- Python • Introduction to Engineering Design	• AP Computer Science A • AP Computer Science Principles • Cybersecurity • Graphic Design 1 • Introduction to Computer Science • Introduction to Video Production • Journalism • Photography 1 & 2	• Animation • AP Computer Science Principles • Digital Illustration • Graphic Design 1 & 2 • IB Computer Science SL & HL • Introduction to Computer Science

• Introduction to Video Production • Journalism • Photography 1, 2, 3 & 4 • TV/ Video Production 1, 2 & 3 • Video Game Design with Unity & C# • Website Design • Yearbook 1, 2 & 3	• TV/ Video Production 1, 2 & 3	• Introduction to Computer Science- Python • Introduction to Engineering Design • Mechatronics • TV/ Video Production 1, 2 & 3 • Video Game Design with Unity & C# • Website Design • Yearbook 1 and 2

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 2025-26. 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.

School	Beaver Lake Middle School	Cougar Mountain Middle School	Issaquah Middle School	Maywood Middle School	Pacific Cascade Middle School	Pine Lake Middle School	Total
Class Name	Number Enrolled	Number Enrolled	Number Enrolled	Number Enrolled	Number Enrolled	Number Enrolled	Number Enrolled
Automation & Robotics		46	34	36			116
COMP SCI FOR INNOVATORS/M/	29						29
Computer Science 1						145	145
Computer Science 2						78	78
COMPUTER SCIENCE 3						43	43
Cs Discoveries 2- Game Design		66		38			104
Design & Modeling	52	64		57			173
Dgtl Photography	28		35		90		153
FLIGHT AND SPACE			31				31
Integrated Projects						96	96
Intro To Woods						145	145
Inventors Lab					88		88
MAKERSPACE	56						56
STEM-ADV ROBOTICS & AUTOMATION		29					29
Stem-Sampler	68		77	136			281
Video Prod 7 8	59						59
Woodshop 1						88	88
WOODSHOP 2						94	94
Yearbook A	25	25		19	20		89
YEARBOOK B	25	25		18	20		88
YEARBOOK C	25	25		13	20		83
Yearbook Design						29	29
Total	367	280	177	317	238	718	2097

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	2025/26
Issaquah High School	1507	1442	1268	1537	1235
Liberty Sr High School	1005	818	742	804	736
Skyline High School	1321	1391	1341	1396	1346
District Total	**3833**	**3651**	**3351**	**3737**	**3317**

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	2025/26
Issaquah High School	28	31	30	30	36
Liberty Sr High School	24	22	21	20	21
Skyline High School	22	25	24	23	29
District Total	**46**	**48**	**40**	**41**	**44**

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, Lake Washington Institute of Technology 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.

- 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 V, section 5.1.C 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 developed beginning in the 2022-23 school year 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. 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 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.

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.

Challenge: While the expectations are in place, teachers struggle with where and how to integrate technology within the curriculum. The Teacher Tech Advisory responded to a first draft of technology progression that will more clearly outline what all teachers need to do by grade level/content area.

Professional Learning and Support

To support implementation of the Digital Learning Experience, the district provides a comprehensive system of professional learning, coaching, and ongoing support for staff.

Professional Learning Structures (2025–26)

- New Hire Academy provides training on core district platforms and expectations for instructional use
- Building and District Technology Series offers optional professional learning throughout the year (in-person and virtual)
- Instructional Technology Specialists (TOSAs) provide job-embedded coaching, consultation, and district-wide training
- Secondary Ed Tech Leads provide site-based peer leadership and support
- Asynchronous Canvas modules provide self-paced learning opportunities for staff

These systems ensure sustained, job-embedded professional learning aligned to classroom practice.

Standards-Based Training

Professional learning is grounded in ISTE Standards and UDL guidelines, supporting teachers to:

- Implement evidence-based instructional practices
- Expand and apply advanced instructional uses of technology
- Promote collaboration and shared instructional leadership
- Support student knowledge construction, design, and creative communication
- Design inclusive learning environments with multiple means of engagement, representation, and expression

These approaches support the development of expert learners who are purposeful, resourceful, and strategic.

Ignite Professional Learning Program

The district continues implementation of the **Ignite program**, a key professional learning model focused on technology integration and Universal Design for Learning.

- The initial cohort launched in summer 2024 and continued through the 2024–25 school year, including classroom-based workshops where teachers modeled instructional practices.
- Participants hosted classroom workshops allowing educators to observe instruction, collaborate, and reflect on integration strategies.
- A second cohort launched in June 2025, expanding participation across elementary, secondary, and leadership staff.
- The third Ignite cohort kicked off in early June 2026.

In 2025–26, Ignite continued to build teacher leadership capacity and deepen implementation of UDL and technology integration practices across the district.

Artificial Intelligence (AI) Implementation

Beginning in the 2024–25 school year and continuing into 2025–26, the district expanded exploration and implementation of Artificial Intelligence (AI) tools in alignment with instructional goals and responsible use. Key actions included:

- Updating staff and student regulations to include AI guidance
- Providing professional learning for administrators and teachers

- Piloting and adopting approved AI tools to support instruction
- Supporting staff participation in professional learning opportunities to inform future implementation
- Providing targeted AI instruction for students
- Expanding training on AI tools for secondary teachers
- Continuing pilots of tools supporting instruction and accessibility

This work reflects a balanced approach to innovation that includes policy development, staff capacity-building, and classroom application.

Looking ahead to the 2026-27 school year, the district will continue to roll out AI with purpose and thoughtfulness, that prioritizes student safety, instructional value, staff readiness, and responsible implementation. Planned work includes expanding Microsoft Copilot access for high school students, continuing to broaden the use of Colleague.AI for students, and implementing Securly AI Chat. Securly AI Chat will strengthen the district's ability to monitor student chat interactions across approved platforms, helping identify potential safety concerns while supporting responsible and appropriate use of emerging technologies.

Student Training and Use of Technology (Canvas LMS)

The district ensures students are supported in effectively using instructional technology, including Canvas as the secondary Learning Management System.
Supports include:

- Canvas 101 courses for students, families, and staff
- "Growing with Canvas" training for teachers new to the district
- Beginning-of-year student orientation for device use and platform access
- Ongoing site-based support for new students
- Targeted support from TOSAs for students requiring additional assistance

These systems ensure students can effectively access and engage in digital learning environments.

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 Securly, Gaggle, Microsoft Intune, and Microsoft Defender to monitor activity on school-issued devices, software platforms, and internet access.

<Exception> Disclosure of Security Incident:

During the 2025-26 school year, the district monitored and responded to a cybersecurity incident involving Instructure, the provider of the Canvas learning management system used by the district. Following notification of the incident, district technology staff reviewed information provided by Instructure, participated in industry briefings with peer school districts, assessed Canvas integrations and data-sharing practices, and evaluated potential impacts to district operations and information systems. The incident underscored the importance of vendor security oversight, data governance, and continuous risk assessment of third-party educational technology services. Throughout the response, the district remained committed to transparency, informed decision-making, and the protection of student and staff information while monitoring guidance and remediation efforts from Instructure and its third-party cybersecurity investigators.

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 76% of students felt their school taught them how to use the internet and technology safely.
- 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 Microsoft 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 2025–26. Most staff and students experienced reliable, uninterrupted access to digital tools and educational platforms with more noticeable issues contained to portable, gyms, and MPRs.
- 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.
- Many audio/video disruptions can be addressed through continued training and increased staff's familiarity with the technology. However, aging classroom and MPR audio/video systems are experiencing more frequent issues and failures, which disrupt instructional and staff work.

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 Family 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		2025-26	
	Students	Infractions	Students	Infractions	Students	Infractions	Students	Infractions	Students	Infractions
Electronic Devices	4	4	12	13	11	13	65	72	34	39
Inappropriate Computer Use*	8	8	17	23	18	23	12	13	41	47
Misuse of Internet	2	2	0	0	4	5	10	10	6	6
Misuse of Network	0	0	4	4	23	23	3	5	0	0
Telecomm Devices	1	1	7	7	1	1	1	1	1	1

*Note: Based on a review of incident descriptions, the primary driver for the increase in "Inappropriate Computer Use" appears to be students being off task during instructional time. Examples include students accessing websites not related to the lesson or using their devices when use was not permitted.

15.7 Establish a regulation for use, during the school day, of student cell phones and other personal electronic devices that prioritize 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: The district has adopted regulation 3245 Students and Telecommunication Devices and procedure 3245P Students and Telecommunication Devices.

Cell phone infractions declined significantly from 1,813 in 2024–25 to 875 in 2025–26, with the number of students involved decreasing from 855 to 458. This reduction reflects stabilization after the initial implementation of updated district expectations, when enforcement and reporting became more consistent across schools.

The decline is supported by strong monitoring and enforcement practices. Expectations are clearly communicated through student handbooks and reinforced by principals at the start of the year, while site-based teams have co-developed consistent routines for classroom implementation.

Overall, the data suggests that the cell phone regulation is achieving its intended impact: reducing classroom disruptions and improving student engagement over time, following an initial implementation adjustment period of the 2024-25 school year.

Monitoring & Data:

Infraction	2021-22		2022-23		2023-24		2024-25		2025-26	
	Students	Infractions	Students	Infractions	Students	Infractions	Students	Infractions	Students	Infractions
Cell Phones	32	35	22	24	146	246	855	1813	458	875

Monitoring and Enforcement

- Expectations for cell phone use are clearly communicated through student handbooks, which families and students acknowledge each year as part of the EVP process.
- Principals reinforce these expectations by visiting classrooms at the beginning of the school year to review key handbook expectations with students.
- School leaders and staff co-developed site-based expectations for cell phone use, reinforcing shared ownership and consistency within each school.
- Implementation has been highly effective; from an executive leadership perspective, cell phones were largely a non-issue during the 2025–26 school year, with no concerns escalating to central office.

Board acceptance: 9/10/2026