# Digital Leadership Plan for the Sitka School District (SSD)

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**ED611 Leading to Learn in a Changing Digital Age with Dr. Marty Laster**
**University of Alaska Southeast - Superintendent Endorsement Program**

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## Introduction

Six years ago the Sitka High School Student Council approached the School Board with a resolution asking them to invest in technology in order to prepare them for their future. At the time of this resolution, the Sitka School District did not have a wireless network, it took 20-minutes for students at the middle school to log into the server, and it took an administrator password for a student to print from a district computer at the high school. These examples along with others meant that teachers were not using digital tools nor did they have a vision about using digital tools to support and enhance learning. The School Board listened to the students and acted by establishing a School Board Goal related to the use of technology in the learning process, which was backed up with a significant increase in the technology budget. Within two years, 90% of the teachers were at least proficient in all of the International Society for Technology in Education (ISTE) Standards for Teachers, and student-centered learning using digital tools in meaningful ways was a reality throughout the district!

Since that time, the District Technology Committee has been working to guide the meaningful and purposeful use of technology throughout the district. The work of the District Technology Committee was also fundamental to the development of our most recent Technology Plan, which was approved by the Alaska Department of Education and Early Development. Additionally, the district is in the midst of a multi-year project to develop Arts, Culture, and Technology (ACT) Standards and Curriculum. Documents created by the District Technology Committee combined with the current Sitka School District approved Technology Plan and the ACT Standards work to date provide a picture of where the district is now, so that you can see how future plans are based on bringing us from where we are to where we need to be.

Evidence for the Digital Leadership Plan elements will be found throughout this document. I have included a matrix to show where specifically in the document to look for the various elements.

| **Required Element** | **Location of Evidence** | | |
|---|---|---|---|
| | **Student Graduation Competencies** | **Middle School Competencies** | **Student Elementary School** |
| 4-7 Culminating Student Outcomes | • p.3: Scenarios<br>• p.4: 4 Outcome Areas identified<br>• p.72-74 Major Initiatives | • p.3: Scenarios<br>• p.4: 4 Outcome Areas identified<br>• p.7: Int. Comm. #2 w/results on p.13: E1 Assessment<br>• p.72-74 Major Initiatives | • p.3: Scenarios<br>• p.4: 4 Outcome Areas identified<br>• p.72-74 Major Initiatives |
| District culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students | • p.2: Guiding Doctrines<br>• p. 3: Scenarios<br>• p.12: D1 and D2 Professional Development<br>• pp.15-20: Appendix A Strategic Plan<br>• pp.24-36: Appendix C Professional Development Activities<br>• p.71 ACT Standards and Developmental Levels<br>• p. 72 Enduring Understanding and Essential Question<br>• p.72-74 Major Initiatives | | |
| Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program | • pp.6-7: A1 and A2 Measurable Goals and Strategies to increase academic achievement and technology literacy<br>• pp.8-10: B1, B2, and B3 Readiness, Collaboration, and Timeline<br>• p.71 ACT Timeline<br>• p.72-74 Major Initiatives | | |

| Required Element | Location of Evidence |
|---|---|
| Building essential instructional and leadership capacity/professional development | • p.12: D1 and D2 Professional Development<br>• pp.24-36: Appendix C Professional Development Activities<br>• p 38: Appendix E School Board Goals Related to Technology<br>• p.72-74 Major Initiatives |
| Essential Technology | • p.13: E2 Maintenance of Hardware and Software<br>• pp.39-42: Appendix F E-Rate Budget Inventory Analysis<br>• pp.47-52: Appendix H Technology Procedures and Standards<br>• pp.73-74 ACT Standards and Curriculum and STEAM |
| Personnel Responsible | • pp.8-9: B1 and B2 Readiness and Collaboration<br>• pp.72-74 Major Initiatives |
| Evidence of satisfactory completion of outcomes | P.37: Appendix D – The 2013 Technology Audit evaluates growth since the 2010 Audit, which includes learning, as well as infrastructure goals |
| Additional resources | • p11: C1 High Poverty Access and C2 Parental Involvement<br>• p.14: Technology Protection Measures<br>• pp.53-70: Appendix I CIPA Documentation |

# SSD Technology Committee

## Committee Members and Roles:

- **Alternative Programs:** Toby Campbell
- **District Technology Support:** Ann Dagnillo
- **Elementary Teacher:** Chris Bryner
- **IT Director:** Ian Crane
- **Librarian:** Kari Sagel
- **Native Education:** Nancy Douglas
- **Parent:** Beau Bauder
- **Principal:** Mandy Summer
- **School Board Member:** Tim Fulton
- **Secondary Teacher:** Scott McArthur
- **SPED/Assistive Technology:** Elissa Kaminsky
- **Student:** Brandon Nadeau
- **Student:** Misha Bekeris
- **Support Personnel:** Mike Kaminsky
- **Tier I Building-level Tech Support:** Eric Matthes
- **Chairs:** Mary Wegner and Amanda Duvall

## *Guiding Doctrines*

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

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

### Access

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

### Culture of Change

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

### Increasing Engagement through Technology

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

### Interactive Communication

Provide communication for interaction between SSD learners and the global community.

## Scenarios

### Baranof Elementary School: Cultural Knowledge

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

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

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

### Blatchley Middle School: Game Building

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

### Sitka High School: Curriculum Delivery

Students are provided with dependable tools at all times. A student's education is more fluid and is not restricted by class schedule, course offerings, district calendar, or the location of learning. For example, when students travel, they can use technology to continue their education from a distance. This provides multiple points of access to learning.

### Pacific High School: "Meth in Sitka"

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

| Strategies | | | | |
|---|---|---|---|---|
| | **Access** | **Culture of Change** | **Increasing Engagement through Technology**<br>Identify best practices for using technology to engage students in learning. Provide PD to support teachers and staff by: | **Interactive Communication** |
| **Baranof Elementary School** [Pre-K-1] | • One-to-one access functioning outside of school<br>• Maximize use of personal devices<br>• Access to elders | Other students sharing; encouraging | Sitka Sound Science Center augmented reality touch tanks would require teacher / student understanding of using AR apps with tech | • Create Virtual Field Trip across SE communities to share<br>• Create web language connections<br>• Community Connections News published |
| **Keet Gooshi Heen Elementary School** [2-5] | • Access to a collaborative media structure<br>• Flexible scheduling, ability of kids to meet and interact | Convince value of collaborating across teachers; positive examples from what is already happening and expanding it | Using social media and collaboration tools to work together: lino.it, Skype, etc. | • Face to Face time<br>• Access to recognized experts<br>• Communication access to other students around the world |
| **Blatchley Middle School** [6-8] | • Access to software and the experts<br>• Access regardless of location<br>• Work on same project at the same time | Static from community on playable games; how you would sell that to communities; highlight the level of proficiency that can be gained and moving on to the next level | Digital storytelling, augmented reality, programming, etc. | • Access to recognized experts<br>• Communication access to other students around the world<br>• Virtual or real space for Game Con/presentation<br>• Social Media |
| **Sitka High School** [9-12] | • 24/7 access to a word of people and information available to any student, teacher, or parent<br>• Platform for collaboration/information exchange between students and teachers | Looking at the data from proficiency and how it relates to absences and tie it to how technology can make a difference | e-learning, khan academy, etc. | • Constant input technology in the students' and teachers' hands<br>• Online learning available anytime |
| **Pacific High School** [alternative 9-12] | • Access to multimedia production: hardware and software<br>• Ease of facilitation for video conferencing | How can we take this to the next level and make it different or do we want to? | Artists in Residence around digital storytelling | • Access to recognized experts<br>• Constant input technology in the students' and teachers' hands<br>• Venue for sharing within school and out |

# Technology Plan

## 2013-2016


sitkaschools.org
**Sitka School District**

Dynamic Learning!

A1. The district will set specific and measurable goals that integrate technology with content and pedagogy.

*Goals are clear and measurable and targeted at student achievement in content areas, supporting district's long-term plan (3-5 years).*

A2. The district will develop strategies for improving academic achievement and technology literacy of all students, as identified by the NETS*S.

*Specific strategies will be identified to improve academic achievement and technology literacy of all students. Specific strategies will be identified for assessment of technology literacy on an annual basis for at least at 8th graders.*

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

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

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

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

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

| **School Board Goal #2: The School District will work towards closing the achievement gap for students who qualify as low income.** | | |
|---|---|---|
| **SSD Technology Committee Focus Area** | **Measureable Goal** | **Strategies** |
| **Access** | 1. By the end of the 2015-2016 school year, SSD will decrease from 4:1 the student to computer ratio with an emphasis on students who qualify as low income.<br><br>2. Students who qualify as low income and demonstrate below proficiency in academics will be given priority access to online supplemental resources (e.g., Math Whizz, Carnegie Math, and AELKS), so that by the 2016 state assessment, the percentage of students below proficient in Math will decrease from 31% to 15%. | 1. Use the District Technology Budget to continue with the established hardware refresh cycle decreasing as possible the ratio for low income students, and explore options for low income students to take home devices.<br><br>2. Explore partnerships and other possibilities for citywide free broadband, which would allow low income students to use at home the online supplemental resources that focus on the District's targeted academic area of Math. |

| SSD Technology Committee Focus Area | Measureable Goal | Strategies |
|---|---|---|
| **Culture of Change** | By the end of the 2016-2017 school year, 100% of classroom teachers will contribute a novel standards-based lesson plan to the District's online Model Lesson repository that demonstrates proficiency in the International Society for Technology in Education's (ISTE) National Educational Technology Standards for Teachers (NETS*T) #2 *Design and Develop Digital-Age Learning Experiences and Assessments*. Model Lesson repository to begin in the 2013-14 school year. | As part of district-wide curriculum revision to update to the Common Core/New Alaska State Standards, the District will provide an online resource, professional development, and access to experts and resources to support teachers in developing Model Lessons that also integrate the ISTE NETS*S/T, as appropriate. |
| **Increasing Engagement through Technology** | 1. By the end of the 2013-14 school year, 100% of the teachers who teach Math will have uploaded their basic curriculum into the District's online Learning Management System (LMS) that will come online with the start of the 2013-14 school year.<br>2. By the end of the 2014-15 school year, 100% of the teachers who teach Language Arts will have uploaded their basic curriculum into the District's LMS.<br>3. By the end of the 2015-16 school year, 100% of the teachers who teach Science will have uploaded their basic curriculum into the District's LMS.<br>4. By the end of the 2016-17 school year, 100% of the teachers who teach Social Studies will have uploaded their basic curriculum into the District's LMS. | The following applies to all four of the goals:<br>• All classroom teachers will receive professional development in the new LMS<br>• Content areas will be supported through the process of developing horizontally and vertically aligned curriculum maps, and receive professional development in the new standards in accordance with the core content identified in the school years<br>• By the end of the 2016-17schooly year, all students and parents in the District will have 24/7 online access to District curriculum and instructional resources |
| **Interactive Communication** | 1. By the start of the 2013-14 school year, 100% of teachers (88% currently) will have a web presence on the SSD website.<br>2. By the end of the 2015-16 school year, the number of 8th grade students who are at least proficient on the ISTE National Educational Technology Standards for Students (NETS*S) #2 *Communication and Collaboration* will increase from 1.4% (2011-12 assessment data) to 60%.<br>3. By the end of the 2015-16 school year, the number of teachers who are at least proficient on the ISTE NETS*T #3 *Model Digital-Age Work and Learning* will increase from 81.1% (2011-12 assessment data) to 95%. | 1. Continue to provide professional development and resources to support teachers in creating a web presence in the District's content management system.<br>2. Implement Technology Plan, and continue to assess 8th grade students in technology literacy using an online assessment that aligns with the ISTE NETS*S.<br>3. At least once during the Tech Plan timeline, assess teachers in 21st century skills using an online assessment that aligns with the ISTE NETS*T. |

The district ensures that they are ready for the goals listed in A and have collaborated with all community members who will be affected (administration, teachers, students, community members, elders, groups and associations)

B1. Readiness

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

B2. Collaboration

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

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

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

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

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

| District Professional Development Committee Roles | Input | Set Direction | Decision-Making |
|---|---|---|---|
| District Administrator on the Committee | PD Committee | PD Committee | PD Committee |
| School Administrators on the Committee | PD Committee | PD Committee | PD Committee |
| Teachers and Administrators Not on the Committee | PD Committee | | |
| Teachers on the Committee | PD Committee | PD Committee | PD Committee |
| **District Technology Committee Roles** | **Input** | **Set Direction** | **Decision-Making** |
| All District Staff, Students, and Community Not on the Committee | Tech Committee | | |
| District Administrator (Chair) on the Committee | Tech Committee | Tech Committee | Tech Committee |
| Native Education Director on the Committee | Tech Committee | Tech Committee | Tech Committee |
| Parent on the Committee | Tech Committee | Tech Committee | Tech Committee |
| School Administrator on the Committee | Tech Committee | Tech Committee | Tech Committee |
| School Board Member on the Committee | Tech Committee | Tech Committee | Tech Committee |

| District Technology Committee Roles [continued] | Input | Set Direction | Decision-Making |
|---|---|---|---|
| Specialized Input (Alternative Programs, Librarian, and Special Education/Assistive Technology) on the Committee | Tech Committee | Tech Committee | Tech Committee |
| Students on the Committee | Tech Committee | Tech Committee | Tech Committee |
| Support Personnel on the Committee | Tech Committee | Tech Committee | Tech Committee |
| Teachers on the Committee | Tech Committee | Tech Committee | Tech Committee |
| Technology Positions on the Committee | Tech Committee | Tech Committee | Tech Committee |
| **Other Roles** | **Input** | **Set Direction** | **Decision-Making** |
| District Administration | Tech Audits | Tech Audits | Tech Audits |
| School Board Members | Board Goals | Board Goals<br>Tech Audits | Board Goals<br>Tech Audits |
| All District Staff and Students (grades 4-12) | Tech Audits | | |
| **Strategic Plan Committee Roles** | **Input** | **Set Direction** | **Decision-Making** |
| All District Staff, Students, and Community Not on the Committee | Strategic Plan | | |
| Business Community Members on the Committee | Strategic Plan | Strategic Plan | |
| City Assembly Member on the Committee | Strategic Plan | Strategic Plan | |
| Community (Coast Guard, University) on the Committee | Strategic Plan | Strategic Plan | |
| District Administration on the Committee | Strategic Plan | Strategic Plan | |
| Mayor on the Committee | Strategic Plan | Strategic Plan | |
| Parents on the Committee | Strategic Plan | Strategic Plan | |
| School Administrators on the Committee | Strategic Plan | Strategic Plan | |
| School Board Members on the Committee | Strategic Plan | Strategic Plan | |
| Sitka Tribe of Alaska (Director's Office and Education Department) on the Committee | Strategic Plan | Strategic Plan | |
| Specialized Input (Counselor, Homeschool, Librarian, Music, and Special Education) on the Committee | Strategic Plan | Strategic Plan | |
| Strategic Plan Steering Committee (District Administration, Sitka Tribe of Alaska, and Teachers) | Strategic Plan | Strategic Plan | Strategic Plan |
| Students on the Committee | Strategic Plan | Strategic Plan | |
| Support Personnel on the Committee | Strategic Plan | Strategic Plan | |
| Teachers on the Committee | Strategic Plan | Strategic Plan | |
| Technology Positions on the Committee | Strategic Plan | Strategic Plan | |

### B3. Timeline

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

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

| Action to Integrate Technology into Core Instruction<br><br>**Notes:** Development of Curriculum Maps, Model Lessons, and work with the District's Learning Management System will be ongoing throughout the identified school year. District-wide Inservice dates are not yet identified. | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|
| | Release Time | Inservice Time | Release Time | Inservice Time | Release Time | Inservice Time | Release Time | Inservice Time |
| District-wide Inservices Include Option for Teachers to Develop a Class Webpage | | X | | | | | | |
| District-wide Inservices Include Options for Teachers in Engaged Learning Concepts | | X | | | | | | |
| Math Curriculum Maps Added to District Learning Management (LMS) System | X | X | | | | | | |
| Math ISTE NETS*T #2 Model Lessons Added to District Repository | X | X | | | | | | |
| District-wide Inservices Include Options for Teachers in Engaged Learning Concepts | | | | X | | | | |
| English Language Arts Curriculum Maps Created for Common Core/Alaska Standards | | | X | | | | | |
| English Language Arts Curriculum Maps Added to District LMS | | | X | X | | | | |
| English Language Arts ISTE NETS*T #2 Model Lessons Added to District Repository | | | X | X | | | | |
| District-wide Inservices Include Options for Teachers in Engaged Learning Concepts | | | | | | X | | |
| Science Curriculum Maps Created for Common Core Standards | | | | | X | | | |
| Science Curriculum Maps Added to District LMS | | | | | X | X | | |
| Science ISTE NETS*T #2 Model Lessons Added to District Repository | | | | | X | X | | |
| Teachers and Administrators Take ISTE NETS*T Assessment | | | | | | X | | |
| Social Studies Curriculum Maps Created for Common Core Standards | | | | | | | X | |
| Social Studies Curriculum Maps Added to District LMS | | | | | | | X | X |
| Social Studies ISTE NETS*T #2 Model Lessons Added to District Repository | | | | | | | X | X |

The district will ensure all students and teachers have increased access to educational technology in all schools.

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

| SSD's Title I Schools | Percent Low Income | School Improvement Status |
|---|---|---|
| Baranof Elementary School (grades K-1) | 37.44% | Level 3 |
| Keet Gooshi Heen Elementary School (grades 2-5) | 40.05% | Level 3 |
| Blatchley Middle School (grades 6-8) | 35.97% | Level 4 |
| Pacific High School (alternative grades 9-12) | 88.57% | Level 2 |

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

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

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

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

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

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

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

Please see Appendix F, SSD's current Budget Inventory Analysis (BIA).

The district will provide ongoing, sustainable professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

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

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

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

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

**Professional Development Structure:**

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

The plan will include technology grounded in content that includes coaching, mentoring, good teaching practices and measures of student improvement tied to standards.

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

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

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

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

**8th Grade Student Technology Assessments**

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

**Teacher assessment overall proficiency:**

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

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

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The plan includes maintenance of hardware and software.

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

---

Three years ago the District's budget for technology was 0.3% ($52,543) of the District budget, there was no wireless network, there were no standards for computers that were purchased, and each school experienced significant barriers in the use of technology to support instruction (e.g., 20 minute student logins). Today, the District spends 2.2% ($427,200) of the District budget on technology, every classroom has a Promethean interactive whiteboard and document camera, the 4:1 ratio allows for functional access to technology, and there is a culture of engaged learning and teaching throughout the District. Specific procedures and standards have been developed (Appendix H) to guide this transformation and ensure sustainability. The recommendations from the 2010 Technology Audit have been examined and implemented as appropriate. Please see Appendix F for the District's current Budget Inventory Analysis.

**Technology Protection Measure:** Specific technology has been identified that will be used to block or filter Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or - with respect to use of computers with Internet access by minors - harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes.

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

Internet Safety Policy addresses the following issues:

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

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

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

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

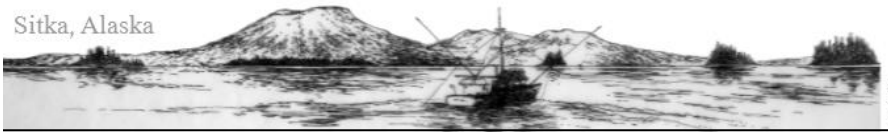
*Documentation of the public notice and agenda/minutes of the public hearing to address the Technology Protection Measure and Internet Safety Policy within the last three years.*

---

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

# Appendix A: SSD Strategic Plan

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




sitkaschools.org
**Sitka School District**

# SSD Strategic Plan
# Action Research Agenda

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

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

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

---

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

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

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

**Research Question:** How will an emphasis on reflective practices effect improvement in the art and science of teaching?


# SSD Strategic Plan: Your Children ~ Your Schools ~ Your Vision
# Summary of Face-to-Face Meeting

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

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

**Facilitator:** Sonny Magaña

---

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

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

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

**Values:**

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

**Action Plans were drafted for the following School Board Goals:**

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

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

| Schools | |
|---|---|
| **Role** | **Person** |
| Baranof Elementary School Teacher | Karen Williams |
| Keet Gooshi Heen Elementary Teacher | Kristine Hole |
| Blatchley Middle School Teacher | Pam Stahla-Kernin |
| Sitka High School Teacher | Tim Pike |
| Pacific High School Teacher | Mandy Summer |
| REACH Teacher | Connie Taylor McCarty |
| Counselor | Eve Arp |
| Librarian | Kari Sagel |
| Music Teacher | Mike Kernin |
| Special Education Teacher | Mona Pilgrim |
| Classified Representatives (2) | • Janelle Lass<br>• Larissa Nellis |
| Students (5) | • Joanna Davis (BMS)<br>• Luckyrae Miguel (SHS)<br>• Megan Christner (BMS)<br>• Nick Weatherman (SHS)<br>• Paulette James (PHS) |
| Elementary Principal | Michelle Beach |
| Secondary Principal | Joe Robidou |
| **District Administration** | |
| **Role** | **Person** |
| Superintendent | Steve Bradshaw |
| Assistant Superintendent | Mary Wegner |
| Special Education Director | Mandy Evans |
| Business Office Director | Dave Arp |
| Community Schools Director | Scott McAdams |
| Cultural Director/SNEP Director | Nancy Douglas |
| IT Director | Ian Crane |
| Maintenance Director | Mark Bautista |
| **Community** | |
| **Role** | **Person** |
| School Board Member (2) | • Lon Garrison<br>• Tim Fulton |
| Mayor | Mim McConnell |
| Assembly Member | Mike Reif |
| STA Education Director | Victoria Canul-Dunne |
| STA Tribal Planner | Tristan Guevin |
| Parents (3) | • Jamie Huls<br>• Richelle Murphy<br>• Sonja Conner |
| Business Members (2) | • Lauren Allen<br>• Mollie Kabler |
| UAS – Sitka Campus Director | Jeffrey Johnston |
| Coast Guard Representative | Will Walker |

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

| **School Board Goal # 4 The Board will support staff in tangible ways to further develop their skills in the art and science of teaching.** | |
|---|---|
| ***What actions or changes are required to achieve success with this goal?*** | 1) Pick Point Person.<br>2) Create a committee to carry out the actions.<br>3) Operationally define the art and science of teaching and the meaning of tangible.<br>4) Understand starting point/needs assessment.<br>5) Focus on a value added approach<br>6) Start an ongoing Staff recognition/positive comment programs involving the community.<br>7) Increase funding of professional development.<br>8) Increase teacher collaboration time. |
| ***Who will carry out these changes?*** | A committee with members from:<br>Board<br>SEA/SESPA Union<br>District Administration<br>Parents/Community Members<br>Other involved groups:<br>Local Media |
| ***What resources are needed to carry out the change?*** | Compensated Point Person<br>Strategic use of substitutes for collaborative time<br>Time<br>Communication<br>Money |
| ***By when will they take place?*** | |
| ***Who should know what and by when?*** | |

# Appendix B: SSD Technology Committee Overview

## SSD Technology Committee

### Committee Members and Roles:

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

### *Guiding Doctrines*

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

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

#### Access

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

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

#### Culture of Change

*Elissa Kaminsky and Tim Fulton*

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

#### Increasing Engagement through Technology

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

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

#### Interactive Communication

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

Provide communication for interaction between SSD learners and the global community.

## Draft Scenarios

### Baranof Elementary School: Cultural Knowledge

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

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

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

### Blatchley Middle School: Game Building

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

### Sitka High School: Curriculum Delivery

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

### Pacific High School: "Meth in Sitka"

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

# Appendix C: SSD Professional Development Activities

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

# 21st Century Learning

**Friday, August 20th @ SHS**
**BMS and SHS Staff**

## Schedule:

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

## Session Topics:

- **202: Digital Citizenship with Kari Sagel and PJ Ford-Slack**

  24/7 access to information and resources changes everything, and calls on each one of us to be responsible global citizens. Ethics, safety, copyright, and SSD's Internet User Agreement are examples of digital issues that impact school life and learning. Participants will learn about these areas in order to become better prepared to participate in today's digital world.

- **205: Defining 21st Century Teaching and Learning with Emily Demmert and Joe Robidou**

  "21st century" is used a lot in the world of education today, but what does it really mean? Participants will explore the definition and resources available for educators provided by the Partnership for 21st Century Skills, as well as better understand the connection between 21st century skills and student learning.

- **Lab: The World of Web 2.0 with Kerry McAdams and Mary Wegner**

  The web is littered with free resources that support collaboration and enhance learning. This hands-on session will provide participants an opportunity to explore online collaboration tools that support deep learning of content.

# K-12 Inservice – October 11, 2010

## Connecting and Collaborating Through Technology

### School Board Goal #2

The board will focus resources to implement technology based, interactive teaching and learning.

### Agenda

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

**Technology Infused Learning (TIL) Conference**
**March 14, 2011**
**Blatchley Middle School**

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

| Secondary Engaged Learning Cohort and Gradebook Experts | | | |
|---|---|---|---|
| **Time** | **Location** | **Topic** | **Presenter** |
| **8:00-8:15 am** | BMS Library | Coffee | |
| **8:15-4:00 pm (with lunch time)** | Room 118 | Foundation Level I Course | Kristin Astle |
| **Participants:** | Alexander Allison, Brenda Papoi, Eric Matthes, Gaylen Needham, Howard Wayne, Ian Crane, Janelle Farvour, Jody Smothers-Marcello, Larissa Manewal, Mandy Summer, Meggan Turner, Royce Miller, Scott McArthur, Stefanie Ask, and Tim Pike | | |

# Technology Infused Learning (TIL) Conference

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

**Friday, August 26th @ SHS**

**Schedule**

| Time | TIL Conference | Promethean Foundation Level I Class | |
|---|---|---|---|
| 8-8:30 am | Coffee in SHS Commons | Elementary Class<br>Room 224<br><br>Trainers: Cindy Duncan, Jacquie Hedrick, and Kelly Buxton<br><br>1 hour lunch (on own) | Secondary Class<br>Room 227<br><br>Trainers: Brenda Papoi and Scott McArthur<br><br>1 hour lunch (on own) |
| 8:30-10 am | Session A | | |
| 10-10:15 am | Break | | |
| 10:15-11:45 am | Session B | | |
| 11:45 am-1 pm | Lunch (on own) | | |
| 1-2:30 pm | In-Building | | |
| 2:30-3:30 pm | Individual Teacher Prep Time | | |

**Session Options**

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

# Promethean Training for Teachers

**Spring 2012**

## Engaged-Professional Learning Community (Engaged-PLC)

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

### Details:

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

## Technology Friday PD

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

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

## Certified Promethean Trainers

**Grade Level Groupings:**

- **K-1:** Jacquie Hedrick
- **2-5:** Cindy Duncan and Kelly Buxton
- **6-8:** Brenda Papoi
- **9-12:** Scott McArthur

***Goal:*** *Provide meaningful professional development that is designed to support collaboration amongst teachers, as we all learn how to use the interactive tools and resources available in our 21st century classrooms*

# April 20th Inservice

**Technology Infused Learning**
**8:00 am – 3:30 pm**

**Directions:**

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

| Time | Activity | |
|---|---|---|
| 8:00 – 9:00 am | **Individual Teacher Classroom Preparation** | |
| 9:00 – 12:00 pm | **Session I: Direct Instruction, Collegial Discussions, and Supported Work Time**<br>Option A - Promethean Training: Continued work with Promethean Engaged Learning credit class groupings, and learning opportunity for all teachers who have an interactive whiteboard (Note: BMS/SHS classes are combined for the day)<br>Option B - Website Training: Learn how to create and work with the teacher/classroom webpages | |
| | **Option A** | **Option B** |
| | **BES Promethean Training** with Jacquie Hedrick (BES Room 5) | **BES Website Training** with Connie McCarty (BES Computer Lab) |
| | **KGH Promethean Training** with Cindy Duncan (KGH Room 6) | **KGH Website Training** with Leslie Young (KGH Library) |
| | **KGH Promethean Training** with Kelly Buxton (KGH Room 1) | **BMS Website Training** with Kari Sagel (BMS Room 109) |
| | **BMS/SHS/PHS Promethean Training** with Brenda Papoi and Scott McArthur (BMS Library) | **SHS/PHS Website Training** with Ann Dagnillo (BMS Room 104) |
| 12:00 – 1:00 pm | **Lunch** (on own) | |
| 1:00 – 2:30 pm | **Session II: Self-Selected Small Group or Individual Work**<br>Option A - Promethean Lesson Plan Development: Time to create lesson plans that involve the Promethean tools of engagement<br>Option B - Teacher/Classroom Website Work: Time to develop teacher/classroom websites | |
| | **Option A** | **Option B** |
| | **Promethean Lesson Plan Development** | **Teacher/Classroom Website Work** |
| 2:30 – 3:30 pm | **Atomic Learning 21st Century Teacher Technology Assessment**<br>http://atomiclearning.com (username: email address / initial password: ssd99835)<br>We are required to assess teachers in their technology integration skills once every three years. | |

PROFESSIONAL DEVELOPMENT

## Sitka School District's Day of Discovery
### Friday, May 4th

| | |
|---|---|
| 8:00-8:15 | **Coffee** (SHS Commons) |
| 8:15-8:30 | **Welcome and Introductions** (Performing Arts Center) |
| 8:30-9:30 | **Keynote with Hall Davidson** (Performing Arts Center) |
| 9:30-9:45 | Break/Transition |
| 9:45-11:15 | **Session One** (SHS Classrooms) |
| 11:15-12:30 | Lunch (on own) |
| 12:30-2:00 | **Session Two** (SHS Classrooms) |
| 2:00-2:15 | **Closing** (SHS Commons) |
| 2:15-2:30 | Break/Transition |
| 2:30-3:30 | Individual Teacher Classroom Preparation |

Para-Professional Training @ KGH MPR starting @ 9:45 am

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**Keynote: Hall Davidson**

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

From the Pacific to the Atlantic, trailblazing states and districts have begun a serious conversion to digital—a move from trees to bits. Moving classroom practice more deeply into digital resources provides major benefits for differentiation, extended learning, remediation, and accountability. But how does it happen? What's the immediate effect on test scores? Considering the threat of enrollment base erosion from propriety schools, adoption is not an option but a necessity. Explore these issues with examples across the country. And bring your mobiles and machines for an interactive BYOT exercise.


## 9:45-11:15 am: Session One

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

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

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

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

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

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## 12:30-2:00 pm: Session Two

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

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

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

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

**Making Mobile Media Meaningful in Your Classroom (and Beyond)** (SHS Library with Hall Davidson)
iPads, tablets, and mobile phones create and share learning both in the classroom and the extended anywhere/anytime universe. On computer or mobile, build interactive projects and assessments that expand learning with apps, QR codes, social media sites, and more. There are plain phones, the cloud, and cloudless apps. Learn to use them all. And how free resources, media libraries, and the web can work mobile—even for students without smart phones. Make your classroom walls expand! *iPad will be used but applies to other mobile platforms.*

## SSD Summer Institute

**Promethean Class III**

**Promethean Collegial Sharing**

**To sign up:**

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

# Need to earn another credit?

School is almost out for the summer, and here is an opportunity to start your summer off right by taking a class that can earn you one UAS credit! The SSD Summer Institute will be held right after school ends, and participating means you can check off your summer *To Do List* the need to find a class to help you earn relevant recency credits!

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

PROMETHEAN
LIGHTING THE FLAME OF LEARNING

**Questions: Mary Wegner @966-1264**

### SSD Summer Institute

A professional development opportunity to support the use of Promethean resources

**Monday, 6/4-Tuesday, 6/5**

**Promethean Class III**
with Kelly Buxton

Designed for teachers who want to continue to gain skills beyond Classes I and II

**Monday, 6/4-Tuesday, 6/5**

**Collegial Sharing**
with Scott McArthur

Valuable time to develop lessons you will use with students next year

**Bonus: Tuesday, 6/5**

**ActivExpressions**
with Cindy Duncan

**(Note: Not a credit class)**

Learn more about the student response systems

**2012-13 Friday Professional Development Schedule**

| Date | Descriptor | Activity |
|---|---|---|
| 8/22/2012 | Work Day | Building (1 hour) |
| 8/23/2012 | Inservice | Building |
| 8/24/2012 | Inservice | Building |
| 8/27/2012 | Inservice | District: Engaged Learning Conference |
| 8/28/2012 | Inservice | District: Welcome/BBQ/Building in pm |
| 8/31/2012 | Before Holiday | |
| | | |
| 9/7/2012 | PD Friday | Connections |
| 9/14/2012 | PD Friday | Collaboration |
| 9/21/2012 | PD Friday | Building |
| 9/28/2012 | PD Friday | Collaboration |
| | | |
| 10/5/2012 | PD Friday | Collaboration |
| 10/12/2012 | PD Friday | Building |
| 10/19/2012 | PD Friday | Collaboration |
| 10/26/2012 | PD Friday | Connections |
| | | |
| 11/2/2012 | Work Day | Building (1 hour) |
| 11/9/2012 | PT Swap Day | |
| 11/16/2012 | PD Friday | Collaboration |
| 11/23/2012 | Holiday | |
| 11/30/2012 | PD Friday | Technology |
| | | |
| 12/7/2012 | PD Friday | Collaboration |
| 12/14/2012 | PD Friday | Building |
| 12/21/2012 | Before Holiday | |
| 12/28/2012 | Holiday | |
| | | |

| Date | Descriptor | Activity |
|---|---|---|
| 1/4/2013 | Holiday | |
| 1/11/2013 | PD Friday | Collaboration |
| 1/18/2013 | PD Friday | Building |
| 1/25/2013 | PD Friday | Collaboration |
| | | |
| 2/1/2013 | PD Friday | Collaboration |
| 2/8/2013 | PD Friday | Technology |
| 2/15/2013 | PD Friday | Collaboration |
| 2/18/2013 | Inservice | District: Teacher Project Fair & ??? |
| 2/22/2013 | PD Friday | Building |
| | | |
| 3/1/2013 | Work Day | Building (1 hour) |
| 3/8/2013 | PT Swap Day | |
| 3/15/2013 | PD Friday | Collaboration |
| 3/22/2013 | Vacation | |
| 3/29/2013 | PD Friday | Building |
| | | |
| 4/5/2013 | PD Friday | Collaboration |
| 4/12/2013 | PD Friday | Building |
| 4/19/2013 | PD Friday | Collaboration |
| 4/26/2013 | PD Friday | 3-12 Building/K-2 Connections (Transition) |
| | | |
| 5/3/2013 | PD Friday | Collaboration |
| 5/10/2013 | PD Friday | District-wide Celebration |
| 5/17/2013 | PD Friday | K-2 Building/3-12 Connections (Transition) |
| 5/24/2013 | Before Holiday | |

Updated: 5/24/2012

* Note: 1 Inservice Day not on calender, to be determined

**Key:**

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

# Engaged Learning Conference & Promethean Training

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

**Monday, August 27th @ SHS**

**Overall Schedule**

| Time | Engaged Learning Conference | Promethean - Level I Class | |
|---|---|---|---|
| 8-9:45 am | Session A | **Elementary Class** with Jacquie Hedrick and Kelly Buxton | **Secondary Class** with Scott McArthur |
| 9:45-10 am | Break | | |
| 10-11:45 am | Session B | | |
| 11:45 am-12:45 pm | Lunch (on own) | Lunch (on own) | |
| 12:45-2:30 pm | Session C | **FASD:** Deb Evensen and Gayle Young (Library) | |
| 2:30-3:30 pm | Individual Teacher Prep Time | Individual Teacher Prep Time | |

**Engaged Learning Conference - Session Options**

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

**Promethean Level I Class – Participant Lists**

| Elementary Class (Room 221) | | Secondary Class (Room 227) | |
|---|---|---|---|
| Debbie Hirst | Michelle Beach | Beau Hedrick | Michael Neeb |
| Dianna Twaddle | Natalie Voron | Cathy Poulson | Mike Kernin |
| Jacklynn Horton | Rebecca Midgett | David Rupp | |
| Jeff Hole | | Elvia Torres | |
| Katherine Jones | | Keri Gray | |
| Kirstin Karsunky | | Kersten Christianson | |
| Kristine Hole | | Matt Love | |

## All Day District-wide Inservice — February 18, 2013

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

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

→ → → → **Sign up: http://www.surveymonkey.com/s/L2V827P** ← ← ← ←

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

# Appendix D: 2010 Technology Audit

[http://sitkaschools.org/Page/303]

# Appendix E: School Board Goals and Guiding Principle Related to Technology (2010-current)

- **2009-10 School Board Goal #2:** The board will designate resources to expand technology based, interactive teaching and learning.
- **2010-11 School Board Goal #2:** The board will focus resources to implement technology based, interactive teaching and learning.
- **2011-12 School Board Goal #4:** The Board will implement a technology supported educational program that promotes creativity, individualism and diversity.
- **2012-13 School Board Guiding Principle:** The Board will implement a technology supported educational program that promotes creativity, individualism and diversity.

# Appendix F: Current E-Rate Budget Inventory Analysis

## Budget/Inventory Analysis for E-Rate Components

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

| Block 1: Identification | | | |
|---|---|---|---|
| E-Rate Year: | **July 1, 2012 – June 30, 2013** | | |
| District or School Name: | **Sitka School District** | | |
| Prepared By: | **Ian Crane** | Date: | **9/25/2012** |

| Block 2: Analysis of E-Rate Services Requested | |
|---|---|
| E-Rate Service(s): | **TELECOMMUNICATION SERVICES:**<br>Local - Telephone Service<br>Long Distance - Telephone service<br>Cellular - Telephone Services<br><br>**INTERNET ACCESS:**<br>Wide Area Network Connection Service<br>Metro Area Network Connection Service<br>Internet-based e-mail service – E-mail Service<br>Hosted Web Services |

| Block 3: Educational Technology Plan Goals Addressed by E-Rate Services | |
|---|---|
| Goal(s) or Page Number(s): | Current Sitka School District Technology Plan 2010-2013 (page 2) and Current Sitka School District Technology Plan Addendum 2010-2013 (page 1) |

| Block 4: Evaluation of Goals | |
|---|---|
| Evaluation | Current Sitka School District Technology Plan 2010-2013 (page 5) |

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## Budget/Inventory Analysis for E-Rate Components

| Activities: | |
|---|---|

| Block 5: Budget Elements | | | |
|---|---|---|---|
| Current Level of Service: | Level After E-Rate Request has been Filled: | Annual Budget for district's share: | Planned budget source: |
| **Telecommunication Services:** | | | |
| Local Telephone Service<br>117 Classrooms | 117 Classrooms | $78,000 | Operating Budget |
| Long Distance Telephone Service<br>District Wide | District Wide | $3,300 | Operating Budget |
| Cellular Telephone Service<br>13 Cell phone Plans | 13 Cell phone Plans | $4,800 | Operating Budget |
| **Internet Services:** | | | |
| Wide Area Network Connection Service<br>Single 35 Mbps Connection | Single 35 Mbps Connection | $63,000 | Operating Budget |
| Metro Area Network Connection Service<br>Five 100 Mbps Connections | Five 100 Mbps Connections | $45,500 | Operating Budget |
| Hosted Web Services<br>Single Hosted SSD Website | Single Hosted SSD Website | $18,500 | Operating Budget |

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## Budget/Inventory Analysis for E-Rate Components

| Block 6: Analysis of Non E-Rate Eligible Requirements | | | | |
|---|---|---|---|---|
| **Block 6a: Hardware** | | | | |
| Hardware Required: | Current Level: | New Purchases: | Budgeted Amount: | Funding Source: |
| Switches | 60 | 0 | $0.00 | N/A |
| Servers | 28 | 0 | $0.00 | N/A |
| Phones | 262 | 0 | $0.00 | N/A |
| **Block 6b: Software** | | | | |
| Software Required: | Current Level: | New Purchases: | Budgeted Amount: | Funding Source: |
| Microsoft Windows (Renewal | 1,000 | 1,000 (Renewal) | $11,000 | Operating Budget |
| School Dude Inventory | 1 | 1 (Renewal) | $ 3,500 | Operating Budget |
| Adobe Acrobat Professional | 10 | 10 | $ 100 | Operating Budget |
| Discover Streaming | 100 | 100 (Renewal) | $10,500 | Operating Budget |
| Atomic Learning | 100 | 100 (Renewal) | $ 3,200 | Operating Budget |
| Resource Network | 1 | 1 (Renewal) | $ 800 | Operating Budget |
| Online Learning Solution (e.g., Global Scholar) | 0 | 1 | $20,000 | Operating Budget |
| **Block 6c: Professional Development (PD)** | | | | |
| PD Required: | Current Level: | New Purchases: | Budgeted Amount: | Funding Source: |
| IT Director Training | $10,000 | | $10,000 | Operating Budget |
| Promethean Training | $ 8,500 | | $ 8,500 | Operating Budget |
| Teacher Professional Development | $15,000 | | $15,000 | Operating Budget |
| **Block 6d: Retrofitting/Electrical Upgrades** | | | | |
| Retrofitting Required: | Electrical Upgrades Required: | | Budgeted Amount: | Funding Source: |
| | | | $ | |
| **Block 6e: Maintenance** | | | | |

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## Budget/Inventory Analysis for E-Rate Components

| Maintenance Required: | Current Level: | New Purchases: | Budgeted Amount: | Funding Source: |
|---|---|---|---|---|
| | | | $ | |
| **Block 6f: Total Non-Eligible Requirements** | | | Total Budgeted Amount: | |
| | | | $ | |

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

E-mail: tech.plan@alaska.gov
FAX: 907-465-2989
Mail: Educational Technology Coordinator
801 West Tenth Street, Suite 200, PO Box 110500, Juneau, Alaska 99811-0500

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# Appendix G: 2011-12 NETS*S and NETS*T Assessment Summary

**Alaska Department of Education & Early Development**

**Title II-D Educational Technology**
**District Assessment Reporting Tool**
**2011-2012 School Year**
**DUE NO LATER THAN NOVEMBER 15, 2012**

Ed Tech 21st Century Skills Assessment Reporting

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

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

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

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

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

**8th Grade Student Technology Assessments**

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

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**Adult Technology Assessments**

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

Reporting by NETS*T: http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx

**Teacher assessment overall proficiency:**

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

Thank you for submitting your district's information! If you have any questions, please contact: roxanne.mourant@alaska.gov / 907-465-8578 / fax: 907-465-2989

Form# 05-13-014
Alaska Department of Education & Early Development Page 2

# Appendix H: SSD Technology Procedures and Standards

- District Technology Equipment Plan
- Donated Computer Standards
- Guidelines for Employee Use of Personal Technology on District Property
- FY12 and FY13 Technology Budgets

District Technology Equipment Plan

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

Guidelines:

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

Last Update 10/17/11

Donated Computer Standards

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

**All systems:**

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

**Laptops:**

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

**PC's (Desktops):**

1) Monitor – must come with a monitor no less than 14" High Definition.
2) Keyboard and Mouse – must come with a keyboard and mouse.
3) Case – must be a standard case that can be upgraded with standard hardware.

Employee Use of Personal Technology on District Property

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

Guidelines:

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

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

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

Last Updated 10/3/2011

| Sitka School District | 2011-12 (Actual Expenses) | | 2012-13 (Budgeted Costs) | |
|---|---|---|---|---|
| **District Technology Budget** | **District Needs** | **Instructional** | **District Needs** | **Instructional** |
| **Professional/Technical Services** | **$79,728** | **$14,988** | **$43,300** | **$46,455** |
| Consultant: E-Rate | $5,000 | | $10,000 | |
| Consultant: Evaluation of Progress and Instrucitonal Impact | | | | $25,150 |
| Consultant: Network | $61,609 | | $30,000 | |
| Discovery Streaming Professional Development | | $11,000 | | |
| District Opening Keynote | | $238 | | |
| Hardware Warranties | $7,674 | | | |
| Online Learning Solution | | | | $20,000 |
| Promethean Professional Development | | $3,600 | | $1,305 |
| Ticketing System Set-up and Training | $5,445 | | $3,300 | |
| Training in New Website | | $150 | | |
| **Travel** | **$9,586** | **$0** | **$10,000** | **$262** |
| **Other Purchased Services** | **$23,969** | **$18,553** | **$23,221** | **$18,460** |
| Annual Support fees for Technology Services | $23,969 | | $23,221 | |
| Food for Staff to meet with Opening Keynote Speaker | | $93 | | |
| Webhosting | | $18,460 | | $18,460 |
| **Communication** | **$0** | **$0** | **$7,500** | **$0** |
| Increase Bandwidth | | | $7,500 | |
| **Equipment Repair/Maintenance** | **$24,703** | **$0** | **$30,706** | **$2,264** |
| Laptop Repairs | | | $5,380 | $2,264 |
| Misc. Equipment Repairs | | | $1,000 | |
| Miss Supplies (e.g., cables, tools, replacement keyboards) | $2,910 | | $23,573 | |
| Office Supplies and Furniture | $2,037 | | $753 | |
| Printer for District Standard Pilot | $756 | | | |
| Replacement Servers and Storage Drives | $9,773 | | | |
| Shipping | $89 | | | |
| Web Server Supplies | $9,138 | | | |

| Sitka School District | 2011-12 (Actual Expenses) | | 2012-13 (Budgeted Costs) | |
|---|---|---|---|---|
| District Technology Budget [continued] | District Needs | Instructional | District Needs | Instructional |
| **Teaching Supplies** | **$0** | **$152,558** | **$0** | **$206,573** |
| Instructional Printers | | | | $9,116 |
| Instructional Services (e.g., Discovery Streaming, Library Databases) | | $28,537 | | $27,426 |
| Miss Supplies (e.g., power cords, spare parts, keyboards) | | $12,010 | | $5,232 |
| Replace Old Classroom Projectors | | $4,533 | | |
| Spare Student Response Devices and Promethean Hubs | | $1,712 | | |
| Student/Teacher Computers | | $97,266 | | $158,799 |
| Teacher Stipends for Providing Promethean Training | | $6,000 | | $6,000 |
| Teachers to attend Promethean Professional Development | | $2,500 | | |
| **Dues and Fees** | **$0** | **$750** | **$0** | **$750** |
| Consortium for School Networks Memebership | | $250 | | $250 |
| International Society for Technology in Education Membership | | $500 | | $500 |
| **Equipment** | **$40,517** | **$34,244** | **$15,000** | **$1,588** |
| Promethean Interactive Whiteboards with Projectors | | $25,000 | | |
| Servers and Switches | $24,000 | | $15,000 | |
| Student Response Devices | | $9,244 | | |
| Trail Printers | | | | $ 1,588 |
| Web Server Equipment | $11,517 | | | |
| Wireless Access Points | $5,000 | | | |
| **Totals** | **$178,503** | **$221,093** | **$129,727** | **$276,352** |

# Appendix I: CIPA Documentation

- Administrative Regulation 6165: Student Access to Networked Information and Planning
- Board Policy 6165: Student Access to Networked Information and Planning
- Exhibit 6165: SSD Internet Use Agreement
- Minutes of June 14, 2012 School Board Meeting
- Website: http://ssdk12.schoolwires.net//site/Default.aspx?PageID=1680

**Instruction** AR 6165

**STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING**

**Internet Use and Electronic Mail**

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

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

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

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

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

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

**Instruction** AR 6165

**STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING** (continued)

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

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

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

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

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

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

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

**Instruction** AR 6165

**STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING** (continued)

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

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

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

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

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

**Instruction** AR 6165

**STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING** (continued)

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

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

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

**Internet Safety**

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

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

2. Student safety and security when using electronic communications;

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

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

Note: The Children's Internet Protection Act, P.L. 106-554, defines "harmful to minors" as:

any picture, image, graphic image file, or other visual depiction that – (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**SITKA SCHOOL DISTRICT**
**Implementation Date: October 8, 1996**
**Revision Date: May 7, 2002**
**Revision Date: May 22, 2012**

**Instruction** **BP 6165**

**STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING**

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

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

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

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

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

pornography and material that is harmful to minors and shall monitor the online activities of minors to guard against access to such materials. The Superintendent shall develop regulations governing staff use of the district's computers and electronic communication resources.

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

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

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

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

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

*(cf. 6161.5 - Web Sites/Pages)*

*Legal Reference:*

*CHILDREN'S INTERNET PROTECTION ACT, P.L. 106-554*
*20 U.S.C. § 6801, et seq.*
*47 U.S.C. § 254(h) and (l)*

**SITKA SCHOOL DISTRICT**
**Adoption Date: October 8, 1996**
**Revision Date: May 7, 2002**

**E 6165**

**SITKA SCHOOL DISTRICT INTERNET USE AGREEMENT**

**Internet Use and Electronic Mail**

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

Dear Parent(s)/Guardian(s)

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

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

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

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

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

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

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

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

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

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

Terms and Conditions

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

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

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

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

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

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

a. Be polite. Do not become abusive in your messages to others;

b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language;

c. Do not reveal the personal addresses or telephone numbers of students or colleagues;

d. Recognize that electronic mail (E-Mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities;

e. Do not use the network in any way that would disrupt its use by other users.

f. Consider all communications and information accessible via the network to be private property.

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

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

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

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

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

**SITKA SCHOOL DISTRICT**
**Implementation Date: October 8, 1996**

**E 6165**

**SITKA SCHOOL DISTRICT INTERNET USE AGREEMENT**

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

School/Location:

User's Name (please print):

Signature: Phone:

PARENT OR GUARDIAN

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

Guardian's Name (please print):

Signature Date:

Address: Phone:

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SPONSORING TEACHER

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

Teacher's Name (please print):

Signature:

Date:

Please return this form to school. You may keep the permission letter for your reference.

SITKA SCHOOL DISTRICT

EVENTS CONTACT GRADES A L A S K A

## Board Packets

Current Board Packet

Archived Board Packets

**Online board packets are available on the Sitka School District Website www.sitkaschools.org**
**Sitka School Board Meeting**
**April 2, 2013**
**7:00 p.m. School Board Meeting**
**Sitka High School Library**

***Proposed Agenda***

Administrative Responses

1. **Call to Order**
2. **Flag Salute**
3. **Roll Call**
4. **Approval of the Proposed Agenda**
5. **Recognitions**
   a. Recognition of SHS Lady Wolves Basketball
6. **Persons To Be Heard**
7. **Special Reports**
   a. Report on Fly in
   b. Report on Sitka Sound Science Center - Lisa Busch
8. **Consent Agenda** ***(These items will be considered in a single motion and will not be discussed unless an item is requested to be taken off the consent agenda by a Board Member)***
   a. Approval of March 12, 2013 Minutes
   b. Approval of *BP 5144 Discipline*–Second Reading

**SITKA SCHOOL BOARD MEETING**
June 14, 2012, 7:00 p.m.
Sitka School District

*Superintendent: Steve Bradshaw*

**CALL TO ORDER**

The Sitka School Board meeting was called to order by President Lon Garrison at 7:10 p.m.

**ROLL CALL**

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

**APPROVAL OF PROPOSED AGENDA**

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

**PERSONS TO BE HEARD**

There were no persons to be heard at this time.

**SPECIAL REPORTS**

- **REPORT OF SMOKING CESSATION PROGRAM – RYAN KAUFFMAN**

Mr. Kauffman presented a video on tobacco use in Alaska. He also gave an update the tobacco portion of the Youth Risk Behavior Survey. He also gave a presentation on proposed new language and the reason for the changes.

- **REPORT ON CONFUCIUS CLASSROOM – PJ FORD SLACK**

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

**CONSENT AGENDA**

- **APPROVAL OF MAY 1, 2012 MINUTES**
- **APPROVAL OF NON-TENURED TEACHER CONTRACTS**
- **APPROVAL OF REVISION OF BP 3542 ROLES AND DUTIES OF SCHOOL BUS DRIVERS- SECOND READING**

Mr. Conley moved, Ms. Rioux seconded to approve the consent agenda as presented.

A roll call vote was required.

| Yes | No |
|---|---|
| Garrison | |
| Fulton | |
| Conley | |
| Rioux | |
| Pook | |

Motion carried.

**NEW BUSINESS:**

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

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

| Yes | No |
|---|---|
| | Garrison |
| Fulton | |
| | Conley |
| | Rioux |
| | Pook |

Motion failed.

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

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

| Yes | No |
|---|---|
| Conley | |
| Pook | |
| Fulton | |
| | Garrison |
| Rioux | |

Motion carried.

- **APPROVAL OF CONCUSSION GUIDELINES**

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

- **APPROVAL OF TRANSFERING FUNDS TO ACTIVITIES**

Mr. Fulton moved, Ms. Pook seconded to approve transferring $50,000 to the activities account. There was a brief discussion. A roll call vote was required.

| | Yes | No |
|---|---|---|
| | Garrison | |
| | Fulton | |
| | Conley | |
| | Rioux | |
| | Pook | |

Motion carried.

- **APPROVAL OF FY2012 BUDGET REVISION**

Mr. Conley moved, Ms. Rioux seconded to approve FY2012 Final Budget Revision as presented. There was a brief discussion.

A roll call vote was required.

| | Yes | No |
|---|---|---|
| | Garrison | |
| | Fulton | |
| | Conley | |
| | Rioux | |
| | Pook | |

Motion carried.

- **APPROVAL OF LUNCH PRICE INCREASES**

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

A roll call vote was required.

| | Yes | No |
|---|---|---|
| | Garrison | |
| | Fulton | |
| | Conley | |
| | Rioux | |
| | Pook | |

Motion carried.

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

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

A roll call vote was required.

| | Yes | No |
|---|---|---|
| | Garrison | |
| | Fulton | |

Conley
Rioux
Pook

Motion carried.

- **REVIEW OF AR 6165 STUDENT ACCESS TO NETWORKED INFORMATION AND PLANNING**

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

- **DISCUSSION OF ACTIVITIES FUNDING COMMITTEE**

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

- **SET AUGUST SCHOOL BOARD MEETING DATE**

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

**ADMINISTRATIVE REPORTS:**

- **ENROLLMENT UPDATE – STEVE BRADSHAW**

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

- **SUPERINTENDENT REPORT – STEVE BRADSHAW**

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

**CORRESPONDENCE AND INFORMATION**

There were no additional correspondence

**BOARD COMMENTS**

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

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

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

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

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

**FUTURE AGENDA ITEMS AND MEETING DATES**

- **RAVEN RADIO INTERVIEW** — There was no need for the board to attend Raven Radio.
- **BOARD GOAL SETTING** — Board goal setting needed to be changed to September due to lack of board participation.

**ADJOURNMENT**

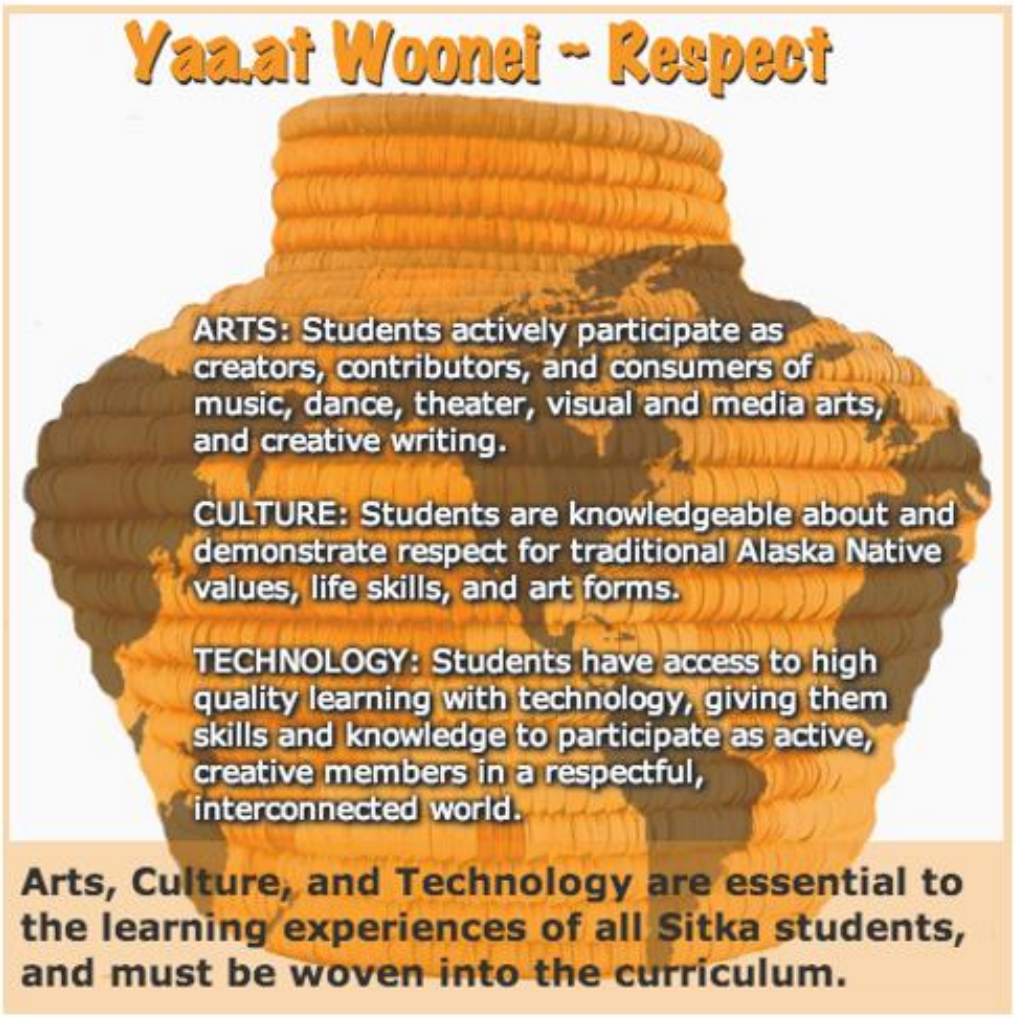
Mr. Conley moved, Ms. Rioux seconded to adjourn the meeting at 10:36 p.m. Motion carried.

Lon Garrison, President

Tim Fulton, Clerk

## Arts, Culture, and Technology (ACT) Standards

*ACT Standards in the Sitka School District ~ Creating Context for Content Standards*




**Targeted Developmental Experiences by Age:**

**0-4: Playing and Making**
Children explore a world rich in sound, touch, stories, taste, and smell through free play, tactile interactions, language, and doing, as they experience the world around them.

**5-7: Recognizing and Creating**
Children work on projects, identify self, family, and community, and begin to share and connect with others often with narrative and purpose.

**8-10: Connecting and Applying**
Youth develop individuality, see beyond themselves, develop inter-dependence, and think abstractly with purpose and audience.

**11-13: Exploring and Focusing**
Youth expand their experience-base, and develop specific skills through a wide variety of structured choice and shared experiences.

**14-17: Self-Identifying and Concentrating**
Individuals develop a personal relationship with Arts, Culture, and Technology, and practice the disciplines.

**18+: Participating, Producing, and Contributing**
Individuals are actively involved in Arts, Culture, and Technology.

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## ACT Timeline

**Summer 2013:** Seventeen teachers experienced the value of integrating Arts and Culture into the curriculum when they participated in the Basic Arts Institute (BAI) aka *Weaving Culture into the Curriculum* training held in Sitka. During the BAI, teachers developed units of instruction to implement with students during the 2013-14 school year. This was a partnership with Alaska Arts Education Consortium (AAEC), Sitka Fine Arts Camp (SFAC), and Sitka Tribe of Alaska (STA).

**2013-14 School Year:** A stakeholder group of district and community members developed the ACT Standards and identified the Targeted Developmental Experiences by Age that will be used to develop an ACT Curriculum. The School Board officially adopted the ACT Standards. Also, the district received a 5-year New Visions grant from the Alaska State Council on the Arts to help facilitate the development of our ACT Standards and Curriculum, and two Cultural Paras were hired to support students and help teachers implement their *Weaving Culture into the Curriculum* lessons with students.

**2014-15 School Year:** The stakeholder group continued to meet to evolve the district's work in the area of ACT.

**Summer 2015:** Twenty-two teachers participated in a *Northwest Coast Cultural Arts Institute* held in Sitka that focused on telling stories through movement, culture, and media arts. Teachers created model lessons highlighting ACT integration that will be implemented during the 2015-16 school year. This was a partnership with AAEC, SFAC, and STA.

## Getting to 95%+ Graduation Rate

The Sitka School Board identified a school board goal to increase our graduation rate to at least 95%; we are currently at 74%. Small class sizes, dedicated teachers, and a focus on literacy for over a decade are not enough to achieve this goal. We need to transform the learning and teaching process to embrace each student intellectually and emotionally in order to bring us from where we are to where we need to be. Students and families need to know that we care about them, as individuals and as learners first and foremost, and teachers need support as we transition from teacher-centered controlled instruction where digital tools are used… to student-centered inquiry-based life-long learning that cannot happen without the purposeful use of digital tools to communicate, create, think critically, and collaborate, which are the 4C's that Ken Key and the Partnership for 21st Century Skills have determined to be the most critical for life success.

**Enduring Understanding:** You are only limited by your ideas, so build upon what you know to create what you envision.

**Essential Question:** Got ideas?

**Needs Assessment:** For three years teachers have been taking an assessment to determine their ability to implement the International Society for Technology in Education's (ISTE) Standards for Teachers, and each year at least 90% of our teachers are at least proficient in each of the ISTE standards. Take a walk around any school on any day, and you will see teachers using digital tools in meaningful ways to help students connect to content. Some would say that 90% is an "A" so we are there; however, we still have a number of students who do not make it through our system to graduation. Every student deserves the right to learn in a manner that honors their knowledge and supports them to grow in their mastery of content and contribution. Our focus in the Sitka School District is to build equity of access to learning in a global context that builds creativity, critical thinking, communication, entrepreneurism, digital media and tools fluency, and digital citizenship into the fiber of learning in every classroom throughout the district. It will not be just the students in the classroom where the teacher agrees to come in on the weekend who will benefit from our transformed learning and teaching environment, but rather professional development will be embedded into the day so that every teacher has the expectation of creating a safe and effective learning and teaching environment worthy of our students.

**Major District Initiatives:** The following areas have been identified as ones that are interfering with our goal of graduating at least 95% of our students, and ones that we have recently been working to implement.

**Restorative Justice:** Students need to be in our classrooms, and our schools need to contribute to a positive learning environment for our students, staff, and learning community. Suspending students significantly interrupts these needs, which is compounded by the indisputable fact that students of color and students with a disability are disproportionally suspended. It is a cycle that needs to stop if each and every student is to stay in school and graduate let alone thrive in life after graduation. In Sitka we are beginning a movement to embed Restorative Justice practices as an option to traditional discipline throughout our schools. Restorative Justice seeks to reduce repeat offenses and lessen the trauma associated with being a victim of an offensive action. Foundational to the use of Restorative Justice is that staff must be trained, and then when it is agreed to by all involved a face-to-face meeting is held with the offender, victim, families, and other individuals who sit in a circle to discuss the actions and consequences of the actions that led to the need to have a Restorative Justice circle. Other forms of restitution can then take place other than suspension, which is a solution that can change an individual's future choices to not partake in offensive actions, break the cycle of identity as an offender that tends to cause a person to continue offending, as well as lead to an environment of trust.

Restorative Justice will take a different look at feel at each of the developmental levels - elementary, middle, and high school. At the elementary level we will focus on engaging families in the school environment including discussions around discipline. As students demonstrate a need, Restorative Justice circles will be implemented to nip any budding patterns of offense. A more formal Restorative Justice program will be introduced in the middle school in the hopes of breaking any cycle of bullying or destructive actions that tend to begin during middle school years. At the high school level, we will build on the work done at the elementary and middle school levels and focus on athletics and activities.

First, we want to ensure that every student participates in co-curricular activities, and also because most of the high school disciplinary actions stem from issues that happen in the co-curricular activities. Specifically, we see many situations where a team leader identifies a victim and then other team members help to victimize that student. Obviously, Restorative Justice practices will be used as relevant in discipline actions not related to athletics and activities; however, by focusing on the co-curricular areas we can bring in coaches and other key individuals who may witness and can learn how to intervene in order to stop the subtle and yet destructive bullying and offensive actions.

**Social Emotional Learning (SEL):** The Collaborative for Academic, Social, and Emotional Learning (CASEL), which is the nation's leading SEL organization, has found evidence that links explicit SEL skills instruction that is integrated into classroom academic learning and teacher instructional practices to improved grades and student test scores, as well as helping to promote positive social behavior, reduce conduct problems, and lessen emotional distress when issues occur. Additionally, SEL practices serve a major component of a school being cultural responsive. We believe that the systematic implementation of SEL practices is key to ensuring that each student graduates and gains the skills necessary for success in life after graduation. In partnership with a local non-profit organization that seeks to end violence in our community, Sitkans Against Family Violence (SAFV), we spent the past school year engaging principals and directors in the topic of SEL during our Administrative Team meetings. In the coming school year, each school will engage in a SEL goal, as part of the district's strategic plan, and we have partnered with SAFV and the Association of Alaska School Boards (AASB) to submit a 5-year grant proposal related to our implementation of SEL. Regardless of whether or not we receive the grant to assist us to implement SEL practices, we will continue to evolve as a district in this area.

In addition to implementing SEL practices in our classrooms, each elementary, middle, and high school will have a specific focus to help move our district initiative forward. At the elementary level, the school board and the Sitka Tribe of Alaska's tribal council members have agreed to do PSA's to promote school attendance specifically in the early grades. This need arose from an examination of our student data that looked at correlations between student attendance in grades K-3 and proficiency on the statewide academic assessment taken in 3$^{rd}$ grade. Clearly, missing school in the early grades negatively impacts a child's ability to learn the foundational skills that lead to success in school and graduation. In keeping with our focus on Restorative Justice circles, at the middle school level we will focus on eliminating bullying behaviors. Our goal is to create a culture of learning and respect that welcomes everyone. At the high school level, the district initiative is one that started with an unfunded mandate from the state legislature that we have embraced as a necessary component to making sure that students feel honored both emotionally as well as intellectually. The state has required that we institute a process to allow students to test out of core classes where they feel they have already mastered the content. Students will get credit for their knowledge, which will allow them to take more advanced classes, focus on dual enrollment classes, or pursue areas of importance to them, such as Career and Technical Education (CTE) classes where we have a Fabrication and Design Lab (Fab Lab) and are building a tiny house in partnership with a local non-profit called the Sitka Conservation Society – or – perhaps the student wants to explore more learning opportunities in the area of arts. Our goal is to send a clear message consistent with our actions that school is meaningful and relevant, and that we can honor students ideas and individualize his/her educational path.

**Arts, Culture, and Technology (ACT) Standards and Curriculum:** The community of Sitka values the arts and Alaska Native culture, and supports the role that technology plays in the learning process. Arts, culture, and technology give context to the content standards, and it is important to the community of Sitka that students learn not only the content but how to live a meaningfully rich life. Consequently, we developed Arts, Culture, and Technology (ACT) Standards and are in the process of developing lessons that integrate the ACT Standards into everyday learning throughout the district. It is important to us that students in every classroom have the opportunity to learn in a manner that resonates with how they learn outside of school. Additionally, Sika is part of a 5-year New Visions grant from the Alaska State Council on the Arts (ASCA), which is helping us to evolve our ACT initiative. It is too early to know for sure, but we suspect that our ACT initiative will help students understand the content, which in turn can help to keep them in school and to graduate.

As you can summarize in the *ACT Targeted Developmental Experiences by Age* that are identified on page 71, each developmental level has a specific focus that builds to a complete program. Specifically, at the pre-school and elementary levels, our ACT curriculum and lessons will focus on students using Arts, Culture, and Technology as tools to explore creativity. At the middle school level, ACT experiences will help students understand the value in having multiple opinions and to identify what their voice is in the process, or to put it another way a focus on developing critical thinking skills. At the high school level and into adult life, ACT experiences will focus on collaborating with others in the application of Arts, Culture, and Technology, which is consistent with the actual practice of each domain in real life.

**Science, Technology, Engineering, Arts, and Math (STEAM):** Science, Technology, Engineering, and Math (STEM) is a national initiative designed to integrate disciplines in a manner that helps students make connections between the content areas, as well as develop an inquiry-based mindset designed to answer life's questions. In Sitka because of our community-wide focus on the Arts (e.g., Sitka Fine Arts Camp, Sitka Summer Music Festival, etc.) and because art is a key component in each of the core STEM content areas (e.g., how do you have a science program without documenting/ drawing what is seen), we have decided to give the Arts real estate in the STEM acronym and refer to our STEM initiative as our STEAM initiative. The theoretical framework for our STEAM initiative is to become a Community of Practice (CoP) in line with the seminal research conducted by Dr. Jean Lave and Dr. Etienne Wenger that identified how learning occurs. Our current practice is that of discrete science, technology, engineering, arts, and math education; however, our desired practice is that of STEAM education infused with Culture. To achieve this transition, we seek peers, near-peers, and experts to help us be immersed in our new practice. Additionally, we seek to work collective with our formal and informal learning partners in Sitka, which includes but is not limited to the Sitka Tribe of Alaska, the Sitka Sound Science Center, and the University of Alaska Southeast Sitka campus in order to collectively make an impact on student learning.

We have identified targeted activities at each of the developmental levels in order to ensure that every student has the benefit of learning in an integrated manner. At the elementary level, we will continue to focus our STEAM activities on place-based learning activities in the community and in coordination with our many partners. At the middle school level, we are in the initial stages of designing an afterschool maker space club currently called the Middle school Afterschool Experiential Tinkering Society (MAETS or STEAM backwards). At the high school level we will build upon our already instituted mentoring and internship program with local partners, and expand it from a few select students to a wide variety of students who are interested in expanding his/her career exploration and deep content-based learning. We are uniquely fortunate in Sitka to have a number of science-based organizations who are dedicated to our youth.

**Summary:** The following chart is a summary of the major district initiatives, broken down by development levels, which are currently being instituted in order to help us increase our graduation rate. We add a level of frustration and a barrier to graduation when we do not honor what each student brings to the table, and then take them from where they are to where they need to be. The purposeful use of digital tools are instrumental in each of the initiatives, as without this base learning is not real. We know that involving families in the learning process is critical, as students contribute more when they know their parents care about them learning. As I evaluate my ability to lead in Sitka in our digital-rich world, these initiatives are a tangible way to demonstrate how the culture of learning and teaching will shift in every classroom.

| | **Restorative Justice** | **SEL** | **ACT** | **STEAM** |
|---|---|---|---|---|
| **Elementary School** | Family Engagement | Attendance | Creativity | Place-based Learning |
| **Middle School** | Circle Discipline | Anti-Bullying | Critical Thinking | Afterschool Club |
| **High School** | Athletics & Activities | Test Out Core Classes | Collaboration | Mentor/Internships |

Collectively, our initiatives are designed to complement and extend content learning, and positions us well to reach our school board goal of having at least 95% of our students graduate. Our Enduring Understanding, *you are only limited by your ideas, so build upon what you know to create what you envision*, is a common thread that weaves through each of the initiatives and is grounded in meaningful integration into academic learning. The only question that remains about how we will achieve our goal is to make sure students believe in the authenticity of our Essential Question… *Got ideas?*

**Artifacts to Demonstrate Leadership in Educational Technology**

I have long since known the value of meaningfully integrating digital tools in the learning and teaching process, and have earned a Masters (1995) and a Doctorate (2015) in Educational Technology. The following list and inclusion of articles highlight the impact of my leadership in the area of educational technology (Ed Tech). I include them here since this project is designed to evaluate my ability to lead in a digitally-rich world. In addition to my current job as superintendent, I was also supervisor of the Ed Tech Department in Anchorage.

Specifically, this information provides additional evidence of the ELCC Standard 2 - A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

**2006 to Present: International Society for Technology in Education (ISTE) Public Policy and Advocacy Committee Member** - An 8-member committee that serves as ISTE's think tank regarding Ed Tech policy

**2006 to 2013: ISTE/Consortium for Digital Learning (CoSN) Joint Policy Advisory Committee Member** - An 8-member committee that sets the national policy agenda for the 2 leading national Ed Tech organizations

**2007 and 2015: Alaska Society for Technology in Education (ASTE) President's Award Recipient** - Two ASTE President's decided to honor me with this award

**June 2010: ISTE Making IT Happen Award Recipient** - The Making IT Happen award honors outstanding educators who demonstrate extraordinary commitment, leadership, courage, and persistence in improving digital learning opportunities for students

**2012: ASTE President** - ASTE is the largest educational organization in the state; as president I started a *Leadership Summit* in partnership with the Alaska Superintendent's Association

**January 2012: Promotional Cover of the ISTE *Learning & Leading with Technology* Periodical that Highlighted Me as an Ed Tech Superhero** [see right]


**2012 to Current: ISTE Advocacy Toolkit video that includes 2 of my comments** - http://www.iste.org/advocacy/advocacy-toolkit

**November 19, 2014: Link to White House ConnectEd video where President Obama addresses my leadership in Ed Tech** - http://youtu.be/FH5quF0-JaU?t=1h5m44s

**November 19, 2014: Link to KTUU Story About President Obama Highlighting my Ed Tech Leadership** - http://m.ktuu.com/connected-to-the-future-sitka-school-district-superintendent-mary-wegner/29832596

**November 20, 2014: Link to KCAW Story About President Obama Highlighting my Ed Tech Leadership** - http://www.kcaw.org/2014/11/20/obama-highlights-sitka-schools-on-technology/

**2014 to Current: Council Member on the Alaska State Council on the Arts** - Council members are appointed by the governor, and I am the point person on the Council in the area of Media Arts

**January 9, 2015 Blog about my leadership in educational technology:**

http://pamlloydblog.com/2015/01/09/congrats-to-sitka-school-district-and-dr-mary-wegner/

# Pam Lloyd Blog

HOME ABOUT PAM

JANUARY 9, 2015 · 6:52 AM

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## Congrats to Sitka School District and Dr. Mary Wegner!

It is not every day that a local education leader from Alaska is honored at the White House! But Dr. Mary Wegner, superintendent of the Sitka School District, was selected by the U.S. Department of Education as one of 100 top school leaders nationwide to participate in the first-ever National ConnectED Superintendents Summit. The conference brought together school officials from across the country to share ideas on the best way to leverage technology in schools, and Dr. Wegner was recognized for her leadership in bringing digital learning to Sitka School District. *This was no small feat.*

As President Obama said during the ConnectED Superintendents Summit, "The world's information is just a click away, it demands we bring our schools and libraries into the 21st century." Dr. Wegner did just that. Sitka School District had a very special set of challenges, including its remote location and lack of roads. The district had slow old wiring, no wireless network and only about 3 Mbps of bandwidth. When technology broke, it was rarely fixed. About 6 years ago, students approached the school board and said "you aren't preparing us for our future." A year later, Dr. Wegner was brought in and played a major role in revamping the school's technology. "Bandwidth was the biggest barrier," said Dr. Wegner. GCI brought in fiber and by working with GCI SchoolAccess, changes started to fall into place. The district now has high-speed internet and can leverage digital teaching tools.

Dr. Wegner and the Sitka School District were able to accomplish exactly what the ConnectED summit is all about. "Kids who come from very, very little – if we can give them a chance in life through education, they can break through that. The divide between the haves and have nots can't be around educational opportunity –it can't be around access to technology – this has to be the way to level the playing field for everyone and drive excellence," said Arne Duncan, Secretary of Education at the summit.

Over the next 5 years, the plan for ConnectED is to close the technology gap and connect 99 percent of schools to high-speed broadband. Right now, less than 40 percent have access to high-speed internet. "In a country where we expect free Wi-Fi with our coffee, the least we can do is make sure our schools have access," said President Obama. And he's right, to prepare our children and ensure that the United States can compete at a global level, we must provide adequate access to *everyone*, regardless of geographic location.

Thank you, Mary Wegner for doing your part to help empower students in Alaska!

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**January 14, 2015 ISTE website article about my leadership in educational technology**

https://www.iste.org/explore/articleDetail?articleid=266&category=Innovators&article=Wegner%27s%20ed%20tech%20accomplishments%20get%20nod%20from%20Obama%20and%20peers

# Wegner's ed tech accomplishments get nod from Obama and peers

**By Tim Christie** **1/14/2015**

**Topics: Advocacy, Leadership, Standards**

There she was in the White House, along with 120 other school superintendents, and there was President Obama, at the podium. And then there was this:

"And then you got Mary Wegner, superintendent of the Sitka, Alaska, School District. Where's Mary?" Obama said. "She came a long way. There she is. Yeah, give her a hand for coming from Alaska."

Speaking at the **White House Summit on Technology and Education**, the president recounted the sorry state of technology in Sitka when Wegner was hired as assistant superintendent in 2010: Only a few people could print documents. Logging on to the internet might take 20 minutes. Bandwidth was a joke.

Today, the whole district has Wi-Fi, students are Skyping in class with experts all over the world, and Sitka is now in the top tier of districts in Alaska, Obama said. (Skip to minute 13 of **this video** to hear Obama's remarks about Wegner.)

**Making connections, making a difference**

Wegner, in an interview, said the White House event was "transformational."

"It's connected me to lots of ideas and people around the nation," said Wegner, who was named Sitka superintendent in 2014. "We've self-identified as people who really do want to make a difference in their districts."

Wegner, a longstanding and active member of ISTE, said she's excited by the idea of what 120 superintendents working together can do to benefit the entire nation.

"I can't wait to see what happens," she said. "I want more contact with more colleagues, more ability to influence things, more ability to help districts around the nation."

The White House summit was part of the administration's **ConnectED initiative**, which seeks to bring high-speed internet access to every district in the United States.

"And this is why it's important: Right now, fewer than 40 percent of public schools have high-speed internet in their classrooms," Obama said. "That's not good, since we invented the Internet."

**Bringing the focus back to technology**

Wegner confirms what Obama said: Technology was way behind the times when she was hired to be superintendent of Sitka schools.

A Minnesota native, she had previously taught technology in Sitka before taking a position as an assistant professor at University of Alaska Southeast and then serving as technology coordinator in the Anchorage School District.

She said the Sitka district was investing in technology during her first stint there and "doing amazing things," using interest earnings from district bank accounts to fund projects. But when the recession hit and interest rates took a dive, funding for technology dried up.

During the nine years she was away from Sitka, "there was no focus on technology, no systems in place," she said. "If a computer broke down, it stayed broken." It took 20 minutes to log on and authenticate to the middle school server. The high school librarian had to personally authenticate any document that a student needed to print. There was no wireless network.

Things began to change after the Sitka School Board held its annual meeting with student body representatives during the 2009-10 school year. Students came to the board with a resolution that said, in effect, "You are not preparing us for our future," Wegner said. "We need access to technology tools."

Board members were moved. They agreed to fund technology and to conduct a technology audit in 2010. They installed a wireless network and vowed to increase the technology budget each year.

By the time Wegner returned to Sitka, the district had completed the technology audit and completed hardware upgrades but had no one to lead the effort. Wegner, who earned her Ph.D. in educational technology from Pepperdine University, had run the ed tech department in the Anchorage district.

"I came in with the express desire to figure out how to utilize these resources," she said.

She organized training for teachers, so they could train other teachers. Within a year and a half, virtually every classroom had interactive whiteboards, close to half had student-response systems, and 90 percent of teachers were at least proficient in the **ISTE Standards for Teachers**.

**Keeping an eye on student learning**

The year before Wegner arrived, the Sitka district obtained a competitive technology grant that enabled the district to train the sixth grade teaching team, because sixth graders were having a hard time making the transition to middle school.

The grade's math, science, English and social studies teachers, plus the technology teacher, underwent a year of professional development and received technology tools before anyone else in the district.

"What happened was the sixth graders were so excited about technology that pretty soon the talk at the school board and at kitchen tables around the city was about how excited the students were," she said. "We were presenting a model for the classroom down the hall. We let the choir sing."

Jason Ohler, a professor emeritus of educational technology at the University of Alaska, has worked with Wegner for two decades.

"Simply put, she is the best," he said.

She understands how to use **technology in the teaching and learning process** while keeping her eye on the real goal, he said: Student achievement and empowerment.

"Sitka was languishing in this regard until she arrived," Ohler said. "Sitka's turnaround is completely her doing. She had the vision and the skills to make it happen. The shout-out she got at the White House was totally deserved and not at all surprising."

**Speaking out from the edge of the continent**

Sitka is a lush, green island community on the edge of the Pacific, with 9,000 people and 1,300 students. That rural setting makes technology all the more important, Wegner said.

"We live on a rock on the edge of the ocean with 14 miles of road," she said. "It is critically important that our students understand the global nature of the world and that they can get their questions answered. They are not limited by the fact we choose to live on a rock on the edge of the world."

Wegner, a member of ISTE's eight-person Public Policy Committee, became involved with the organization through her membership in the **Alaska Society for Technology in Education**, Alaska's ISTE affiliate. When she became ASTE treasurer, she connected with ISTE.

"I was the one person in Alaska ISTE sent information to," she said. As ISTE boosted its advocacy agenda and sent out information to affiliates about its activities, "I felt a responsibility to pass that on to the membership, so it didn't sit in my inbox and die."

She views her role as an advocate for technology in education as critical for ensuring students are prepared to thrive when they leave school.

"If you look at living in a democratic society, it is a citizen's responsibility to communicate with policy makers and legislators on what we need," she said. "If we don't say what we need, and if we don't have a loud voice, we're always on the whipping post.

"This is our future. If we don't take an active role in shaping it, or at least making an attempt to shape it, then bad on us," she said. "It's our responsibility."

*Tim Christie is a freelance writer in Eugene, Oregon. A former newspaper journalist, he's reported from courtrooms, living rooms, operating rooms, classrooms, locker rooms and many other places where good stories unfold.*

**July 2015 ISTE Entrsekt article that addresses my leadership in educational technology:**

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# Leading change: Teacher leaders are catalysts for education transformation

**By Gail Marshall** **7/14/2015**
**Topics: Leadership**

It was a brutally cold winter for Sara Luckert and the students in her middle school English classes in Henrico, Virginia. For the second year in a row, 10 days of instruction were blown away by freezing winds and buried in snowdrifts.

"Ten days that we do not get back," says Luckert. That meant 450 fewer minutes of instructional time per class before her students would face three big standardized tests. It meant lost consistency, flow and connection with her students.

"We would see them for a day or two, the next storm would hit, and it would be days before we would see our students again," she says. "The impact is clear to me: Students struggled more with the content, staying organized and focused. These were not relaxing days for me as an educator, as I kept having to revise plans and adjust. My own sons became very frustrated, sitting home with little to do day after day."

And that sent Luckert's mind whirring.

"Our county uses a 1:1 program," she says, "and I am fortunate to work at a school where most of the population has internet access. During one of the extended snow breaks, I posted trivia questions to see how many students were checking in. It was around 40 percent."

Not bad. What more could she do to raise this percentage of engagement even higher? She noodled.

"I realized that, despite the leaps and bounds we have taken using technology in school, we have not pursued such options out of school. With platforms such as **Google Classroom** and tools like **Nearpod**, the possibilities are endless. Teachers could post a lesson in a video or podcast, attach an activity, send students to a link, have students journal, etc. Students could still work in groups in virtual collaborative settings on a project. Those 450 minutes do not have to be lost."

Just do it, right? If only. Such a change, though sensible, is complex in its execution. It involves changing something that has demolished a jillion bright classroom ideas: P-O-L-I-C-Y. This small change would require change on the state level, since the number of school days is regulated by the state.

It's a daunting task.

But Sara Luckert had just taken a first step into a trend that has gained momentum around the globe: teacher leadership.

**Catalysts for improvement**

The idea that teachers can, do and should take on leadership roles in transforming education is better understood than ever before. Recent national initiatives, such as President Barack Obama's plan to create a national **STEM Master Teacher Corps** and the Department of Education's **Teach to Lead** initiative, are indicators that this vision of teachers as leaders and catalysts of improvement has taken root at the highest levels of our educational system.

As a student in a master's program in educational leadership, Luckert moved with confidence, taking her idea to administrators at the next levels who could help her make this happen — not just for her own students, but for students anywhere when the physical classroom becomes unavailable. She knows it makes sense and can happen, but it will emerge slowly. She is patient.

"I am floating the idea of piloting a policy next year," she says, "one that is introduced in the fall, outlining expectations of students in the event of multiple snow days, expectations that are supported by parents and teachers."

She knows even great ideas require leadership skills to influence the organization.

"This won't work unless there is buy-in on all levels," she says. "We are talking about a culture shift. We are asking all stakeholders to support the idea that learning can and must occur even when the physical building is shut down. Students would need to be held accountable for virtual classroom learning. Teachers would need to be willing to plan and implement virtual lessons. Parents would need to support work at home. This is a big shift."

**Benefits of leadership skills**

Karen Richardson, Ph.D., of Richmond, Virginia, is an education consultant and ISTE member who has been Luckert's teacher. She has seen the benefits of her students learning leadership skills, and she encourages them to remember the importance of those skills if and when they go into administration.

"My message to them is, once you are in that position with the leadership title, don't forget about empowering your teachers," she says. "This is our lesson that we've learned. I'm doing it by trying to train the next generation of leaders to reach out to their teachers."

Richardson also sees value in teaching leadership skills as part of every teacher's education, sending them empowered into the profession so they never have the notion that their leadership is limited by their titles.

Candice McQueen, Tennessee commissioner of education, began her career in education as a teacher in both public and private schools in Tennessee and Texas. Before pursuing her Ph.D. at the University of Texas in Austin, McQueen earned her master's at Vanderbilt University and her bachelor's degree at Lipscomb University, the institution where she later worked to create an award-winning teacher preparation program.

Tennessee, she points out, is the home of some of America's most-improved schools. Part of that success is developing a cadre of coaches and teacher leaders across the state. There are many special qualities they look for in developing these special teacher leaders. Primarily, these fall into three arenas: willingness, effectiveness and someone people will follow.

"First, they have to be willing, so they are nominating themselves," she says. "They are people who have a passion for great teaching, a passion for learning. They want to know how to instruct students differently, better, more appropriately."

They also need to have the energy and drive to do the work.

Teacher leaders should have a documented skill set and a willingness to communicate with teachers from across the state at a time when there is significant change.

"You've got to be willing to take lots of questions, be willing to model and not be afraid of being in front of adults and communicating with adults," says McQueen.

They are also looking for teachers who are effective through performance assessment, student achievement and who receive supportive remarks from their principals.

"A person who is serving as a teacher leader can't come across as critical or in a position of 'I know everything' so much that they're not approachable," McQueen says. "So the coach has to have that leadership style that is much more collaborative, adaptable. They want to listen, they want to work for you and with you, and they want to see you grow. That has to come out in both what they say verbally and what they do nonverbally."

**A look at first steps**

**Mary Wegner**, Ed.D., superintendent of Sitka Public Schools in Sitka, Alaska, and a member of the ISTE Advocacy Advisory Committee, is a leader who began her career in the classroom as a special education teacher in Washington. The policies there in the 1980s were so isolating and ineffective, she stopped teaching in a typical school rather than be part of such a negative system.

So she stepped off the well-traveled path of public school and, at age 24, was running the first off-reservation Native American group home in the country for individuals with disabilities.

What a difference in school systems she found when she moved to Alaska several years later. Students were included, and she was inspired to return to the public school classroom.

Her first step into teacher leadership came unintentionally when she "wandered" into a Social Impacts of Technology class taught by Jason Orr, a noted thought leader and author of several books. She needed a few units to keep her teaching certificate current, and he was running the University of Alaska, Juneau, master's in technology program.

"That is the moment that changed me," she says. She put the emerging technology together with the needs of her students, and she was captivated.

Jump forward a few years. She was teaching the most intense students in the school, students with autism or Down syndrome. The school was going through a technology bond. With expertise from her graduate classes, she asked for multimedia computers so her classroom was both a special education classroom and the school's multimedia lab.

The school placed the highest-end computers there. Her students did groundbreaking work, creating videos on basic topics critical to their world, such as how to brush your teeth and bathe properly. They were practicing inclusion, where her students would go into the general classrooms, and also reverse inclusion, where students would come into her classroom to use the computers.

"It just really opened my eyes to the social impact of technology," she said. "As people would come into use the multimedia lab, they would have a question. My students would be the ones that would answer their questions on how to use the technology.

"That completely changed how people saw them. And these were one- and two-word utterance kinds of guys. These were people with severe, significant challenges, and they were the ones who were helping others. And they were the ones that had competence about helping others."

**Well-earned praise**

Now in the role of superintendent of her district, this fall she and 99 other top superintendents were invited to the White House, where **President Obama praised the school district's performance** with the **ConnectEd** program.

"Six years ago," the president said after pointing out Wegner in the audience, "the technology in the schools was so outdated, only a few people could even print documents, and logging on to the internet could take 20 minutes. Today, with the help of the Recovery Act, the whole district has Wi-Fi. The ratio of computers to students is 4:1 and falling. Kids are Skyping in class with experts from all over the world on a whole range of subjects. And Sitka is now in the top tier of districts in the state. It's been transformative."

Though he didn't know Wegner personally, he chose the right word in his comments.

"I am the textbook definition of a transformational leader," Wegner says, "and that means I seek to transform myself and the world around me for the betterment of mankind or humankind."

To her, that means encouraging, training and empowering teachers to lead from their classroom experiences.

"You always hear 'preach to the choir.' You know, I'm going to let the choir sing. Let them! If you have an idea, great — how can I help you?"

**Defining teacher leadership**

Emily Davis is just finishing up a stint as a **Teaching Ambassador Fellow** (TAF) at the U.S. Department of Education in Washington, D.C. To say this Pacetti Bay Middle School Spanish teacher from St. Augustine, Florida, has a passion for teaching and learning is apropos.

Davis got the call from Washington that she had won the fellowship the night before her wedding.

"After my wedding, I told my family that I would be relocating to D.C. for the year to serve as a TAF," she says. "They were beyond excited for me, and my new groom and I threw half of our stuff in storage and the other half into a U-Haul and moved ourselves to D.C. My honeymoon was spent at the U.S. Department of Education — every teacher's dream. Ha!"

It's a great honor to have this opportunity to expand educational leadership skills, but the notion wasn't new for Davis. She already held a master's degree in educational leadership from Pepperdine University in California.

This experience has given her a wide range of work experience in policy and leadership. She describes it as being in three buckets: educator outreach, learning and her own initiatives. There's no sitting around thumb-sucking.

The fellowship has her meeting with educators and learning from their experiences; sharing information about the role of the federal government and policies in education; traveling across the country to visit amazing schools and educators; and bringing educators to the department through events and activities such as Tea with Teachers, edcamps, Teachers of the Year, educator conferences and meetings requiring teacher output, such as the new **English Learner Toolkit** and **Future Ready schools** for educators. There is speech writing, blogging, labor management collaborations with unions and writing talking points for Secretary of Education Arne Duncan.

The fellowship also gives teachers an opportunity to exchange ideas with teacher leaders internationally.

"Through Teach to Lead, as well as other venues, we have engaged with educators internationally around conversations for how teacher leadership has shifted the paradigm in the teaching profession and how it can continue to lift and strengthen the teaching profession," she says. "Teacher leadership has become a great topic of interest internationally.

"We have engaged with educators from England, Wales and Ireland in conversations about 'middle leaders' (their term for teacher leaders) and have continued to speak with them about structures for developing systemic roles and supports for teacher leaders."

Also, this year at the **International Summit for the Teaching Profession**, six educators from Teach to Lead summits attended as part of the U.S. delegation.

Reflecting on her fellowship, Davis encourages her colleagues to be confident.

"There is no one definition of teacher leadership, and leadership looks different for every teacher," she says. "I like to say, 'Get in where you fit in.'"

From the top, Secretary Duncan is welcoming aspiring teacher leaders.

"I was hopeful [about teacher leadership] last year when we announced Teach to Lead," Duncan says. "I am convinced we are onto something really important and special now. Change has to come from teachers who own it and lead it."

*Gail Marshall is a writer and editor for the* Fresno Bee*, a major metropolitan newspaper in California. She also owns and operates a freelance business, Marshall Arts Communications Consultants.*