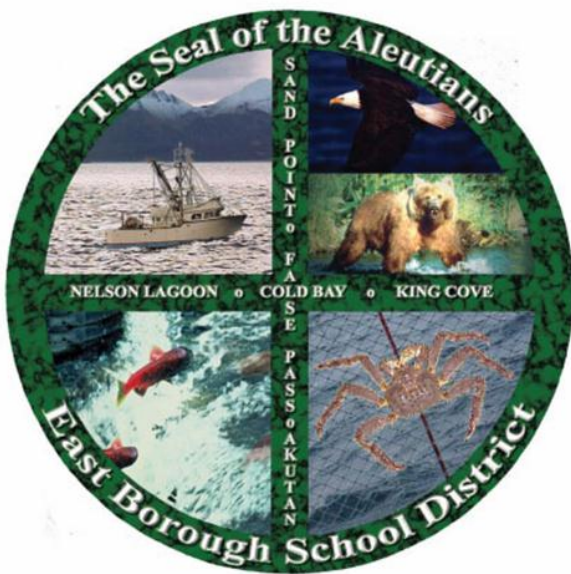


2011-2014

# Aleutians East Borough School District Technology Plan



AEBSD Technology Committee


Aleutians East Borough School District

2011-2014

**Alaska School District Educational Technology Plan Review Form 2010-2011  
Enhancing Education Through Technology (Title II-D: *Ed Tech*) and E-rate Discounts**

Verification that the School District Updated Technology Plan

Qualifies and Meets Compliance Requirements for Funding and Discounts

School District: <u>Aleutians East Borough School District</u>	Date of plan: <u>2/11/11</u>	
Contact Person: <u>Luke Meinert</u>	Phone: <u>383-5222</u>	E-mail: <u>lmeinert@aebsd.org</u>
Review this plan for the following:	<input checked="" type="checkbox"/> Enhancing Education Through Technology (Title II-D: <i>Ed Tech</i> ) Funds and E-rate Discounts <input type="checkbox"/> E-rate Discounts ONLY	
<input checked="" type="checkbox"/> School District assures CIPA compliance	Superintendent's Signature: <u></u>	

**Directions:** A school district should review column 1 and 2 for the information that must be included in the Technology Plan in order to meet Title II-D: *Ed Tech* and E-rate Discount requirements. Complete **column 3** to indicate where the reviewers will find evidence in the Technology Plan that the element and criteria have been met (please site the specific page number and paragraph). **Reviewers** will indicate if criteria for Title II-D: *Ed Tech* and E-rate have been met in **column 4** and make comments in **column 5**.

<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>	<i>Column 5</i>
<b>The Plan Includes (Elements)</b>	<b>Acceptable Criteria</b>	<b>Reference in School District Technology Plan</b>  <i>School District to complete this column</i>	<b>Minimum Met</b>  <i>Reviewers will complete this column</i>	<b>Comments</b>  <i>Reviewers will complete this column</i>

**Submit both this completed review form and Technology Plan in one of the following two methods:**

- (1) **one original signed paper copy, one electronic copy in PDF format (email attachment) and one electronic media copy OR (2) an original and five copies to:**

Department of Education & Early Development

ATTN: Educational Technology/Title II-D Education Program

801 West Tenth Street, Suite 200

PO Box 110500

Juneau, Alaska 99811-0500

[tech.plan@alaska.gov](mailto:tech.plan@alaska.gov)

***Plans should be approved locally, through whatever mechanism is required, and submitted to EED no later than April 1, 2010.***

**For questions regarding completing this form, please contact Roxanne Mourant at 907-465-8578 or [Roxanne.mourant@alaska.gov](mailto:Roxanne.mourant@alaska.gov)**

## Elements and Acceptable Criteria Required for

*For EED reviewer use only:*

Date reviewed: \_\_\_\_\_ Initials: \_\_\_\_\_ Plan expires: \_\_\_\_\_

Plan meets minimum criteria to qualify for:

- Enhancing Education Through Technology Funding (Title II-D: Ed Tech)

### Title II-D: Ed Tech and E-rate Discounts

The plan was reviewed to determine whether it had the minimum elements required for *Enhancing Technology Through Education* funding and *E-rate* discounts. **If an element is not checked, the reviewers were not able to find that element in the plan.**

Column 1	Column 2	Column 3	Column 4		Column 5
The Plan Includes (Element)	Acceptable Criteria	Reference in School District Technology Plan (page number)	Minimum Met		Comments
		<i>School District to complete this column</i>	<i>Reviewers will complete this column</i>		<i>Reviewers will complete this column</i>
			II-D	E-rate	
<b>A. Goals, Standards and Strategies</b>					
1. The district will set specific and measurable goals, aligned with state academic content and performance standards, for using advanced technology to improve student academic achievement.	Goals address specific state content and performance standards across several areas, not only educational technology. Goals are clear and measurable and targeted at student achievement in content areas.	Page 12-13			
2. The district will develop strategies for improving academic achievement and technology literacy of all students.	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	Page 13-14		NA	

	annual basis for at least at 8 <sup>th</sup> graders.				
3. The district will develop a strategy for using information technology and telecommunication to improve education.	Description of how E-rate funds will be used to improve education through information technology and telecommunications.	Page 14-15	NA		

<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>		<i>Column 5</i>
<b>The Plan Includes (Element)</b>	<b>Acceptable Criteria</b>	<b>Reference in School District Technology Plan (page number)</b>	<b>Minimum Met</b>		<b>Comments</b>
		<i>School District to complete this column</i>	<i>Reviewers will complete this column</i>		<i>Reviewers will complete this column</i>
			II-D	E-rate	
<b>B. Technology Integration</b>					
The district will use curricula and teaching strategies that integrate technology effectively leading to improvements in student academic achievement that are:	A description of your district process to:				
1. based on a review of relevant research,	Use research-based practices to integrate technology (includes citing the research)	Page 15-18		NA	
2. aligned to the Alaska State Content and Performance Standards,	select appropriate Alaska State Content and Performance Standards not only the technology content standards and	Page 18		NA	
3. lead to improvements in student academic achievement,	identify the measures that indicate improvements in student academic achievement.	Page 18-19		NA	
4. and include a timeline for integration.	The timeline details the actions to be taken throughout the length of the plan to integrate technology in core curriculum.	Page 19-20		NA	

<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>		<i>Column 5</i>
<b>The Plan Includes (Element)</b>	<b>Acceptable Criteria</b>	<b>Reference in School District Technology Plan (page number)</b>	<b>Minimum Met</b>		<b>Comments</b>
		<i>School District to complete this column</i>	<i>Reviewers will complete this column</i>		<i>Reviewers will complete this column</i>
			II-D	E-rate	
<b>C. Access</b>					
1. The district will ensure all students and teachers have increased access to educational technology in all schools.	Description includes how Ed Tech (Title II-D) 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.	Page 20-21		NA	
2. The district will encourage the development and use of innovative delivery strategies through the use of technology.	Description of strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.	Page 21		NA	
3. The district will ensure effective use of technology to promote parental involvement and increase parent communication.	Description of strategies to promote parental involvement and increase communication with parents.	Page 21-22		NA	
4. The district will describe how its schools will develop technology-based programs in collaboration with adult literacy services.	Describe a measurable strategy to work with adult literacy services. If not applicable, a description must be provided for the absence of a program.	Page 22		NA	

<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>		<i>Column 5</i>
<b>The Plan Includes (Element)</b>	<b>Acceptable Criteria</b>	<b>Reference in School District Technology Plan (page number)</b>	<b>Minimum Met</b>		<b>Comments</b>
		<i>School District to complete this column</i>	<i>Reviewers will complete this column</i>		<i>Reviewers will complete this column</i>
			II-D	E-rate	
<b>D. Professional Development</b>					
1. 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.	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	Page 22-23			
2. The district will ensure that teachers are prepared to integrate technology effectively into curricula and instruction.	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.	Page 23-27		NA	

<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>		<i>Column 5</i>
<b>The Plan Includes (Element)</b>	<b>Acceptable Criteria</b>	<b>Reference in School District Technology Plan (page number)</b>	<b>Minimum Met</b>		<b>Comments</b>
		<i>School District to complete this column</i>	<i>Reviewers will complete this column</i>		<i>Reviewers will complete this column</i>
			II-D	E-rate	
<b>E. Resources</b>					
1. The district will coordinate federal, state, local, and other funding sources to support student academic achievement, technology literacy, and integration of technology into curricula and instruction.	Description of how the district will coordinate activities funded through the Ed Tech Program (Title II-D) with technology-related activities supported with funds from other sources.	Page 28		NA	
2. The district will ensure the supporting resources to ensure successful and effective uses of technology.	Description of the supporting resources, such as services, software, other electronically delivered learning materials and print resources in the inventory and to be acquired.	Page 29		NA	
3. The district will maintain an inventory of technology including provisions for interoperability.	Description of the type and costs of technology to be acquired with Ed Tech funds. (Title II-D). Description of how the district will gather information to meet the computer count requirement on an annual basis.	Page 29-30		NA	

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>		<b>Column 5</b>
<b>The Plan Includes (Element)</b>	<b>Acceptable Criteria</b>	<b>Reference in School District Technology Plan (page number)</b>	<b>Minimum Met</b>		<b>Comments</b>
		<i>School District to complete this column</i>	<i>Reviewers will complete this column</i>		<i>Reviewers will complete this column</i>
			II-D	E-rate	
<b>F. Accountability</b>					
1. The district will measure the effectiveness of integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.	Description of the process and accountability measures that will be used to evaluate: a) integration of technology, b) increased ability of teachers; and c) ability of students to increase achievement.	Page 30		NA	
2. The district will measure the effectiveness of the educational technology plan and the district's progress toward meeting the plan's goals.	Description of the process that enables the district/schools to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.	Page 31	NA		
3. The district will provide a list of persons involved in crafting this plan.	Representatives of the following five groups are included: administration, teachers, students, community and staff.	Page 31		NA	
4. Technology Plan Review.	Processes for periodic review of district needs and revision of the plan.	Page 32			

<i>Column 1</i>	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>		<i>Column 5</i>
<b>The Plan Includes (Element)</b>	<b>Acceptable Criteria</b>	<b>Reference in School District Technology Plan (page number)</b>  <i>School District to complete this column</i>	<b>Minimum Met</b>  <i>Reviewers will complete this column</i>		<b>Comments</b>  <i>Reviewers will complete this column</i>
			II-D	E-rate	
<b>G. Children's Internet Protection Act (CIPA) Compliance</b>					
<b>Technology Protection Measure:</b> Specific technology has been identified that will be used to <b>block or filter</b> 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. <b>It may be disabled for adults engaged in bona fide research</b> 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.	Page 32			
The 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.	Page 32-34			

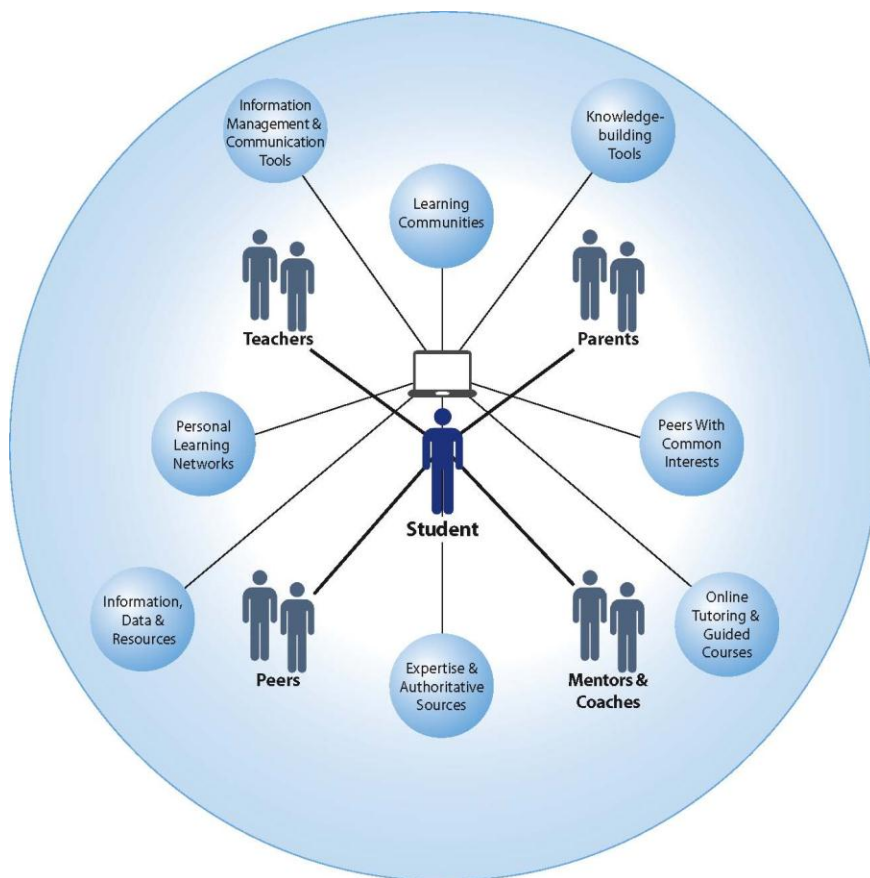
<p><b>Public Notice and Hearing</b>  The authority with responsibility for administration of the school or library has provided <b>reasonable public notice</b> and held at least <b>one public hearing</b> to address a proposed Technology Protection Measure and Internet Safety Policy.</p>	<p>Documentation 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.</p>	<p>Page 35-40</p>			
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## AEBSD Mission

Aleutians East Borough School District will provide a quality education; skill and opportunities, which meet all students' needs, helping them, become productive citizens and successful life-long learners through committed community involvement.

## Technology Vision

- Empower students to take control of their own learning
- Create engaging and relevant learning experiences
- Use timely and accurate data to drive decisions
- Establish infrastructure to support “Always-on Learning”
- Prepare students to be ethical participants in a global society
- Expect students to collaborate, publish, and contribute with global academic communities
- Ensure students possess technological skills to compete in a networked world
- Create a learning environment as shown in the image below *A Model of Learning, Powered by Technology* (U.S. Department of Education, 2010, p. 11).



## **A. Goals, Standards and Strategies**

**1. The district will set specific and measurable goals, aligned with state academic content and performance standards, for using advanced technology to improve student academic achievement.**

### **Goal 1: Curriculum and Learning**

Objective 1.1: All students will have access to technology in order to obtain and analyze information across the curriculum from a wide variety of sources.

Objective 1.2: Ensure students practice digital citizenship skills and use resources responsibly.

Objective 1.3: Continue to implement resources that use power of technology to reach learners anywhere and at any time.

Objective 1.4: Educators will explore, identify, and integrate technology-enhanced activities to achieve learning objectives.

Objective 1.5: Leverage social networking technologies and platforms to create communities of practice.

Objective 1.6: Increase distance learning and web-based course offerings to make certain all students' needs are met.

Objective 1.7: Use technology to assess complex skills

### **Goal 2: Professional development**

All teachers will:

Objective 2.1: Receive professional development in current technologies to enhance their own personal and professional productivity, decision-making, and effectiveness.

Objective 2.2: Develop individualized professional development plans

Objective 2.3: Become proficient at troubleshooting

Objective 2.4: Have the ability to research, use, and access technology to improve student learning.

Objective 2.5: Become connected teachers as described in appendix A.

### **Goal 3: Management & Productivity**

Objective 3.1: The school/district will implement a district-wide student information system to efficiently track student progress, provide teachers with accurate and readily assessable information for planning.

Objective 3.2: Teachers will store and manage students' assignments and grades using the district-wide student information system.

Objective 3.3: Educators will be instructed in and demonstrate the use of District approved database management and manipulation skills to enhance decision-making.

Objective 3.4: Use collaborative technologies to communicate between schools and offices to reduce the need for meetings.

Objective 3.5: Leverage technologies to provide timely and accurate data to help guide decisions.

### **Goal 4: Develop Technology Curriculum**

Objective 4.1: Adopt ISTE technology standards. (See Appendix B)

Objective 4.2: Develop technology curriculum with scope and sequence.

Objective 4.3: Adopt an 8th Grade technology proficiency assessment to meet state mandates

## **2. The district will develop strategies for improving academic achievement and technology literacy for all students.**

*Strategy 1: Develop an AEBSD technology curriculum*

Developing a technology curriculum with a scope and sequence guide for each grade level will greatly increase the technological literacy of all students. Currently, many educators are unsure as to what technological skills their students should possess. The

curriculum will have clear expectations for both students and staff for how technologies should be integrated into the classroom.

#### *Strategy 2: Create technology assessments*

AEBSD will create district-wide grade level technology assessments and corresponding rubrics, in conjunction with the creation of a technology curriculum. This will support students' progress toward being technologically literate at the 8th grade level as mandated by the state.

#### *Strategy 3: Prepare and connect teachers*

Providing access to appropriate technological tools and professional development opportunities for educators is the most successful way to establish the integration of technology. These two pieces must come together as a package. A teacher with the best technology in the world but with a lack of knowledge of how to integrate it is likely to be ineffective. Conversely, a teacher with technological knowledge but possessing no tools will also be ineffective.

#### Strategy 4: Increase Access

The elementary grades will be targeted for increased technological purchases. This will expose young students to the transformative power of technology, and help decrease the digital divide. Studies show that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives" (CEO Forum, 2001).

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

"By 2016 four out of every 10 new jobs will require some advanced education or training" (Dohm and Shniper, 2007). "Fifteen of the 30 fastest-growing fields will require a minimum of a bachelor's degree" (Bureau of Labor Statistics, 2007).

With that said, the AEBSD is passionate about utilizing technology in a way that creates engaging and relevant learning experiences for our students to prepare them for their futures in a globally networked society. E-Rate funds have been requested by Aleutians

East Borough School District to upgrade and to provide connectivity and infrastructure to support critical educational goals.

- Web-based content and curricula, especially in the areas of literacy, math, and science, will be used to enhance student learning.
- Videoconferencing is used to connect our schools to opportunities that wouldn't otherwise be possible because of the vast geographical region our district spans. The list below details the most common uses of the VTC.
  - Distance learning courses and units for students
  - Professional development for staff
  - Curriculum committee meetings
  - Technology and strategic planning
  - Academic competitions: spelling bee, battle of the books, geography bee, science fairs.
  - School board meetings
  - Parent and community member communication
  - Administrative meetings
- Communication services to further promote frequent communication between school and home, and among staff members.
  - Web based communications (Website, email, Twitter, Facebook, etc.)
  - Local and long distance service
  - Regular phone lines and cellular lines will be increased as needed
- The creation of VPN's (virtual private network) at all school sites providing access to the AEBSD network from anywhere and at any time.

## **B. Technology Integration**

### **1. Review of relevant research**

The need for integrating technology into the classroom and to bring Highly Qualified content teachers to our remote sites has inspired the Aleutians East Borough School District's technology plan. This technology plan presents a solution to meeting the educational needs of our students and our staff of the district. "Learning can no longer be confined to years we spend in school or the hours we spend in the classroom: It must be lifelong, lifewide, and available on demand (Bansford *et al.* 2006)."

The AEBSD is striving to continue to implement resources that use power of technology to provide "always-on-learning" (U.S. Department of Education, 2010). "Commitment to

technology infusion, which means easy access to equipment, the use of software emphasizing basic skills, and teacher development, can translate to higher test scores” (Mann *et. al*, 1999). Research has also shown that students who are given computer access at home, have “showed improvement in all writing skills, a better understanding and broader view of math, more confidence in computer skills, an ability to teach others, greater problem-solving skills, and greater self-confidence and self-esteem” than students who were not provided with these resources (Coley, 1997). This is the driving philosophy behind the districts’ goal of providing computers for students to use at home

Aleutians East is working with students to connect them into a global academic society so they will have a lifelong personal learning network.. “Technology applications that enable student collaboration tend to result in improved student achievement” (Scadamalia & Bereiter, 1996). According to Dr. Barbara Means (1997), Student motivation is enhanced through online collaborative research that includes online communication with peers and experts in other states and countries, evaluation of evidence and sharing of information, and the use of standards based curricula that are integrated with scientific visualization tools. Technology creates opportunities for students to do meaningful work that has value outside school, receive feedback on their work, and experience the rewards of publication or exhibition. Technology provides a widespread audience for students' work. Computers link students to the world, provide new reasons to write, and offer new sources of feedback on ideas (Peck & Dorricott, 1994).

Along with the student laptops, the district has received grant funds to provide teachers with a laptop computer for school and home use as well. As with students, teachers will become more conversant in technology as a teaching tool through this program. The full time access to the laptop computers will act as a form of professional development for teachers. Research has shown that, when teachers are given computer access in their classrooms, they develop greater confidence and competence in using those computers (Mann *et. al*, 1999). By allowing students to access outside of school and providing teachers with computers, both students and teachers can use at home.

This, combined with the professional development program, will result in an even greater level of computer confidence development based on the increased access time. In order to create a distance learning program hybridized with the traditional education program, as well as to create an environment where technology is fully integrated into the curriculum, this level of computer related professional development for all teachers is vital. Increased teacher confidence and competence with computers will also translate into improved academic achievement for students. As shown by Middleton

and Murray, students whose teachers were higher-level users of technology tended to perform better academically (Middleton & Murray, 1999).

With the technology and staff development detailed in this technology plan, courses can be delivered via videoconference or web-based courseware, or preferably, through a combination of the two that utilizes the best aspects of each. The staff development improvements that will come along with the distance learning program expansion will create extremely cost effective means of providing for staff development of all sorts with technology. The plan incorporates digital course administration and communication tools that effectively negate the administrative roadblocks to distance educational offerings, and give parents, teachers, and students' powerful tools to communicate effectively and cheaply over large distances. Furthermore, the distance learning aspect of this technology plan will allow the district to expand and diversify distance education options without necessitating significant additional costs.

According to a professional review of recent distance learning studies conducted by White, Ringstaff and Kelley for the WestEd Corporation, the following aspects of this technology plan match the findings of what is important to assure that technology is being used as an effective educational tool: (White, *et. al*, 2004).

- Matching technology with goals;
- Providing adequate and appropriate professional development;
- Providing sufficient equipment: adequate computer-to-student ratio;
- Making equipment accessible;
- Considering computer access at home;
- Planning for the long term;
- Integrating technology within the curricular framework.

Rather than distance learning courses being unrelated to the district curriculum, the distance-learning program will simply be transferring the recently reworked curriculum into distance format. The district continues to revise the entire content area curriculum to make the state and national standards applicable to the district communities. This kind of standards based curriculum-utilizing technology as a tool to deliver that curriculum has been shown to be an effective strategy (Cradler & Cradler 2000).

When searching for relevant and timely research the AEBSD relies heavily upon the International Society for Technology in Education's (ISTE) Center for Applied Research in Educational Technology (CARET) to target best practices regarding the integration of technology and professional development in the area of educational technology.

Guiding documents that also support the evaluation of tools, processes or programs are listed below:

- ISTE National Educational Technology Standards for Students (NETS\*S)
- ISTE National Educational Technology Standards for Teachers (NETS\*T)
- ISTE National Educational Technology Standards for Administrators (NETS\*A)
- National Educational Technology Plan
- Alaska's Educational Technology Plan

## **2. Aligned to Alaska State Content and Performance Standards**

“Whether the domain is English language arts, mathematics, sciences, social studies, history, or music, 21st-century competencies and such expertise as critical thinking, complex problem solving, collaboration, and multimedia communication should be woven into all content areas” (U.S. Department of Education, 2010, p.13).

Through the use of the school district's LAN (local area network), video-conferencing, and Internet, students are able meet and exceed the performance standards listed by the state. The Aleutians East Borough School District accomplishes this process through regularly held meetings between the curriculum and technology committees. The committees work to “unpack” the Alaska Grade Level Expectations to create the local curriculum. The Aleutians East Borough School District's unpacked GLEs do not specifically mention technology as it is assumed that technology is being integrated in to all facets of the educational process as outlined in the AEBSD's strategic plan (See Appendix C).

There are also regularly held department meetings that allow for a review of potential changes to existing curriculum. Since the AEBSD's curriculum are living documents, they allow for the integration of emergent technological tools, processes, or programs in a timely manner.

## **3. Measures that indicate improvements in student Academic Achievement**

“Just as learning sciences and technology play an essential role in helping us create more effective learning experiences, when combined with assessment theory they also can provide a foundation for much-needed improvements in assessment (Pellegrino, Chudowsky, and Glaser 2001; Tucker 2009). These improvements include finding new and better ways to assess what matters, doing assessment in the course of learning

when there is still time to improve student performance, and involving multiple stakeholders in the process of designing, conducting, and using assessment” (U.S. Department of Education, 2010, p. 25).

It is difficult to measure the effects of technology on student achievement, but the improvements in academic achievement will currently be evidenced by:

- State testing program results
- Students grades and performance
- District graduation rates
- Eighth grade “technology literacy”
- Student mastery of state and ISTE NET\*S technology standards

**4. Include a timeline for integration**

<b>Year</b>	<b>Tools to be acquired</b>	<b>Activities to be conducted</b>
2011-2012	1. Cisco or Aruba wireless network installed in King Cove and Sand Point 2. New Staff laptops 3. Discovery Education 4. 20% student laptops replaced 5. iPad/iPod acquisition for elementary 6. Document cameras 7. Ceiling mounted projector	1. On-site PowerTeacher training 2. Google Apps training 3. On-site Promethean training 4. Discovery Education Network training 5. Social Studies & Tech Integration committees meet 6. Renaissance Learning training
2012-2013	1. Replace at least 3 VTC units with high definition units 2. Promethean Fleet expanded upon 3. 20% Staff & Student laptops replaced	1. On-site PowerTeacher training. 2. On-site Promethean training 3. Google Apps training

	4. Casper Suite	4. Apple Professional Development Days: technology integration
2013-2014	<ol style="list-style-type: none"> <li>1. Replace VTC units with high definition units.</li> <li>2. Promethean Fleet expanded upon</li> <li>3. Refresh web based/license agreements</li> <li>4. 20% Staff and Student laptops</li> <li>5. Document cameras</li> <li>6. Ceiling mounted projector</li> </ol>	<ol style="list-style-type: none"> <li>1. On-site PowerTeacher training</li> <li>2. Apple Professional Development Days</li> <li>3. Promethean training if needed</li> <li>4. Renaissance Learning training.</li> </ol>

This is the base level plan for the Aleutians East Borough School District over the three-year life of the plan. This is not meant to be a comprehensive list. Other technology integration projects will be addressed based on ongoing surveys, curriculum meetings, and as budgetary constraints allow.

**C: Technology Access**

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

The AEBSD is committed to providing access to technologies that will prepare our students for the future. Equitable access among all of our schools is closely monitored by the district administration. The district currently averages a 2:1 student to computer ratio, and 1:1 teacher to computer ratio. Every classroom has at least one Ethernet port to the LAN-WAN Internet. With all schools also enjoying wireless access. All computers are Internet accessible and are running Mac OS X 4 or later. All of our 7-12 grade students in the district are provided with a high quality laptop to use for their educational endeavors. In order to provide staff with adequate access to technology they are provided with a laptop as well. The Sand Point and King Cove Schools each have computer laps with approximately 20 Intel based iMacs. Additionally, all classroom have the ability to connect desktop video or VTC Tandberg equipment to any other endpoint in the world.

The goal of the district is to provide the ability for every classroom to achieve 1:1 computer access; using desktop, laptop and mobile solutions. AEBSD is committed to a replacement cycle of computers at a rate of 20% each year. All student computers in the district are re-imaged with an updated image every summer at minimum.

## **2. The district will encourage the development and use of innovative delivery strategies through the use of technology.**

E-Rate funds, regular district funds and grant funds are coordinated to bring new software, workstations, servers, and solid infrastructure to all of our schools. Our current E-Rate discounts as a district is at eighty percent.

Aleutians East Borough School District has a state of the art videoconference system installed at all schools. The district uses this technology to teach distance learning courses synchronously using video. This helps achieve our goal of always on learning, and provides a highly qualified teacher for all students. Teachers are also encouraged to supplement classroom lessons with experiences and collaborations provided through the Center for Interactive Learning and Collaboration (CILC). The district is also exploring technologies such as Elluminate and Wimba to further enhance synchronous learning.

The VTC also allows teachers to participate in professional development opportunities that wouldn't otherwise be available. All district inservices are delivered via our video conference system. This has provided us the opportunity to connect with many professionals around the world who we wouldn't otherwise be accessible.

The district currently utilizes a variety of web based tools for improving student achievement. Among these research proven tools are:

- Skills Alaska
- Accelerated Reading and Math
- Moodle
- PowerSchool
- Atomic Learning
- Keyboarding for Kids

## **3. Ensure effective use of Technology to promote parental involvement and increase parent communication**

Communication strategies to help reinforce instruction at home include telephone, e-mail, instant messaging, Web 2.0 tools, district website (RSS feeds, E-Alerts, Calendar, etc), district web-based survey tool, school newsletters, parent-teacher conferences, and the "Parent's homework Dictionary: Helping Parents Understand Homework. Students grades are also available online for parents to review.

The Aleutians East Borough School District provides our students in grades 7-12 fulltime access to laptop computers. Teachers encourage parents to talk to their child about his/her activities on the laptop, and to be involved in students' Internet use. Likewise, students are encouraged to share their learning projects with their parents. Parents will be surveyed on their students' learning and communication activities on the laptop at home.

#### **4. Adult Literacy Programs**

Aleutians East Borough School District currently does not offer an adult literacy program. Our District and with support of the Aleutians East Borough do support community members who wish to finish their G.E.D. by providing access to computers, Internet access and curricular material.

### **D. Professional Development**

**1. The AEBSD 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.**

Aleutians East Borough School District will center on professional development needs, which will vary each year based on the needs identified in our staff development survey and the States GLE's. The District offer specific training each year during the new teacher training and during District inservices during the school year.

Year	Technology Related Training
2011-2012	<ul style="list-style-type: none"> <li>● Distance delivery tools: Moodle/Video conference equipment</li> <li>● Web 2.0 Training</li> <li>● Interactive whiteboard training</li> <li>● PowerSchool training</li> <li>● Atomic Learning</li> <li>● Some teachers will be sent to Alaska Society of Technology in Education conference. These teachers then provide training opportunities for other teachers.</li> </ul>
2012-2013	<ul style="list-style-type: none"> <li>● Apple application training</li> <li>● PowerSchool training</li> <li>● Distance delivery tools: Moodle/Video conference equipment</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff server and directory training</li> <li>• Interactive whiteboard training (if needed)</li> <li>• Atomic Learning</li> <li>• Some teachers will be sent to Alaska Society in Education conference. These teachers then provide training opportunities for other teachers.</li> </ul>
2013-2014	<ul style="list-style-type: none"> <li>• Distance delivery tools: Moodle/Video conference equipment</li> <li>• Apple certified support professional</li> <li>• Online learning tool training</li> <li>• Atomic learning</li> <li>• Some teachers will be sent to Alaska Society in Education conference. These teachers then provide training opportunities for other teachers</li> </ul>

The schedule represents a minimum level for the district over the three-year life of the technology plan. Other professional development opportunities will be conducted based on the yearly needs assessment data, funding sources, and the ongoing research by the district curriculum committees and administration.

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

Professional development opportunities are most effective when focused on the needs of the staff. The district surveys the staff yearly to identify areas of training that are needed. The district will also use data generated from Atomic Learning’s 21st Century Assessment to guide professional development opportunities.

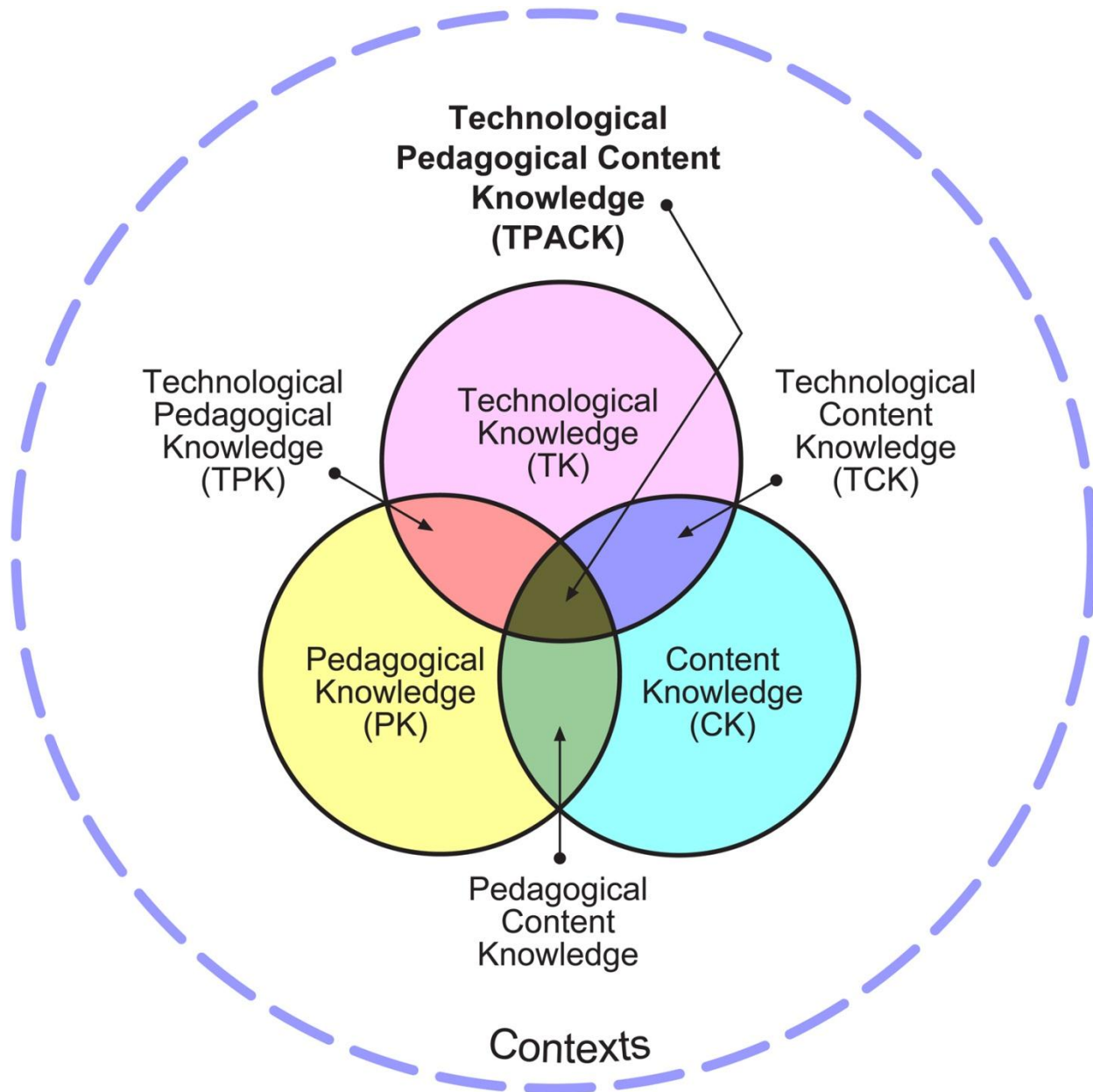
Three models will also be used to improve the capacity of teachers to integrate technology in each academic content area.

**Technology Integration Planning Model**

This model benefits teachers by giving them a general approach to address challenges involved in integrating technology into teaching. Each of the model’s steps outline a set of planning and implementation steps that help ensure technology will be utilized. Experienced technology-using teachers move through the six steps more quickly than new adopters (Roblyer & Doering, 2010, p. 51).

**Technological Pedagogical Content Knowledge Model (TPACK)**

Technological Pedagogical Content Knowledge. TPACK is “a way of thinking about the knowledge teachers need to understand to integrate technology effectively into their classrooms (Mishra & Koehler, 2008).” Successful teaching requires the right combination of content, pedagogy, and content knowledge.



**AEBSD Professional Development Model**

The following model was created using Craig’s City School District’s model as a template and was adapted with permission to fit the unique needs of the AEBSD (Bobo & Booth, 2007).

## Assessment of Readiness for Technology Professional Development

	Personnel	Equipment/Infrastructure	Philosophy & Leadership
Phase I	Each teacher has a laptop or mobile device for their own use in their classroom. Training focuses on personal productivity and working with students in a lab for short duration. Curriculum objectives are met primarily through traditional instruction, technology is an "add on". Teachers are relatively isolated but willing.	Computer labs designed to accommodate a full class of students. A digital projector is present in the lab and Internet is available to all. Uses: Accelerate Reader, games, skill and drill.	Most members of the learning community understand that best practices in teaching may be enhanced through the use of technology. Leadership in technology is external to the classroom with a few notable exceptions.
Phase II	Teachers are required to use productivity tools in order to make management more efficient. Teachers begin to request training in technology tools in order to document student work and classroom processes. Teachers want to "share" their classrooms on the Web.	Teachers begin integrating interactive whiteboards with student response systems. Uses: Presentations, class projects, brainstorming, basic website navigation, concept maps, vocabulary, exit slips.	The value of technology is indicated through the development of local technology standards. A "roadmap" of skills is developed that indicates a well thought out progression of skills and abilities for students and staff. Early adopters are modeling collaborative planning and/or teaching.
Phase III	Teachers are able to see how technology may enhance their specific content-based lessons, but are still developing skill in planning for management tasks. Teachers seek collaboration with technology mentors.	Wireless connectivity is accessed by both teachers and students. Mobile devices/ computers are available to most students. Digital Cameras are utilized on mobile devices. Uses: Google Docs, simple movies, photo books, Comic Life.	Teachers recognize the value of technology for learning in their own practice and want to extend opportunities and experiences to students. Leadership provides opportunities for collaboration and structures that enable collaborative processes. Schedules aligned to ensure cross-curricular planning and implementation.
Phase IV	Teachers understand their role in helping students to both learn technology and learn with technology. The system has provided a framework to help teachers plan to fulfill their responsibilities. Teachers seek help in integrating technology into current teaching. Teaching practice becomes more project-based. Teachers collaborate to design instruction.	Teachers collaborate and plan to ensure comprehensive use of available technology tools. Moodle and the AEBSD website is used to create a blended classrooms. VTC used for CILC content providers. Other desktop video collaborations explored via Skype. Uses: webpages, collaborative projects, social networking.	Teachers create a student centered classroom expecting students to collaborate with peers and subject matter experts from around the world. The "roadmap" of skills is expanded to include performances shared across content areas. There is a school wide and/or district wide commitment to maintenance and upkeep.
Phase V	Teachers serve as guides in the classroom as students construct new knowledge through the use of technology. Curriculum goals are met through fully integrated technology projects and processes. Teachers, students, administration, and communities collaborate to create relevant, engaged learning experiences. Teachers and students together seek "just in time" learning in order to move projects forward. Teachers teach online courses using VTC and web based technologies.	Anytime access to computers for all students. Digital projectors available in all classrooms for sharing information, digital still and video cameras are available to students at a ratio of use that enables multiple students to be working on various projects. Moodle and VTC equipment is used for distance delivery courses to smaller sites within the district Uses: podcasting, multi-media projects, graphics, web publishing, distance delivery courses.	Teachers realize that it is not about the technology, it is about quality teaching and learning using enhanced tools. Students serve as technology leaders and are respected as such by both other students and staff. Administrative role is now to support both teachers and students with resources and time.

## Inservice Training Model

	Confronting Preconceptions	Personal Productivity	Technology is a tool for learning	Management of technology-rich environment	Integration and Independent Learning
Focus	Build confidence in using technology. Discuss ways technology is transforming education and the district's expectations of technology use. Training must provide opportunity to use technology as a tool.	Standardized set of required skills needed to accomplish school related tasks and perform district/school required data management and communication processes.	All staff attends training in PowerSchool, Google Docs, ISTE NETS. When teachers see value in the productivity of technology, they will introduce technological tools to students.	Collaborative peer training, individualized instruction by skill level, encourage teachers to become leaders/experts to support each other.	Provide resources for teachers in order to help them support student learning. Practitioners are able to recommend tools that will help in this process and be supported through training.
Content	<ol style="list-style-type: none"> <li>1) Discuss how technology is transforming education</li> <li>2) Address district's expectation for the use of technology</li> <li>3) Training in specific applications that teachers need to master, such as Google Docs, email, and digital gradebooks</li> </ol>	<ol style="list-style-type: none"> <li>1) Discuss how technology is transforming education</li> <li>2) Address district's expectation for the use of technology</li> <li>3) Training in specific applications that teachers need to master, such as Google Docs, email, and digital gradebooks</li> </ol>	<ol style="list-style-type: none"> <li>1) Discuss how technology is transforming education</li> <li>2) Lesson plan design essential questions, classroom management</li> <li>3) Training in student collaboration tools. Teachers DO NOT need to be experts to enable use of technology application in classroom</li> </ol>	<ol style="list-style-type: none"> <li>1) Discuss and reflect on management issues in the classroom. Answer questions such as what will move us forward in integration.</li> <li>2) Collaborative lesson plans/unit designs</li> <li>3) Training on management tools such as LAN School</li> </ol>	<ol style="list-style-type: none"> <li>1) Discussion of "Always on Learning"</li> <li>2) Modeling the creation of relevant, engaging, and personalized student learning experiences</li> <li>3) "How to get out of the way when students are learning"</li> </ol>
Training Environment	<ol style="list-style-type: none"> <li>1) Initial training should be comfortable/informal setting to allow for teachers to explore technology in a non-threatening environment</li> <li>2) Trainers: In-house teacher leaders, teacher modeling, district/school leadership</li> </ol>	<ol style="list-style-type: none"> <li>1) Inservices are scheduled to accommodate a wide range of skills and technology strands</li> <li>2) Mentors work in classrooms with teachers and students as follow up</li> </ol>	<ol style="list-style-type: none"> <li>1) Teacher's need determines the need for specific workshops/trainings</li> <li>2) Combination of local educators/trainers and application/content experts</li> <li>3) Mentors work in classrooms with teachers and students as follow up</li> </ol>	<ol style="list-style-type: none"> <li>1) Centralized location of training in combination with working collaboratively in teacher's classrooms.</li> <li>2) Training with peers of various skill levels but similar audiences implementing more project based experiences</li> <li>3) Technology leaders serve as resource people and mentors work in classrooms with teachers</li> </ol>	<ol style="list-style-type: none"> <li>1) Centralized location for information support and resources</li> <li>2) Teachers work collaboratively with goal of sharing product/process</li> <li>3) Technology leaders and classroom integration experts serve as resource people</li> </ol>

## Recommended Professional Development Opportunities

Phase I Confronting Preconceptions	Phase II Personal Productivity	Phase III Technology as a Tool for Learning	Phase IV Management of a Technology Rich Environment	Phase V Integration and Independent Learning
Peer Mentoring	Peer Mentoring	Peer Mentoring		
Participation in professional learning community	Participation in professional learning community	Participation in professional learning community	Participation in professional learning community	Participation in professional learning community
Professional conferences such as ASTE	Professional conferences such as ASTE	Professional conferences such as ASTE	Professional conferences such as ASTE	Professional conferences such as ASTE
Workshops at learning level (1-2 day)	Workshops at learning level (1-2 day)	Workshops at learning level (1-2 day)	Workshops at learning level (1-2 day)	Workshops at learning level (1-2 day)
Video-Conference Training (e.g. ASDN, CILC, etc.)	Video-Conference Training (e.g. ASDN, CILC, etc.)	Video-Conference Training (e.g. ASDN, CILC, etc.)	Video-Conference Training (e.g. ASDN, CILC, etc.)	Video-Conference Training (e.g. ASDN, CILC, etc.)
Professional reading (including blogs, websites, professional journals) and reflection	Professional reading (including blogs, websites, professional journals) and reflection	Professional reading (including blogs, websites, professional journals) and reflection	Professional reading (including blogs, websites, professional journals) and reflection	Professional reading (including blogs, websites, professional journals) and reflection
Peer observation	Peer observation	Peer observation	Peer observation	Peer observation
	Tutorials (Atomic Learning, Lynda, YouTube, how-to-books)	Tutorials (Atomic Learning, Lynda, YouTube, how-to-books)	Tutorials (Atomic Learning, Lynda, YouTube, how-to-books)	Tutorials (Atomic Learning, Lynda, YouTube, how-to-books)
		Technology leader mentoring and collaborative work	Technology leader mentoring and collaborative work	Technology leader mentoring and collaborative work
		Endorsement/Master's program in educational technology	Endorsement/Master's program in educational technology	Endorsement/Master's program in educational technology
		Collaborative work with educational peers from around the world	Collaborative work with educational peers from around the world	Collaborative work with educational peers from around the world
			Online courses	Online courses
			Serving as mentor	Serving as mentor
			Presenting at workshops or conferences	Presenting at workshops or conferences

## **E. Resources**

### **1. The district will coordinate federal, state, local, and other funding sources to support student academic achievement, technology literacy, and integration of technology into curricula and instruction.**

The Superintendent or designee plan funding on a regular basis and adjust as needed in consultation with the Director of Technology. The technology budget of the Aleutians East Borough School District is not a separate budgetary line item. It is contained within budgetary lines of each site, which reflects our site based management organizational profile, and which more accurately reflects the uses for which technology dollars are expended. For example:

- Staff development and inservice training monies are used for Web literacy training, outside consultants as needed and other staff and student technology training.
- Supply, equipment, and maintenance monies are used to purchase, repair, and upgrade computer and network equipment.
- Director of Technology supports technology efforts, including staff development, network and Internet management, and implementation of the technology plan, among others.
- Sand Point and King Cove have a stipend position for a site technology coordinator, which includes network administration and staff training.
- Curriculum development budgets support the development of all curricular efforts including technology.
- The telecommunications budget of the district reflects the cost of Internet connectivity.
- The Aleutians East Borough School District will aggressively pursue grant opportunities that apply to the educational and technological guidelines of its Strategic and Technology Plans.
- A suggested minimum of 20% of the supplies line item and 20% of the equipment line item in each site budget is devoted to technology purchases.

**2. The district will ensure the supporting resources to ensure successful and effective uses of technology.**

The district stands behind its policy to update or replace hardware on a 5-year rotating basis and to update software resources when the need is expressed. The AEBSD supports a number of educational software programs including Accelerated Math and Reader, PowerSchool, and Atomic Learning. The District has upgraded their Website to further communicate with their communities, parents, students and staff. ([www.aebbsd.org](http://www.aebbsd.org)) The district budgets for these programs yearly, and will continue to do so as long as they are the most appropriate tool to meet the needs of our students.

Planned Purchases in the next three years:

Year	Hardware and support	Software
2011-2012	20 student laptops. iPad/iPod Touch acquisition. Up to 4 interactive whiteboards, new server for JAMF, printers, JAMF CCA, Apple server certification for tech staff.	Discovery Learning License  Operating system and application upgrades as needed. Yearly licensing fees for web based learning programs.
2012-2013	20 student laptops. iPad/iPod Touch acquisition. Up to 4 interactive whiteboards and whiteboard training, printers, 2 Apple engineer days for server maintenance and support. 2 days of software training.	Operating system and application upgrades as needed. Yearly licensing fees for web based learning programs.
2013-2014	20 student laptops. iPad/iPod Touch acquisition. Up to 4 interactive whiteboards, printers and whiteboard training. 2 days of software training.	Operating system and application upgrades as needed and available. Yearly licensing for online and computer-based learning systems And programs.

**3. Maintain an inventory of technology including provisions for interoperability.**

The Aleutians East Borough School District currently averages a 2:1 student to computer ratio. The district maintains a thorough inventory of all technological equipment. We inventory computers using the Casper Suite and Computrace software. The inventory is consistently updated as we add newly acquired tools to the district and retire others. All AEBSD equipment has an asset tag placed on it, and it is tracked in a

spreadsheet containing information specific to each device. The funds will be used in conjunction with other federal program funds to meet our Technology Plan goals.

The AEBSB is also exploring the possibility of updating the inventory process with barcodes and scanners with accompanied software to create a database.

Interoperability is becoming less and less of an issue as the digital age progresses. The district has experienced very few issues with this in years past. Part of the reason this is not a problem is due to our policy of having all technology purchases be approved by the Director of Technology. This assures cost effectiveness and compatibility.

## **F. Accountability**

### **1. Measure of effectiveness of integrating technology into curricula and instruction.**

#### **State Testing Results**

The Aleutians East Borough School District will monitor the increase in student proficiency on state mandated tests. The district will compare the percentage proficient in the spring of each year with the percentage of proficient students in each subsequent spring.

#### **Graduation Rates**

The AEBSB will monitor each year's graduation rate.

#### **Teacher Lesson Plans**

The district requires all teachers to submit their weekly lesson plans to the site administrator. The site administrator will monitor effective integration of technology

#### **Teacher Evaluation**

There are elements of technology integration built into the AEBSB's teacher evaluation tool. This will formally provide data on the integration of technology on a class-by-class basis.

## **2. Measure the effectiveness of the technology plan and progress towards meeting the plan goals.**

- AEBSD will use district-wide technology grade level assessments and corresponding rubrics, in conjunction with the creation of a technology curriculum to monitor progress
- Measure the increase in student proficiency on state mandated tests
  - Compare the percentage proficient in the Spring to subsequent Spring
- Monitor graduation rates
  - Each semester and compare each spring
- Classroom observations
  - The formal evaluations reflect the effectiveness of the integration of technology
- Obtain Feedback from all stakeholders
  - Surveys are conducted multiple times each year
  - The district welcomes feedback from all stakeholders any time of year

## **3. People involved in the plan.**

Chris Babcock - Community Member

Edwin Sharpe - Small Site Teacher/Principal

Eliza Warmack - Community Member/Certified Teacher

Etta Kuzakin - King Cove Site Tech

George Cromer - Tobacco Prevention Specialist

Gina Julian - Teacher

Heather Meinert - Teacher

Luke Meinert- Director of Technology

Mikayla McCallum - Student

Nate Julian - Sand Point Site Tech

Sara Lee - Teacher

Tiffany Jackson - School Board Chair

Tim Coray - Teacher

#### **4. Review Process**

Our District Technology Planning Committee will consistently review the technology plan and adjust as necessary over the three-year life cycle of the plan. The plan will also be monitored and adjusted on a more continuous basis by the Director of Technology.

#### **G. Children's Internet Protection Act Compliance**

The Aleutians East Borough School District will continue to meet all requirements of the Children Internet Protection Act, (CIPA). The district maintains an Internet filter and monitoring devices (Apple Remote Desktop, LAN School) for all schools and district buildings.

The School Board approved and adopted the Acceptable Use Policy for Students and Staff in 2009. A public notice and hearing addressing the Technology Protection Measure and Internet Safety Policy was conducted on November 11th, 2010 (See Appendix D). The Aleutians East Borough School District ensures full compliance with the Children's Internet Protection Act.

#### **TECHNOLOGY ACCEPTABLE USE**

AR 5138 (a)

#### **COMPUTER USE**

Inappropriate use of any computer or computer workstation can be a severe offense. Please note that it is a violation of AEBSD policy to:

1. Duplicate copyrighted software provided by AEBSD. It is a criminal offense to copy ANY software that is protected by copyright, unless such copying is expressly provided for within the copyright agreement, and AEBSD will treat it as such.
2. Use licensed software in a manner inconsistent with the licensing agreement. Information on licenses is available through the District Technology Department (hereinafter referred to as "DTD").
3. Copy, rename, alter, examine, install or delete the files or programs of another person or AEBSD except in the case of troubleshooting or repairing the computer.
4. Use a computer to annoy others, including, but not limited to, sending offensive messages or intentionally cause a computer system or network to crash.
5. Create, disseminate, or run a self-replication program (virus, worm, or any other program that inhibits operation of a computer or network, (whether destructive or not),

distributing large quantities of information that overwhelm the network including but not limited to chain letters, network games, mass copying of files for no specific reason, etc.

6. Take or scan pictures of students without signed permission of the parents and permission from the building administrator.

7. To post any political, commercial, pornographic or otherwise questionable material to the District web site or any AEBSD hosted web site. Additionally, any postings must meet general District policy and be approved by DTD.

8. Access or attempt to access a desktop, network, or host computer without having obtained the appropriate access log-in ID and password legitimately, and/or through use of log-in information belonging to another person. This is considered “hacking” and/or “trespass” and will be dealt with appropriately.

9. Tamper with switch settings, move, reconfigure, or do anything that could damage terminals, computers, printers, or other equipment. Individuals responsible for damaging these or any hardware, software, computer system, or computer lab in any manner, will be financially responsible for all repairs and/or replacements. This includes, but is not limited to unplugging cables, plugging cables into inappropriate locations, or other related activities that may cause the network or connection to the network to fail or to function improperly.

## **INTERNET USE**

The Internet is an electronic network connecting millions of computers and individual subscribers worldwide. The purpose of the Internet is to enhance the education of our students. The use of your account must be in support of educational research and consistent with the educational objectives of AEBSD.

1. Internet access may be provided to students for research activities relating to their course work. Students may also have access to:

- a. Electronic mail
- b. Surf the World Wide Web
- c. Forums & Social Networks

2. 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 be abusive in your messages to others.
- b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate or suggestive language. Illegal activities are strictly forbidden.
- c. Do not reveal your personal address or phone number or that of other students.

d. Note that e-mail is not guaranteed to be private. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

3. Inappropriate use of an account.

The use of the Internet is a privilege, not a right. Inappropriate use will result in cancellation of privileges. The following are examples of inappropriate use.

- a. Use or attempt to use another person's login and/or password.
- b. Copying, transferring, or duplicating software owned by or registered to AEBSD.
- c. Transmission of or downloading any material in violation of any national, state, or district regulation is prohibited. This includes, but is not limited to, copyrighted documents, or threatening or obscene/pornographic material.
- d. Using the network for commercial, political, personal, or private gain.

### **CONSEQUENCES FOR INAPPROPRIATE USE**

The system administrators will deem what is inappropriate use and may close an account at any time. The administration may request the system administrator to deny, revoke, or suspend specific student accounts. If a student has failed to comply with this policy, he/she may be:

- A. Removed from the system for a specific period of time or permanently, depending on the nature of the offense.
- B. Required to pay for damages with regard to technician time, computer resources, or other fees.
- C. Criminally charged under local, state, or federal laws.
- D. Subject to student disciplinary action, up to and including termination or discharge in accordance with existing Board policies and applicable law.

**ALEUTIANS EAST BOROUGH SCHOOL DISTRICT  
ADOPTED: May 2009**

**Aleutians East Borough School District  
 Regular Meeting of the School Board  
 Wednesday, November 10, 2010 – 7 p.m.  
 Board Workshop at 1:00 p.m./Anchorage Borough Offices, 3380 “C” Street  
 Regular Meeting to be held at GCI in Anchorage  
 2550 Denali Street – 6<sup>th</sup> Floor  
 Video Conference Available at all Schools/Sand Point at District Office**

**Agenda**

- |                                      |  |
|--------------------------------------|--|
| ACTION<br>ACTION<br>ACTION<br>ACTION | <p><b>I. Introductions</b></p> <ul style="list-style-type: none"> <li>A. Call to Order</li> <li>B. Pledge of Allegiance</li> <li>C. Roll Call &amp; Establishment of Quorum</li> <li>D. Others in Attendance</li> <li>E. Approval of Agenda</li> <li>F. Swear in Board Member</li> <li>G. Election of Officers</li> <li>H. Approval of Minutes           <ul style="list-style-type: none"> <li>1. October 26, 2010 Regular Minutes</li> </ul> </li> </ul> |
| INFORMATION                          | <p><b>II. Presentations/Recognition</b></p> <ul style="list-style-type: none"> <li>A. Recognition of Nancy Dushkin for her service as a School Board Member</li> <li>B. School Climate and Connectedness Survey Results</li> </ul>   |
| INFORMATION                          | <p><b>III. Public Comments</b></p>   |
| INFORMATION                          | <p><b>IV. Superintendent’s Report</b></p> <ul style="list-style-type: none"> <li>A. Report to the Board</li> <li>B. District Correspondence</li> </ul>   |
| ACTION                               | <p><b>V. Business Manager’s Report</b></p> <ul style="list-style-type: none"> <li>A. Financial Reports</li> </ul>  |
| INFORMATION                          | <p><b>VI. Department Reports</b></p> <ul style="list-style-type: none"> <li>A. Technology/Testing, Luke Meinert</li> <li>B. Activities Report, Ralph Lindquist</li> <li>C. Special Education, Carl Dirkers</li> <li>D. Tobacco Prevention Program, George Cromer</li> </ul>  |

Cont. on pg 2....

INFORMATION	<b>VII. Student Reports</b> A. Student Council Reports
ACTION ACTION	<b>VIII. Unfinished Business</b> A. AEEA Negotiated Agreement B. AESSA Negotiated Agreement
ACTION ACTION INFORMATION	<b>IX. New Business</b> A. FY10 District Financial Audit B. Adoption of Math Curriculum C. CIPA/AUP Public Comments
ACTION	<b>X. Personnel</b> A. New Hires B. Resignations
INFORMATION	<b>XI. Agenda Items for Next Meeting</b>
INFORMATION	<b>XII. Date, Time &amp; Location of Next Meeting</b>
ACTION	<b>XIII. Adjournment</b>

Every student deserves to be surrounded by a culture of high educational expectations. All students are to be valued and should be treated fairly and respectfully regardless of their background or educational challenges. In order for students to realize their full potential; elders, parents, teachers and community members should be involved in students' by serving as role models and by assisting in identifying and making available community resources to meet the needs of all students.

**Aleutian East Borough School District**

**Regular Meeting of the School Board**

**Wednesday, November 10, 2010 – 7PM**

**Meeting was held at the GCI Office in Anchorage**

The meeting was called to order at 7:00 p.m. by President Tiffany Jackson.	Call to Order
Tiffany Jackson Present Demetri Tcheripanoff Present Hillary Smith Present Brenda Wilson Present Glen Gardner, Jr. Present Susie Osterback Present Nanette Johnson Present	Roll Call & Establishment of a Quorum
Dr. Philip Knight, Superintendent Present	
The Pledge of Allegiance was led by President Jackson.	Pledge of Allegiance
Others in attendance in Sand Point: Luke Meinert, Chris Reich, Gina Julian, Joe Haslem, Tonio Verzzone with Avante-Garde, Laresa Moses w/ASC.	Others in Attendance
Others in attendance in Akutan: Art Woodard	
Others in attendance in King Cove: Ralph Lindquist	
Others in attendance in Cold Bay: Ty DeVault	
Others in attendance in False Pass: Ward Walker, Cindy with Isanoski Corporation.	
Others in attendance in Anchorage: Carl Warner, Hank Overturf, Alex Beckman, and Sophie Mack	
Hillary moved to approve the agenda adding New Business, “D”, Student Acceleration. Glen seconded. Vote: unanimous yes. Motion carried.	Approval of Agenda
Brenda Wilson read and signed the Oath of Office. The Board welcomed Brenda back.	Swear in Board Member
Dr. Knight opened the floor for nominations of President. Susan nominated	Election of

Tiffany. Glen move to close nominations. Vote: unanimous yes. Motion carried. Tiffany was announced as the School Board President.

Officers

Tiffany opened the floor for nominations of Vice President. Hillary nominated Demetri. Glen moved to close nominations. Vote: Unanimous yes. Motion carried. Demetri was announced as the School Board Vice-President.

Tiffany opened the floor for nominations of Secretary/Treasurer. Susan nominated Hillary. Hillary declined. Susan nominated Brenda. Glen move to close. Brenda was announced as the School Board Secretary/Treasurer.

Brenda moved to approve the minutes of October 26, 2010, as presented. Glen seconded. Vote: unanimous yes. Motion carried.

Approval of Minutes

Dr. Knight presented a plaque that will be presented to Nancy Dushkin for her service on the Board. The Board thanked Nancy for her dedicated service.

Presentations/  
Recognition

Hank Overturf of AASB went over the results of the School Connectedness and Climate Survey with the Board. He presented a PowerPoint presentation with graphs comparing previous years to last years' results.

SCCS Survey  
Results

Tonio Verzzone of Avante-Garde expressed his excitement to be in Aleutians East and added that AEBSD is data rich.

Public Comments

Dr. Knight reported that the Alaska Sealife Group was not able to make all schools, but was able to make King Cove and Cold Bay. They plan to try again in March. Bruce Lee and Ray Miller went to Kodiak to observe shop programs. The skiff building project is underway at King Cove and Sand Point. The AVTEC Course, Introduction to Navigation, has begun and 12-13 students are enrolled. We received notice about a month ago that the five year Title I Programs audit is complete. Capital Improvement List: Sand Point Gym Floor listed 12<sup>th</sup>, Akutan Siding Project moved to 26<sup>th</sup> and the Sand Point Pool made the list at 31. He said he appreciates the work that the district math committee has done. Dr. Knight wished everyone a Happy Thanksgiving.

Superintendent's  
Report

Alex Beckman with Mikunda presented the FY10 Audit. He went over the required communications and basic financial statements. Gave highlights of basic financial statements, Management discussion and analysis, Statement of Net Assets, Statement of Activities, Balance Sheet for Governmental Funds, Statement of Net Assets, Statement of Revenues, Expenditures and Changes in Fund Balances, Student Activities Fund Balances, and footnotes. The Board thanked Mr. Beckman for his report.

FY10 Audit

Carl presented the financial reports included in the packet. He reported on the General Fund, Encumbrances, Federal Impact Aid, Inventory, Prepayments, FY10 statistical tables, Highly Qualified, Salary Contracts, Health Insurance Premiums, Student Accounts, Enrollment & Foundation Revenue, and the Budget Waiver Approval. Susan thanked Mr. Warner for a clean audit and said that we are very lucky to have him in the District. Brenda moved to approve the financials as presented. Hillary seconded. Vote: unanimous yes. Motion carried.

Business  
Manager's Report

Luke announced that the launch of the District's new website will be in a couple weeks. He said that he would send everyone the link to preview and send comments.

Department  
Reports

Technology  
Report

Activities Director, Ralph Lindquist reported that our kids are busy, including five teams participating in Volleyball and Wrestling. The basketball season will start next month. It is nice to see the Volleyball teams competing in Sand Point again. Hana Jones submitted a recap and forwarded to AEBS staff. Trying to get reports back from coaches. Getting lots of good reports on the kids.

Activities Report

The Special Education report was included in the packet.

Special Ed Report

George Cromer, Tobacco Prevention Coordinator, highlighted his report in the packet.

Tobacco  
Prevention Report

Student Council reports in packet.

Student Reports

Dr. Knight reviewed the language of the AEEA Negotiated Agreement/AESSA with the Board.

AEEA/AESSA  
Negotiations

Dr. Knight explained to the Board that the district math curriculum committee process and turned the presentation to Chris and Gina. They explained that they made a final decision in two phases. The small schools elected to go with Saxon and the larger sites also elected to go with Saxon. They said it is great that a single curriculum was chosen for the entire district.

Adoption of Math  
Curriculum

Brenda moved to adopt the Math Curriculum as presented. Demetri seconded. Vote: unanimous yes. Motion carried.

Luke Meinert went over requirements of CIPA and reported that our policy is in compliance.

CIPA

Dr. Knight explained that a student from King Cove was tested for acceleration and the results were presented to the Board at the workshop. Mr. Lindquist is in favor of it. The parents, SERRC and teachers were all in support of the student acceleration. Brenda moved to approve the King Cove student acceleration. Glen seconded. Vote: unanimous yes. Motion carried.

Student  
Acceleration

No new hires or resignations.

Personnel  
New  
Hires/Resignations

Agenda Items for Next Meeting  
Legislative Fly –In/Essay contest  
National School Boards Association  
New Internet Provider  
YLI Reports  
AEEA Negotiations  
Policy Review  
Grants – Fruits and vegetables - breakfasts

Agenda Items for  
Next Meeting

The next meeting was scheduled for January 25<sup>th</sup>, 2011 at 6 p.m. by video conference with a workshop in the afternoon.

Date, Time and  
Location of Next  
Meeting

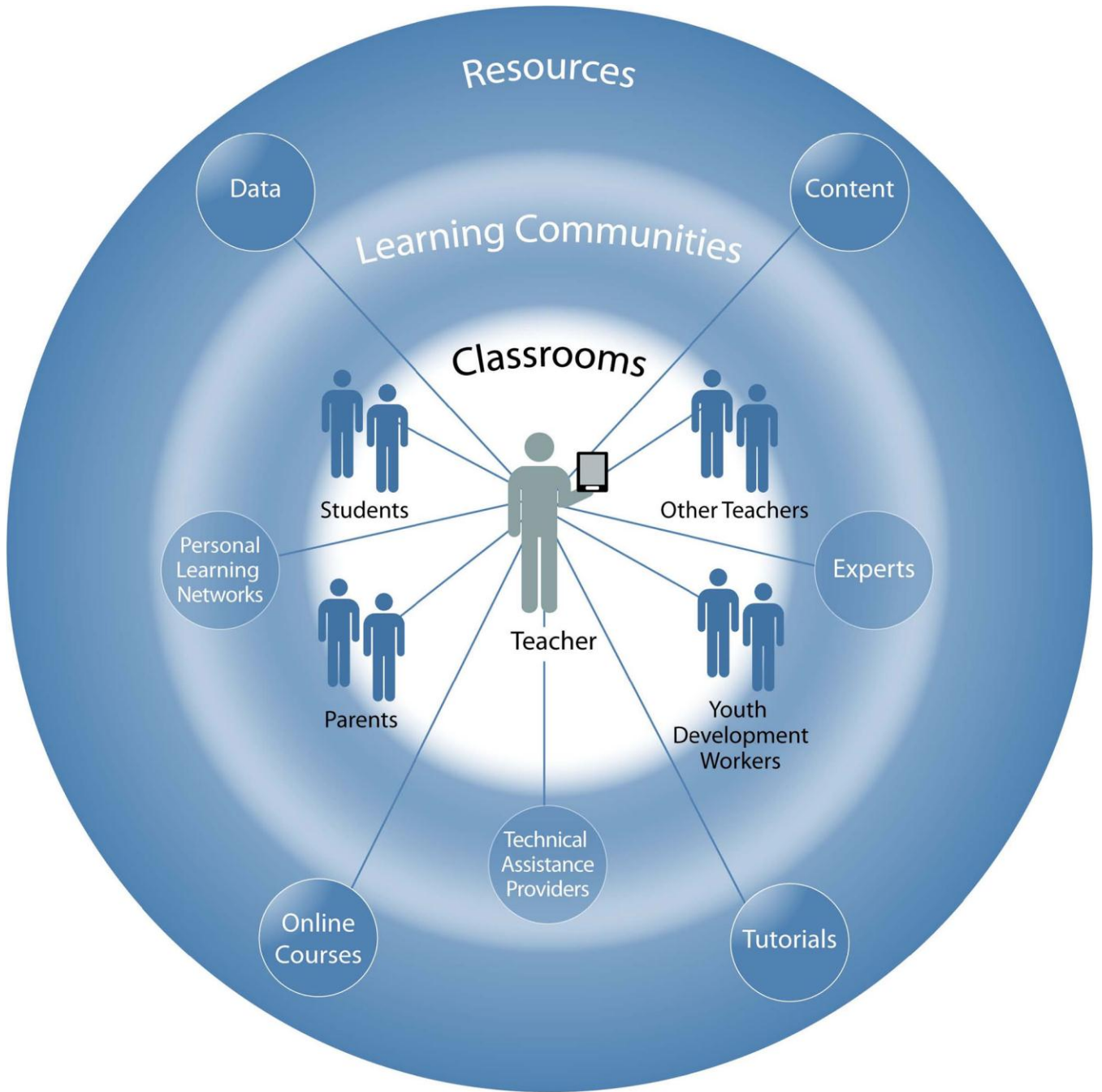
Susie moved to adjourn the meeting. Hillary seconded. Vote: unanimous yes. Motion carried. The meeting adjourned at 8:46 p.m.

Adjournment

Respectfully Submitted,

Sophie Mack

**Appendix A**



## **Appendix B**

### **NETS For Students**

#### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

#### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

#### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

#### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

## **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

## **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

# **NETS For Teachers**

## **1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

## **2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.  
develop technology-enriched learning environments that enable all students to pursue
- b. their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

## **3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

## **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

- develop and model cultural understanding and global awareness by engaging with
- d. colleagues and students of other cultures using digital-age communication and collaboration tools.

## **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.  
exhibit leadership by demonstrating a vision of technology infusion, participating in
- b. shared decision making and community building, and developing the leadership and technology skills of others.  
evaluate and reflect on current research and professional practice on a regular basis to
- c. make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

## **NETS For Administrators**

### **1. Visionary Leadership**

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
- c. advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

### **2. Digital Age Learning Culture**

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning.
- b. model and promote the frequent and effective use of technology for learning.
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- d. ensure effective practice in the study of technology and its infusion across the curriculum.
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

### **3. Excellence in Professional Practice**

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
- b. facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools.
- d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

### **4. Systemic Improvement**

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
- c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
- d. establish and leverage strategic partnerships to support systemic improvement.
- e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

## 5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b. promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
- c. promote and model responsible social interactions related to the use of technology and information.  
model and facilitate the development of a shared cultural understanding and
- d. involvement in global issues through the use of contemporary communication and collaboration tools.

## **Appendix C**

**Goal 3** Integrate technology into all facets of our educational program.

**Objective 1** Routinely examine and implement technology methods to improve curriculum and instruction.

<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Metric</b>	<b>Result</b>
3.1.1 Hold meetings of technology committee	Technology committee and Technology Director	Quarterly	Minutes from meetings	Improvements in curriculum and instruction
3.1.2 Hold meetings between technology and curriculum committee(s)	Technology and curriculum directors	On-going each semester	Minutes from meetings	Improvements in curriculum and instruction
3.1.3 Provide blended courses using Moodle	Tech director, teachers, curriculum committees	Fall 2009 ongoing	Course schedule	Improved curriculum and instruction
3.1.4 Provide distance delivery courses	Tech director, teachers, curriculum committees	Fall 2009 ongoing	Records of student enrollment and course completion	Expanded curriculum and instruction

### **Objective 2**

Provide professional development and technological support to ensure utilization of technology.

<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Metric</b>	<b>Result</b>
3.2.1 Develop and provide ongoing training to effectively implement technology	Technology committee, curriculum committee, Site Administrator	Fall 2009	Committee and professional records	Increased proficiency in using technology
3.2.2 Increase technical assistance to all sites	Technology Director	Spring 2010	Satisfaction survey	Increased satisfaction

**Objective 3**

Continue to develop and maintain the technological infrastructure.

<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Metric</b>	<b>Result</b>
3.3.1 Regularly update software on all computers	Technology Director or Designee	Fall 2009	Schedules and records of completed software updates	Consistent and efficient machines
3.3.2 Develop hardware replacement cycle	Technology Director	Fall 2009	Inventory, schedule, and records of replacement	Improved utilization and student achievement
3.3.3 Maintain and upgrade network	Technology Director	Fall 2009 ongoing	Evidence of network upgrades	Stable network
3.3.4 Actively explore emerging technologies	Technology Director, technology committee	Fall 2009	Meeting minutes	Recommendations for network upgrades
3.3.5 Update and maintain district technology plan	Technology Director	Fall 2009	Report to superintendent	A written plan for improving technology

## Appendix D

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