EdTech JOURNAL
A CALIFORNIA EDUCATIONAL TECHNOLOGY PROFESSIONALS ASSOCIATION PUBLICATION

2019 | ISSUE ONE

10
PLUGGED IN: TO SCHOOL SAFETY

12
CETPA’S COMMUNITY SPIRIT AND DEDICATION HELPS FIRE VICTIMS

14
GRIZZLY CHALLENGE CHARTER SCHOOL
Aeries Academy online learning platform is Enrolling now.

Aeries Academy offers a flexible training option for districts or individual Aeries users. Participants can work towards their professional development goals or training needs by enrolling in any of 10 Certification Courses or 12 individual single-topic modules. All Aeries Academy coursework is completed on your own time at your own pace using the Canvas LMS.

BE PREPARED FROM DAY ONE
When the time comes to use Aeries SIS in your day-to-day work, you'll be better equipped to get work done faster than colleagues who opt to instead learn Aeries as they use it.

EMPOWER YOUR STAFF TO SUCCEED
Aeries Academy offers districts using Aeries SIS a comprehensive powerful training tool for new employees (or those changing positions), as well as a new method to gauge existing knowledge of potential candidates.

Participants are given 1 of 3 final assessment grades gauging their knowledge:

NOVICE
You're new to Aeries and grasp fundamental concepts, but are still learning.

PROFICIENT
You're comfortable with many aspects of Aeries and can capably handle working within it.

EXPERT
You're very knowledgeable in the many different facets of day-to-day Aeries SIS usage.

Start learning for free.

Our Aeries 101 course, "Fundamentals of Aeries", is a great jump-off point for someone looking to brush up on the basics. We're offering "Fundamentals of Aeries" for free, forever.

Available now at learn.aeries.com
END-TO-END TECHNOLOGY SOLUTIONS & SERVICES

- Technical Services & Support
- Procurement Management & Services
- Complete Technology Product & Software Line
- Audio Visual & IT Solutions
- Managed Services
- Integration | Deployment | Supply Chain Services
- Worldwide Logistics & Supply Chain

DEVELOPING
IT & AV SOLUTIONS ACROSS THE GLOBE
Since 1985

Golden Star Technology, Inc.
HQ: 12881 166th Street, Cerritos, CA 90703
info@gstes.com • www.gstes.com

Woman Minority Owned Small Business Enterprise
ISO 9001:2015 Certified

Los Angeles • Corona • San Diego • Costa Mesa • Las Vegas • Miami • Hong Kong • Macau • Taipei
The new Extron ShareLink Pro 1000 is our next generation collaboration gateway that allows instructors and students to share AV content from their computer, tablet or smartphone to a display. For maximum flexibility, ShareLink Pro 1000 allows users to connect and share wirelessly or via HDMI. The system allows simultaneous display of up to four pieces of content, eliminating the need to switch sources during group sessions. ShareLink Pro makes it easy for educational institutions to integrate AV and mobile devices into huddle spaces, classrooms, lecture halls, and other presentation spaces. Technology managers will appreciate the ability to remotely manage, monitor, and support ShareLink Pro enabled rooms with Extron GlobalViewer Enterprise software.

Features:
- Wirelessly share content from instructor or student computers, tablets, and smartphones
- Provides full screen mirroring for all devices
- Supports Mac and Windows computers as well as Apple and Android tablets and smartphones
- View up to four pieces of content simultaneously, eliminating the need to switch between sources
- Collaboration mode allows any student to display content and control the presentation
- Moderator mode allows the instructor to control who can access the display
- Remote management, monitoring, and control with Extron GlobalViewer Enterprise

Works with TeamWork Show Me Cables
Connect your laptop or mobile device with an optional HDMI, DisplayPort, or Mini DisplayPort Show Me® cable for intuitive sharing of content by pressing the Share button.
PRESIDENT'S MESSAGE
Greetings
BY LORRIE OWENS

PRESIDENT ELECT'S MESSAGE
Plugged In: To School Safety
BY DAVID GOLDSMITH

EXECUTIVE DIRECTOR'S MESSAGE
Lucky 13
BY ANDREA BENNETT

CETPA's COMMUNITY SPIRIT AND DEDICATION
Supporting the Camp Fire

GRIZZLY CHALLENGE CHARTER SCHOOL
From a big district to small charter
BY MATT PAULS

WHAT IS A CONNECTED EDUCATOR, ANYWAYS?
BY MIKE MESSNER
For 35 years, Sehi Computer Products, Inc. has supported schools by providing educators with innovative IT solutions that engage students and advance academic achievement.

**HP Sales, Service and Support**
- Chromebooks
- Mobility Solutions
- PCs and Laptops
- Printers & Imaging
- HP Networking
- Server Solutions
- Storage Solutions
- Supplies & Accessories
- Audio and Video
- Digital Displays
- Warranty Services
- Managed Print
- Chrome Services
- Classroom Solutions

35 Years of IT Innovation

EXECUTIVE DIRECTOR
ANDREA BENNETT
andrea.bennett@cetpa.net

DIRECTOR OF EDUCATION AND EVENTS
LAUREL NAVA
laurel.navacetpa.net

RESOURCE PROGRAM SPECIALIST
LIBBI GARRETT
libbi.garrett@cetpa.net

OFFICE AND MEMBERSHIP COORDINATOR
BREEANN NILES
breeann.niles@cetpa.net
YOUR SCHOOL SAFETY EXPERTS

NIC Partners and Cisco have been helping schools and school districts in southern California with their technology needs for more than 25 years. Whether it's surveillance, visitor management, secure Internet, emergency management or something else, NIC Partners is here to help.

Call us at (800)451-3394 option 2, or email sales@nicpartnersinc.com today.
I am humbled and honored to bring you greetings as the president of your California Educational Technology Professionals Association. CETPA represents some of the brightest, hardest working professionals in the state and, indeed, the country!

Maybe you are the engineer who designs and maintains your LEA’s network, or the computer technician who supports the plethora of devices your users operate in their learning environments or in their jobs. You may be the programmer writing code for a new application designed to make your users more efficient. Perhaps you are the systems administrator monitoring the LEA’s network and ensuring all users are quickly and correctly provisioned. You may be your organization’s CALPADs administrator or computer operator supporting the financial system. You could also be the media specialist who ensures the audio/visual equipment in your classrooms and meeting centers are operational and accessible. There are so many other areas in which you may provide support:

- Telecommunications
- Multi-functions
- Network security
- Applications support
- Project management
- Web services
- Instructional technology integration

Whatever our roles are in our respective organizations, we are the backbone of education. Technology used to be a nice addition to the learning environment, but it wasn’t essential. Today, every facet of the business of public education runs on the technology foundations we build and support. Yes, we are the ones in the background. Sometimes, the greatest compliment we get is hearing no complaints. We have put in many long night, a weekend, or a holiday to ensure everything works. But there is something special about knowing kids are learning with the technology tools we support, teachers are being paid via systems we manage, VoIP systems, security systems, and a plethora of other systems operate on networks we build. Only a true educational technologist understands that special feeling.

As CETPA enters its 59th year, we do so with great pride because of what we have accomplished, but also great humility and determination because of all that is still left to do. You are served by a dedicated Board of Directors, representative of the rich diversity (gender, ethnic, and geographic) that is present and continually growing in our community. You are supported by a talented and innovative staff. We continue to expand and improve our professional development opportunities, led by our flagship CTO Mentor Program, now in its 13th year. We have partnered with K-12HSN to develop offerings in the TAPD program. Our regional groups continue to thrive, and we’re looking to expand them in underrepresented areas in our state. We continue to work for even more purchasing leverage by updating and expanding our licensing programs. We bring you timely information through our collaboration with the law firm Fagen.
Friedman & Fulford, LLP (F3). We trek to Sacramento several times a year with our partners from the Capitol Advisors Group (CAG) to lobby for legislation that will improve the educational technology experiences of California students.

WE GIVE BACK TO THE COMMUNITY

The results of our efforts last year in Sacramento, where our annual conference was hosted, was $5,800 being donated to the Mustard Seed School for Homeless Children. We will donate to a charity this fall in Anaheim, where we will hold the 2019 conference. Our response to the Camp Fire, led by our treasurer Peter Skibitzki, resulted in the coordination and delivery of thousands of dollars of donated technology equipment to help rebuild the technology infrastructure destroyed in that horrible tragedy.

WE ARE CETPA

We are CETPA—strong and true to our mission—to lead, develop and support educational technologists and organizations to foster student success. As we continue to carry out our mission, I look forward to working with you, growing with you, and continuing to promote excellence in education through the support of technology. Although we may come across a bump or two in the road, let’s make 2019 yet another phenomenal year!
I’m sure we’ve all heard (or lived) the all-too-familiar refrain that begins something like “if it plugs in, then it’s IT’s problem…” While there may be a scant bit of hyperbole in that statement, today it rings true as internet-connected devices (IoT) proliferate to the nth degree around us and into our network environments. While IT has always been central to schools’ digital security, one area in particular that has recently shifted to an IT area of responsibility is an especially critical one: school campus safety and security.

Since the still inconceivable tragedy at Sandy Hook, nearly 90% of US schools and districts have taken steps to change security policies, personnel, and facilities in and effort to make their school campuses the safe haven they were once believed to be. In addition to, and as a direct result of these changes, technology has taken on a much larger role in assisting with the physical safety and security of our schools. New and existing technologies have been developed and adapted to directly address districts’ mission of keeping their campuses safe. According to the RAND Corporation’s 2016 publication “The Role of Technology in Improving K-12 School Safety,” there are no fewer than twelve categories of school safety technologies in use to varying degrees in US schools. While each district needs to survey and assess their own risk areas and determine which solutions best address their specific needs, there are several widely-used technologies to consider that, combined with policies, procedures, continuous staff training, and collaboration with public safety organizations, can help strengthen our schools’ safety initiatives.

ACCESS CONTROL
In addition to natural and constructed barriers that direct and control where a person must go to enter a school facility, electronic access control systems are becoming more prevalent in further restricting school access to authorized persons. These technologies include electromagnetic door and gate locks that can be remotely secured via a variety of credential types, as well as rapidly unlocked during an evacuation. The shift to IP-based access control solutions has unlocked an entirely new set of possibilities. Being an IoT device, these systems are able to connect with other security systems such as IP security cameras, identification systems, and emergency alert systems, creating a multi-layered solution to securing physical access to and from the campus.

VISITOR AND IDENTIFICATION MANAGEMENT TECHNOLOGY
Every school requires visitors to sign in at the front desk, but simple pen and paper doesn’t quite cut it anymore. Visitor management and/or ID management systems let administrators know who is in the building, where they are, and distinguishes those who have authorized access from those who do not using a variety of connected data sources. Some of the more advanced features of these solutions make use of facial recognition and biometric identification technologies.

VIDEO SURVEILLANCE
Not a new technology, but IP-based security cameras and video management systems have ushered in much more effective options for securing and monitoring critical locations on campus. Advanced motion detection analysis and facial recognition features, as well as high-resolution imaging and interconnectivity with other security systems, have made video surveillance systems a key element of most districts’ safety and security initiatives.

EMERGENCY NOTIFICATION SYSTEMS
Effective school communications systems now reach far beyond the typical classroom paging of generations past. Emergency notification features layered onto school and district-wide communications platforms are the established norm, and the integration of IP-enabled endpoints and interconnectivity with other physical systems have proven to be effective additions to schools’ safety procedures. Panic buttons, digital signage, 911 alerting, enhanced broadcast messaging, facility lockdown and evacuation management… these are just a few of the valuable tools that current emergency notification systems can bring to the table.

continued on page 26
EXECUTIVE DIRECTOR’S MESSAGE

LUCKY 13 BY ANDREA BENNETT

As this issue is printed, the 13th cohort of the CETPA Chief Technology Officer Mentor Program will have begun. This means it has been about 15 years since we began discussions with FCMA T about developing the program.

The initial concept for developing a CTO program began when a FCMA T study required a salary and position study of 25 school district technology directors. This data was compared with Chief Business Officers in these districts. FCMA T discovered a disparity in pay and position and it was attributed to the work CASBO was doing in the CBO Mentor program to increase the professionalism of CBOs. There were also several FCMA T studies done that showed that the role of the Director of Technology position was changing rapidly and there was no professional development geared specifically to that role. The idea of a CTO training program based on the CBO Mentor concept was presented to the CETPA board and accepted as a goal for our organization. We copied that timeline, created eight sessions and setup a Friday night and all-day Saturday schedule. We did change the begin and end dates to coincide with our Annual Conference in the fall. Originally, all classes were held in Sacramento.

Creating the curriculum was one of the best professional experiences of my career. So far: We recruited about 15-16 Technology Directors from around the state and met at least monthly, sometimes more. The dedication impressed me so much because everyone was so passionate about it. We divided up the topic areas and created work groups for each. We knew we were not building a “technical” program but rather a program that teaches the leadership skills necessary as an IT Leader in education. The Director of Technology role was changing, and the challenges were unique to K-12. IT leaders need to understand a wide array of business areas such as human resources, organizational management, project management, fiscal management, facilities, and they must also understand the “education side.” Oh yeah, and then there is the increasing use of technology in every department of the organization, creating the need for data privacy, security, maintenance, training, and support.

We worked for almost two years before we launched the first cohort, and honestly, the curriculum has never been “finished.” We update it all year long, every year to ensure that it stays relevant. In the beginning, the classes were more like extended conference presentations, filled with PowerPoint slides and handouts. The instructors were practicing CTOs but weren’t given much in the way of andragogy training. But the information was exactly what was needed and the program flourished.

The dedication to the program of that first Steering Committee flowed over to the candidates, mentors, and instructors. Each cohort has felt a true sense of community build and last. True, not everyone was successful, and a few did not think it valuable, but we know we will not please everyone, all the time. It’s not a taco. In fact, those who were not successful are considered successes because they understood that the lead IT role may not be the best fit for them. This kept them from possibly getting into the position and failing or leaving.

Today we have a valuable, well-respected program that is recognized increasingly by Superintendents and HR departments as a much-desired certification. This is a result of that continued dedication by the Steering Committee, mentors, and instructors, even though the members of those groups have changed over the years. We have instituted an instructional coach position so the instructors have extra support and resources. Graduates leave the program with a complete body of work to be proud of and to add to their professional portfolios. Many return as mentors and we have a rotating graduate seat on the Steering Committee so that each year we hear from a recent graduate.

I am very proud of the program and the CETPA Board of Directors’ commitment to it. The 13th cohort is filled with 20 new candidates, returning, new mentors, instructors, and the amazing Laurel Nava managing everyone. It will be another great year. •
Over the past 58 years, CETPA has built a reputation of supporting its members and the LEAs they serve. This year our members and vendor community exemplified that spirit through their acts of generosity with time, money and resources to support those effected by the recent fires.

It has been almost three months since one of the worst fire events in California’s history occurred. The “Camp Fire” as it was named began on Nov. 8, 2018. The blaze destroyed nearly 14,000 homes and claimed the lives of 88 persons. In the wake of the disaster, survivors were left with little more than the clothes on their backs. The flames engulfed and destroyed nearly every square inch of the once tranquil and picturesque town of Paradise.

With the fires still raging and no containment in sight, many wondered if the upcoming CETPA conference would be cancelled. With the fires a safe distance from Sacramento, the CETPA Board decided it was still appropriate to move forward with holding the conference. At registration it was openly apparent that our members and vendor community had those affected by the fire in their thoughts and prayers. Many asked if there was anything they could do or how they might be able to assist those affected by the fires.

Prior to the fires breaking out in Paradise, the CETPA Board had designated that all proceeds from its annual conference raffle would be donated to a local charity. This year’s recipient of those proceeds would be the Mustard Seed School for Homeless Children. Shortly after the fires broke out, the CETPA board made a decision that it would provide matching funds to the proceeds from this year’s raffle and donate equal amounts to fire relief funds in Northern and Southern California. In years past, the annual raffle usually netted somewhere in the range of $2,500. At the opening session of the conference the decision to provide matching funds to fire relief funds was announced to a very supportive audience. Upon hearing this announcement sales of raffle tickets skyrocketed. By the end of the conference, total proceeds from the raffle amounted to $5,800. Thus a total of $17,400 dollars would be donated on behalf of CETPA members and its vendor community.

By Thursday of the conference, air quality in Sacramento was in the extreme unhealthy range. As a result, the board decided to cancel the conference golf tournament. Normally a cancelation of this type would result in the course assessing a cancelation fee, golfers being returned green fees, and sponsors being refunded. Not in this case, the course at Teal Bend waived cancelation fees & both golfers and sponsors asked that their monies be included in support of the fire relief efforts.
These acts of generosity from our members and vendors were only the beginning. In the coming weeks after the conference the fires were finally contained. Plans to restart educational efforts in the affected area of Paradise were scheduled to begin shortly thereafter. Unlike other disaster recovery efforts, all the school facilities for the Paradise area were destroyed by the fires. Plans called for the use of nearby public facilities, vacant office buildings, and libraries. One of the major obstacles facing the district in this plan was technology infrastructure and end user devices to help facilitate learning.

In preparing to support start up efforts, Adam Vesely, the Director of Technology for the Paradise Unified School District, and Steve Monahan, the Director of IT at the Butte County Office of Education, reached out to the CETPA community and vendors for assistance. In reaching out they hoped to secure a multitude of hardware, software, and licenses to assist administrators, teachers, students, and parents to jumpstart the rebuilding and learning efforts. Upon reading their email I thought to myself, how can CETPA help and how can I help? I immediately contacted Steve Monahan to inquire about the exact needs to insure whatever could be secured would be of use. In speaking with him, Steve indicated that Wireless Controllers, Access Points, Wireless printers, Mobile Hot Spots, Projectors, and Chromebooks were the biggest needs. At first these seemed like some big requests based upon the quantities needed to support an entire district. After speaking with Steve, I gathered my thoughts and again asked myself, what can CETPA do and what can I do to assist? As a CETPA Board member I could reach out to vendors that are a part of our Corporate Affiliate Program and those who have participated in our conferences as exhibitors. On a personal level I could leverage the long standing relationships I have developed with other directors in the IT community. Both proved to be of great assistance to the cause.

In reaching out to the vendor community, AT&T, Verizon, and T-Mobile donated large quantities of mobile hot spots and wireless routers for internet access. HP, Dell, and Microsoft provided a number of tablets and Surface devices. Ruckus and Aruba helped in providing wireless hardware and licensing. Samsung and NuLine provided a number of Interactive Panels. This is just a small snippet of the vendor community that heeded the call to assist in this time of need.

From the CETPA member side, the level of support was unprecedented. The Val Verde Unified School District (Matt Penner) provided (2,000) chrome books and arranged to have them shipped. From the Gold Country Regional Group, the Rocklin Unified School District (Mike Fury) provided (160) projectors and (130) document cameras. The Placerhills Union School District (James Gamble) provided (6) network wireless printers. The Nevada Union High School District (Bob Lyons) provided (100) Chromebooks. My own office, the Placer County Office of Education, provided (5) Aruba Network Controller and (80) wireless access points. And the William S. Hart School District provided (Jon Carrino) (2,600) Chromebooks which I personally drove 16 hours round trip down and back in the same day to pick up.

Acquiring these assets was just the beginning. Enough can’t be said about the monumental efforts being put forth by the IT Staffs of Steve Monahan at Butte COE and Adam Vesely at Paradise Unified School District to set up and equip the temporary spaces that are being used as classrooms during the long rebuilding of the community. In the fast paced 24 hour news cycle you would be hard pressed to find any mention of Paradise now that the fires are out. But our membership and vendors associated with CETPA have not forgotten, and continue to work and support the efforts of the community to rise up from the ashes like a phoenix.

Thank you to all our members and vendors, your support and contributions to the relief efforts are shining examples of the good we can accomplish when we come together. •

Editor’s Note: Peter Skibitzki has been essential to the relief efforts, spending many hours asking for and arranging delivery of donations. The CETPA Board and Staff are extremely proud of his efforts.
I work for Grizzly Challenge Charter School, which is partnered with the National Guard to form Grizzly Youth Academy Challenge Program. Our program provides a quasi-military environment for 16-18 year old at-risk youth, who often come from backgrounds that feature gangs, drugs, homelessness, and many other negative circumstances that keep teens from attending school.

The military structure—including the cadences and motivators—provides a predictable, safe environment for students so they can focus on positive change in their lives, while earning much-needed credits, job experience, and real life skills.

I HAVEN’T ALWAYS WORKED FOR A SMALL SCHOOL.

My IT professional career began at the Atascadero Unified School District (AUSD). I began working for the district’s IT department while I was still in high school. After graduating, I was fortunate enough to land a full-time job in the IT department and eventually end up as a Network Technician. As many jobs are in K-12 organizations, that meant that I worked on everything from printers and computers to networks and servers.

After 6 years, I switched jobs and began working for Grizzly Challenge Charter School. Grizzly offered a higher starting salary than what my Network Technician job was about to top out at. Since the Network Coordinator position we were trying to get approved didn’t happen, there was not much room to grow professionally at AUSD. Grizzly offered an opportunity to explore more of a role as an IT leader. My job title at Grizzly is Technology Trainer—realistically I’m doing very similar things as I did for the school district, with the added benefit of being in the role of an IT leader for the school.

It was a challenge to transition from working with an IT team at AUSD with all its resources, to working alone at a small charter school.

There were three things that stood out to me in this transition: the scale, flexibility required, and the interactions with students and teachers.

As you would expect, the scale that IT operates in a single charter school like Grizzly is much different than a school district. At our charter school, I support 30 school staff members and 230 students, with a new cohort every six months. Despite the numbers of staff, students, and equipment being different, for the most part I found myself doing very similar tasks and I was grateful for the experience I had gained while working for the school district.

When I stopped working for AUSD, we had just built a brand new server room. We were in the middle of a large bond project that included new networking hardware (wired and wireless) and wiring at all of our sites. I was helping make decisions and build networks and systems that will affect the learning of thousands of students for years to come.

In contrast—when I began working for Grizzly, I wasn’t really sure what I was getting into. As the sole IT support, I knew I wouldn’t have a new “datacenter” with multiple servers and failover capabilities, and I expected to be doing a variety of tasks—but then again, we only had 230 students and were a single school, so how busy could I be?

I QUICKLY FOUND OUT THAT I COULD BE VERY BUSY.

We had a 1:1 program with netbooks that were on their last legs, teachers with older laptops and a wireless system that was barely meeting the density needs of the classroom. I spent a lot of my time replacing screens and cobbling together working netbooks for students.

Matt Pauls is the sole IT support for Grizzly Challenge Charter School. This unique school is a quasi-military program for at-risk youth who live on a military base where the school is located. He is also in the CTO Mentor Program.
NEED HELP KEEPING THEM SAFE?

Teachers can't teach and students can't learn if they feel unsafe. Give them the peace of mind they deserve with Incident Commander. Find out how Incident Commander's smart workflows automate all of your emergency protocols to keep your students and staff safe, reduce your downtime and streamline your recovery and reporting.

Don't miss our free software offer at bit.ly/edtechspring or call (800)700-2965.

"Incident Commander gives us a fighting chance... Before, we felt like sitting ducks."
~ Current Customer
I went from supporting many virtual host servers with a SAN and redundant failover to two servers in separate locations. My ‘failover’ at the charter school was my second domain controller in a separate building. However, I was still supporting a virtual environment, and an entire network, as well as student and teacher devices. What I was doing in essence was similar to the school district, just not as much of it. I still had to maintain a network, servers, cloud services, and keep user devices running. The breadth of experience that I had gained while at AUSD was essential to being successful at Grizzly.

It was difficult to shift my mindset from a focus on a larger environment, where we were automating and rolling out tools like Microsoft SCCM, to doing things manually again. I missed the complexities of SCCM and the widespread impact I felt that my very technical work was having. The feeling of satisfaction that came from deploying a new program across the network with just a few clicks was replaced with the satisfaction of having students thank me as I sat with them to troubleshoot why the formatting in their Google Doc wasn’t working quite like they had hoped.

It felt good to get back to my ‘why’ of working for schools: using my talents and abilities to make other people’s lives better and enable learning. I found that working for a small charter school instead of a district wasn’t all that much different: technology breaks, and it needs fixed, just at a smaller scale. And, anyone can be an IT leader regardless of the size of the organization.

**FLEXIBILITY**

Working for Grizzly, I’ve had to become much more flexible as a tech. Our program is only 5 1/2 months long, and we have two classes of 230 or so students a year. Needless to say, we move quickly.

Sometimes that means that I’m blindsided by requests such as: ‘Hey Matt, we are going to have everyone use their Chromebooks at the same time to get their food handlers certificate. Next week. We can do that, right?’

And yes, yes we can.

In the beginning, last-minute requests would leave me frozen and not quite sure what to do next. As a planner, I like order and systems and schedules. The only last minute issues I normally dealt with were typically network outages—work was submitted through a workorder system and it was easy to plan our day out as a team. At Grizzly, I’ve learned to have a mindset that’s ready for anything. I’m closer to the action, and I’ve taken to heart the mission of the program—I believe what we do is important and valuable. Sometimes things need to happen quickly, and that’s ok.

I no longer had other techs to rely on, or a team to help take the impact of issues that arose suddenly. So I found that if something happened, I was the one to fix it, which meant dropping whatever I was working on at the time.

In addition to the fast-paced environment, being a small school means that everyone wears multiple hats. My job is no exception.

There are some tasks beyond technology I really do enjoy. As you might expect, there are other things that I do that aren’t necessarily in my interests, but they contribute to the success of students and the success of our program. My mindset has shifted from a mostly technology-centered mindset to a student-centered one, and it’s made a huge difference.

I feel like I’ve always had a mostly student-centered focus, but working at Grizzly has refined and sharpened my perspective to put any decision I make or project I implement through the filter of how it will enable student learning.

**INTEGRATION**

My office is essentially one of the classroom buildings, and I’m the sole IT support. So you can imagine what that means for me—I have teachers dropping by with questions constantly, staff contacting me via texts, emails, instant messages, and notes on my monitor. Students are frequently emailing with questions and asking me about computer problems as I walk into a classroom.
I LIKE IT.

Not really in the sense of being interrupted—deep work time is precious and it should be protected—but I’ve discovered my accessibility as a technician to teachers and students is critical.

Being so close to and embedded in the classroom, I have come to see how important a tech’s response time is to the learning process. For example, if a teacher’s document camera software freezes up, and a few minutes is spent trying to get it to work, the momentum in the class is lost. Flow and smooth transition is vital in the classroom, and technology can be one of the biggest obstacles to that.

Grizzly has a technology club that I teach. In that class, even as a tech, I’ve experienced how difficult it can be to create flow and engagement, and how frustrating it is when technology doesn’t work quickly or predictably, and how difficult it is to ad-lib while troubleshooting and then bring students back to focus once the tech is actually working.

There are several approaches to solve this problem, with the goal being that technology be “invisible” so that it does not interrupt teaching and learning.

Training—formal and informal—is key to avoiding this technology-caused disruption in the classroom. Since we’re a smaller school instead of a large district, I’m able to hold many focused trainings with our staff. I often have drop-in lunch trainings, where I go over a lot of basic things, but it helps to set a baseline that everyone can speak the same language about the technology. And it’s fun to watch teacher’s minds get blown as they realize how some of the more advanced features of programs can make their jobs easier.

Preventative maintenance, systems, and optimization is another key way that can help avoid technology-caused disruption and streamline operations. Since we’re a smaller school without the workload of many sites to support, I’m able to spend time on preventative maintenance and getting our systems dialed in. Since my workload has not been as hectic as working for a district, I’ve been able to work with staff and teachers to build scripts and systems that are specific to our school’s processes that dramatically reduce time and errors with technology.

Working so closely with students and teachers has been one of the most important lessons I’ve learned from this job that I will keep with me as I move forward in my career. Being in classrooms daily, supporting students, the curriculum, and teaching, I’ve seen first-hand how technology influences and is used in the learning and teaching process. Even the little things are very important.

Working for a small single charter school—from a technical perspective—really isn’t all that much different than working for a school district. Sure, I miss the expensive tools I used to have access to, and I miss my team that had my back and I could bounce ideas off of. However, the difference of being able to work so closely with students and teachers and see an immediate, positive effect of my work on their lives is an incredibly satisfying experience not many techs are lucky to have.
“Well, we’re all connected educators. We’re all online, you know. There’s nothing special about that. What’s the big deal?”

That’s the response I get from teachers who are unclear on this radical new thing called being a connected educator. Apparently, the assumption is that since their classroom is now connected to a larger computer network, they must be connected educators. And sure, on some level, they could call themselves connected.

But it goes deeper than that. Being connected to the Internet for the modern educator, as important as it is, doesn’t make that educator any more special than a school having a copier 20 years ago, a library 30 years ago, or electricity 50 years ago. (I’m not singling those districts who truly don’t have those amenities—they exist, and they do need help—but they are probably not the norm, and I daresay anyone who is reading this doesn’t work at one.)

An educator who thinks they are a connected one simply because of their access to the Internet might as well believe they are an Olympic weightlifter because they have a pair of arms. It doesn’t qualify.

“Well,” some others have argued to me, “I have a Facebook account. I’m on Instagram. I even have a Twitter handle.” (In most cases, the teachers making this argument haven’t accessed their Twitter account since 2015, or think it’s “too confusing,” but never mind.) “I’m active on social media. I’m connected.” Yep, you are. But to whom or what?

Being on social media is necessary to being a connected educator. But how are you using those social media tools? Are they part of your approach to education? Are you using them to deepen your practices or discover new ones? To connect with your students in a meaningful and appropriate way (if your district allows)? Do you communicate with other teachers to share resources, experiences, or to discuss the issues you each are facing with your students?

Or are you doing what the majority of people on social media are doing: posting pictures of food or pets, getting into pointless flame wars over politics, or playing games?

“Well, then, what’s a connected educator?” my colleagues sigh at me huffily, thinking that I’ve got to be the densest or most esoteric teacher who ever came down the pike.

It means you’re making connections with other teachers and with students.

It means you communicate with kids regularly, not just when you give the whole group instruction we all have to deliver with some regularity. It means you let them know that you are there for them, to listen, to support, to clarify, to motivate, to assist. It means you build a relationship with the students you’re teaching—not to be their buddy, but to be their lifeline of sanity and practical love in a world of confusing information and contradiction. It means you use all the channels at your disposal to make that communication work, and yes, that includes technology if you are sensible and practical about it.

It means you communicate with other teachers regularly. Not at your department meetings, not at the PD that your administrators make you go to, not on Friday nights at the local watering hole, and not in your teachers’ lounge (where you’ll often hear more pissing and moaning than constructive ideas). I mean you communicate with teachers who want to grow, who know they haven’t arrived, who would rather light the proverbial candle than curse the proverbial darkness.

How? Use that Internet connection you’re so proud of or that social media you think plugs you into the lives of others. Join that Twitter chat. Find that Facebook group and get in it. Dive into that Vosker group. Make contact with other people who listen to that podcasts about education. Look around for that PLN or tribe of teachers that are as passionate about kids and learning as you are.

“But I don’t have time for that,” my counterparts protest. “I’m too busy. I have the people here at school to talk to. I don’t need that other stuff.”

Okay, I get it. Take care of business. But don’t call yourself a connected educator.

I know it’s hard to quantify educational enrichment, and I don’t want to put myself on any sort of pedestal; I’m nowhere near an educational rockstar, and I’m making up for lost time in my own professional development. But I’d be willing to bet that I’ll be more enriched, ennobled, and empowered as a teacher, by virtue of being more connected the way I’ve just described when I get to my retirement age than my colleagues who aren’t connected. Maybe I won’t be the teacher they make movies about, but I hope I’ll be the one who knows what he has to do in order to get better every day he goes into the classroom. •

Mike Messner is a social studies teacher at Los Altos High School in Los Altos, California and an adjunct professor of history at Skyline College in San Bruno, California. He is also a member of #4OCFPLN, a Vosker-based network of educators dedicated to innovation and revitalization of classroom teaching.
INTERVIEW WITH CETPA MEMBER ED BABAKHAN

How long have you been a Division Director of IT at San Joaquin County School’s Data Processing Center and what is the scope of your responsibilities?

I’ve been in the position of Division Director for just under four years and employed by San Joaquin COE since 2004. The scope of my responsibility as Division Director is to serve as the officer of our DPJPA consortium. We maintain the DPJPA budget, provide communication and financial system support to member school districts, and help fill in gaps as needed.

How long have you been in the Computer Industry?

I’ve been in the EdTech industry since 1999 which has consisted of the CSU system, school district, and county office positions.

What drew you to the industry and what do you like most about it?

The service aspect was a big draw for me. Being able to provide resources, support, and leadership in an educational setting felt natural from day one.

When did you join CETPA and why? What are a few of the benefits that you have enjoyed as a member?

I joined CETPA in 2005 when my director at the time invited me to the annual CETPA conference. The value of CETPA quickly became evident and I’ve made every effort to stay involved with the association ever since.

How do you like being Chair of the Central Valley Regional Group and what benefits do you think the Regional Groups offer the CETPA community?

Being the current 18/19 chair has been eye opening and enjoyable. It has given me perspective on how much work goes into organizing well coordinated events and making them beneficial to a wide spectrum of EdTech professionals. The networking benefit is huge, and knowing that we are all facing similar opportunities as well as challenges is invaluable. We hope to continue to grow our Central Valley North Regional Group for school years to come.
CONTINUING TO BE “TACTICAL” IN ADDRESSING STUDENT DATA PRIVACY

BY LARRY FRUTH AND STEVE SMITH

**Tactical:** Of or relating to small-scale actions serving a larger purpose (Merriam-Webster).

In 2015, the non-profit Student Data Privacy Consortium (SDPC) was established to address the immediate, on the ground student privacy needs of school data stewards and marketplace providers — “tactically.” Formed after a year of research, outreach surveys, and one-on-one conversations, the SDPC is now made up of thousands of schools, regional and state education agencies, and marketplace providers identifying common privacy issues and developing solutions that can be put in place at all levels of the education data continuum.

Now a global community, the SDPC continues its growth and development by responding to our members and project elected leaders. State Alliances continue to be formed each month driving interest from marketplace providers for their “seat at the table.” The amount of sharing going on in the virtual calls for the three projects, Alliance leads, and the legal support firms has been great to see with a wealth of exchanges are taking place.

The SDPC is proud of the volunteer lead work done to date but VERY excited about 2019’s maturation of the Community and its deliverables! A ton of development has been made, including revisions of the current SDPC Application and Digital Governance Tool, but another major area of development is occurring within the great work of the Global Education Privacy Standard (GEPS) group. We are thrilled with the “Privacy — By The Numbers…” graphic. Additional updates that include:

**PROJECT 1: PRIVACY CONTRACT FRAMEWORK**

A tool allowing for an accurate depiction of a school’s applications in use, information about that applications usage, contract information, and the ability to do “in house” application management while at the same time allowing for internal/external application usage communications.

**Privacy – By The Numbers...**

the Student Data Privacy Consortium (SDPC)

<table>
<thead>
<tr>
<th>22</th>
<th>2765</th>
</tr>
</thead>
<tbody>
<tr>
<td>State-wide Alliances</td>
<td>Signed Vendor Agreements</td>
</tr>
<tr>
<td>3</td>
<td>1585</td>
</tr>
<tr>
<td>Project</td>
<td>Applications in Database</td>
</tr>
<tr>
<td>32 million</td>
<td>&gt;250</td>
</tr>
<tr>
<td>Students supported by Projects</td>
<td>Signed “Piggyback” Exhibit E</td>
</tr>
<tr>
<td>8400+</td>
<td></td>
</tr>
<tr>
<td>School Districts represented</td>
<td></td>
</tr>
</tbody>
</table>

Learn about the new emerging “Global Education Privacy Standard” soon to change the way vendors & districts communicate and validate privacy requirements.

Find out more: [https://privacy.A4L.org](https://privacy.A4L.org)

---

Dr. Larry Fruth II is the Executive Director and CEO of Access 4 Learning (A4L). A4L is an independent non-profit organization working to support the identification, movement, and usage of learning information within the education sector.

Mr. Steve Smith, has 20+ years of CIO/CTO experience in both rural and urban school districts in New England. Recently, he spent a great deal of time navigating student privacy issues as a contributing member to the CoSN Trusted Learning Environment project, as well as the Founder of the Student Data Privacy Consortium.
**UPDATES:**

- The “SDPC App” is growing daily with new schools using the registry to address their privacy needs.
- The V2 version of the App has been released. Check it out! [https://sdpc.A4L.org](https://sdpc.A4L.org)

**PROJECT 2: DIGITAL GOVERNANCE TOOL**

A framework for aligning a school’s privacy policies, strategic programming, training processes, and accountability mechanisms to support its digital tool ecosystem vision while minimizing its risks to student data privacy.

**UPDATES:**

- The online tool is now being populated with student privacy effective practices as users generate and share new policies, procedures, trainings, etc.
- Members can access the tool at: [https://sdpc.A4L.org](https://sdpc.A4L.org)

**PROJECT 3: GLOBAL EDUCATION PRIVACY STANDARD (GEPS)**

GEPS is a PK-20 global set of data privacy “rules” that can be aligned to contractual clauses as well as technical benchmarks to kickoff data exchanges from contracts. It is meant to address the “how” by implementing contracted terms then converting them to a pool of contract obligations. Finally they are matched to technical control benchmarks outlining the often-used “industry best standards” that really have never existed for PK-20 privacy.

**UPDATES:**

The GEPS Task Force is finalizing the technical components of the SDPC benchmark set to be included in the Q1 release of A4L’s “Unity” Implementation Specification. This technical blueprint will allow end users and developers to clearly and securely identify those privacy expectations on how data management and sharing should be done and even verified.

Besides the project updates, there is so much more going on to support your work. Some opportunities for you to leverage include:

- Are you headed to CoSN or ISTE this year? We are thrilled to partner with the Future of Privacy Forum to host no-cost “Privacy Boot Camps”. These privacy 101 sessions are a great way to get privacy novice data stewards a quick look at the political, operational, and on the ground privacy activities going on nationally.
- If you are way beyond the “novice” level and headed to CoSN, come celebrate with SDPC members! We are hosting an evening mixer and then day long SDPC workshop on April 4th. This is our Annual Meeting, held with the Access 4 Learning (A4L) Community meetings so come ready to identify your “pain points” and join in on the sharing of this growing Community. End users and marketplace players get face to face, rolling up sleeves, and getting to the work!
- The SDPC has just published the 2019 call schedule, get involved! From monthly project updates to quarterly Alliance Leadership, plus Governance and Legal calls, there are many ways to get your support queries answered and leverage the work of the entire Consortium.

The California Alliance, led by the great team at CETPA, has been instrumental in this growth and development of the SDPC. Not only have they paid the membership for the districts they support, their leadership is bringing more states to the community and driving marketplace providers to get their seat at the table. We are excited about California privacy language being the basis for the soon to be released “National Clause Set” already in use by seven other states. California and CETPA leading the way again!
How does one navigate an IT conference with over 50,000 people from around the world? How do attendees find topics that are K-12-specific, at a conference that announces 100+ new cloud services each year? What does one pack for a week of IT mania?

Last November, answering these questions is exactly what 15 CETPA members set out to do.

The adventure began with a conversation over coffee. Andrea Bennett, CETPA’s Executive Director, and the Amazon Web Services (AWS) K-12 team met to discuss cloud computing and CETPA’s work providing training and support for its K-12 IT members. The emergence of cloud computing has generated a new set of questions, ideas, and challenges for K-12 IT leaders and CETPA was looking for ways to help support members navigating this new terrain.

Simultaneously, AWS expanded its K-12 footprint, supporting K-12 entities that wanted their organizations to be cloud based. AWS wanted to give IT professionals working in K-12 an easy way to understand and explain the cloud and its services. One way to do that was through CETPA members.

So it was there, at this coffee, that the idea to send a group of CETPA members to the AWS re:Invent conference was born. The CETPA Board sponsored 15 IT professionals from member districts to participate in AWS re:Invent in Las Vegas this past December.

AWS re:Invent is AWS’s annual user conference, which provides opportunities to connect with peers and cloud experts, collaborate at sessions, and learn how AWS is innovating with the cloud. Sessions included a deep dive into the AWS Cloud, a variety of real-world use cases on how to build cloud into current environments, deep technical content, hands-on learning opportunities, and access to AWS experts. The conference delivered over 1,000 sessions, chalk talks, workshops, builder sessions, and hack-a-thons covering AWS core topics and emerging technologies. Topics included databases, analytics and big data, security and compliance, enterprise, and machine learning.

The 2018 AWS re:Invent conference welcomed over 50,000 customers worldwide, filling the meeting rooms of six Las Vegas hotels. The AWS K-12 team and the CETPA group began their re:Invent adventure on the first day. In addition to sessions, the group attended a social event with other K-12 attendees from around the U.S. to network and learn from one another. Attendees discussed cloud migration, vendors, partners, and innovative ways to analyze data, given the demands of current district needs.

Day two brought greater interest and confidence in navigating re:Invent. The group continued to chat about what they were learning and the various events such as the Builder Fair, keynotes, and lunch.

Two executive briefing conferences were set up exclusively for CETPA attendees on AWS compute services and Amazon AppStream 2.0 with AWS experts. The briefings allowed for a personalized conversation on how to approach these workloads in the individual districts and county education offices. Given that the group represented a spectrum of K-12 entities, from small to large districts and COEs with various AWS experience, the briefings allowed participants to discuss specific situations for current users, while providing ideas to those who were new to the cloud.

Data security was at the forefront of these discussions, which led to more focus on sessions addressing the Shared Responsibility Model to which AWS adheres. The group dove deep into how AWS is responsible for security of the cloud, while customers are responsible for how they put data into the cloud. Through conversations with peers

Continued on next page
along with AWS experts, the group dissected how these security best practices affect how they currently consider on-premises data centers.

Another side of the data conversation emerged, which was answering this question: “How can we best use data to inform our district strategy and support our students and families?” A lunch came together, including some of the AWS data interoperability and data standards experts. CETPA cohort members discussed the risks and rewards of accessing more data. The group offered perspectives on how to best access and analyze data, which helped surface common challenges with CA K-12 districts around accessing and using data effectively for stakeholders.

After several days of sessions and conversations, it was clear why there was an emphasis on bringing water and good walking shoes to the conference. At the same time, the “ah-ha!” moments were setting in and a shift had occurred in the energy of the group. They became focused on attending events and sessions that addressed what they were working on in their districts and COEs. They sought out AWS experts and other customers who could talk through their new ideas.

In addition to learning, there was also a lot of fun that was included in the week. Laser tag, dodgeball, and music performances rounded out each evening, offering a chance to regroup before the next day. One of the CETPA attendees participated in the AWS 8k charity run!

After the week was over, the group shared feedback and confirmed that CETPA met its mission of supporting CA IT professionals in learning and innovation.

This experience will be available to all members through the ongoing work of the CETPA study group. The group committed to sharing key learnings, and opening the door to all members to continue the conversation. CETPA members should keep an eye on the dedicated link from CETPA to follow the updates from this group throughout 2019. Members can expect to see a whitepaper, authored by the group, about the re-Invent experience and key learnings. Several members will be hosting CETPA-sponsored webinars throughout the year, focusing on key topics and integration of cloud services into district strategies.

The 15 CETPA pioneers met this challenge with vigor and consideration, and the CETPA Board held true to its mission of supporting its members as the challenges and opportunities of new technologies continue to present themselves to K-12. Stay tuned later this year for more opportunities like these offered by CETPA!
BUILDING THE MODERN CAMPUS WITH TECHNOLOGY IN MIND:

This Isn’t Your Grandparents’ School

BY CHRISTIAN BAKER AND DENNISON WINCHELL
Twenty years ago, the need for technology infrastructure in facilities construction was almost an afterthought. We all have seen a shift over the past two decades with the need for technology considerations during facilities conversations and planning. In current times, there are still facilities projects that happen throughout the state which do not consider the ever-increasing impact of technology on the education system. Those districts that have been at the forefront of planning for technology infrastructure often do not plan alone. The increase in the use of technology design consultants has increased the efficiency of the planning by the most innovative districts.

Growth and considerations for future technologies present challenges to each entity when working to plan and budget a facilities project. Attempting to project the next cutting-edge impact technology or simply implementing additional cabling have been frustrating for anyone who has gone through the process of construction. This could either be through new facility construction or retrofitting hundred-year-old structures. In this case, difficulty cannot deter the conversation from happening at the local, regional, statewide, or national levels. The conversation of technology inclusion within facilities must remain a focal point for all stakeholders.

It would be difficult to name a system within a school that is not network based. Everything ranging from phone systems, paging and intercom, HVAC, irrigation, mass notification and even lighting systems now run on networks. This also includes the need for robust wireless connectivity, the ability to accommodate increasing internet speeds, and one-to-one programs that assist educators and staff in attaining the increased curricular rigor. These increased network demands need to be accounted for when designing district infrastructure.

Let us not forget the increasing demand on the networks for fire, security cameras, campus, wireless communications, and visitor management. The unfortunate need for ever increasing safety measures for schools has added considerable strain to aging infrastructure throughout the state. But there may be some facilities hope on the horizon.

The Governor’s recently released budget includes plans to sell $1.5 billion in general obligation bonds for the State Facility Program (SFP) and add another $750 million to the Full-Day Kindergarten School Facilities Program. This past November’s elections saw the approval of over $9 billion in local bonds for additional funding to districts statewide. Let us not forget the potential E-Rate funding may play in possible technology planning for eligible services within facilities.

Given the amount of dollars going into new construction of school facilities, it is imperative that districts consider the need for technology infrastructure to support all facets of the education community they represent. The need for technology planning must be done in the early stages of any project to eliminate costly mistakes or oversights. Technology infrastructure does not just include the need for classroom technology, but also the security of all school constituents and the ability to process the data attained to drive the school’s focus on improving instruction.
The ability to instantaneously notify anyone, anywhere, by any modality is an absolutely critical element of any school safety plan.

**TRACKING SYSTEMS**

GPS systems for bus route tracking and monitoring, and RFID systems for student location tracking while on campus and when boarding/deboarding school buses have grown in adoption in recent years. While some privacy concerns have been raised with regard to this type of monitoring, the ability to track student ridership and presence on school grounds can greatly improve emergency management, and allow for a rapid response to potential incidents.

**ANONYMOUS TIP SYSTEMS**

“See something, say something“ app-based campaigns are spreading, and for good reason. These types of “tip line” campaigns are generally more effective than a phone hotline or online form solution and often lead to better response rates. An app-based system allows students the opportunity to accompany their tip with a photo or video of the incident they are reporting, and some can even integrate into existing notification systems for time-sensitive alerts. Anonymous systems such as these are also considered a less controversial alternative to active social media monitoring.

While not an exhaustive catalog of school safety technologies, those discussed here are some of the more prevalent and proven of those available today. As is the case with most everything we deal with, technology can only help if you’ve identified your needs, know what will work best for your specific situation and environment, and have a well-vetted plan for implementation and management. It is only a piece of a much larger mission, but it is a piece that can help tie the most important elements together into a cohesive and effective strategy for school safety. Above and beyond all else, our schools must be that safe haven, where students can feel secure and learn without worry.
Malwarebytes in Education: Close the book on Malware

Today’s educators depend on technology to create better learning outcomes for students. But this technology comes with a dark side – malware – that can disrupt learning and burden IT teams. Malwarebytes is trusted worldwide by schools to find and eradicate these threats.

Teach Fearlessly

For additional information go to: go.malwarebytes.com/edu or call +1.800.520.2796
Software Solutions Developed
By Public Education
For Public Education
WWW.CEDRSYSTEMS.ORG

CEDR Systems is the software engineering department of the San Joaquin County Office of Education and the developers of EDJOIN, SEIS, PROMIS, Beyond SST, California School Dashboard, SARC Online, PFT Data, California Career Resource Network, AB 430, and California Community College Registry among others. Our systems and services have expanded nation-wide and we serve over 5,000 school districts across the nation and provide support to over 250,000 educators.

EDJOIN
Educational Job Recruitment, Screening, Tracking & Hiring System
www.edjoin.org

BEYOND SST
Streamlining & Facilitating the SST, 504 & Referral Process
www.beyonsst.org

SEIS
Centralized Online Management of IEPs & Special Education Records
www.seis.org

CODE STACK
Stockton’s First Immersive and Accelerated Code School
www.codestack.co

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
James A. Mousalimas, County Superintendent of Schools

FOLLOW US @CEDRSYSTEMS ON