

I-CAN

Interactive Consortium Academic Network



2610 W. 200th Drive • Natoma, KS 67651-9329 • Phone: 785-885-8045

Welcome To I-CAN

Mission

The primary mission of the Interactive Consortium Academic Network (I-CAN) is to provide a wide array of educational courses for all students of participating schools in a collaborative manner to mutually benefit all school districts to facilitate course offerings not presently available in existing curriculums. I-CAN provides the community patrons the opportunity to enroll in college courses to earn degrees and for certification in areas of need.

Contact Information

I-CAN
2610 W. 200th Drive
Natoma, KS 67651-9329
785-885-8045

Cynthia Beisner, Director

Welcome

I-CAN Members

Board Members 2020-21

Class Schedule 2020-21

Course Descriptions 2020-21

Network Calendar 2020-21

Policy Manual 2020-21

Enrichment Programs
Professional Development

Science/Zoos

Social Studies/History

<https://sites.google.com/site/kaidegroup/home>

I-CAN Members

Logan [USD 326](#)
Natoma (Paradise/Natoma/Waldo) [USD 399](#)
Osborne [USD 392](#)
Palco [USD 269](#)
Plainville [USD 270](#)
Stockton [USD 271](#)
Triplains [USD 275](#)
Thunder Ridge (Kensington/Agra) [USD 110](#)
Wheatland (Grainfield) [USD 292](#)

To view the school's website, click on the USD No.

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Welcome to the Board Members Page

USD 110	Thunder Ridge (Kensington/Agra)	Mr. Keith Hall, Supt./Prin.
USD 269	Palco	Mr. Larry Lysell, Supt. Mrs. Mandi Dobson, Prin.
USD 270	Plainville	Mrs. Lisa Gehring, Supt. Mr. Jeremy Krob, Prin.
USD 271	Stockton	Mr. Bill Lowry, Supt. Mr. Gary McCown, Prin.
USD 275	Triplains	Mr. Lamar Bergsten, Supt./Prin.
USD 292	Wheatland (Grainfield)	Mr. Gary Kraus, Supt. Mr. Todd Flinn, Prin.
USD 326	Logan	Mr. Mike Gower, Supt. Mr. David Kirkendall, Prin.
USD 392	Osborne	Mr. Troy Langdon, Supt. Mr. Tom Conway, Prin.
USD 399	Natoma (Paradise/Natoma/Waldo)	Mr. Larry Geist, Supt./Prin.

I-CAN NETWORK CLASS SCHEDULE 2020-2021

I-CAN is colored black		Out of Network School is colored blue		South Central Kansas Network is colored pink			
	1ST HOUR	2ND HOUR	3RD HOUR	4TH HOUR	5TH HOUR	6TH HOUR	7TH HOUR
Class Title	PSYCHOLOGY DUAL CREDIT 1 ST Sem-TTh e/o F	SPANISH II *9:05-9:56*	PSYCHOLOGY DUAL CREDIT 1 ST Sem-TTh e/o F	SPANISH I *10:55-11:46*		PHYSICS *1:03-1:50*	CHEMISTRY *1:53-2:40*
	Start date: Aug. 18	Start date: Aug. 27	Start date: Aug. 18	Start date: Aug. 27		Start date: Aug. 27	Start date: Aug. 27
Teacher	Ryan Hale *8:00-8:50*	Silvia Wohlbrandt *9:05-9:56*	Ryan Hale *9:56-10:51* TTh e/o F	Silvia Wohlbrandt *10:55-11:46*		Richard Robinson *1:03-1:50*	Richard Robinson *1:53-2:40*
Sending School	COLBY COMMUNITY COLLEGE	LAKESIDE	COLBY COMMUNITY COLLEGE	LAKESIDE		PALCO	PALCO
Receiving Schools	WHEATLAND PLAINVILLE OAKLEY	PALCO OSBORNE	LOGAN STOCKTON PLAINVILLE PALCO RAWLINS COUNTY	PALCO OSBORNE		NATOMA PLAINVILLE TRIPLAINS ATTICA	TRIPLAINS
Class Title	ENGLISH COMP I/II DUAL CREDIT M-W e/o F	ART *8:58-9:52*	SOCIOLOGY - 2 nd Sem DUAL CREDIT TTh e/o F				
	Start date: Aug.17 & Jan.11	Start date: Sept. 1	Start date: Jan. 12				
Teacher	Robbyn Lamb *8:00-8:50*	Sadie Camac *8:58-9:52*	Daniel Blake *9:56-10:51* TTh e/o F				
Sending School	COLBY COMMUNITY COLLEGE	CENTRAL BURDEN 4 day week	COLBY COMMUNITY COLLEGE				
Receiving Schools	WHEATLAND STOCKTON RAWLINS COUNTY	LOGAN HAMILTON CEDAR VALE	LOGAN STOCKTON PLAINVILLE PALCO WHEATLAND RAWLINS COUNTY				
Class Title	SPEECH 2 nd Sem. DUAL CREDIT TTh e/o F		ART *9:28-10:23*				
	Start date: Jan.12		Start date: Aug. 26				
Teacher	Caleb Lamont *8:00-8:50*		Brooke Kuehny *9:28-10:23*				
Sending School	CCC		CALDWELL				
Receiving Schools	WHEATLAND LOGAN PLAINVILLE PALCO OAKLEY REXFORD		NATOMA				
Class Title	ENGLISH COMP I/II						

	DUAL CREDIT M-W- e/o F						
	Start date: Aug.19						
Teacher	Nicholas Cady *8:00-8:50*						
Sending School	Nicholas Cady (CCCC)						
Receiving Schools	OSBORNE A THUNDER RIDGE						
Class Title	SPEECH – DUAL CREDIT 1st Sem. TTh e/o F						
	Start date: Aug. 20						
Teacher	Nicholas Cady *8:00-8:50*						
Sending School	Nicholas Cady (CCCC)						
Receiving Schools	OSBORNE THUNDER RIDGE						
Class Title	PSYCHOLOGY DUAL CREDIT 2nd Sem-TTh e/o F						
	Start date: Jan. 4						
Teacher	Rhonda Murphy *8:00-8:54*						
Sending School	NATOMA						
Receiving Schools	OSBORNE THUNDER RIDGE						
Class Title							
Teacher							
Sending School							
Receiving Schools							

COURSE DESCRIPTIONS FOR 2020-2021

Name of Course: Spanish I Sending Site: Lakeside

Name of Instructor: Silvia Wohlbrandt Grade Level: 9-12

Pre-requisites: None

Course Content: Spanish 1 is an introduction to Spanish and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The primary purpose of the course is to prepare students to be college-ready, well-rounded global citizens who can communicate effectively in Spanish and are aware of the cultural influences of the Spanish and Latino heritage at home and abroad. Students in this course will learn Spanish phonemes and basic vocabulary including numbers, colors, and greetings. Students will be expected to master proper Spanish sentence constructions, articles and adjectives, subject-verb agreement, and regular and irregular verb conjugations. As part of the course, students will be provided opportunities to read, write, listen, and speak Spanish while they work towards becoming linguistically and culturally literate.

Name of Course: Spanish II Sending Site: Lakeside

Name of Instructor: Silvia Wohlbrandt Grade Level: 10-12

Pre-requisites: Spanish I

Course Content: Spanish 2 continues the study of Spanish by expanding meaningful expression in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. This course includes a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students are actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

Name of Course: English Composition I Sending Site: Colby Community College
Cloud County Community College

Name of Instructor: Robbyn Lamb, Nicholas Cady Grade Level: 12*

Pre-requisites: English I, II, III

Course Content: This class is offered as dual credit to satisfy the senior high school English requirement along with three hours of college composition. The course is structured so that the required forty-five hours of class time in composition is fulfilled while covering literature, vocabulary, critical thinking, and other activities. The composition portion follows the requirements as set forth by Colby Community College, and the literature portion focuses on important works by a variety of English authors spanning many periods. The class is designed to prepare the college-bound student in the areas of writing, research, critical analysis, and study skills. Permission of the principal is required for admission to the class. Tuition is collected at the enrollment session, and there are two books that the student will be required to purchase.

Name of Course: English Composition II Sending Site: Colby Community College
Cloud County Community College

Name of Instructor: Robbyn Lamb, Nicholas Cady Grade Level: 12*

Pre-requisites: English IV/Composition I

Course Content: This class is offered as a continuation of the fall Composition I class. The composition portion focuses on writing with a purpose so that the student will become proficient at selecting, researching, and writing about a topic for an extended paper. Considerable time is devoted to developing the type of research papers the students will be required to write in college. The literature portion deals primarily with important British writers such as Malory, Shakespeare, Byron, Keats, Shelley, Joyce, Bacon, and others. Tuition is collected during enrollment, but no additional books beyond those used in Composition I are required.

Name of Course: Speech: Public Speaking/Speech I Sending Site: Colby Community College
Cloud County Community College

Name of Instructor: Caleb Lamont, Nicholas Cady Grade Level: 10-12*

Pre-requisites: None

Course Content: **Public Speaking** is offered for dual credit through Colby Community College as **SP 176: Speech I**.

This is an introductory oral communications class emphasizing skills in speaking, listening, audience analysis, and speech writing and presentation. The goal of this class is to prepare students to communicate effectively and confidently in a variety of situations, and it is designed to increase students' awareness of the importance of oral communication in today's society as well as to develop competent speakers. Students will be expected to prepare and present six speaking assignments. Research and written organization skills are significant elements of the class, and students will be required to research and write speeches--in part, outside of class.

Methods of instruction will include textbook, class discussion and activities, written assignments, video presentations, speeches, and written exams. The college textbook will be required, as well as access to computers and the Internet during class for research and assignments. Fifty percent of the grade will be based on speeches, and fifty percent will be based on class participation, exams, and all other assignments.

Name of Course: College Algebra Sending Site: Wheatland
Name of Instructor: Diane Wetter Grade Level: 11-12*
Pre-requisites: 2 years of high school Algebra
Course Content: Students develop an understanding of graphs of linear and quadratic equations, their functions and their graphs; algebra of functions and inverse functions; polynomial functions and their zeros; exponential and logarithmic functions and equations; systems of equations and inequalities; linear programming; and matrices.

Name of Course: College Statistics Sending Site: Wheatland
Name of Instructor: Diane Wetter Grade Level: 12*
Pre-requisites: College Algebra
Course Content: 'MA250 Statistics' is an introductory course designed to develop an understanding and working knowledge of statistics and statistical procedures. The course includes units dealing with sampling, graphic and numeric statistics, probability and statistical inference. In addition, the course touches upon both univariate and bivariate statistic procedures.

 MA250 Elements of Statistics (3 Cr. Hr.). This is an introductory course designed to develop an understanding of probability, frequency distributions, measure of location and variation, probability distributions, confidence intervals, hypothesis testing, tests of significance appropriate to binominal and normal populations, correlations, regression analysis, and analysis of variance.

Name of Course: College Trigonometry Sending Site: Wheatland

Name of Instructor: Diane Wetter Grade Level: 11-12*

Pre-requisites: College Algebra

Course Content: This course includes trigonometric functions and their applications, solution of triangles, trigonometric identities and equations and graphical analysis of the trigonometric functions.

Name of Course: Psychology/Sociology Sending Site: Colby Community College (Psy/Soc)
Intro to Sociology/Psychology Natoma (Intro to Soc/Psy)

Name of Instructor: Ryan Hale (Psy), Daniel Blake (Soc), Grade Level: 11-12*
Rhonda Murphy (Intro to Sociology/Psy)

Pre-requisites: None

Course Content: This class will be offered for dual credit (high school and college). Students will be required to pay tuition to receive the six hours of college credit. The second semester Sociology (3 hours credit) will be taught. Differences in culture and values will be examined and social problems will be discussed. The first semester Psychology (3 hrs. cr.) will be taught. Students will learn about the causes of individual behavior. Class participation as well as written tests are important.

Name of Course: Art Sending Site: Central Burden, Caldwell

Name of Instructor: Sadie Camac, Brooke Kuehny Grade Level: 9-12

Pre-requisites: None

Course Content: This beginning Art 1 course will focus on the development and/or further exploration of each student's knowledge, creative inspiration, and skill level in Art. A variety of two- and three-dimensional art forms will be used throughout the year to provide a safe and balanced learning environment centered on the Discipline Based Education Model of production, history, criticism, and aesthetics. Unit projects will include drawing, painting, ceramics, and more.

No textbook. A list of supplies will be emailed to each school facilitator at the beginning of the course. In addition to the art supplies, the school will need a camera to photograph art work and computer access to complete Google Classroom assignments.

Name of Course: Physics Sending Site: Palco

Name of Instructor: Richard Robinson Grade Level: 12

Pre-requisites: 2 years of Algebra, Chemistry

Course Content: Physics will cover the basic physical laws that govern the universe. Students will study gravity, free fall, force and inertia. Students will become acquainted with nuclear particles and applications. Students will study instruments used by physicists and learn practical applications of physics in the real world.

Name of Course: Chemistry Sending Site: Palco

Name of Instructor: Richard Robinson Grade Level: 11, 12

Pre-requisites: B or better in Biology and have taken or currently taking Geometry

Course Content: Chemistry will cover atomic structure, states of matter, and types of bonding. Students will become acquainted with the periodic table and naming and formula writing. This course will also cover significant figures, stoichiometry and solution concentrations. Students will study instruments used by chemists and learn to balance equations.

Grade Level *

When receiving a college level class here are the requirements according to KBOR:

- 1) High school students enrolled in courses administered through a Concurrent Enrollment Partnership shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each Concurrent Enrollment Partnership student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a Concurrent Enrollment Partnership course, students shall achieve the same score or subscore on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards.
- 2) Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R. 91-40-1(bb), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.
- 3) The student must be authorized by the high school principal to apply for enrollment.

- 4) Advising of students who desire to enroll in Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.
- 5) Students shall be provided with a student guide created as part of the Concurrent Enrollment Partnership that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system.

Colby Community College:

2020-2021 Due to the Covid-19 here are the placement options for Math and English by utilizing the following options if test scores are not available.

1. Cumulative GPA
2. Successful completion of course sequence in high school (i.e. HS Math Freshman-Junior courses with a B or higher)
3. Approval from HS counselor/principal based on their knowledge of the students work ethic and ability to be successful in the course.

2020 - 2021 CALENDAR

SCHOOL	FIRST DAY	THKSVG VAC	CHRSTMS BRK	RESUME	SPRING BRK	EASTER VAC	LAST DAY
IDL	<i>1st day sending site begins school</i>						
Logan	8/27/20	11/25-11/27	12/21-1/1	1/4	3/15-3/19	4/2 & 4/5	5/12/21
Natoma 4 day week M-Th	9/3/20	11/25-11/27	12/23-1/1	1/4	3/15-3/19	4/5	12:10 5/20/21
Osborne	8/19/20	11/25-11/27	12/22-1/1	1/4	3/15-3/19	4/2	5/20/21
Palco	8/27/20	11/25-11/27	12/21-1/1	1/4	3/22-3/26	4/2 & 4/5	5/14/21
Plainville	8/27/20	11/25-11/27	12/21-1/8	1/11	3/22-3/26	4/2 & 4/5	11:30 5/14/21
Stockton	8/27/20	11/25-11/27	12/21-1/1	1/4	3/22-3/26	4/2 & 4/5	5/13/21
Thunder Ridge	8/27/20	12:15 11/24-11/27	12:15 12/18-1/1	1/4	3/15-3/19	4/2 & 4/5	5/11/21
Triplains 4 day week Tu-F	8/17/20	11/25-11/27	12/21-1/4	1/5	3/22-3/26	4/2 & 4/5	5/19/21
Wheatland	8/20/20	11/25-11/27	12/21-1/1	1/4	3/15-3/19	4/2 & 4/5	5/12/21

SCHOOL	End 1 st Quarter	End 2 nd Quarter	End 3 rd Quarter	End 4 th Quarter	LABOR DAY 9/7/20	VETERAN DY 11/11/20
Logan	10/23	12/18	3/5	5/12	NO SCHOOL	IN SCHOOL
Natoma	10/27	12/22	3/4	5/20	NO SCHOOL	IN SCHOOL
Osborne	10/15	12/18	3/11	5/20	NO SCHOOL	IN SCHOOL
Palco	10/16	12/18	3/5	5/14	NO SCHOOL	IN SCHOOL
Plainville	10/30	12/18	3/19	5/15	NO SCHOOL	IN SCHOOL
Stockton	-	12/18	-	5/13	NO SCHOOL	IN SCHOOL
Thunder Ridge	10/16	12/18	3/5	5/11	NO SCHOOL	IN SCHOOL
Triplains	10/16	12/18	3/5	5/19	NO SCHOOL	IN SCHOOL
Wheatland	10/16	12/18	3/5	5/12	NO SCHOOL	IN SCHOOL

SCHOOL	PRES. DAY 2/15/21	PARENT/TEACHERS CONF.	IN-SERVICE DAYS
Logan	NO SCHOOL	10/26, 10/27, 3/8, 3/9 4:30-8:00 pm	8/24, 8/25, 10/12, 1/18
Natoma	IN SCHOOL	11/5, 4-8 pm, 11/6 8-noon; 3/9 4-8 pm, 3/11 4-8 pm	Half day: 8/11, 8/24; Full day: 8/17, 8/19, 10/16, 1/22
Osborne	IN SCHOOL	10/26, 10/27, 2/15, 2/18 evenings	8/17, 1/18
Palco	IN SCHOOL	10/27 5-8 pm; 10/29; 2/15 5-8 pm; 2/18	8/18, 8/19, 10/12, 1/18; Early release 1:00 pm: 10/7, 11/4, 12/2, 2/3, 3/3, 4/7
Plainville	IN SCHOOL	8/21 & 8/24 virtual; 3/1 virtual 4-7 pm	8/17, 8/18-8/20 am, 8/25-8/26 am, 10/12, 1/18 Early release 11:30 am: 8/27, 5/14
Stockton	NO SCHOOL	10/19 & 3/8 10am – 6 pm	8/17, 8/18, 9/22, 10/16, 1/18, 3/5, 5/14
Thunder Ridge	IN SCHOOL	10/26 4-8:30 pm	8/17-8/21, 8/24-8/26, 10/23, 1/18, 5/12
Triplains	NO SCHOOL	10/27, 10/30, 2/18, 2/25 pm	8/12, 10/5, 1/4, 2/8
Wheatland	NO SCHOOL	9/28, 2/22 4-8 pm	8/18, 10/5, 11/9, 1/18, 3/22, 4/19, 5/13

**Interactive Consortium Academic Network
Policies, Procedures & Operations**

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INTERACTIVE CONSORTIIUM ACADEMIC NETWORK

Policies, Procedures & Operations

Name:

The name of the consortium will be Interactive Consortium Academic Network (I-CAN).

Office is located at: 710 5th, P.O. Box 100
Natoma, KS 67651-0100

Telephone/FAX (785) 885-4860

Office hours: 8:00 A.M. to 12:00 P.M., Monday through Friday's

Mission:

The primary mission of the Interactive Consortiium Academic Network (I-CAN) is to provide a wide array of educational courses for all students of participating schools in a collaborative manner to mutually benefit all school districts to facilitate course offerings not presently available in existing curriculums. I-CAN provides the community patrons the opportunity to enroll in college courses to earn degrees and for certification in areas of need.

Core Values:

- ...work to provide services that are mutually beneficial to other schools
- ...provide a level of programming delivery that compliments curricular offerings across the network
- ...understand that the utility of the network is manifested in helping support instructional needs of other schools
- ...consistently send and receive viable curricular offerings across the network
- ...contribute fiscal resources as necessary in support of network operations and network upgrades
- ...partake in annual scheduling meetings to accommodate sending and receiving options for participating school districts
- ...work to address the diversity in school day schedules; i.e. schools will need to operate with flexibility schedule provisions to accommodate use across the network

History:

In August of 1991 technology allowed seven small rural school districts in North Central Kansas to provide educational opportunities, via fiber optic, analog, interactive television (ITV). This ITV system would allow students to get courses which they otherwise would not be able to get. One hundred and fifty miles of fiber optic cable connected these seven small rural school districts which formed the Interactive Consortium Academic Network (I-CAN). The original consortium was composed of the following school districts: West Solomon Valley, Lenora 213; West Smith County, Kensington 238; Palco 269; Eastern Heights, Agra 324; Logan 326; Natoma-Waldo-Paradise 399; and Victoria 432. Additional sites added to the network include: Phillipsburg 325 and Plainville 270 in 1992-93 and Morland 280, and Hill City 281 in 1993-94. In 1995, Fort Hays State University became a member of the network.

With so many requests for courses and programs over the network, it became necessary to increase the number of classrooms in some school districts from one classroom in each site to two in most sites. To provide a second classroom in nine of the eleven school districts, I-CAN and Rural Telephone Service Co., Inc., Lenora, Kansas, joined forces to apply for a Distance Learning and Medical Link Grant, (REA) in 1993. In 1994, the grant was awarded in the amount of \$360,000.00 to enhance the network. Matching funds from the members was part of the grant application.

To continue to meet the needs of the network communities, I-CAN and the Northwest Educational Service Center, applied for a grant from Dane G. Hansen. On August 15, 1995, a grant in the amount of \$53,000.00 was awarded the two networks, to be used to purchase equipment to provide an analog full motion link for two-way, interactive video between these two areas. The application process was assisted by Rural Telephone Service Co., Inc. and submitted on behalf of nineteen school districts, Colby Community College, Fort Hays State University, and the Northwest Educational Service Center.

School districts in the Northwest Educational Service Center Network include: Quinter 293; Grinnell 291; Oakley 274; Brewster 314; Wheatland 292; Tri-Plains, Winona 275; Healy 468; Golden Plains, Rexford 316; Goodland 352; Northwest Kansas Technical School, Goodland; Colby Community College; and the Northwest Educational Service Center in Oakley.

It was on January 15, 1998, that the communities in the North Central and the Northwest area of Kansas experienced technology at new heights. Fort Hays State University sent a course from the university classroom to a classroom in I-CAN, Morland High School and to Northwest Kansas Technical School at Goodland in the Northwest network. This course was sent over the analog link which was provided by the Dane G. Hansen Foundation grant.

By 1998 USD 392 Osborne joined the network bringing the membership to twelve school districts and the university. Presently there are two hundred and fifty miles of fiber optic cable connecting the I-CAN network.

Due to two school closings, Morland and Lenora, at the end of the 2000-01 school year membership decreased to ten school districts. Fort Hays State University terminated their membership upon building and completing their private video conferencing network on December 30, 2001. At the end of the 2002-2003 school year Victoria terminated their membership to join the Barton County Community College Network. In March, 2004, USD 292, Wheatland/Grainfield and USD 293, Quinter school districts applied for membership and were accepted for membership into I-CAN. Plainville terminated their membership at the end of the 2004-2005 school year. Phillipsburg terminated their membership at the end of the 2005-2006 school year. In April, 2007, USD 270, Plainville school district applied for membership and was accepted for membership into I-CAN. On July 1, 2008, USD 324 Eastern Heights, Agra and USD 238 West Smith County, Kensington consolidated forming USD 110 Thunder Ridge. In February, 2011, USD 271, Stockton school district applied for membership and was accepted for membership into I-CAN. Quinter terminated their membership at the end of the 2013-2014 school year.

Beginning with the 2004-2005 school term I-CAN network schools implemented H.323, IP based technology and will become a digital network in place of the analog system.

In 2012 the I-CAN Network was awarded a Rural Utilities Service (RUS) grant in the amount of \$440,000 which made it possible for the schools to upgrade from standard-definition (SD) equipment to high-definition (HD) equipment in their IDL classrooms. Matching funds from the members was part of the grant application. Thunder Ridge, Palco, Plainville, Logan and Natoma upgraded one of their classrooms with HD equipment during the summer of 2012. Stockton, Hill City, Wheatland and Quinter also upgraded their one classroom with HD equipment.

During the summer of 2013 Thunder Ridge, Palco, Plainville, Logan and Natoma upgraded their second classroom to HD. Osborne upgraded their one classroom to HD. All of this was possible with a RUS grant which was awarded in 2012.

Hill City terminated their membership at the end of the 2014-2015 school year. In May, 2015, USD 274 Oakley school district applied for membership and was accepted into I-CAN. In May, 2016, USD 105 Rawlins County school district applied for membership and was accepted into I-CAN. USD 105 Rawlins County terminated their membership at the end of the 2016-2017 school year. USD 274 Oakley terminated their membership at the end of the 2017-2018 school year. In April, 2020, USD 275 Triplains school district applied for membership and was accepted into I-CAN.

During the summer of 2016 Palco, Plainville, Stockton and Thunder Ridge converted their H.323 codec based IDL rooms to an internet computer based IDL room with Zoom software. During the summer of 2017 Wheatland, Logan and Natoma-Waldo-Paradise converted their H.323 codec based IDL room to an internet computer based IDL room with Zoom software.

I-CAN Partners:

I-CAN partners with Rural Telephone Service Co., Inc., Lenora, Kansas; Colby Community College, Colby, Kansas; and Cloud County Community College, Concordia, Kansas; Kansas Association of Interactive Distance Education (KAIDE).

Membership:

The I-CAN network is currently comprised of nine (9) school districts. Participating members are: USD 110 Thunder Ridge; USD 269 Palco; USD 270 Plainville; USD 271 Stockton; USD 275 Triplains; USD 326 Logan; USD 292 Wheatland; USD 399 Natoma-Waldo-Paradise; and USD 392 Osborne.

Governing Board:

The governing board of I-CAN is made up of a member from each member site.

Each member site shall have the right to cast one vote. Each school district member site may designate one official staff member to function in the absence of the responsible voting member of the school district.

Quorum for Business:

A simple majority of the members of the board is required to carry on the business of the I-CAN Network. Each district is allowed one vote. Each vote or failure to vote shall be recorded by the secretary. Revised 8-11-04

Amendments:

In order to change or adopt a policy a vote of the board is required at a regular scheduled meeting. Prior to voting, board members will have a first and second reading.

Job Description: IDL Director/Coordinator:

The I-CAN Director/Coordinator shall work an annual part time contract and receive a mutually agreed upon salary subject to I-CAN Board approval. Daily hours of work shall be negotiated annually. Experience in secondary education and/or working knowledge/experience of distance learning, computer networking, or computer programming is preferred.

The I-CAN Director/Coordinator will seek to expand the network's full potential. This includes but is not limited to data and information sharing.

In order of priority, the director/coordinator will:

- *Attend, conduct, and preside over all monthly I-CAN meetings.
- *Prepare a monthly agenda in a timely manner and maintain accurate records of those meetings.
- *Work with member schools to provide high school classes for students.
- *Work with community colleges and member schools to provide dual-credit classes.
- *Coordinate and work with member schools/local adult site coordinators to provide night classes for students and community.
- *Work with member schools toward a common schedule, calendar and in-service schedule.
- *Work with member schools to ensure teaching commitment/involvement from all districts.
- *Examine and implement methods to share more teachers on the network and between school districts.
- *Work with member schools to examine block scheduling and the clustering concept.
- *Develop in-services for teachers in member schools.
- *Develop and maintain relationship with FHSU as a resource.
- *Attend professional in-service activities related to interactive television and keep abreast of the latest state and national trends.
- *Will give a report to the I-CAN Board on the Teacher and Student Survey's.

(Expenses for professional development activities are subject to prior I-CAN Board approval and may include registration, mileage, food and lodging).
(Approved 1-23-1997)

Job Description: Secretary

Qualifications for this position include:
Secretarial and computer experience.

Responsibilities:

1. Answer phone, take messages and help solve any problems the IDL may have in regards to the PC or help identify the problem through the PC.
2. Type letters, memos, agendas and miscellaneous items.
3. Attend the meetings of the I-CAN board, take and type minutes.
4. Type one annual calendar for all the districts in the I-CAN Network.
5. Type the daily class schedule and make a brochure for the I-CAN group with the daily class schedule included.

6. Type the college night class schedule for fall, spring and summer, and make a brochure for each.
7. Use scheduler software to program the network computer with the daily IDL class schedule and the college schedules. Keep changes current during the year.
8. Send out monthly billings and make deposits.
9. Keep a record of monthly expenses and income.
10. Update each year: FAX machine numbers, site administrators and teaching staff.
11. Type employee and coordinator contracts.
12. Send out teacher/student survey's, then when returned tally them and report to the Director.
13. Any additional duties assigned.

Courses Sent and Received Over the System:

Class Fees/Teacher Stipends:

Cost Share:

There will be a fee of \$1,500 per school/per class/per year, to be billed semesterly from the I-CAN office for classes received from an I-CAN Network district. Bills will be sent out the end of September and end of January yearly. Courses received direct from the colleges were exempt from this Cost Share Fee.

Teacher Stipend:

Instructors employed by districts who are a member of the I-CAN Network will receive stipends for sending classes. Instructors will receive \$200 per school/per class/per year, coming out of the Cost Share fee semesterly.

Receiving districts will draft a check to the sending district for payment to receive the class(es) per the Cost Share. Receiving districts will draft a separate check to the I-CAN office for the Teacher Stipends. USD 399 will write a check out to the instructor of each class in October and February. USD 399 will send a FORM 1099-MISC to instructors who receive \$600 or more in a year's time.

Fees for outside networks receiving classes from the I-CAN Network:

Fees will be applied the same as in-network I-CAN schools. Enrollment fees are due 60 days after the start of the first day of a scheduled IDL class. A student has two days after two class sessions are held, if classroom equipment is operational, to drop the course. Fees will not be refunded after the second day of class.

Additional Fees for classes received outside the network:

Districts receiving out of network classes will pay the network fees for that particular network per school/per class/per year and will also be billed for any additional fees above the normal network price. Bills will be sent from the outside network director to each district that is receiving a course. Revised 3-28-17

Reimbursement for classes received from other networks/schools:

For courses being received from other networks/schools, a maximum of \$500 per course, divided equally among receiving districts up to \$100 per student, will be provided to help pay expenses. This money will be used only for those courses that are required by the Regents Universities curriculum and will include foreign language courses, when I-CAN is unable to provide these courses and money is available through the participation fee fund. Revised 9-17-13; Revised 3-26-2015; Revised 3-28-2017

Scheduling Procedures:

All courses scheduled over I-CAN will be determined by the individual member sites by a pre-enrollment process in their individual districts. Each district will share their schedule with I-CAN members at regular scheduling meetings beginning in February and finalized by the June meeting. All courses going over the I-CAN network must be approved by the I-CAN Governing Board. Changes in the schedule can be made in late July or early August prior to the start of school when there have been changes in staff available due to teacher resignations or other administrative difficulties of that district.

College courses will follow the same procedure as high school courses for scheduling courses.

Teachers shall provide a course description for any distance course they plan to teach. Each site administrator should supply a copy of the course descriptions to the director at a regular meeting in February. The course descriptions will be provided to all member sites prior to pre-enrollment by the I-CAN office.

Courses remaining available after I-CAN schools have filled class needs will be opened to enrollment by other networks/schools subject to network capability. Any remaining course requirements that can be fulfilled by sharing between other networks/schools will be subject to approval by the I-CAN governing board. Courses that are shared between networks will follow the policies of the originating site network.

Scheduling Changes:

Notification of schedule changes must be made to the connecting sites. Sites should be kept informed of any special school activities that apply specifically to them. Weather changes (late starts, cancellation, etc.) should be relayed to all connecting sites as soon as possible.

In the event the IDL teacher is absent and no substitute is available an activity assignment should be provided to all connecting sites. The receive sites are responsible for their individual students during the time that a teacher or a substitute teacher is not available at the send site. The participating schools will send monthly calendars to the connecting sites.

Service fee charges for outside groups using the I-CAN network:

Night Classes: Any course sent from a university/college outside of the I-CAN regional area will be charged for the use of a site for student(s) from outside of the network area. Fees are to be paid to the school district receiving the course no later than the second day of class. Fees will be used to help cover the cost of the room, facilitation and technical support.

The following one time fee will be billed to the send school for students living outside of the network:

\$100 per non-member student taking a weekly course.

\$ 50 per non-member student for a weekend workshop.

\$ 25 per site for a one-day workshop/conference.

(Adopted 3-10-05)

Non-Member Administrative Fee

Any course sent from an I-CAN school to another school not being a member of any consortium will be charged an administrative fee of \$5,000 per course. If more than one non-consortium district takes the same course, this administrative fee would be divided equally among the non-consortium districts. There will be an additional Cost Share fee of \$1,500 per school/per course/per year which goes to the sending site district. Out of this fee, \$200 will be sent to the sending site instructor as a teacher stipend. Courses sent from I-CAN schools to other non-consortium schools will be billed directly from the I-CAN office for the administrative and Cost Share fees. The \$5,000 administrative fee received will be distributed back evenly to the member districts. Adopted 9-17-13; Revised 6-6-17

Procedures:

1. A facilitator may be requested to be present in the classroom.
2. No more than 5 students per site without the mutual agreement of the receiving and sending site administration and the sending site teacher.
3. Grading and attendance is based on the policy of the sending site.
4. A Student Contract must be signed by the student, parent, and building principal to be sure they are aware of the high standards of conduct for students enrolled in IDL courses.
5. The enrollment list must be FAX'd to the sending site teacher the first day of class.
6. The sending site teacher should be told of any health or learning needs of the students enrolled in the course.
7. The bell and calendar schedule will follow the I-CAN or sending schools schedule. (Adopted 2-8-06)

Scheduling Procedures for Non-Academic Meetings/Activities:

Districts wishing to schedule meetings/activities over the network should follow the procedures listed below:

1. Contact the I-CAN office at least three (3) working days prior to the date of the meeting/activity. For emergency meetings contact the office by 10:00 A.M. the day of the meeting. The I-CAN office will notify you with confirmation.
2. Give the following information:
 - Date
 - Time
 - Sites involved/classroom A or B
 - Name of group responsible
 - Contact person/emergency telephone number
3. Check the day and night schedules to be sure space/time is available. If this is for a meeting from 3:30 P.M. on, all college classes have a built in 30 minute preparation time.
4. All meetings/activities scheduled over the network must be of an educational nature and for non-profit.
(Approved 3-18-98)

Registration Process/Procedure:

Each participating site will handle their individual student's enrollment registration for day classes as well as for dual-credit classes. Participating school districts will be held financially accountable for each student registered. Individual students registering for college credit will be responsible for payment of tuition and fees through arrangements identified by the college representative.

Guidelines for Students Enrolling in IDL Classes:

Students enrolling in IDL courses should be self-motivated, mature, and knowledgeable of what course work is expected of them.

1. During pre-enrollment students should be given a course description, including pre-requisites and expectations of students enrolled.
2. Grading and attendance information should be given to the student the first day of class. Grading and attendance is based on the policy of the sending site.
3. The enrollment list must be FAX'd to the sending site teacher the first day of class.
4. The sending site teacher should be told of any health or learning needs of students enrolled in the course. (Adopted 6-3-92)

Dual-Credit Enrollment:

Students may enroll in dual-credit courses as approved by the individual district boards of education. College coordinators on contract with individual colleges will be responsible for all enrollment forms and other information required by the post-secondary institution offering the course(s). Payment to the coordinator is the responsibility of the college.

Criteria for admittance into dual-credit classes will be as follows:

1. High school students enrolled in courses administered through a Concurrent Enrollment Partnership shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each Concurrent Enrollment Partnership student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a Concurrent Enrollment Partnership course, students shall achieve the same score or subscore on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards. (Adopted 4-16-15)
2. Students of sophomore, junior, or senior status in high school and/or certain students designated as "gifted" who have their parents' permission to enroll may do so as long as they meet the mandatory placement policy for each institution they are enrolling in. (Adopted 9-14-11)
3. Students enrolled in dual-credit classes need to have good attendance records.
4. Students enrolled in dual-credit classes need to be college-bound or planning for some type of post-graduation education/training. (Adopted 4-17-96)

IDL Class Size:

Guidelines for schools to send or receive classes:

1. The choice of courses offered will be by surveys prior to actual enrollment and approval of the present board. Course selection will be determined by pre-enrollment.
2. No more than 20 students may be enrolled without the consent of the originating site teacher and administrator.
3. A maximum of 4 sites can be on line for each course offering.
4. No more than 5 students may be enrolled at a remote site without mutual agreement of the receiving and sending site administration and the sending site teacher.

Rationale: Limiting the number of students will provide for better supervision, allows for better student participation, and keeps inappropriate student behavior at a minimum. Four schools on line seem to be the norm with all other networks. The number of students could also vary, depending on the teachers, subject matter, and the maturity of the students enrolled.

(Adopted as amended 8-6-93)

Site Selection:

Planning for workshops or programs for viewing on the I-CAN Network will be done by the director/coordinator by contacting the individual site administrator for permission. If the sites involved agree, the director/coordinator is authorized to finalize the schedule. (Adopted 1-12-94)

IDL Closing Class-end of the Semester/Year:

Sending site teachers remain in their IDL classroom and continue to teach until their home site contract is fulfilled. (Adopted 8-6-93)

Student Discipline:

Due to the uniqueness of Two-Way Interactive Television, it is imperative that procedures be developed which will promote positive learning to occur, the application of the new technology, and to enhance program delivery.

High school students must sign a student policy agreement form (Contract) to enroll in IDL courses offered during the day, as well as, out of the school day. The agreement must be signed by both the student and parent(s) to be sure they are aware of the high standards of conduct for students enrolled in IDL courses.

Persons out of high school wishing to enroll in college night courses, seminars, or workshops should sign an agreement form. The purpose of this form will be to help each enrollee to be aware of the uniqueness of this technology, to help them achieve a more positive educational experience, and adjust to this form of technology.

Rationale: Parents of student wishing to enroll in interactive television classrooms should be aware of the expected standards for their student and the discipline policy. Due to classes being taped, a certain amount of privacy will be forfeited. Older persons wishing to enroll need to be aware of the uniqueness of the program and that they may forfeit some privacy when they enroll in IDL courses. (Adopted 1-9-92)

Time Management:

Students and teachers need uninterrupted time and proper maintenance of the daily schedule to meet instructional objectives. To maximize time on task, schedules must be coordinated. Each network site should synchronize their bell system to allow the interactive classes to function efficiently.

When teachers are aware of discrepancy in the bells system in a receiving site, contact should be made with the receiving site administrator to make the necessary changes.

Use of the intercom, FAX machine and other interruptions should be kept to minimum. If possible, schedule the use of these prior to or at the end of the school day.

Weekly bulletins are to be exchanged between sites each week. Notification of daily schedule changes (e.g.: sports, lyceums, etc.) should be provided to sending and receiving sites as soon as possible. (Adopted 9-2-92)

Teacher Training:

Teachers teaching for the first time over the IDL system will be given a one day training program prior to teaching students. This training will be the responsibility of the sending site.

The components of the training session will be:

1. Introduction to Interactive Distance Learning (IDL)
 2. Equipment
 - a. Identification and Placement
 - b. Operation
 3. Procedures/Network Policies
 4. Instructional Development
 5. User Tips
- (Adopted 9-2-92)

Field Trips:

Due to too much loss of instructional time in the classroom, field trips will not be approved for member schools of the I-CAN consortium. (Adopted 8-9-92)

Teacher Visitation to Remote Sites:

Teachers should and are encouraged to visit remote sites if possible to help with the educational progress of their students. The following procedures are to be followed when making remote site visits:

1. Follow the procedure in the home school for teacher leave.
2. Contact the receive site(s) to obtain permission for an on-site visit.
3. If a remote site visit must be postponed or cancelled the sending site teacher will notify the administrator of each of the remote sites as soon as possible.
4. The cost of the visit is the responsibility of the sending school site. (Adopted 9-2-92)

Parent/Teacher Conferences:

Parents need to be kept informed about their child's progress regardless of the instructional delivery system used. Exposure to the technology that is being used to deliver instruction to their child should be used for conferences, unless the parent(s) feel it is too intimidating to them, in which case a telephone conference could be scheduled.

Parent/teacher conferences may be conducted via the IDL system when confidentiality is maintained as much as possible. Parents need to be aware that they may lose some confidentiality due to the system used.

When instructors plan to schedule conferences, they should notify the attending sites that they will have a scheduled conference. If possible, supervisory monitors should be discretely placed so open viewing will not be possible.

Instructors are responsible for scheduling conferences as they determine necessary. (Adopted 9-2-92)

Textbook Exchange:

Procedure for exchange of textbooks:

1. It is the responsibility of the sending site to get textbooks to the receive site.
2. Prior to the beginning of school, textbooks could be exchanged during teacher training and/or in-service.
3. Textbooks could be exchanged at a mutually agreed upon site between the sending and receiving sites.
4. If the sending site plans to mail the textbooks to the receiving site, the cost of the mailing is the responsibility of the sending site. (Adopted 6-3-92)

Textbook Purchasing:

Receiving school sites are responsible for obtaining the necessary textbooks and other materials needed for the courses received at their sites. If the textbooks needed are available without purchasing, they should be exchanged with the other sites, according to the textbook exchange policy. (Adopted 9-2-92)

Teacher Evaluation:

Evaluation is for the purpose of improving instruction. It is a continuous process and should provide an opportunity for administrators to assist teachers to learn their strengths and possible weaknesses and to improve their effectiveness. When teaching is improved, student learning is improved.

Teachers teaching over the IDL system will be evaluated by the administrator of the sending site. The evaluation instrument used will be determined by the sending site.

The sending site administrator is free to obtain input, toward evaluation, from network administration from the receiving sites. (Adopted 9-2-92)

System Technical Problems/Procedures:

Teachers/users should refer to the procedures in the User Manual and Trouble Shooting Guide to determine the difficulty of the problem. If unable to locate the problem contact the vendor responsible for the equipment up-keep. Contact the I-CAN office, when time allows, to report all problems that have occurred to be logged for future situations. Revised 11-10-04

Notice of Non-Discrimination:

I-CAN does not discriminate on the basis of sex, race, color, national origin, disability, age or religious preference in admission or access to courses offered. Any person having inquiries concerning I-CAN's compliance with the state and federal regulations are directed to contact the administrator of the school where the student resides.

Interactive Distance Learning Classes Student Contract

Interactive distance learning classes provide a method for districts to provide low-incidence courses and advanced programming that normally might not be offered to students in this school. Because of the uniqueness of interactive distance learning, certain standards of performance and behavior must be maintained by students enrolling in these courses. This policy statement is intended to make both the student and parents aware of the standards expected of students enrolling in such courses.

As a student taking an interactive distance learning course, I am aware that:

1. Standards are expected of me, as a student and insubordination of any kind will not be tolerated. Insubordination has been defined as anything that interferes with teaching or learning in the classroom.
2. Inappropriate language or gestures will not be tolerated.
3. Because of the technology, anything I do in the classroom can be taped. The tape can be used for disciplinary purposes. It can also be previewed by others in making decisions.
4. Certain classroom procedures must be followed:
 - a. Students must sit within camera view at all times.
 - b. Students must not mishandle the equipment in the classroom.
 - c. Students must follow all other rules as specified by the teacher.
5. Receive site students will be expected to follow the send site policies on:
 - a. Grading
 - b. Absentee/Attendance Policy and make up work

The following procedures will be followed for students who cannot follow the above listed rules:

First Offense: The student will be given a verbal warning and told that his/her parents will be notified by letter of the infraction. The principal will send the letter to the parents. A copy of the letter will also be sent to the student's principal.

Second Offense: The student will be removed from the class, possibly on a permanent basis.

We, the undersigned, have read and understand the policy above, and agree to everything stated.

We have read and understand the grading scale and attendance policy.

STUDENT _____ DATE _____

PARENT _____ DATE _____

PRINCIPAL _____ DATE _____

ADULT AGREEMENT POLICY FORM

This agreement policy is intended to provide awareness to those enrolled in the Interactive Distance Learning courses.

Due to the uniqueness of this technology certain classroom procedures should be followed to allow those enrolled to achieve a positive educational growth. The following statements will help you adjust to an IDL classroom:

1. Students should sit within the view of the camera and as close to the microphone at all times.
2. Students should follow all rules stipulated by the instructor to allow for the best opportunities to teach the course material in the most advantageous way.
3. Students must be trained prior to using the equipment. All equipment should be handled carefully to prevent breakage.
4. The facsimile machine should be used only as directed by the instructor.
5. Due to the technology, anything done in the classroom can be taped and may be used for administrative, discipline, or staff development by the I-CAN consortium.

I have read the above and understand the uniqueness of the Interactive Distance Learning classroom, and will abide by any and all rules.

Student Signature _____ Date _____.

Approved 1-9-92/Revised 3-1-19

Enrichment Programs

Interactive Distance Learning through I-CAN is busy and exciting! Find out about upcoming special programs by clicking on a subject area under Enrichment Programs.

Special Programs: Remember to check these pages often so that you don't miss out!

Click on the following link to see the Enrichment Programs that Greenbush has to offer! Check with the I-CAN Director to find out the cost of these programs.

<https://bit.ly/3lh3s8b>

Click on the following link to see the Enrichment Programs that the South Central Kansas Network has to offer and links to many more programs! Check with the I-CAN Director to find out the cost of these programs. <http://sckdln.pbworks.com>

If you wish to participate in an enrichment program, you will need to complete the IDL Special Program Request form and e-mail it back to Cindy.

Welcome

I-CAN Members

Board Members 2020-21

Class Schedule 2020-21

Course Descriptions 2020-21

Network Calendar 2020-21

Policy Manual 2020-21

Enrichment Programs
Professional Development

Science/Zoos

Social Studies/History

<https://sites.google.com/site/kaidegroup/home>

IDL Special Program Request

The following information is needed to avoid schedule conflicts and to allow for accurate record keeping. In order to facilitate the scheduling process; please fill this form out COMPLETELY and e-mail to ican@natoma-usd399.net, Cindy Beisner at the I-CAN office.

Your principal's signature is required on this form in order to pursue possible content providers and scheduling options. Once an appropriate content provider is located, all costs *must* be approved by your principal prior to any scheduling of an event. All approval of costs must be communicated to the Network office before an event is scheduled.

Each site will be responsible for any content provider expense/fees.

Today's Date: _____.

Requestor's Name: _____ Phone#: _____.

District Name: _____ Which IDL Room to be Used: _____.

of Student's Participating: _____ Participating Teachers: _____.

Student Grade Level: _____ Teacher(s) e-mail: _____.

Teacher(s) e-mail: _____.

Subject/Curriculum you would like to cover in an IDL session: _____.

Do you know of a content provider for this subject/curriculum? If so: Please list their name, phone number and/or email address and website url (if applicable).

Requested Event or Program: (if applicable) _____

Desired Date: _____ Time: _____ AM to _____ AM

(Must have at least two weeks' notice) _____ PM to _____ PM

(Please give alternate date below)

Desired Date: _____ Time: _____ AM to _____ AM

_____ PM to _____ PM

If you are already in contact with a content provider (i.e. zoo, museum, etc) do you know what the charge is for their program?

_____ Yes _____ No If so, what is the charge? _____.

Principal's Signature: _____.

Interactive Distance Learning (IDL): Professional Development

Connected Kansas Kids

Professional Development

Connected Kansas Kids (CKK) is supported by Kan-ed and administered through the Kansas University Center of Telemedicine and Telehealth. The purpose of CKK is to offer staff development opportunities to educate professionals throughout the state of Kansas. Each presentation is approximately 60 minutes in duration, including time for questions and answers. Specific presentations/conferences can be arranged for case-specific needs or to plan for individual students with special health needs. CKK provides presentations in the following areas... http://connectedkansaskids.com/CKK_presentations_1a.html

CILC – Center for Interactive Learning and Collaboration

Search www.cilc.org for over 1,200 unique teachers evaluated K-12 interactive video distance learning programs, aligned with national k-12 curriculum standards, offered by nearly 200 content providers from around the world.

Interactive Distance Learning (IDL): Science/Zoos

Alaska SeaLife Center

The Alaska Sea Life Center is a world class marine science facility that combines a research . . .

Camden Children's Garden

The Camden Children's Garden is the visitor destination facility of the Camden City Garden Club. As part of its . . .

Mote Marine Laboratory

Mote Marine Laboratory Mote Marine Laboratory is an international center for the study of marine and environmental . . .

WSU Fairmount Center for Science & Mathematics

WSU Fairmount Center science presentations for your classroom . . .