



# SCHOOL BOARD ACTION REPORT

**DATE:** April 29, 2019  
**FROM:** Ms. Denise Juneau, Superintendent  
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**For Introduction:** May 29, 2019  
**For Action:** June 12, 2019

## 1. TITLE

BTA IV: Approval of Student computer refresh to support teaching and learning and equitable access for each student districtwide

## 2. PURPOSE

The purpose of this Board action is to approve the purchase of student devices to support teaching and learning for every student and to eliminate equity gaps by ensuring every classroom is allotted the necessary computer device needed based on education specifications (Ed Specs).

## 3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute purchase orders through RFP No. 06792 with Dell/Thornburg for a total Not-To-Exceed (NTE) amount of \$12,000,000.00, plus Washington State Sales Tax over fiscal years 2019-20, and 2020-21 with any minor additions, deletions, and modifications deemed necessary by the Superintendent and to take any necessary actions to implement the purchase orders.

## 4. BACKGROUND INFORMATION

**Background** In order to achieve educational equity for our students, Board Policy No. 0030 states 8 promises the district shall will work to achieve. **Paramount to this BAR is the first promise:**

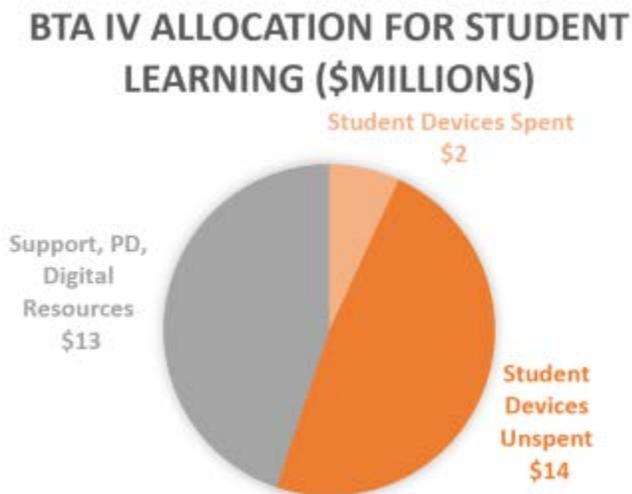
- A. *Equitable Access—The district shall provide every student with equitable access to a high-quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;***

Additionally, Board Policy No. 2022 states *The Board also believes that students need to be proficient users of information, media, and technology to succeed in a digital world. Therefore, the district will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings.*

The Buildings, Technology and Academics/Athletics IV Capital Levy (BTA IV) called for \$29,300,000 for student learning to “*upgrade and expand classroom/student technology*

equipment and services, mobile and stationary computer labs, and increase on-site technical support services for schools and student technology,” however, lack of a specific plan for implementation and stakeholder consensus delayed implementation of classroom/student technology while teaching models were tested, consensus built, and a plan formulated and articulated.

Planning for the Building Excellence V Capital Levy (BEX V) led to the development of a strategy for BEX V but also a strategy that delivers on the goals stated above for the unspent BTA IV funds in keeping with the promise to the voters who passed the levy in February 2016. Of \$16 Million allocated specifically for student devices in the 2016 BTA IV levy (a portion of the \$29.3 Million), only about \$2 Million has been spent. The last student technology replacement was completed in the winter of 2016 with small investments being completed for pilots in middle and high school and equipping a few dozen teachers piloting digital learning. Only new schools that have opened in the last three years have received a significant upgrade to meet teaching and learning needs in a contemporary classroom.



After BTA IV passed, the Board asked for research on the efficacy of technology in the classroom, a technology plan, and further engagement. While postponing needed district computer upgrades (almost 15,000 devices are currently over 5 years old), staff has completed research, pilot programs, engagement, equity analysis, inventory, and planning. The [2019-2023 Seattle Public Schools Technology Plan](#), backed by research, State Educational Technology standards, and district and community support, outlines goals for technology for the district priority of **High-Quality Instruction and Learning Experiences**, part of the 2019-2024 Seattle Schools Strategic Plan.

Teachers and students need technology to support teaching and learning given today’s digital world. Classroom technology use will follow with the foundational principles developed over two years of engagement and research and part of the Technology Plan. Key to implementation are:

- Aligning technology to Teaching and Learning goals and adopted curriculum.
- Providing a baseline of technology for all schools - An allocation for each classroom as part of the education specification.

- Eliminating the use of libraries and computer labs for testing (have enough classroom devices).
- Following a technology plan, standards, and research.

To this end the specific plan includes maintaining a baseline of devices on a four-year replacement cycle centrally managed and funded. The standard established is a cart of devices per classroom with 12-16 devices in K-8. High schools will provide a computer to all ninth-grade students beginning in 2019-2020 linking to curriculum needs each year. The 2016 High School Education Specification calls for 1-1 ratio in high schools.

<b>Grade Level</b>	<b>Number of Devices per classroom</b>	<b>Device Type</b>
K-2	12	Laptops or iPads
3-5	15	Laptops
6-8	16	Laptops
9-12	16-30	Laptops

An accurate inventory determines an equitable baseline of technology at schools which currently requires replacing nearly 15,000 desktops.

Moving from a cart-based model to a student based / curriculum model for supplying laptops for high school students is to support curricular areas and adoptions by Curriculum, Assessment and Instruction (CAI). The four-year phase - in plan provides that 9th graders taking English 1 would get laptops to keep for four years. Laptops would support specific content areas and adoption schedules with English 1, Physical Science, and Algebra being the focus next year. Staff would repeat the process each year for four years adding subjects - year two adds English 2, Biology, and Geometry. The goal is to have laptops for students for any future adoption so digital materials are an option, using a computer to gain college and career skills, and equitable access is provided for each and every student.



Higher need high schools including Rainier Beach, Franklin, World School, and Chief Sealth would get an accelerated roll out. Providing a laptop to every high school student closes an equity gap ensuring each and every student is given the right tools to be successful in high school. Moreover, wireless hotspots would be made available for check-out for students who would otherwise not have a way of accessing the internet while away from school. Providing the opportunity for internet accessibility while at home ensures equitable access to all.

The decision to equip incoming freshman with their own device is not about establishing a ratio, rather ensuring students have the tools they need to be successful in high school while simultaneously adhering to the current high school education specifications and looking at research from principal and state-wide surveys.

- **Alternatives** Although money to “*upgrade and expand classroom/student technology equipment*” in BTA IV was approved by the School Board, advertised and approved by voters, the current Board could choose not to approve this motion and not allocate funds. This will negatively affect our results in the Promises Made, Promise Kept reporting.

We could continue to pause allocation of funds longer than the current three years for even more engagement and research. This is not recommended as there is increasing urgency to solve for opportunity gaps and delaying equitable resources to students may further broaden the gaps.

- **Research** Much research was completed. Key sources include the Washington State Education Technology Standards, The Principles of Digital Learning, research by the SPS Research & Evaluation Department, research on aligning to Continuous Improvement Plans, statewide and district surveys, and research effectiveness of Cleveland Science, Technology, Engineering and Math (STEM) High School which has a 1-1 laptop program.
  - a. In May 2018, the State of Washington adopted Technology Standards based on the [2016 Technology Standards for Students](#) released by the International Society for Technology in Education (ISTE). The Office of the Superintendent of Public Instruction (OSPI) states, “These standards emphasize the ways that technology can be used to amplify and even transform learning and teaching and resonate with our state’s aspiration to empower connected learners in a connected world. In addition, they complement statewide efforts to enhance instruction in digital citizenship (ISTE Standard 2) and media literacy (ISTE Standards 1 and 3), as defined below: Digital citizens recognize and value the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they engage in safe, legal and ethical behaviors. Media literacy is the ability to access, analyze, evaluate, create and act using a variety of forms of communication.
    - Based upon the 2016 ISTE student standards:
      - **Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- **Digital Citizen** - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
  - **Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - **Innovative Designer** - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
  - **Computational Thinker** - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
  - **Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
  - **Global Collaborator** - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.”
- b. John D. Ross, Ph.D. produced a literature review, titled “Principles for Effective Technology-Enabled Learning: A Review of Literature” in August 2018. The topics in the research and principles are based on discussions with district leadership in Seattle Public Schools and a review of relevant national juried documents and artifacts that support the district’s mission. The principals are aligned to two frameworks central to teaching and learning in the district: Charlotte Danielson’s A Framework for Teaching and a pyramid of pedagogical knowledge based on the Skillful Teacher from Research for Better Teaching, Inc. Both frameworks address components related to curriculum planning, motivation, instructional strategies, and managing learning. While the two frameworks are important to district leaders in Seattle, the question posed for this review was “how do digital technologies and content resources support best practices in these areas?” This literature provides information and data to explore that question.

Based on a set of principles derived first out of the analysis of the crossover between the two frameworks and major themes in the literature, the following principles are listed below and explored in Principles of Effective Digital Learning:

- Principle 1: Digital resources promote student achievement for all students, especially historically underserved students, when students use them to produce information rather than passively consume information, but technology use alone is ineffective unless mediated by a skillful teacher.
- Principle 2: Digital resources help teachers develop authentic learning opportunities that align with the depth of rigor of college-and-career ready standards and are relevant and meaningful to students.
- Principle 3: Digital resources have and continue to change what “literacy” and “being literate” mean and look like.

- Principle 4: Digital resources can help but alone are insufficient for helping students authentically engage in learning.
- Principle 5: Digital resources allow students and teachers to connect and collaborate with other students, teachers and other influential adults, and with the content.
- Principle 6: Digital resources provide opportunities for students to demonstrate mastery of learning goals in a variety of ways.
- Principle 7: Digital resources allow teachers and students to monitor progress towards learning goals.

- c. The Research & Evaluation department worked during the 2017-18 school year with the Digital Learning team and Program Tomorrow on a research project. Program Tomorrow is a national education non-profit organization that works to ensure that today's students are well prepared to be tomorrow's innovators, leaders and engaged citizens of the world. The team administered a survey to Seattle Public School teachers who had received digital learning resources. These groups included:
- a. Teachers in new, technology-rich schools who received no intense training,
  - b. Users who had training focused on digital materials, and
  - c. Digital Learning Institute participants who received intensive training, support, and technology.

Findings include:

- The SPS teacher study cohort place a higher premium on the value of student technology use within instruction as a factor in driving student success than teachers nationwide. For example, 66% of the teachers in the sample who are teaching in a blended learning environment say that the effective use of digital tools is extremely important for student success; only 44% of teachers nationwide hold the same opinion.
  - SPS teachers in the study cohort are using digital resources in their classroom to facilitate new learning experiences for students while at the same time leveraging district provided online tools to keep students and parents informed of class activities and requirements. Teachers in the SPS cohort appear to be using these tools more than teachers nationwide which indicates a greater sophistication level in usage and a readiness to use advanced technologies and instructional practices.
- d. The professional development and associated technology plans from high schools that added technology demonstrated that technology can be part of schools fulfilling their Continuous School Improvement Plans (CSIP's) while aligning with student competencies outlined in the newly-adopted Washington State K-12 Educational Technology Standards.
- e. The Association for Computer Professionals in Education (ACPE), a Pacific Northwest 501(c)(6) nonprofit association that strives to increase collaboration and professional development opportunities within the K-12 educational

technology community, surveyed all member districts. Out of 42 responding, all but 6 including Seattle had a 1-1 ratio in high schools (and most started earlier) with a take home model including: Auburn, Bellingham, Edmonds, Bethel, Kent, North Thurston, Puyallup, Renton, Richland, and Shoreline, with Vancouver, Highline, and Spokane all starting in 4th grade. The below graphic illustrates neighboring districts who have shifted to a 1-1 take home model with the majority of secondary students having access to a take home device:

District (take home)	K	1	2	3	4	5	6	7	8	9	10	11	12
Anacortes	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Auburn	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Battle Ground	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Bellingham	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Bethel	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Bethel	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Camas	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Edmonds	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Everett	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y
Highline	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kennewick	N	N	N	N	N	N	Y	Y	Y	Y	N	N	N
Kent	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Issaquah	N	N	N	N	N	N	N	N	N	N	N	N	N
Joseph SD	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Lake School	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Lake Stevens	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Lake Washington	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Riverside	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y
Riverview	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Seattle	N	N	N	N	N	N	N	N	N	N	N	N	N
Sherwood	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Shoreline	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y

District (take home)	K	1	2	3	4	5	6	7	8	9	10	11	12
Lake Washington	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Liberty	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y
Marysville	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Medical Lake	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y
Mercer Island	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Northshore	N	N	N	N	N	N	N	N	N	N	N	N	N
North Kitsap	N	N	N	N	N	N	N	N	N	N	N	N	N
North Thurston	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Oak Harbor	N	N	N	N	N	N	N	N	N	N	N	N	N
Othello	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Pasco	N	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y
Puyallup	N	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y
Renton	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Richland	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Riverside	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y
Spokane	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sumner	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Vancouver	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Washougal	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y
Wilbur	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y

f. All Seattle Public School principals supported the plan for all students to have a computer in high schools in a survey to the building leaders, with one leader wanting computers to remain in school. The results of the High School Principal Survey overwhelmingly demonstrate the desire for high school students to have their own device:

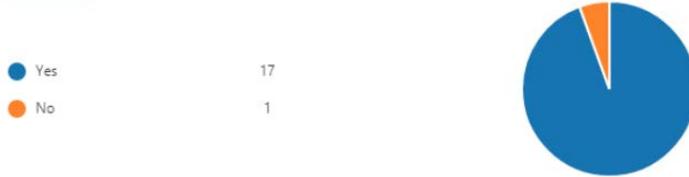
1. Would you support a plan where 9th graders receive a laptop and keep for 4 years with all grade levels having laptops in 4 years phasing out computer carts?

[More Details](#)



2. Would subject area teachers commit to using laptop for instruction/learning? Eg. Using for writing, research, collaboration, media creation, presentations, simulations, and online applications (Phasing in starting with English 1, Physical Science, and Algebra 1)

[More Details](#)



\*One alternative school wants a 1-1 cart model.

g. Although causation cannot not be verified, below is growth data for Graduation Rate and Smarter Balanced Assessments (SBA) in English Language Arts and Math for Cleveland STEM High School since implementing its program which includes every student being assigned a laptop:

	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
Graduation Rate	76.61%	70.93%	79.37%	89.00%	91.89%	92.20%
SBA - ELA	n/a	n/a	34.93%	53.28%	65.70%	80.42%
SBA - Math	n/a	n/a	5.42%	38.91%	*	50.19%

\*Data unavailable.

## 5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be Not-To-Exceed \$12,000,000. The revenue source for this motion is BTA IV Student and Class Computer Modernization.

Expenditure:  One-time  Annual  **Multi-Year**  N/A

Revenue:  One-time  Annual  **Multi-Year**  N/A

## 6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

**Tier 2: Consult/Involve**

Tier 3: Collaborate

In February 2013, 72% of Seattle voters supported the BTA IV Capital levy. This levy supports the district's long-range plans to upgrade and renovate aging technology and was the culmination of an eighteen-month long process analyzing the technology needs of the district. The process included countless hours of planning, coordinating efforts throughout the district, community engagement and feedback, extensive Seattle School Board guidance and input that led to a unanimous Seattle School Board vote in November 2015 that approved the BTA IV projects list. Within the projects list were monies designated for Student Learning *“Upgrade and expand classroom/student technology equipment and services, mobile and stationary computer labs, and increase on-site technical support services for schools and student technology”* ([Winter 2016 Levies Information brochure](#)).

Planning for the Building Excellence V Capital Levy (BEX V) led to the development of a strategy for BEX V but also a strategy that delivers on the goals stated above for the unspent BTA IV funds in keeping with the promise to the voters who passed the levy in February 2016.

### Internal Engagement

Date	Department	Purpose
10/9/17	Schools	BEX V and Long-Term Technology Planning
10/16/17	Strategies and Partnerships	BEX V and Long-Term Technology Planning
10/19/17	Business and Finance	BEX V and Long-Term Technology Planning
10/23/17	Student Support Services	BEX V and Long-Term Technology Planning
10/24/17	Communications	BEX V and Long-Term Technology Planning
10/24/17	Curriculum, Assessment, and Instruction (CAI)	BEX V and Long-Term Technology Planning
10/24/17	Legal	BEX V and Long-Term Technology Planning
10/25/17	Operations	BEX V and Long-Term Technology Planning
11/2/17	Operations	BEX V and Long-Term Technology Planning
11/9/17	Communications	BEX V and Long-Term Technology Planning
11/13/17	Teaching and Learning	BEX V and Long-Term Technology Planning
1/18-10/18	DoTS, CAI, Schools	Principles of Effective Digital Learning development
7/18/18	Operations Cabinet Meeting	Technology Planning Update
7/23-27/18	DoTS, CAI	STEM Smithsonian Conference
March – Oct 2018	Research & Evaluation and Schools	In school research on technology, professional learning, and impact
11/7/18	Operations Cabinet Meeting	Technology Plan Overview
1/23/19	Superintendent Review	Technology Plan Overview

1/30/19	Small Cabinet Meeting	Technology Plan Overview
Feb 2019	Individual Board Director Meetings	Technology Plan Overview
3/7/19	Capital Projects	Technology Plan Overview

## External Engagement

<b>Date</b>	<b>Community/Region</b>	<b>Purpose</b>
3/28/18	Board Work Session	Planning
4/2/18	Aki Kurose Middle School	Community Input
4/3/18	Madison Middle School	Community Input
4/23/18	T. T. Minor School/Seattle World School	Community Input
4/24/18	Jane Addams Middle School	Community Input
4/26/18	Monroe School/Salmon Bay K-8	Community Input
5/30/18	Board Work Session	Program List and Funding
6/1/18	Chinese Home Language	Community Input
6/18/18	Information Technology Advisory Committee	Project Prioritization
6/19/18	Somali Home Language	Community Input
8/20/18	Information Technology Advisory Committee	Project Prioritization
8/22/18	Board Work Session	Project List and Funding
9/12/18	Ingraham High School	Community Input
9/13/18	West Seattle High School	Community Input
9/17/18	Information Technology Advisory Committee	Project Prioritization
9/20/18	Mercer Middle School	Community Input
9/24/18	Roosevelt High School	Community Input
9/25/18	Meany Middle School	Community Input
9/26/18	Board Work Session	Finalize Project List and Funding
10/10/18	Board Work Session	Capital Planning
10/15/18	Information Technology Advisory Committee	Planning
10/18/18	Board Work Session	Community Input
11/19/18	Information Technology Advisory Committee	Planning
12/6/18	Washington Middle School	Community Input
12/11/18	Rainier Beach High School	Community Input
12/12/18	Chief Sealth High School	Community Input
12/17/18	Information Technology Advisory Committee	Planning
1/8/19	John Rogers Elementary School	Community Input
1/10/19	Montlake Elementary School	Community Input
1/14/19	Information Technology Advisory Committee	Planning
1/22/19	Rainier Beach High School	Community Input

## 7. EQUITY ANALYSIS

It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide equitable access and opportunity for every student, and to eliminate racial inequity in its educational and administrative system.

Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race and racism are pervasive and significantly affect key life indicators of success. The Racial Equity Analysis Tool lays out a clear process and a set of questions to guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices and budget issues to address the impacts on racial equity. To do this requires ending individual racism, institutional racism, and structural racism.

The concept of racial equity goes beyond formal racial equality — where all students are treated the same — to foster a barrier-free environment where all students, regardless of their race have the opportunity to achieve. This means differentiating resource allocations, within budgetary limitations, to serve students with the support and opportunities they need to succeed academically.

Board Policy No. 0030 states:

*With these commitments in mind, Seattle Public Schools will:*

- *Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;*
- *Eliminate the racial predictability and disproportionality in all aspects of education and its administration;*
- *Ensure all students regardless of race or class graduate from Seattle Public Schools ready to succeed in a racially and culturally diverse local, national, and global community.*

In order to achieve educational equity for our students, the policy states 8 promises the district shall will work to achieve. **Paramount to this BAR is the first promise:**

- A. *Equitable Access—The district shall provide every student with equitable access to a high-quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;***

The Departments of Technology Services (DoTS) and Teaching and Learning participate in racially equitable outcomes for students by providing structures and supports that focus resources, technologies, and support where they are needed most to eliminate gaps in student achievement and gaps in opportunity.

Leadership identified and engaged stakeholders making sure that racial/ethnic groups potentially impacted by this plan, especially communities of color, including students who are English Language Learners and students who have special needs were addressed. Throughout the levy planning period, leadership attended community input sessions at schools, with language groups, and in the community to hear from community members about their needs. All input from these

community meetings has been considered in the context of the technology plan and this investment in our students.

Staff worked to collect specific information about the school, program, and community conditions to help determine if anything would create racial inequities that would increase the opportunity gap. With the assistance of Digital Learning Teachers and Technical Support Specialists, DoTS gathered actionable data related to the number of devices currently in each school. This data was used to determine how potential decisions made would impact the current and future student populations. Moreover, leveraging members of the ITAC, the community, and schools provided varying perspectives leading to inclusive and equitable decisions. Additionally, Community Based Organizations (CBO's) have been included in engagement to ensure the groups and communities they serve are being heard and represented.

Staff looked for potential benefits or unintended consequences. Asking for feedback on a regular basis through various channels targeted at all stakeholders will allow for engagement and transparency as staff seek to identify issues. As staff makes a report, it will note any unintended consequences and ask stakeholders to share if they have seen any. The district does not want any blind spots to affect the work.

With this plan, educational and racial equity would be represented through each student having access to technology regardless of school location or access levels at home and resources would be allocated at different levels, where necessary, to make sure goals are achieved. It will take the efforts of all adults to leverage the investment in technology help to support those furthest from educational justice and historically underserved. Waiting to provide *every student with equitable access to a high-quality curriculum, support, facilities and other educational resources* would show a lack of urgency to address equity and institutional racism.

## **8. STUDENT BENEFIT**

Providing all students with equitable access to technology equips them with a tool for learning in today's digital world. It gives each student access to digital resources and skill opportunities needed to achieve in K-12, college and career.

When thinking about the advantage's students gain when given access to technology, three benefits stand out:

- Leverage current and future digitally-based curriculum, resources, and tools.
- Meet standards K-12 for skills and competencies set forth by OSPI.
- Hone technology-based fluency resulting in graduating students that are college, career, and community ready.

Every student deserves this.

## **9. WHY BOARD ACTION IS NECESSARY**

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- Other:

**10. POLICY IMPLICATION**

Per Board Policy No. 6220, Procurement, any contract over \$250,000.00 must be brought before the Board for approval. Per Board Policy No. 0030, Ensuring Educational and Racial Equity, *In order to achieve educational equity for our students, the district shall:*

- A. *Equitable Access – The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.*

Per Board Policy No. 2022, Electronic Resources/Use of the Internet, *The Board also believes that students need to be proficient users of information, media, and technology to succeed in a digital world. Therefore, the district will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways.*

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum and Instruction Committee meeting on May 21, 2019. The Committee reviewed the motion and \_\_\_\_\_.

**12. TIMELINE FOR IMPLEMENTATION**

Upon Board approval of this motion, purchase orders will be executed to begin the procurement process for summer purchase for high schools. K-8 roll outs will begin in the Fall.

**13. ATTACHMENTS**

- Student Device Purchase Plan by School (For Approval)
- Mobile Devices by School (For Reference)