

SCHOOL BOARD ACTION REPORT



DATE: March 8, 2018
FROM: Rick Burke, Vice President, Board of Directors,
rick.burke@seattleschools.org;
Leslie Harris, President, Board of Directors
leslie.harris@seattleschools.org;
LEAD STAFF: John Krull, Chief Information Officer, jckrull@seattleschools.org
For Introduction: March 21, 2018
For Action: April 4, 2018

1. TITLE

Approval of Information Technology Advisory Committee

2. PURPOSE

This Board Action Report is for the review and approval of an Information Technology Advisory Committee (~~iTAC~~ITAC).

3. RECOMMENDED MOTION

I move that the School Board authorize and approve the formation and charge of the Information Technology Advisory Committee with any minor additions, deletions, and modifications deemed necessary by the Superintendent.

4. BACKGROUND INFORMATION

- a. **Background** ~~Most funding for information-~~The Department of Technology Services (DoTS) oversees and implements a range of technology (IT), whether for the projects for Seattle Public Schools. These projects are grouped in three categories: classroom (education technology or "(EdTech"), for enterprise applications and data systems, or for and infrastructure;. Most funding for these projects comes from capital levies that need which rely on broad engagement and input; to define project scope and budget. The purpose of (iTAC)ITAC) will be to serve as an advisory committee in planning for future funding as well as to provide ongoing expertise and community input on an ongoing basis for key technology initiatives and decisions.
- b. **Alternatives** Do not approve ~~iTAC-~~ITAC. This is not recommended. -Seattle Public Schools values the input of the community and experts and views the establishment of this committee as an opportunity to leverage the knowledge and expertise of its members.
- c. **Research** N/A

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be limited to the investment of staff time. -Any minimal supply and meeting costs will be covered by the Department of Technology Services (DoTS) budget. Guidance and feedback from this committee has the long-term potential to reduce financial risk to the district.

The revenue source for this motion is ~~N/A~~ a combination of BTA and BEX funds.

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

Per Board Policy No. 4110, Family and Community Advisory and Oversight Committees, it is Board policy to facilitate engagement of those families and community members who have not historically been active or represented in decision-making by the district on Advisory and Oversight Committees. Families and community members can provide the Board and staff with valuable expertise, critical thinking and new perspectives, and can help alert the Superintendent, Board, and Board staff, to issues of importance to the community. The process for selecting committee members will be inclusive, fair, consistent, and transparent. Creating the charge, recruiting and selecting members, and operation of the committee has followed and will continue to follow the guidelines of the district's Community Engagement Framework and Equity Toolkit.

~~In~~ Three discrete community engagement phases are related to this action.

Identifying the need for the committee, and creating the charge,~~recruiting and selecting members, and the operation of the committee~~associated BAR has followed and follow been largely at the guidelines of the district's Community Engagement Framework and Equity Toolkit.
~~The committee formation and operation will be at~~ Tier 3: Collaborate in the Community Engagement Framework.

- 1) ~~All sectors of the impacted community~~ 1 (Inform) level, including teachers and internal staff will be engaged. This includes meeting with all identified a small community-based partners (CBO's), communication with all employee groups and families are part of creating the charge, recruiting members, and the operation of the committee engagement process.

- 2) ~~The Chief Information Officer (CIO) met the community with CBO's~~ Formation of the committee, including the city's outreach and selection of membership will be a Tier 2 (Consult/Involve) process following approval of the BAR.
- 3) The actual operation of the committee following selection of membership will be a Tier 3 (Collaborate) process.

Development of the ITAC concept, committee charge, and BAR was discussed at the Board Executive Committee on March 15, 2018, introduced to the full Board on March 21, 2018, and included outreach to the following organizations and groups:

- ~~City of Seattle Community Technology Advisor Board (CTAB), and community, district, and business leaders early in the planning and decision-making process to utilize community partnerships and expertise in updating the charge, gaining)~~
- Seattle Education Association Leadership
- Southeast Seattle Education Coalition (SESEC)
- NAACP Seattle
- SPS BEX Oversight Committee

The recruiting of committee members will include outreach support from the SPS communications department to leverage established channels of community engagement and CBO relationships to expand awareness, and recruiting of the committee formation and to reach a broad range of potential members.

The committee will consist of eighteen members total, ~~including community members and members belonging to employee groups.~~ Eight community members and leaders in technology representing the community-at-large will be on the committee along with ~~one student~~ two students as an at-large voting member. ~~The goal is to have community representation from each School Board Director district members.~~ The remaining ~~nine~~ eight representatives will be made up of ~~three non-supervisory employee members and one member from each of~~ including but not limited to the following groups: Principals Association of Seattle Schools (PASS), Seattle Education Association (SEA) Paraprofessionals, SEA Seattle Association of Educational Office Professionals (SAEOP), ~~609, Teamsters,~~ and non-represented employees; with the goal of diverse membership.

Once formed, the committee will be trained on the Community Engagement Framework to support ongoing decision-making processes. ITAC will also include a learning component to build community awareness and knowledge related to the technology initiatives in Seattle Public Schools.

7. EQUITY ANALYSIS

A goal of the committee is to look at information technology through an equity lens. In creating the charge, recruiting and selecting members, and the operation of the committee will follow the guidelines of the district's ~~Equity Toolkit. These three areas will involve all sectors of the impacted community including teachers and internal staff. This includes meeting with all identified CBO's and communication to all employee groups and families.~~ Community Engagement Framework and Equity Tool Kit.

~~The CIO met with CBO's including the city's Community Technology Advisor early in the planning and decision-making process to utilize community partnerships and expertise in updating the charge, gaining awareness, and recruiting potential members.~~

~~In the formation~~Selection of the charge, selection of the members, and in the committee meetings themselves the district and board sponsors are using and plan to continue to employ clear, open, and consistent communication.

~~Throughout the process sponsors have strived to engage on important questions and acknowledge stakeholder and community views, aspirations, and contributions.~~

~~Final selection of committee members~~members will follow an objective scoring process overseen by the Executive Committee, Deputy Superintendent~~or Designee, and Chief Information Officer. This process~~ will consider those community members and employees who have not historically been active or represented in district engagement, as well as representation by individuals of differing gender, ethnicity, race, age, geography and stakeholder interest groups~~., along with subject matter and specific topic expertise (EdTech, data privacy, enterprise business systems, online/blended learning, etc.).~~

~~Finally, iTAC has had and will have a learning component that helps build community awareness and knowledge around the subject at hand and will make changes, with Board approval, as necessary.~~

8. STUDENT BENEFIT

The committee will be asked to advise on the planning, prioritization and implementation of current and future information and education technology projects ~~with a central focus on students.~~ The committee will be asked to make recommendations on the identification, scope, and priority of projects to be included in future levies~~. Moreover, the committee will be asked to give input on the implementation of projects, project alignment with goals, priorities, scope, budget, schedule, privacy, security, alignment with curriculum and instruction, and other significant factors.~~ to provide long-term technology for students.

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. 4110, Family & Community Advisory and Oversight Committees, provides the Board shall approve this item

10. POLICY IMPLICATION

Per policy No. 4110, Family & Community Advisory and Oversight Committees, participation by members of the community to advise Superintendent and Board in school district decision-making processes is encouraged.

Per policy No. 1010, Board Oversight of Management, the ~~school board~~School Board is responsible for the governance and oversight of all departments and major program areas of the district.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on March 15, 2018. The Committee reviewed the motion and moved it forward for consideration.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, ~~iTAC~~ITAC will meet regularly on the third Monday of each month from 4:30-6:00pm. ~~starting May 21, 2018.~~

13. ATTACHMENTS

- ~~iTAC Charge (Current draft for further input and approval)~~
- iTACITAC Charge
- ITAC Application
- Community Engagement Plan
- Racial Equity Toolkit



Information Technology Advisory Committee Charge

I. Authorization

Appointing Authority: Board

II. Overview

Rationale: Most funding for information technology (IT), whether for the classroom (education technology "EdTech"), for enterprise applications and data systems, or for infrastructure, comes from capital levies that ~~need~~ rely on engagement and input. The purpose of the Information Technology Advisory Committee (~~ITAC~~ ITACITAC) will be to serve as an advisory committee in planning for future funding as well as to provide expertise and community input on an ongoing basis. It will be a standing committee of eighteen (18) members with overlapping terms to provide continuity. The committee will consist of community members and members from ~~employee groups, and students.~~ The focus will be to advise the Superintendent ~~or designee,~~ Board, Staff and community in support of the district's strategic goals as designated by the Board. The committee is ongoing ~~but~~ and serves at the discretion of the Board.

Responsibilities and Scope of Review: The committee will receive periodic briefings and be asked to comment, to make recommendations, and/or to give input. Its minutes and agendas will be published on the SPS website. The committee will be asked to advise on the strategic alignment, planning, prioritization and implementation of current and future information and education technology projects. ~~The committee will be asked to make recommendations on the identification, scope, and priority of projects to be included in future levies. The committee will be asked to give input on the implementation of projects, project alignment with goals, priorities, scope, budget, schedule, privacy, security, alignment with curriculum and instruction, and other significant factors.~~ Key projects for possible consideration by the committee include (but are not limited to):

- Identification, scope, and priority of projects for future levies
- Best practices for use of technology in the classroom
- Adaptive technology and accessibility for our differently abled students and community
- Student data privacy/security
- Online and blended learning models
- Cloud and technology-based curriculum
- Best practices for enterprise IT systems

Committee members will review implicit bias training by SPS, and disclose any potential conflicts of interests to the Internal Auditor.

To achieve this purpose, the Information Technology Advisory Committee (~~ITAC~~ ITACITAC) shall:

1. At each meeting, review budget and status of major DoTS projects
2. Review and advise on technology and data initiatives to support the district strategic and SMART Goals

Information Technology Advisory Committee

- ~~2.3.~~ Act as advisors on the state of IT and ~~edtech~~ EdTech within the district
- ~~3.4.~~ Review IT recommendations including current ~~use of district~~ technology ~~within the district~~ use and future technology needs of the district, including adaptive technology and accessibility
- ~~4.5.~~ Complete annual cyber safety engagement activities per SB 5449
- ~~5.6.~~ Review and advise on ~~edtech~~ individual EdTech, enterprise/data, and infrastructure projects
- ~~1.~~ ~~Provide advice on data focused projects~~
- ~~2.~~ ~~Review and advise on technology and data initiatives to support the district strategic goals~~
- ~~6.7.~~ Review the semi-annual Department of Technology Services (DoTS) Program Report
- ~~7.8.~~ Communicate recommendations ~~and efforts~~ to the Superintendent or designee ~~and annually~~ as-completed and via annual compilation to the Board
- ~~9.~~ Apply objective benchmarking strategies using comparable district or related organizational data
- ~~8.10.~~ _____ Serve as an ongoing working committee and/or appoint form subcommittees, as necessary, to study needed technology-related programs and services of the district, and serve as an active participant regarding district technology plans. Subcommittees may have invite members from the public or district who are not sitting ~~iTAC~~ ITAC members as non-voting guest subject matter experts.

~~Current Subcommittees: Classroom Technology & Ed Tech, Enterprise Systems & Data, and Infrastructure & Security. These committees are currently needed for BEX V planning.~~

Meeting Schedule: Monthly, the third Monday of each month, 4:30 ~~-6pm~~ 6 pm at the John Stanford Center or other locations as determined by the committee and noticed to the public.

Manner and timing of expected work product: ~~Regular~~ Committee work will include regular comments and recommendations to Chief Information Officer, ~~semi-annual report~~ topic-specific reports to Board Executive Committee as requested, and an annual report to the Board. ~~iTAC will report to other board committees as necessary and~~ ITAC will be referenced as important ~~community engagement~~ a resource to support the Equity Analysis and Community Engagement sections for Board Action Reports (BAR's) that include BARs) relating to technology, computers including computer procurement, data systems, EdTech, security, privacy, etc. online learning, blended learning, and adaptive technology.

Term of Committee: Ongoing

Length of term of individual members: ~~One~~ Half of the ITAC Committee terms will be for one (1) year; members term and half will be two (2) year terms to be drawn by lots. Members may reapply

Staff support required: Regular attendance by Chief Information Officer or Senior IT Management, with additional staff attendance as necessary. Administrative support from DoTS

Information Technology Advisory Committee

staff will include meeting scheduling, coordination of meeting location(s), taking and posting minutes to the district website.

Reporting relationship: To Board (Executive Committee)

Staff Contact: Regular ~~contact is~~ contacts are the Chief Information Officer, and Director of Policy and Board Relations

III. Member Selection and Duties

Number and Qualifications of committee members:

Community Members: Eight (8) community members and leaders in technology representing the community-at-large ~~selected by~~ shall be identified through the Superintendent or designee selection process below. A goal of a diverse representation of the community is desired ~~with a representative from each School Board Director district. One (1) student. Two (2) students~~ will be included as ~~an~~-at-large voting ~~member. To that end, parents~~ members. Parents of students attending district schools, as well as leaders of industry, are strongly encouraged to apply. ~~The community-based membership will include nine (9) members total. Representation from city districts is a goal but not required.~~

Employee Organization Members: ~~Nine (9)~~ Eight (8) employee representatives shall be ~~appointed~~ identified through the selection process below. The Superintendent, or designee, will coordinate with employee bargaining units to ~~get~~ generate participation. The selection process will strive to ~~get the following~~ have participation from at minimum: SEA Certificated Non-supervisory ~~(3 members), and one (1) member from each of~~ PASS, SEA Paraprofessionals, SEA SAEOP, 609, Teamsters, and non-represented employees. ~~The goal is to ensure each is given an opportunity to provide one (1) or more representative, but it is not required to have each group on the committee.~~

Selection Process: Members ~~from each category will serve a term of one (1) year. Members~~ are eligible to serve more than one (1) term. ~~Upon formation of the committee, up to 4 members in each category can be selected to 2-year terms chosen by lot.~~

Students, family members, members of the community, experts, and representatives of employee organizations should submit the application posted on the district website advertising annual selection of members. The inaugural committee, which will commence in ~~April~~ May 2018, will serve from inception and after half the committee draws lots, will serve for either one (1) or two (2) year terms through the following school year, the initial “one year” term to end June 2019. Otherwise, annual selection will be in September.

Information Technology Advisory Committee

The Deputy Superintendent, Chief Information Officer and Board ~~sponsor~~Executive Committee will jointly ~~select~~review committee ~~members~~applicants using an objective scoring rubric. The final selection will consider those community members, students, and employees who have not historically been active or represented in district engagement, as well as representation by individuals of differing special or adaptive needs, gender, ethnicity, race, age, geography and stakeholder interest groups. ~~The goal is to have a committee of 18 with a balance of district and community membership.~~

By agreeing to serve on the committee, a person acknowledges his or her acceptance of the requirements of board policy and the charge of the committee: as well as conflict disclosures. The district, in accordance with approved Board policy, shall indemnify committee members acting in good faith in the course of their responsibilities.

Membership on the Information Technology Advisory Committee is not transferable. Mid-year vacancies will be filled at the annual selection process.

Ex Officio Members: The Chief Information Officer or designee shall serve as an ex officio member. The role of ~~this member~~the CIO is to provide advice and facilitation to the Committee and to serve as co-chair with the elected chair from community and staff. The ex officio ~~member~~CIO shall have no voting rights. The ~~Chief Information Officer~~CIO together with input from the Executive Committee may add an outside facilitator ~~who may be asked~~ to assist in facilitation. The ~~Chief Information Officer~~CIO or ~~designees~~designee may also serve as an ex officio member of all subcommittees.

Duties of the Officers: A Co-chair shall be elected from either the community members or the employee members. The one-year position will be selected from each group on alternating years. The Co-chair shall be elected before other officers. The Co-chair shall facilitate the meetings of the Committee with the other co-chair. All other duties of this office shall be the same as those normally ascribed to in Robert's Rules of Order - Newly Revised. A Vice Chair shall be elected from the opposite group who has chosen the Chair.

~~A Vice Chair shall be elected from either the community members or the employee members. The group identified each year will be the group which is not represented by the newly elected Chair.~~ The Vice Chair shall fill in the roles and responsibilities of a Chair in the elected Chair's absence.

~~The Secretary shall be elected as the official record keeper for the Committee. The District will provide a note taker at each monthly meeting. The Secretary shall also be responsible for such duties as may be assigned by the Chair as well as those normally ascribed to in Robert's Rules of Order Newly Revised.~~

IV. Meetings

Information Technology Advisory Committee

- A. ~~A.~~ The Committee will meet regularly on the third Monday of each month during ~~at~~the Seattle Public Schools' calendar year unless otherwise scheduled. Meetings will run from 4:30 - 6:00 ~~p.m.~~ ~~A calendar of these meetings shall be adopted at the annual final meeting in June~~PM.
- B. ~~B.~~ Special or emergency meetings may be called by the co-chairs or upon vote of the committee.
- C. ~~C.~~ The Committee shall normally hold its meetings at the district office and be readily accessible by all members of the public, including those with special needs. The committee may also hold meetings at other district facilities, public spaces, or businesses as part of engagement and learning.
- D. ~~D.~~ The preliminary agenda ~~and the minutes of the previous meeting~~ shall be posted on the district website not less than five (5) days prior to a scheduled regular meeting.
- E. ~~E.~~ Prior meeting minutes shall be posted to the district website within five (5) days following their formal approval by the committee.
- ~~E.F.~~ All meetings of the committee shall generally be open meetings. However, because the Open Public Meeting Act (OPMA) does not apply to these meetings, they may close on occasion to deal with sensitive material- and be noticed as such.
- ~~F.G.~~ F. A quorum shall consist of at least 51% of seated members. A quorum is only required for votes. If someone leaves prior to the end of the meeting that reduces the number below 51%, the meeting may continue but no formal recommendations may be adopted.
- ~~G.H.~~ G. The committee may make reasonable and limited data requests to district staff but may need to proceed in the absence of all requested data given the districts' limited resources. Where applicable, committee recommendations shall state assumptions and potential limitations arising from limited data.
- ~~H.I.~~ H. All recommendations of the committee shall be made either by consensus or by a voting process, provided that a quorum is present. If a consensus is not reached, if so requested, meeting minutes, reports and/or recommendations shall contain both majority and minority opinions.
- ~~I.J.I.~~ I. The committee will be trained in the district Community Engagement and Equity ~~toolkits~~tool kits to help ensure broad engagement and that an equity lens is used.

V. Ethics and Governance

Members shall not have any direct or indirect financial interest, except a remote interest, in any contract, purchase of materials, or activity financed from school district capital funds. Members

Information Technology Advisory Committee

shall decline to vote on or participate in official district business in which the individual has a remote interest as defined by state statute, as amended from time to time. Conflicts shall be disclosed to the Internal Auditor.

All governance shall be conducted in accordance with the governance documents. These are as follows, in order of their rank and precedence:

1. ~~1-~~Board Policy and Superintendent Procedure - This committee is bound by Board Policy No. 4110 and Superintendent Procedure 4110SP.
2. ~~2-~~Bylaws - The Bylaws shall be the blueprint for operations of the committee but cannot replace or contradict board policy or this charge. Before adoption of Bylaws, this charge serves as such. Committee meetings will be aligned with Robert's Rules of Order-Newly Revised or some modification thereof.

Governance documents and minutes shall be accessible through the district web site.

Public Notice: ~~New appointment openings~~SPS Communications Department will ~~be advertised~~oversee outreach to:- community engagement network contacts, including but not limited to the following:

- District website
- Seattle Council of PTSAs (to forward to all PTAs)
- SpED PTSA, SEAAC
- HCC Advisory Committee
- ELL Advisory
- All principals (with instructions to forward to all site councils and building leadership teams)
- ~~Interested community organizations~~
- ~~District stakeholder contact lists, as appropriate~~

Committee Orientation: The ~~Superintendent or designee~~Chair of the ITAC and CIO will provide for appropriate orientation to new committee members regarding functions of the committee, as well as information about the district organizational structure, resources available, terminology, and needed assistance.



Application for Membership Information Technology Advisory Committee

Thank you for your interest in serving on the Information Technology Advisory Committee. To learn more about the Information Technology Advisory Committee, please visit www.seattleschools.org/dots. The application is also available online: <http://bit.ly/iTACapp>

How to Apply

Please complete the following application form and submit it to John Krull, Chief Information Officer, by ~~April~~ May 11, 2018. Applicants will be notified by email, if possible, or by phone by ~~April 11~~ May 18, 2018. First meeting is ~~April 16~~ May 21, 2018 at the District Office, pending Board approval on April 4, ~~2014~~ 2018. Please note that living or working within Seattle Public School boundaries, or having a student in SPS is not a requirement for participation in the ITAC.

Name	
Employer and Title (if applicable)	
Home Address	
Email	
Mobile Phone	

- Please check which position you are applying to represent as outlined in the advisory committee charge. If more than one applies, please check all that apply.

<input type="checkbox"/>	Seattle Public Schools Student
<input type="checkbox"/>	Seattle Public Schools Parent/Guardian
<input type="checkbox"/>	Community Member — School Board District One <u>Seattle Public Schools Staff</u>
<input type="checkbox"/>	Community Member — School Board District Two <u>Representation:</u>
<input type="checkbox"/>	Community Member — School Board District Three
<input type="checkbox"/>	Community Member — School Board District Four
<input type="checkbox"/>	Community Member — School Board District Five
<input type="checkbox"/>	Community Member — School Board District Six
<input type="checkbox"/>	Community Member — School Board District Seven
<input type="checkbox"/>	<u>Industry Expert, Current Employer:</u>
<input type="checkbox"/>	SEA-Certificated non-supervisory
<input type="checkbox"/>	PASS
<input type="checkbox"/>	SEA Paraprofessionals
<input type="checkbox"/>	SEA SAEOP
<input type="checkbox"/>	609
<input type="checkbox"/>	Teamsters
<input type="checkbox"/>	Non-Represented



2. Do you currently live in the boundaries of Seattle Public Schools?

Yes No

3. Do you currently work in the boundaries of Seattle Public Schools?

Yes No

4. Please explain why you are interested in serving on this advisory committee. ~~(500 characters)~~

~~5.~~ Please describe any perspectives or experiences you could bring to the advisory committee ~~6.5~~ such as cultural, racial, socio-economical, etc., which promote a diverse range of perspectives. ~~(500 characters)~~

~~7.6. Do you have~~ Please describe your personal/professional connection with technology or any other relevant information you would like to share? (500 characters). How that may contribute to the success of the ITAC?

7. Do you have any potential conflicts of interest relating to technology in Seattle Public Schools? (500 characters)

Please return this form by ~~April~~May 11, 2018 to jkrull@seattleschools.org or mail to:

Seattle Public Schools



John Krull, Chief Information Officer
MS 21-350
PO Box 34165
Seattle, WA 98124-1165

Community Engagement Toolkit

Information Technology Advisory Committee Selection

Initial Planning

What is the problem to solve? What is the decision to be made?

Establishment of Information Technology Advisory Committee (iTAC)

Situation Analysis / SWOT (Strengths, Weaknesses, Opportunities, Threats)

Strengths: Increased collaboration and transparency between the Department of Technology Services and community stakeholders.

Weaknesses: Potential delays of project implementation, ability to get representative group

Opportunities: Planning and prioritization of current and future information and education technology projects.

Threats: Projects delayed, Building, Excellence (BEX V) levy funding, harnessing data to address strategic goals.

How will the final decision be made and who will make it?

The School Board is scheduled to approve iTAC on April 4, 2018. Eighteen members total will make up the committee consisting of community members and employee organization members with the final selection by the Board Sponsor.

All recommendations and decisions of the committee shall be made either by consensus or by voting process with the committee reporting directly to the Seattle School Board.

Which stakeholders will be impacted and how might they be impacted?

Stakeholder	Category of Impact	Potential Impact
Staff	Primary	Time and resources
Students	Primary	Addition of new technology
Community Based Organizations	Secondary	Increased engagement
Parents	Primary	Student resource allocation
Business Community	Secondary	College & Career Ready citizens

What level of engagement do you think stakeholders will expect?

Given the decision-making process, how can stakeholders (e.g., families, students, community partners) influence the decision or elements of the decision?

Stakeholders will be on the committee, thus making their input and feedback pivotal. The committee is being established to leverage the staff’s and community's expertise and background with the goal of ensuring every student is provided equitable access to technology.

What do you hope to achieve by involving stakeholders in the decision-making process?

The hope is to establish an advisory committee made up of staff, and community stakeholders who together can plan and prioritize projects and initiatives related to Technology.

What positive or negative impact could this decision have on students of color, students experiencing poverty, ELL students, or students receiving individualized education supports?

Please refer to the attached Racial Equity Toolkit.

Do you have enough time and a supporting budget for authentic community engagement?

Yes.

Community Engagement Level

Internal Public Expectations Worksheet

Assessment Questions	Very Low	Low	Moderate	High	Very High
What is the legally required level of stakeholder participation?	x				
How much interest have stakeholders expressed regarding this decision/project?			x		
What level of influence do stakeholders have on the final decision?					x
What is the likelihood that decision makers will fully consider stakeholder input?				x	
How likely is it that resources will be available to support level 2 or 3 engagement?					x
Is there funding to implement what stakeholders might want?				x	
What is the anticipated level of controversy if we don't engage our stakeholders?					x
How likely is it that new information will come to light during community engagement?				x	
Scoring: Total the number of checks in each column	1	0	1	3	3
Multiply the total of checks in each column by the weighting in each column	x1	x2	x3	x4	x5
Enter result for each column	1	0	3	12	15

Add the weighted, column scores together and enter in box to the right.	TOTAL SCORE: 31
Divide the total by the number of questions	/8
Enter the result in the final score in the box to the right.	FINAL INTERNAL EXPECTATION SCORE: 4

Community Engagement Level

External Public Expectations Worksheet

Assessment Questions	Very Low	Low	Moderate	High	Very High
What is the probable level of difficulty in addressing the problem/decision?			x		
What is the potential for public outrage related to the project?		x			
How important are the potential impacts on the community?					x
How much do stakeholders care about the problem/decision to be addressed and the decision to be made?				x	
What degree of participation does the public appear to want?				x	
Scoring: Total the number of checks in each column	0	1	1	2	1
Multiply the total of checks in each column by the weighting in each column	X1	X2	X3	X4	X5
Enter result for each column	0	2	3	8	5
Add the weighted, column scores together and enter in box to the right.	TOTAL SCORE: 18				
Divide the total by the number of questions	/5				
Enter the result in the final score in the box to the right.	FINAL EXTERNAL EXPECTATION SCORE: 4				

Community Engagement Level

SPS Community Engagement Expectation Summary

Using the summary document, finalize the level of community engagement most appropriate for the decision to be made. Please see the community engagement framework on page 12 and 13 that describes engagement tiers and public promises for each tier of the framework.

Expectations of the Key Participants	Inform	Consult/Involve	Collaborate
What tier is appropriate based on external expectations?			X
What tier is appropriate based on internal expectations?			X
Based on your racial equity analysis (see the SPS Racial Equity tool) or related question in Step 1 above what Tier seems appropriate?			X

Based on the evaluation of external and internal expectations and analysis using the race and equity tool, what tier of engagement would you recommend?

Collaborate.

Why?

In order for this advisory committee to be successful, active engagement, partnership and collaboration needs to happen. The committee will be made up of community based members who will influence and guide the Department of Technology Service's decisions regarding technology purchasing, funding, etc.

Are there some benefits and opportunities for some elements of the decision process to be at a higher tier? If so, what might they be? What would be the benefit? *Please keep in mind that for some projects/initiatives multiple decisions need to be made. The level of engagement of each decision may be different.*

Scale

- 1-2 Indicates very low to low; Tier recommendation: at least Tier 1, inform
- 3-4 Indicates low to moderate; Tier recommendation: at least Tier 2, consult/involve
- 4-5 Indicates high to very high; Tier recommendation: Tier 3, involve, consider opportunities to collaborate (e.g. Taskforce, workgroup, advisory committee)

N/A

SPS ENGAGEMENT PLAN and TIMELINE

Engagement Objective: To recruit eight community members and one student and nine staff members who represent the community at large in decision making and recommendations to the School Board regarding technology funding and project implementation.

Decision to make: Select the members

Final Decision Maker: Rick Burke, School Board Director

Recommended Level(s) of Engagement:
Tier 3, Collaborate

Stakeholders/Audience:

Students, Community Based Organizations (CBO's), families/guardians, DoTS staff, business and community

Key Questions/Messages: *(what input/feedback do you want from the community? What 2-3 messages do you need to share)*

How DoTS can increase digital	Stakeholder/Audience	Action/Tactic <i>How are you reaching underrepresented stakeholders? How are you reaching the most impacted community members?</i>	Tool	Associated Budget	Measure/Outcomes	Deliverable Date	Person Responsible
3	CBO's	CIO school visits, public webpage, etc.	Friday Memo 3/23/18) NewsBrief	N/A (staff time)	Member applications	Ongoing	CIO, DoTS Admins
3	Families	FAQ's, demonstrations	DoTS homepage quarterly Program Report	N/A (staff time)	Member applications	Ongoing	CIO, DoTS Admins School Board
3	Staff	Existing communication channels	SLC (3/22/18), News Brief (3/21/18)	N/A (staff time)	Member applications	Ongoing	CIO, DoTS Mgmt
3	Union Leaders	CIO direct contact	Email (3/21/18)	N/A (staff time)	Member applications	Ongoing	CIO
3	Public at large	Seattle PTSA direct contact	Email (3/29/18)	N/A (staff time)	Member applications Committee attendance	Ongoing	DoTS Principal Project Manager
3	City of Seattle	CIO membership to City of Seattle Community Technology Advisory Board	In person (3/13/18)	N/A (staff time)	City representation on committee	Ongoing	John Krull

Racial Equity Analysis Tool

It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide Equity Access and Opportunity for every student, and to eliminate racial inequity in our 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 fostering 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.

Why and when should I use it?

- **Use** this tool to create an equity lens for educational leaders:
The Racial Equity Analysis Toolkit provides a set of guiding questions to determine if existing and proposed policies, budgetary decisions, programs, professional development and instructional practices are likely to close the opportunity gap for specific racial groups in Seattle Public Schools.
- **Apply** the tool to decrease the opportunity gap, and increase positive outcomes for students of color.

Department/Region/School: Department of Technology Services

Facilitator: John Krull, Chief Information Officer Date 3/28/18

Committee/Community members: Rick Burke, School Board Director

Decision/Policy: Information Technology Advisory Committee (ITAC) - Board Policy No. 4110

Are you: Making a new decision? Reviewing an existing decision?

Expected Outcomes: Ensuring funding and future technology projects are aligned with district goals through community engagement and participation.

Have you had any Equity Training from SPS? Yes

How many times have you used the Racial Equity Analysis Tool? 5

Please mark the type of decision below:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Applicable Policy | <input type="checkbox"/> Procedure |
| <input type="checkbox"/> Program | <input type="checkbox"/> Budget Issue |
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> Hiring and Staffing |



Racial Equity Analysis Tool

Glossary:

Race: Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.

Individual racism: Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.

Institutional racism: When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color, usually unintentionally or inadvertently.

Structural racism: The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups. This occurs within the context of racialized historical and cultural conditions.

Accountable: Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

Educational and Racial Equity: Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

Racial Inequity: When communities of color do not have access to opportunities and a person's race can predict their social, economic and political opportunities and outcomes.

Stakeholders: Those student, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, staff and families.

Culture: The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing childrearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.

Expected Outcomes: A measurable result that is planned for, using the racial equity tool.





Racial Equity Analysis Tool

STEP 1: Set Outcomes, Identify and Engage Stakeholders

Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)

- 1. What does your department/division/school define as racially equitable outcomes related to this issue?** The Department of Technology Services (DoTS) defines racially equitable outcomes for the establishment of iTAC by ensuring the committee is made up of a diverse group of people, representing different backgrounds who will bring forward varying perspectives and insights. Membership representative of both the community at large and different employee groups will help to ensure the decisions made are in the best interest of providing an equitable outcome for all groups with which the district serves.
- 2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?**

Leadership will communicate key outcomes to stakeholders through various communication channels including the School Leader Communicator, News Brief, Friday Memo and district web page. The above mentioned channels all represent unique audiences, all of whom are needed to ensure the work being done is ensuring an equitable outcome for all students and staff. Additionally, the iTAC charge calls for an annual report to the Superintendent and School Board detailing recommendations and efforts. DoTS publishes a quarterly Program Report that details major projects and initiatives which is also scheduled to be discussed semiannually to ensure racial equity is being addressed adequately. These channels represent just a few of the ways in which key decisions and outcomes will be made public. The committee meetings will be made public and the dates in which the meetings take place will be on the Technology Services home page.
- 3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?**

Leadership has identified stakeholders through preemptive meetings with all identified Community Based Organizations (CBO's), including the city's Community Technology Advisor to help identify key stakeholders. Through reaching out and asking for help in identifying groups that have not been traditionally represented, DoTS has been able to engage a wide variety of people. Engagement is key and leadership will plan on presenting iTAC at upcoming community meetings. All documents related to iTAC will be available for translation to ensure those who are not able to speak or read English will have the opportunity to participate and offer feedback.



Racial Equity Analysis Tool

STEP 2: Engage Stakeholders in Analyzing Data

Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?

With the assistance of Instructional Technology Resource Teachers and Technical Support Specialists, DoTS will be able to gather actionable data related to the number of devices a school currently has, how old they are, etc. This data will be used in determining how potential decisions made would impact the current and future student populations. Additionally, leveraging the relationships members of the actual committee have with the community and schools in which they serve, will yield positive results along with continually checking in with CBO's to ensure those groups and communities they represent are being heard and represented within the committee.

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

There are no foreseen negative impacts for specific student demographic groups as the committee will be trained for example through the EOG Digital Toolkit. The goal of the committee is to have a diverse representation of members ranging from employee groups to the community at large and to reach out to other groups that may not be on the committee.

Identifying all of the stakeholders the district serves will continue to be a priority with representation of all demographic groups a key component.



Racial Equity Analysis Tool

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden
Stakeholders (SPS staff and community members) collaborate to analyze how this policy/ decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?

Potential benefits include better collaboration between the district and community – particularly community members who are historically underserved. This will lead to increased communication and transparency regarding the planning, prioritization and implementation of current and future information and education technology projects. Moreover, increased knowledge around issues such as privacy, security and budget will assist in the community at large knowing how the district's goals and strategic plan align with the needs of the community it serves.

Unintended consequences could be longer implementation windows for certain projects, while the committee discusses scope, budget, etc. Subgroups who are not represented may be forgotten if the committee is not continually reaching out for more perspectives.

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

If this committee is established, educational and racial equity would be represented through each student having access to the same level of technology regardless of school location or access levels at home. The decisions made would ensure every student's learning is taken into consideration and represented in discussions around new initiatives, programs, and projects.

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?

The committee will be made up of eighteen members total, including community members and members belonging to employee groups including PASS, SEA, SAEOP and 609. The vision statement for DoTS is : "We foster an equitable environment that promotes high quality, engaging teaching and learning that enables students to be Seattle Ready through access to information, software, services and technology." Keeping the vision in mind, impacts and results of decisions made will be checked against the established district goals. The key deliverables for evaluation and accountability will be the quarterly DoTS Program Report and the committee's annual report to the board.



Racial Equity Analysis Tool

- 2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?** Communication. Ensuring upcoming projects, deployments, etc. are communicated on a regular basis through various channels targeted at all stakeholders which will allow for better engagement and transparency. Planning and publicizing "hot topics" scheduled for discussion/vote will also help in strengthening the relationship between committee members and community stakeholders.