

# Meeting Reminders

Next  
Meeting  
April 13

- **5:00 start time for those in need of technical support.**
- **Miro works best using Chrome or Microsoft Edge browsers (as opposed to Firefox or others).**
- **Please use the Miro link sent to your email earlier today to collaborate. You may need to check spam for the invitation.**
- **In addition to the Zoom chat, feel free to add notes to the parking lot frame.**

A background image of a student with long dark hair, wearing a white shirt, sitting at a desk and working on a laptop. The classroom setting is visible in the background with other students and desks.

# Welcome

**2022**

**Technology Advisory Committee  
Meeting 02**

**1** Group Norms

**2** Student Story

**3** Strategic Plan Alignment

**4** Recap of Last Meeting

**5** Financial Overview

**6** Levy Background

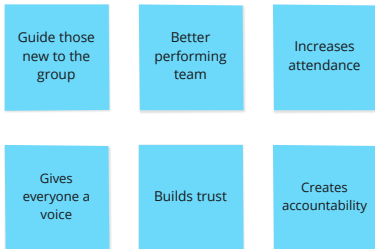
**7** Breakout

**8** Closing

# Group "Norms"

Group norms are a set of agreements about how we work with each other and how the group will work overall. These agreed-upon behaviors allow the team to perform through healthy debate and clarity of purpose and roles.

Why is this important?



Your Top Nine (per the Pre-Meeting Survey)



Janvi Jagtap

I'm a junior at Woodinville High School.

Run cross country and varsity track at my school.

The junior representative of FBLA, part of honor society, and the membership director of a Woodinville Rotary-sponsored club called "Northshore Interact".

What have you learned recently?

Integrals in my calculus class.

How long can you go on a Zoom call without a break?

3 Hours



# Strategic Plan Alignment - Goals

## Goals & Measures of Student Success



hyperlink

| ▼ GOALS   | ▼ MEASURES   | ▼ EQUITY MEANS  |
|---|--|---|
| <p><b>1 Success in the Early Years</b></p> <p>Each student will develop intellectual curiosity, persistence, social-emotional awareness, and academic skills to be positioned for success by the end of grade 3.</p>  | <ul style="list-style-type: none"> <li>Increased percentage of students who have equitable access to developmentally appropriate teaching</li> <li>Increased percentage of students in pre-kindergarten to grade 3 meeting criteria for social-emotional, physical and cognitive development</li> <li>Increased percentage of students at grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, and vocabulary</li> <li>Decreased achievement gaps across student subgroups in English Language Arts and Mathematics</li> <li>Increased percentage of students in each student subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3</li> </ul>  | <p>Each student, regardless of background or experiences, demonstrates academic and social emotional competence for successful transition out of grade 3 through equitable targeted resources, instruction and individualized learning.</p> |
| <p><b>2 Responsible, Resilient, Empathetic Learners</b></p> <p>Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue own educational passions.</p>  | <ul style="list-style-type: none"> <li>Increased percentage of students who feel safe, have a sense of belonging and personally meaningful knowledge, and believe that their school is equitable and inclusive, with rules that are fair and equitable</li> <li>Increased percentage of students who demonstrate healthy life style choices, including nutrition, exercise, personal care and safety</li> <li>Increased percentage of students who model positive social skills and sensitivity for a culturally diverse community</li> <li>Increased percentage of students with at least 75% average school attendance and at least 75% of class attendance</li> <li>Increased percentage of students who have continuous access to an advocate, mentor, or counselor</li> </ul>   | <p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>  |
| <p><b>3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b></p> <p>Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline.</p> | <ul style="list-style-type: none"> <li>Increased equitable access to social emotional supports and services (e.g. counseling, mental health and psychological)</li> <li>Minimum annual academic growth rate of one year for students at/below grade level, and more than one year for students below grade level</li> <li>Increased percentage of students meeting standards in core subjects</li> <li>Reduction of the disproportionality in discipline, suspension and exclusion rates across student groups</li> <li>Increased enrollment and completion rates for traditionally under-represented student groups in advanced courses and specialized programs</li> </ul>   | <p>Each student actively engages in rigorous standards based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports</p>   |
| <p><b>4 Innovative, Creative, Critical Thinkers</b></p> <p>Each student will be involved in relevant and engaging learning that fosters creativity and imagination, and will gain the confidence and competence to address personal, community, and global issues in collaborative and resourceful ways.</p>        | <ul style="list-style-type: none"> <li>Increased percentage of students who can justify a position with supporting evidence</li> <li>Increased percentage of students who apply learning to solve real world challenges in imaginative ways</li> <li>Increased percentage of students who demonstrate a mastery of research skills at multiple levels</li> <li>Increased percentage of students who can explain how they reasoned through a problem or issue across subjects or in their own lives</li> <li>Increased percentage of students who purposefully navigate critical questions in their educational experiences</li> <li>Increased percentage of students who use appropriate technology/digital tools to facilitate classroom instruction, projects, collaborative learning, and informed decision making</li> </ul> | <p>Each student engages in culturally relevant and rigorously challenging, real world learning, while applying knowledge and skills in a variety of ways.</p>   |
| <p><b>5 Ready for Lifelong Success after Graduation</b></p> <p>Each student will graduate from high school with the habits for post-secondary success, productive citizenship and lifelong learning.</p>  | <ul style="list-style-type: none"> <li>Increased percentage of 11th grade students on track for graduation</li> <li>Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high school (e.g. goal orientation, self-responsibility, time management, teamwork, finances, initiative and learning)</li> <li>Increased percentage of students who graduate on time</li> <li>Decreased high school dropout rates</li> <li>Increased percentage of students involved in activities aligned to their college, career or post-high school plan</li> <li>Increased percentage of high school graduates entering college without need for remedial classes</li> </ul>  | <p>Each student achieves equitable access to experiences crucial for success in college and beyond and meets or exceeds Washington state's college and career readiness graduation requirements</p>   |

### Early Learning

Each student will develop intellectual curiosity, persistence, social-emotional awareness, and academic skills to be positioned for success by the end of grade 3.

### Responsible, Resilient, Empathetic Learners

Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue own educational passions.

### Growth for Every Student, Elimination of Outcome Gaps

Each student will experience continuous growth in all subjects, progress toward graduation at a pace that eliminates opportunity and outcome gaps and receive fair and equitable treatment with regards to discipline.

### Innovative, Creative, Critical Thinkers

Each student will be involved in relevant and engaging learning that fosters creativity and imagination, and will gain the confidence and competence to address personal, community, and global issues in collaborative and resourceful ways.

### Ready for Lifelong Success After Graduation

Each student will graduate from high school with the habits for post-secondary success, productive citizenship and lifelong learning.

# Strategic Plan Alignment - Building Blocks

1

## Equitable Access to Personalized and Culturally Responsive Teaching & Learning

**TEACHING & LEARNING** is the central function of our school system. We will advocate for standards, practices and programs that engage every student in challenging work, regardless of their current level of performance. And, because "one size does not fit all," we will differentiate and scaffold instruction and supports to meet the unique strengths, backgrounds, readiness, and learning styles of each student.

2

## Safe Climate and Strong Relationships with Families and Community

Because **SCHOOLS CAN'T DO IT ALONE**, we will welcome all families as partners for student success; communicate via forums and media that are responsive to the preferences of our stakeholders; collaborate with our community to build strong schools where all students thrive; and involve Northshore citizens meaningfully in decisions about the future of our schools.

3

## Results-Focused Professional Learning and Supports for Staff

By **INVESTING IN PEOPLE**, we recognize that student learning depends critically on the quality and effectiveness of Northshore's teachers, leaders, and staff. We will attract talented employees at all levels; provide safe, respectful environments for learning and work; and stimulate continuous professional growth through collegial collaboration and differentiated professional development.

4

## Data-Informed, Needs-Based Resource Allocation

A focus on **MANAGING THE WHOLE** ensures that all aspects of our school system are goal-aligned and moving together in an equitable, mission-focused manner. We will base decisions on fact, rather than opinion. Furthermore, we will ensure that resources – people, time, money – are allocated equitably, in line with the needs of our students and schools, and the priorities established by our community.

# Recap of Meeting 01

What does the future of technology look like in the learning environment?



With the accelerated use of technology in the past year what were some of the "ah-ha" moments you discovered that are important to discuss?



What challenges should we look to address with this levy?



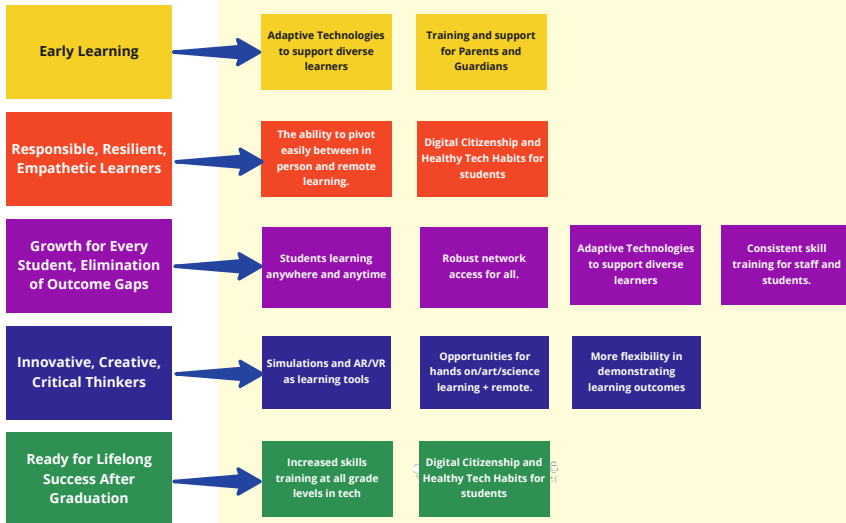
What questions do you have about what we discussed today?  
What information do you feel you need from this group to help you make decisions?





## Strategic Plan Goals:

## What you said in breakout groups last time:



What's missing?

What's repeating?

Where does equity show up?

## Strategic Plan Building Blocks:



## What you said in breakout groups last time:



# Threading the Needle

If we agree that this is a goal worthy of systemic support:

**Students learning anywhere and anytime**

**And that to get there we need these things:**

A consistent device for every student when and where they need it

Training and support for Parents and Guardians

Robust network access for all regardless of location

Robust, consistent, and job embedded professional learning



**Then our Recommendation to the Board could include:**

**Funding for 1:1 devices for take-home to EVERY student, grades X-12.**

**Funding for expanded network access, including community hubs and hotspots.**

**Funding for Professional Learning for staff and training resources for parents/students in technical skills and digital citizenship and healthy tech habits.**

# School District Bond and Levy Authority

Technology Advisory Committee

March 23, 2021

Presented by Jenna Valach, CPA,CFE, Director of Business Operations

And Paul Field, Assistant Fiscal Director of Support Services

Northshore School District

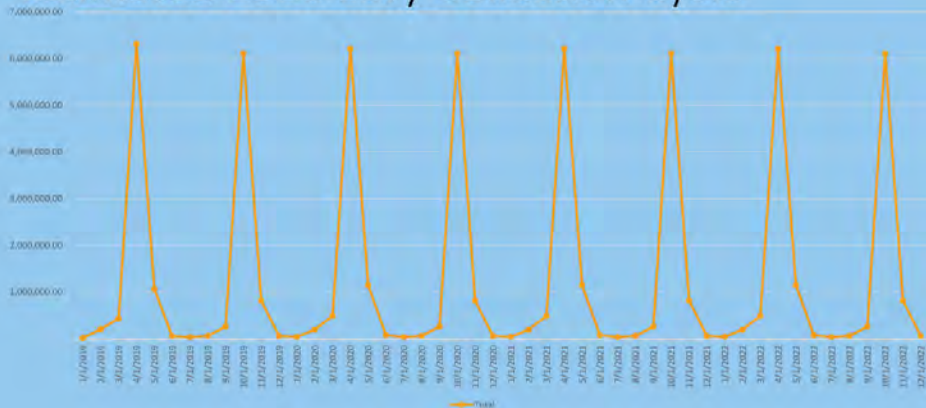
## Funding Technology in Schools

- General Fund
  - Used for the ongoing operation of the school district
- Capital Projects Fund
  - Used for the acquisition of land or existing facilities, construction of buildings, purchase of equipment, conducting energy audits, making capital improvements, which are cost effective as determined by energy audits, and implementing technology systems. In addition, improvements to buildings or grounds, remodeling of buildings, and the replacement of roofs, carpets, and service systems, and staff (overhead) to implement are included in the Capital Projects Fund.

## Funding Technology for Schools

- Capital Projects Funding Sources
  - Bonds
    - Bonds are sold and money is received up front.
    - We pay back with interest over 12 to 20 years.
    - Similar to buying a home and paying your mortgage.
    - 60% voter approval needed.
  - Levies
    - Four Year Cycle
    - Money received when property taxes are paid.
    - For 2022 Levy, first 1/8 is received Spring of 2023.
    - Pay for projects as funds are collected.
    - 50% voter approval needed.

## Estimated 2018 Levy Collection Cycle



## Authorized Uses of Technology Levies

- Must be used for capital expenditures only.
- Must be specified in levy proposition.
- Costs associated with implementing technology systems, facilities and projects, including acquiring hardware, licensing software, and on-line applications and training related to the installation of the foregoing.
- Additional major items of equipment and furniture
- System-wide replacement of equipment
  - No isolated equipment purchases.
- Leased equipment (if a capital lease.)



## Must be Capital Expenditure

- Capital is defined by Generally Accepted Accounting Principles (GAAP)
  - Acquisition of land, facilities, and equipment.
  - Construction of Buildings.
  - Improvements to assets that extend their useful lives.
  - Any cost associated with bringing the asset to its intended use (freight, sales tax, installation, and software.)
  - Staff (overhead) to implement Capital projects.

## Must be Capital Expenditure

- Not Considered Capital
  - Supplies that will be consumed (e.g., paper, pencils, bulbs, toner, etc.)
  - Ongoing maintenance of the asset.
  - Ongoing licensing fees (see exception, next slide.)
  - Ongoing staff training (see exception, next slide.)
  - Salaries for staff maintaining technology systems.
  - Repairs to systems.

## Exception: Ongoing Tech Costs

- Technology Levy can be used for certain ongoing costs (not Capital)
- SSHB1280 added language to RCW 28A.320.330(2)(f)(ii)
  - Ongoing fees for online applications, subscriptions, or software licenses.
  - Ongoing training related to the installation and integration.

## Governing Authority

- GAAP Generally Accepted Accounting Principles (GAAP)
  - Defines what is Capital.
- Revised Code of Washington (RCW)
  - Authorizes Technology Levies RCW 28A.320.230.
  - Authorizes Bond Issues RCW 28A.530.010.
  - Limits Use of funds generated from levies and bonds.
  - Requires Districts to follow State Accounting Manual.
- State Accounting Manual
  - Instruction Manual following RCWs and GAAP.
- IRS Code
  - Defines Tax-Free General Obligation Bonds.

A blurred background image of a student with long dark hair, wearing a white shirt, sitting at a desk and working on a laptop. The laptop screen shows a web page with text and a sidebar. Other students and desks are visible in the background, also blurred.

# Q&A

End at 6:30

A blurred background image of a student with long dark hair, wearing a white shirt, sitting at a desk and working on a laptop. The laptop screen shows a webpage with text and a sidebar. Other students and classroom furniture are visible in the background, all out of focus.

# Time Out!

Please return  
at: 6:40

# Technology Levy 1994-2006

| Year  | Tech Levy | Bond     |
|---|-----------|----------|
| 1994/96   | \$10.4 M  | \$10.3 M |
| <ul style="list-style-type: none"> <li>• <i>District's first Wide-Area Network (WAN)</i></li> <li>• <i>Digital phone system in much of District</i></li> </ul>  |           |          |
| 1998  | \$8.0 M   | \$8.4 M  |
| <ul style="list-style-type: none"> <li>• <i>Cat-5 wiring upgrade</i></li> <li>• <i>Upgrade phone system at 15 elementaries to district-standard level</i></li> </ul>  |           |          |
| 2002  | \$14.0 M  | \$8.0 M  |
| <ul style="list-style-type: none"> <li>• <i>Continue build of District's WAN</i></li> <li>• <i>Building wiring upgrade</i></li> <li>• <i>Student Information System Implementation</i></li> </ul>   |           |          |
| 2006  | \$18.0 M  | \$6.0 M  |
| <ul style="list-style-type: none"> <li>• <i>Instructional Presentation Systems (mounting, electrical, structural modifications)</i></li> <li>• <i>Network Infrastructure (modernization and expansion of LAN &amp; WAN - Fiber)</i></li> <li>• <i>Phone system modernization (necessary improvements to squeeze four more years)</i></li> </ul> |           |          |

| Year  | Tech Levy | Bond     |
|---|-----------|----------|
| 2010  | \$24.0 M  | \$10.0 M |
| <ul style="list-style-type: none"><li>• <u>ActivClassroom</u> - expansion</li><li>• <i>Instructional Presentation System - expansion and modernization</i></li><li>• <i>Classroom Audio</i></li><li>• <i>Phone System - replacement</i></li><li>• <i>Network - expansion and modernization</i><ul style="list-style-type: none"><li>• LAN upgrades</li><li>• WAN upgrades</li><li>• Fiber expansion and upgrades</li><li>• Wireless expansion</li></ul></li></ul>   |           |          |
| 2014  | \$32 M    | \$6.5 M  |
| <ul style="list-style-type: none"><li>• <i>Instructional Computing – reduces <u>student:device</u> ratio to 3:1</i></li><li>• <i>Costs associated with new high school (North Creek)</i></li><li>• <i>Instructional Presentation Systems – continue expansion into more learning spaces</i></li><li>• <i>Classroom Audio – modernize and expansion into larger learning spaces</i></li><li>• <i>Network - expansion and modernization</i><ul style="list-style-type: none"><li>• Public/BYOD network</li><li>• Wireless expansion</li></ul></li></ul> |           |          |



| Project                                 | Goal 3 | BB1 | BB3 | BB4 |
|---|--------|-----|-----|-----|
| Professional Development                |        |     | ✓   |     |
| Instructional Computing for Students    | ✓      | ✓   |     |     |
| Levy Support Staff                      |        |     | ✓   |     |
| iTech Coordinators                      |        |     | ✓   |     |
| District Software Transfer              |        |     | ✓   |     |
| Instructional Computing for Staff       |        |     | ✓   |     |
| Learning Management System              | ✓      | ✓   |     |     |
| Assistive Technologies                  | ✓      | ✓   |     |     |
| Instructional Presentation Systems      | ✓      | ✓   |     |     |
| Instructional Technology Analytics      |        |     |     | ✓   |
| Ruby Bridges/SkyCreek/ILHS Technologies | ✓      | ✓   |     |     |
| Classroom Cameras                       | ✓      | ✓   |     |     |
| Operational Systems Upgrades            |        |     |     | ✓   |

A blurred background image of a student with long dark hair, wearing a white shirt, sitting at a desk and typing on a laptop. The laptop screen shows a webpage with text and a red circular icon. In the background, other students and classroom furniture are visible but out of focus.

# Break Out!

**Think. Pair. Share.**

# Think - Pair - Share

Place sticky notes on the board listing projects you think NSD should generate, maintain, enhance, or those that you see as no longer necessary.

Please place them in the square with the Strategic Building Block you think they most closely support.

**Equitable Access to Personalized & Culturally Responsive Teaching & Learning**

**Results-Focused Professional Learning & Supports for Staff**

## Technology Supports for Building Block 1

- Equitable access to devices and digital resources
- Curriculum and interventions that support differentiation
- Assistive Technologies to remove barriers for students

## Technology Supports for Building Block 3

- Robust, job embedded professional learning for staff
- Coaching and mentorships for technology integration
- System-wide modeling of technology integration practices

**Safe Climate & Strong Relationships with Families & Community**

**Data-Informed, Needs-Based Resource Allocation**

## Technology Supports for Building Block 2

- Web-based communication systems for families
- Systems for sharing assignments, grades, and resources
- Translation tools for forms and communications

## Technology Supports for Building Block 4

- Operational systems for transparency and accountability
- Robust infrastructure across the system
- Systems for Data Analytics to support resource allocation

A young woman with long dark hair is sitting at a desk in a classroom, focused on her work on a laptop. She is wearing a white long-sleeved shirt with a graphic on the sleeve. The laptop screen displays a webpage with text and a sidebar. In the background, other students are visible at their desks, and the classroom environment is softly blurred. The text 'Q&A' is overlaid in the center of the image in a blue, hand-drawn style font with a white outline.

Q&A

A background image of a student with long dark hair, wearing a white shirt, sitting at a desk and typing on a laptop. The image is slightly blurred and has a light blue overlay.

# Thank you!

The next meeting is:

**Tuesday, April 13, 5:30-7:30 p.m.**

Summaries of today's meeting will be sent to each of you and posted to the website along with meeting minutes.

If you have any questions about the tools we discussed today, please contact:

Ashley McClaran [amccclaran@oacsvcs.com](mailto:amccclaran@oacsvcs.com)

and

Krista Lutz [klutz@oacsvcs.com](mailto:klutz@oacsvcs.com)

Use this board to place words that you are unfamiliar with during the presentation or in content that is distributed. The team will work to define these as the meeting progresses and between meetings.

\*Digital  
citizen

\*Cultural  
competency

\*What is 1:1?