Technology Advisory Council

April 25, 2024

Agenda Items

Updates

- Capital Project summer work
- Communication and Outreach upgrades
- Summer Professional Development Plan

Digital Citizenship & AI Follow Up

- AI Handbook
- Updated OSPI language
- Procedure Language-5225P
- Professional development courses

Student Information System

- Status and updates
- Opportunity for feedback
- Communication Plan

Agenda: Shared TAC Agenda 4.25.24.docx

Attendance: (Chat)

- **ID number and name**

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TAC Vision

Each member of Everett Public Schools is engaged in rigorous learning critically important to ongoing success both within and beyond the school walls, utilizing innovative technology tools that are a part of an equitable, robust, sustainable system.

Purpose

Identify, coordinate and prioritize the demands for using technology to advance student achievement and increase operational efficiency. The council works within the parameters of the district strategic plan and with other councils to optimize the district's short- and long-term 21st century teaching and learning objectives.

The Technology Advisory Council

- Provides guidance on aligning instructional and operational technology initiatives
- Provides guidance in prioritizing available funding from capital fund resources, bonds or levies
- Analyzes the demand for future resources to ensure sustainability of district technology and growth
- Provides parameters and support for updating the district technology plan
- Oversees implementation of the board-approved district technology plan

| Technology Advisory Council: Role & Purpose		
Scope of Work	**Description of Tasks**	**Deliverables**
Systematically identify, coordinate and prioritize future district needs for technology	Evaluate systems and components necessary to support student achievement and increase operational efficiencies	Annual assessment of technology needs and resource implications
Assess and make recommendations for systematic use of technology, technology systems, and degree of professional development necessary to improve student achievement	Identify, prioritize and align instructional and operational technology needs of the district Review Integrated Technology Plan and evidence of implementation	Update annual technology work plan to advance Integrated Technology Plan Interim reports to superintendent, cabinet, and other groups as needed
Align technology plan with strategic plan	Participate in annual planning process providing technology-related information and input to planning team	Reflection on the implementation of Integrated Technology Plan through Annual Operating Plan

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Norms

- Listen to each other and provide support in the form of questions or points to ponder

- While someone is speaking utilize the Chat feature in Zoom to ask questions

- Please update profile to include your full name in the meeting

- Would like video on at beginning of meeting to greet and then preference to video off

- Remember to mute when not speaking

- Keep debates/conversations healthy– focus on issues, check for understanding before reacting– focus on the interests of all parties

- Respect the developmental nature of this group's work:

- Gather input when requested

- Remember proposals are suggestions not promises

- Use caution in sharing ideas that are under construction

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Capital Fund Summer Projects

Technology Life-Cycle Management

- UPS power conditioners upgrades in over 200 MDF/IDF rooms in all buildings.

- Replace ~600 indoor security cameras in all buildings.

- Various server and software upgrades related to network security and performance.

- e911 system software and alerting upgrade

- 2K New Chromebooks at Gateway and North (Others refreshed last year)

- LITS Summer Team- Chromebook Prep and Logistics Support (11,500 Devices)

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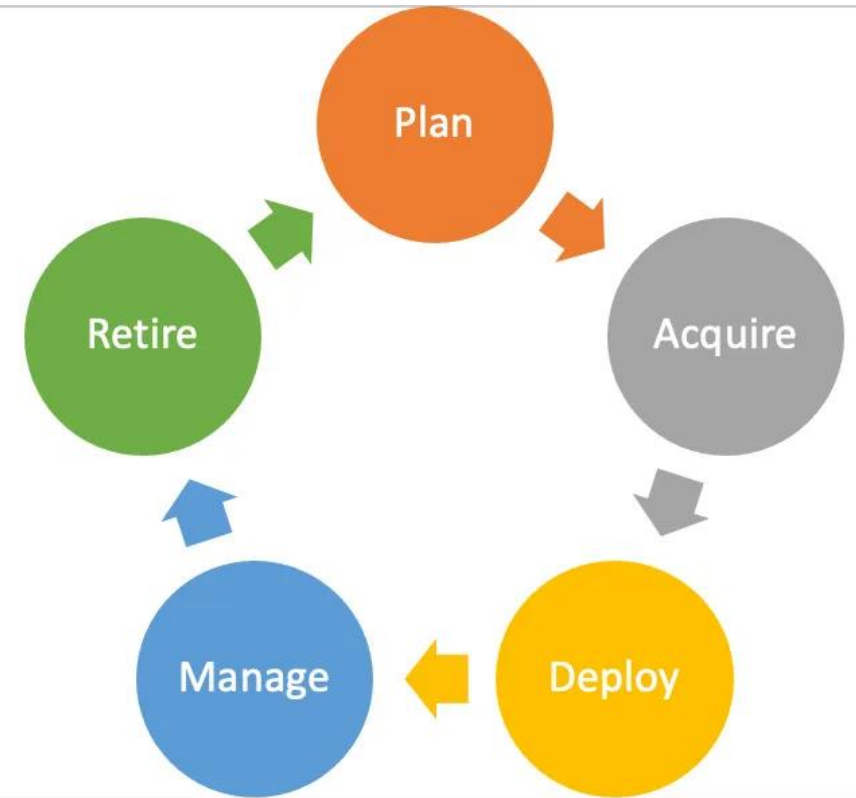
New Website Platform

- Blackboard purchased by FinalSite
  - User interface, navigation, look and feel will remain the same
  - Work on CMS will be what is different

- Training in Spring and through summer

- Content transfer May 13 – July 1, 2024
  - Both sites maintained through the summer

- New site go live August 29, 2024

- Differences:
  - Vanity urls will change
 - Some colors
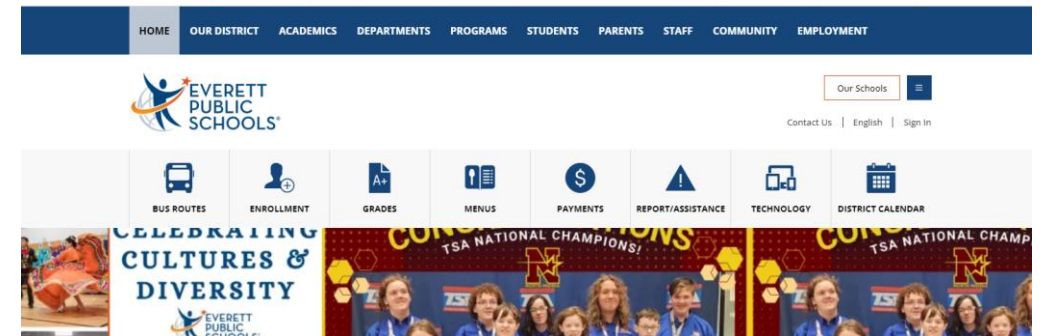
Parent Square

- Starting this Summer, ParentSquare will be replacing Remind and Blackboard Connect for District, School, and Teacher to Parent messaging.

- Two-way messaging with teachers, urgent alerts, newsletters, and more.

- Soft roll-out starting May 6

- Training this Spring, Summer, and Fall

How ParentSquare Works

1. Teachers & staff share school-related news on **ParentSquare**.

2. Parents receive, respond & sign up, and get automated reminders!
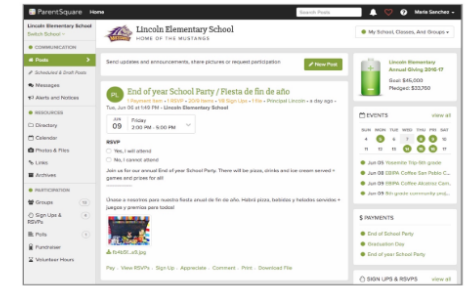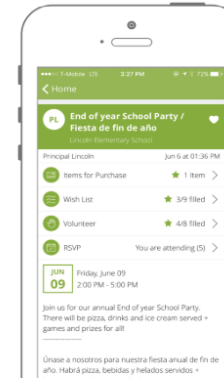
3. Everyone has easy access to all interactions in one place.

ParentSquare™

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Artificial Intelligence

In Education and Beyond

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"Students are surrounded by and influenced by AI—they need to know how to recognize it and analyze its use. If they cannot be educated about AI, then they will be vulnerable. They also need to learn how to use ChatGPT in a professional manner to aid them in their own critical thinking."

—High school teacher (Bilingual education/English as a second language) | Nebraska

Generative AI: What is it?

- It can generate new, original content like images, text, audio, and code based on input prompts
- It learns the underlying patterns and distributions in training data to create new content
- It goes beyond just making predictions or classifications, and can produce creative and innovative outputs
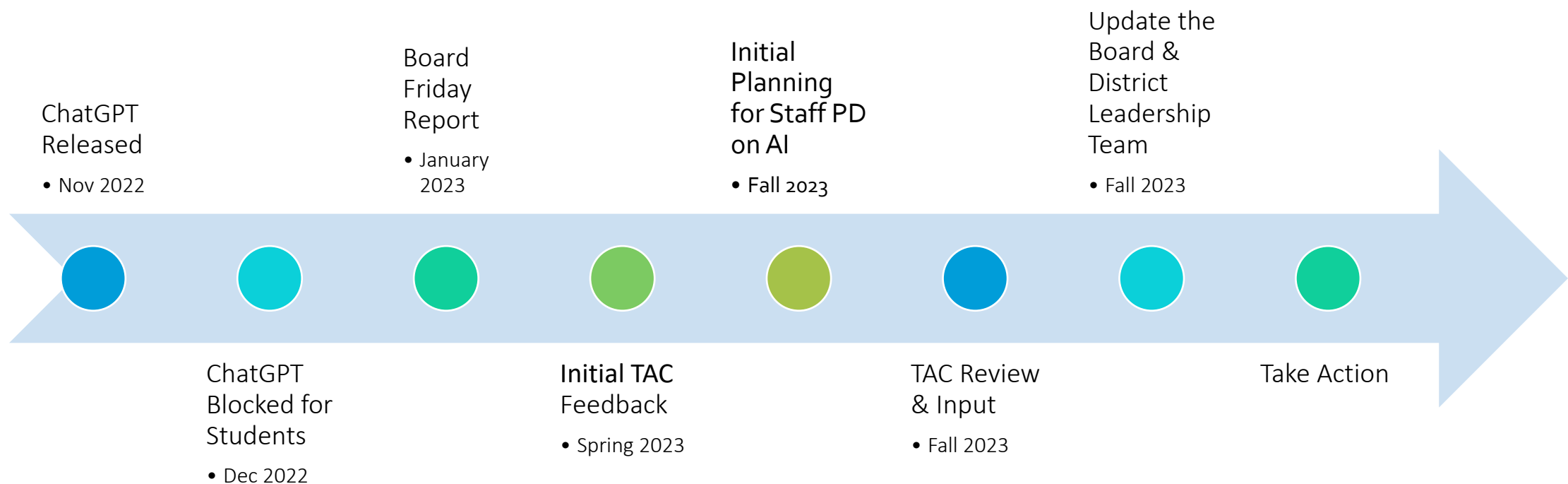
Examples:
- ChatGPT
- Claude
- Gemini
- CoPilot
- Perplexity
- Grok
- Dall-e

AI built-in tools
    Adobe Express
    Grammarly
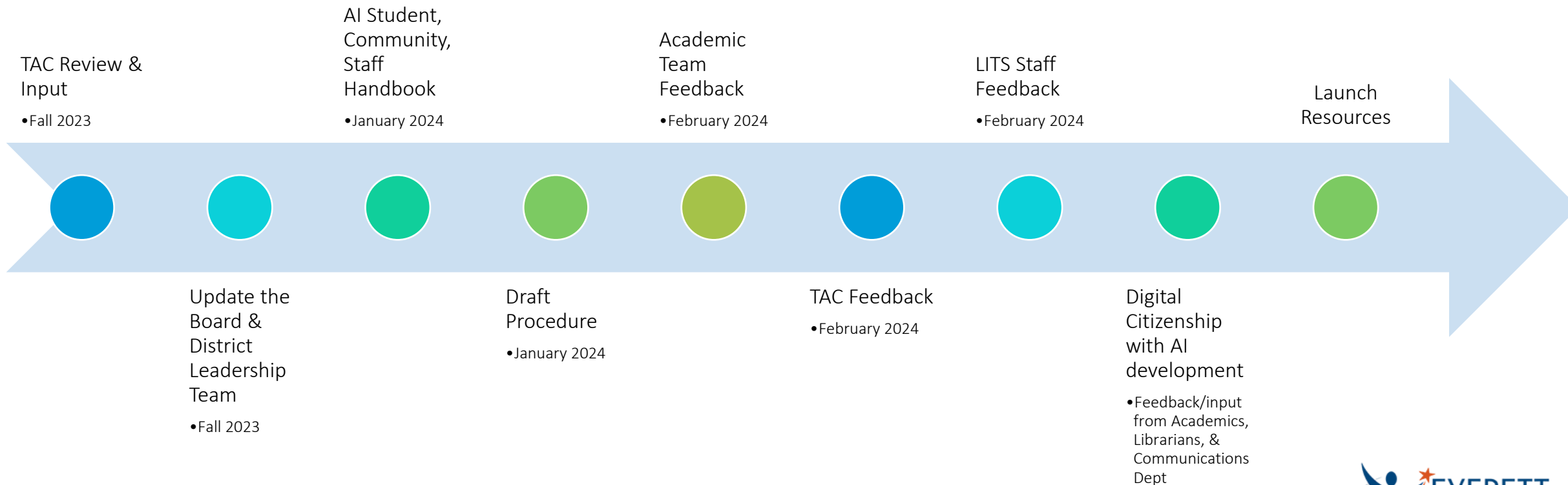   PhotoShop

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Artificial Intelligence

ChatGPT Released
• Nov 2022

ChatGPT Blocked for Students
• Dec 2022

Board Friday Report
• January 2023

Initial TAC Feedback
• Spring 2023

Initial Planning for Staff PD on AI
• Fall 2023

TAC Review & Input
• Fall 2023

Update the Board & District Leadership Team
• Fall 2023

Take Action

Artificial Intelligence Action Steps

TAC Review & Input
- Fall 2023

Update the Board & District Leadership Team
- Fall 2023

AI Student, Community, Staff Handbook
- January 2024

Draft Procedure
- January 2024

Academic Team Feedback
- February 2024

TAC Feedback
- February 2024

LITS Staff Feedback
- February 2024

Digital Citizenship with AI development
- Feedback/input from Academics, Librarians, & Communications Dept

Launch Resources

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Artificial Intelligence Action Steps

Launch Resources

AI Handbook Revised

Technology Handbook Updated with AI elements

Librarians update Digital citizenship scope and sequence 3.8.24 & 3.19.24

AI Asynchronous Class Launched

•March 1

AI Elements embedded into 5225 Procedure

Digital Citizenship Resources with embedded AI references

Communication Plan Finalized with ROS

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Guidance

US Department of Education
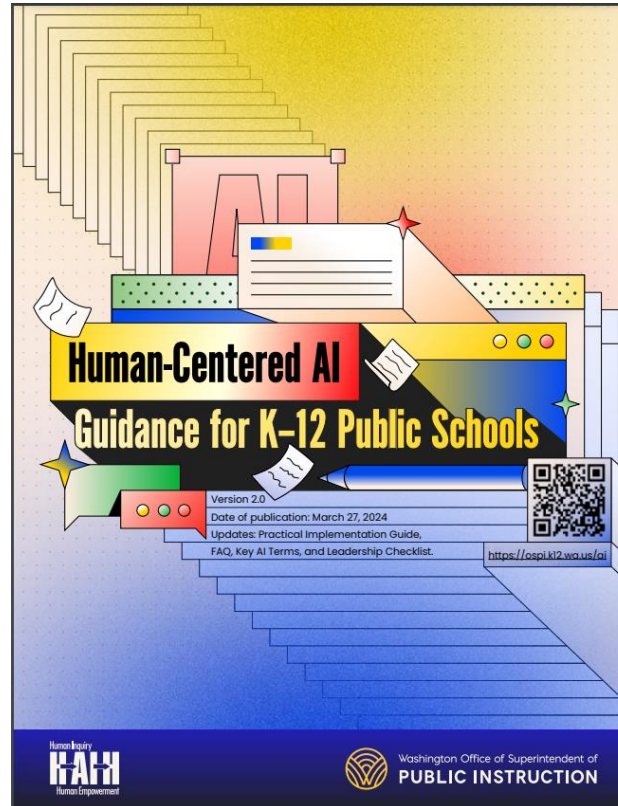
WA Stat AI Guidance

Updates coming soon

VIEW of AI in Everett
A Guidebook Designed for Educators, Students, & Families

Viewing AI as a valued innovative and implementable educational tool that prepares students for real-world experiences necessary to be college & career ready

INSPIRE   ACHIEVE   THRIVE

Everetts-VIEW-of-Artificial-Intelligence-A-Guidebook Simplified.docx

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Embedded within existing policy & procedure

Guidance

Federal, State, & EPS

Policy, Procedures, & Recommendations

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Human Resources

Technology

The use of district technology by Everett Public Schools employees is vital to its daily activities. Effective instruction and efficient operation and management require a staff that is skilled in the use of technological tools. Ongoing training is essential.

Additionally, Everett Public Schools permits the use of personal electronic devices ("PEDs", e.g., smartphones, tablets, slates, notebooks, laptops, cellular phones, and other similar mobile electronic devices.) We believe that a PED can play a positive role in furthering our staff and students' learning. The Everett Public Schools wireless network permits individuals with a district network account and a PED to access the Internet.

Access

Employees will have access to job-appropriate technologies while being provided opportunities to use those technologies.

Appropriate Use

1. It is the expectation of the district that employees effectively and appropriately use available technology.
2. Inappropriate use should be reported to appropriate district officials.
3. All users of district technology shall comply with current copyright laws (Board Policy 2312 and Procedure 2312P).
4. No user will attempt to breach or modify device hardware and software security measures. Employees will immediately notify the site technician if tampering with the device is suspected.
5. No user will attempt to modify the physical appearance or operating system of any technology equipment. This includes, but is not limited to, unauthorized software updates, and copying or installing non-district licensed software.

Ownership of Work

All work completed by employees as part of their employment, including any work involving AI-generated content or tools, will be considered property of the district. The district will own any and all rights to such work, including any and all derivative works, unless there is a written agreement to the contrary. Employees are responsible for ensuring that AI-generated content is used and attributed in accordance with district policies and ethical standards.

General Use of Everett Public Schools Technology

1. Diligent effort by all users must be made to conserve system resources; e.g., system storage, network bandwidth, software licenses, etc.
2. Prior to having access to district technology, every effort shall be made to provide appropriate training.

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Personal Security

Staff should not share personal information about employees or students without appropriate authorization. Additionally, when utilizing AI tools and technologies, staff must ensure that any data input or shared complies with data privacy regulations and guidelines, including FERPA, COPPA, and CIPA, to safeguard the confidentiality of sensitive information.

System Use

1. All use of district technology, including AI tools and technologies, must be in support of education and Everett Public Schools' operations and consistent with the mission of the district. Everett Public Schools reserves the right to prioritize use and access to district technology.
2. Any use of district technology, including AI tools and technology, must be in conformity with state and federal law, system use policies and district policy.
3. Use of district technology, including AI tools, for commercial solicitation is prohibited except as allowed by law.
4. District technology, including AI tools, constitutes public facilities and may not be used to support or oppose political candidates or ballot measures, ensuring that AI-generated content remains politically neutral..
5. Subscriptions to mailing lists, bulletin boards, chat groups, commercial online services or other information services must be directly related to classroom curriculum or the job responsibilities, including the responsible use of AI tools for educational purposes. of the employee. 6. Users must not use district or personal technology, including AI tools, to disrupt the operation and use of district technology by others. Unauthorized modification, removal, or abuse of AI tools or technology components is strictly prohibited. 7. Use of district technology to develop programs or institute practices that harass other users or gain unauthorized access to any technology

6. **Users shall employ AI tools and technologies responsibly, adhering to ethical standards, respecting privacy, and complying with district policies and applicable laws.**

prohibited.

10. The use of district technology, including cell phones, to conduct and communicate district business via email, district social media and text are all subject to the Washington Public Records Act. Thus, text messaging is limited to district-approved messaging applications, and message content should be limited to classroom reminders, setting up conferencing or notification with parents/guardians, emergencies, safety-related matters or to communicate routine, non-substantive time-sensitive matters.

Sending phone, email, text, instant messenger, or other forms of written or electronic communication to students when the communication is unrelated to schoolwork or other legitimate school business is prohibited.

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Acceptable Use of District Technology

Federal, State, & EPS

Policy, Procedures, & Recommendations

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Acceptable Use of District Technology

In order to receive access to district technology, this Acceptable Use Policy (AUP) form must first be completed, signed and the original forwarded to the Human Resources Department.

Everet...

Date (print)

My signature below indicates that I have read
Procedure 5225P, and that I agree to the co...

Employee signature (required)

My initials below and signature above i...

Statement

I have reviewed a copy of the EPS AUP.

I have read and understand all aspects of the A...

I understand that all information stored on the di... is the sole property of EPS.

I understand that I have no expectations of priva... district technology.

I understand that any district business that is co... media accounts creates a public record regardles...

I understand that the district limits the conduct... personal social media accounts. District-approv... limited to classroom reminders, setting up confe... safety-related matters, or to communicate rout...

I commit to responsible AI usage, ensuring co...
I support using AI for instructional enhancem...
I pledge to verify AI credibility, prevent mislead...
I will abide by the district's approved list of AI s... meet data privacy standards.
I will not input personal, sensitive, or confiden... authorization, including student education recor...
I encourage students to use AI tools responsibly... will decide whether AI tool usage is permit...

Career Technical Education (CTE) only:

I understand that any equipment and technolo... moved, redeployed or repaired ONLY by CTE...

I understand that prior to using or obtaining a... facilitators must verify that it aligns with my C...

I understand that I will be properly trained in... software, equipment and technology.

Adopted:	August 2015
Revised:	April 2020
Revised:	April 2023
Revised:	March 2024

I commit to responsible AI usage, ensuring compliance with data privacy regulations (FERPA, COPPA, CIPA).

I support using AI for instructional enhancement, always critically assessing AI-generated content.

I pledge to verify AI credibility, prevent misleading content creation, and inform parents about data collection.

I will abide by the district's approved list of AI software and tools, recognizing that unauthorized tools may not meet data privacy standards.

I will not input personal, sensitive, or confidential data into AI systems without prior parental or guardian authorization, including student education records, while adhering to FERPA, COPPA, and CIPA regulations.

I encourage students to use AI tools responsibly for studying and preparation. During assessments or quizzes, I will decide whether AI tool usage is permitted and communicate this clearly.

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Leveraging AI

The Power of Prompting AI

CRAFT a Power Prompt

CONTEXT

CONTEXT
Add clear, specific details to help the AI complete the task- embedded throughout the prompt

ROLE

Role
Assign the AI a role for more targeted response
"You are an excellent 8th grade math teacher"

AUDIENCE

AUDIENCE
Provide details about the Audience
6th grade students, 8th grade parent, high school teachers

FORMAT

FORMAT
Output format, length, style, etc. Rap, Song, HTML, etc

TASK/TONE

TASK
What you want action you want the AI to do for you
evaluate, create, edit, revise,brainstorm, etc
TONE professional, friendly, caring, etc

The CRAFT framework was created by Vera Cubero

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LET'S PRACTICE Compare and contrast

1.

ChatGPT

https://chat.openai.com

2.

Copilot
Your everyday AI companion

https://copilot.microsoft.com/
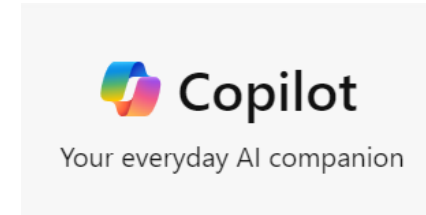
- You are an experienced teacher and can generate clear, accurate examples for students of concepts. I want you to ask me two questions. What concept do I want explained? Wait for me to answer before asking me the second question. Who is the audience for the explanation? Then look up the concept and examples of the concept. Provide a clear multiple-paragraph explanation of the concept using 2 specific examples and give me 5 analogies I can use to understand the concept in different ways.

- Follow Up:
  - What images would you create to explain this

Share **your** thoughts

As a Group…

Key take aways: Chat (Charles/Carly) vs. Copilot

In the chat…

How have you or could you use AI in your field?

Let's Explore:
Options

`06:00`

1.

2.

GenAI Chatbot Prompt Library for Educators

We have a variety of prompts to help you lesson plan and do administrative tasks with GenAI chatbots like ChatGPT, Claude, Bard, and Perplexity.

🔍 Search

| All Prompts | Administrative | Assessment | Communication | For Students | Lesson Planning |

| Professional Development | Social/Emotional Learning | Special Education |

POWER of the PROMPT

3.

	Age limits	13+ Follows Microsoft TOS
	Parent Company	Microsoft
	Cost	Free

Take aways: Breakout Rooms

04:00

Share **your** thoughts

Parents

Students

Digital

Citizenship

AI Resources

For Guardians and Families

Digital Citizenship for Parents

QUICKLINKS

Family Online Safety Institute

Common Sense Media

1:1 Digital Citizenship for Parents

Be Internet Awesome Family Guide

Be Internet Awesome Quick Tips

Digital Wellbeing Family Guide

Digital Citizenship is an extension of responsible behavior. For parents, it means showing their children how to be safe and responsible online. This includes teaching them about being nice to others, being aware of cyberbullying, keeping personal information safe, understanding their digital footprint, knowing what sources to trust, and using technology in a positive way.

Our recommended resources are put together by Common Sense Education. **Common Sense Education** provides digital citizenship topics for families that includes the following six topics.

Media Balance & Well-Being
K-5 : English | Espanol
6-12 : English | Espanol

Privacy & Security
K-5 : English | Espanol
6-12 : English | Espanol

Digital Footprint & Identity
K-5 : English | Espanol
6-12 : English | Espanol

Relationships & Communication
K-5 : English | Espanol

Cyberbullying, Digital Drama, & Hate Speech
English | Espanol

News & Media Literacy
English | Espanol

https://www.everettsd.org/Page/42127

I'm a Digital Citizen

I'M INCLUSIVE
I treat everyone kindly online and use technology, including AI, to make sure everyone can join in. I think about how to include everyone, no matter what.

I'M INFORMED
I learn about things online, and I check if they're true and fair. I also think about how AI might influence what I see and read.

I'M ENGAGED
I use technology, including AI, to help others and do good things. I make sure I understand how it works and think about how it affects everyone.

I'M BALANCED
I balance my time online and offline, making sure I use technology like AI responsibly and take breaks for other activities.

I'M ALERT
I know how to stay safe online and make sure others are safe too. I learn about AI and how it affects our privacy and security online, and I teach others to use it responsibly.

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Portrait of a Digital Citizen flyer-1.docx

Themed Outreach Planned: 2024-2025

Updated Resources

Digital Citizenship

September	Overview of what it means to be a Digital Citizenship?	AI is everywhere: how to harness it for good
October	Cybersecurity	
November	I'm Inclusive	
December	I'm informed	

January	I'm engaged
February	I'm balanced
March	I'm alert
April	Harnessing AI
May	I'm balanced

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Themed Outreach Planned: 2024-2025

Digital

Citizenship

I'm Inclusive
I engage with others online with respect and empathy.

GRADE	SKILL FOCUS: Cyberbullying, Digital Drama & Hate Speech
• Kindergarten	**Meet Legs of the Digital Citizens!** How do you stand up for people you care about? **TIME 15 mins.** https://www.commonsense.org/education/digital-citizenship/lesson/meet-legs-of-the-digital-citizens **Media Balance Is Important** How do we find a happy balance between our online and offline activities? **TIME 25 mins.** https://www.commonsense.org/education/digital-citizenship/lesson/media-balance-is-important **Media Balance is Important (Quick Activity)** How do we find a happy balance between our online and offline activities? **TIME 15 mins.** https://www.commonsense.org/education/digital-citizenship/lesson/media-balance-is-important-quick-activity
• First	**Pause & Think Online** How can we be safe, responsible, and respectful online? **TIME 25 mins.** https://www.commonsense.org/education/digital-citizenship/lesson/pause-think-online **Pause & Think Online (Quick Activity)** How can we be safe, responsible, and respectful online? **TIME 15 mins.** https://www.commonsense.org/education/digital-citizenship/lesson/pause-think-online-quick-activity

Digital Literacy Grade Level Resource Links.docx

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Library Scope & Sequence
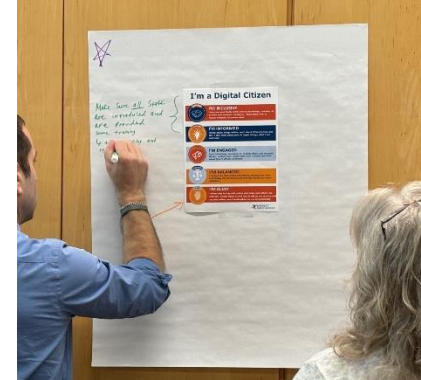
Updated Resources

Digital Citizenship Lessons K-1

OSPI Digital Citizenship Standards + Common Sense Media (CSM) Lessons

Standards Alignment with AASL, ISTE and CASEL

We combined K-1 because the OSPI Standards for these grade levels are both Introductory (see link).

*librarians will be asked to log in with their district Google account for some part of the lessons
*Tessa would like to communicate with librarians that Common Sense Media is okayed by district

	Digital Cit Standard	Fall	Winter	Spring
Grade K	I will be able to understand and comply with the District Acceptable Use / Responsible Use Policy	EPS Technology Handbook Focus: Connect to CSM 3 rules for going places online Am I using this device to support my learning? Am I using the device in "school appropriate" ways?	Reinforce home practices Protect the device from	
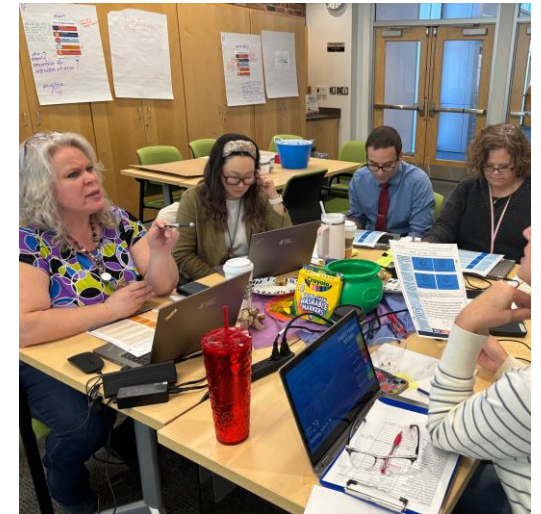
Digital Citizenship Lessons Elementary.docx

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Common Sense Media

Interactive lessons and activities for all students!

Digital Citizenship Curriculum

Use digital citizenship lesson plans to address timely topics and prepare students to take ownership of their digital lives. Browse lessons by grade and topic below, or see an overview of the curriculum.

We've got more new lessons! Explore all lesson plans or check our lesson collections!

Videos

Lesson Slides

Customizable Resources

ESP ENG

Bilingual Materials

Filter by grade   9, 10, 11, 12 ▾

| Media Balance & Well-Being | Privacy & Security | Digital Footprint & Identity | Relationships & Communication | Cyberbullying, Digital Drama & Hate Speech | News & Media Literacy |

9th Grade

My Digital Life Is Like ...

What is the role of digital media in our lives?

MEDIA BALANCE & WELL-BEING

See the Research

Learn more about the approach behind our research-based curriculum.

Read report

https://www.commonsense.org/education/digital-citizenship

AI Literacy Lessons:

https://www.commonsense.org/education/collections/ai-literacy-lessons-for-grades-6-12

AI Lessons 8 Lessons

Lesson 1
What Is AI?
What is artificial intelligence and what are its potential benefits and drawbacks?

GRADE | TIME
6–12 | 15 mins.

INCLUDES
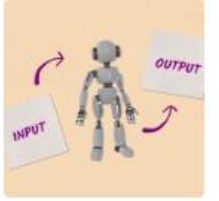Video

Lesson 2
How Is AI Trained?
How does data determine what artificial intelligence can do?

GRADE | TIME
6–12 | 20 mins.

Lesson 3
AI Chatbots: Who's Behind the Screen?
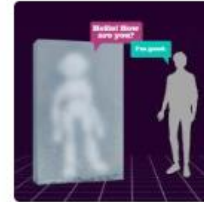Why are AI chatbots designed to sound so human-like, and how can that impact our everyday lives?

GRADE | TIME
6–12 | 15 mins.

INCLUDES
Video

Lesson 4
AI Chatbots & Friendship
How can AI chatbots impact our idea of friendship?

GRADE | TIME
6–12 | 15 mins.

INCLUDES
Dilemma Discussion

Lesson 5
Understanding AI Bias
How does AI bias happen?

GRADE | TIME
6–12 | 20 mins.

Lesson 6
How AI Bias Impacts Our Lives
What are the impacts of AI bias?

GRADE | TIME
6–12 | 20 mins.

INCLUDES
Dilemma Discussion

Lesson 7
AI Algorithms: How Well Do They Know You?
How does artificial intelligence influence what we see online?

GRADE | TIME
6–12 | 20 mins.

INCLUDES
Video

Lesson 8
Facing Off with Facial Recognition
What are the benefits and risks of facial recognition?

GRADE | TIME
6–12 | 20 mins.
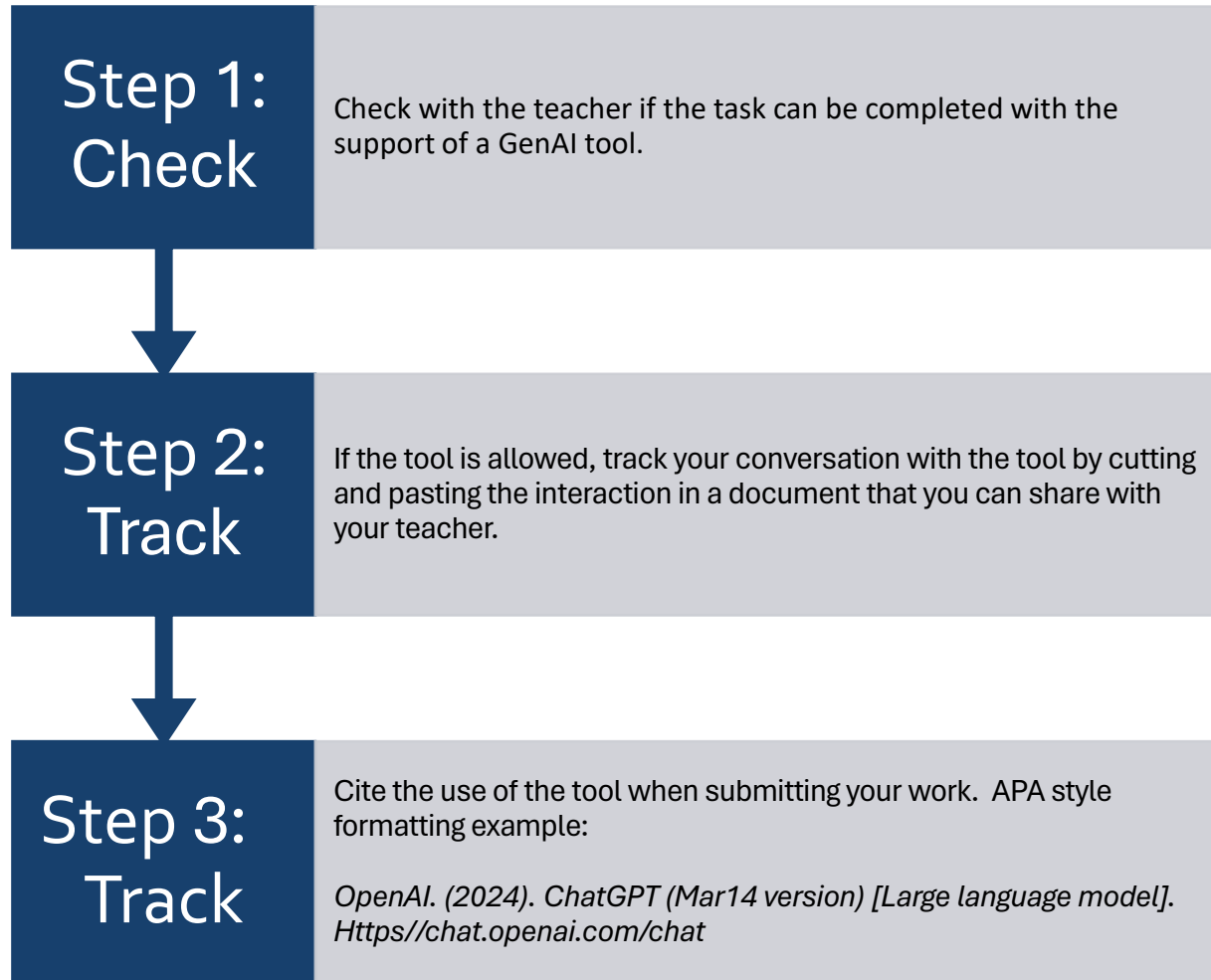
INCLUDES
Dilemma Discussion

Academic Integrity

Step 1: Check	Check with the teacher if the task can be completed with the support of a GenAI tool.
Step 2: Track	If the tool is allowed, track your conversation with the tool by cutting and pasting the interaction in a document that you can share with your teacher.
Step 3: Track	Cite the use of the tool when submitting your work. APA style formatting example: *OpenAI. (2024). ChatGPT (Mar14 version) [Large language model]. Https//chat.openai.com/chat*

- Generative Artificial Intelligence (GenAI) tools like ChatGPT are a significant technological advancement that has the potential to support your learning. But with any new technology, there are significant limitations and risks associated with its use, misuse, and overuse.

- To support appropriate use of GenAI tools in your learning, these three steps should be taken when determining if and when to use GenAI tools. If these steps are not followed, your use of GenAI tools will be considered an academic integrity violation.

Aiforeducation.io

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Building Resources

Example of GenAI Amendments to your Student Academic Integrity Policy

Examples of Appropriate Use

Explain topics in a way that works for me

Help me brainstorm and explore ideas

Help me study for an upcoming assessment

Provide feedback on my work for areas of improvement

Examples of Inappropriate Use

Not asking for permission to use GenAI tools

Completing an entire assignment, homework, or assessment

Not reviewing my work for hallucinations or inaccuracies

Not tracking or citing my work with GenAI

GenAI Amendments to your Student Academic Integrity Policy.pptx

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Resources for Educators

5 Step Scaffolding Scale for Students
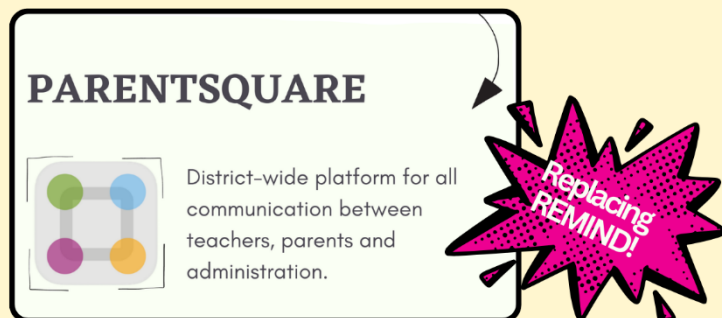
Human Inquiry
HAH
Human Empowerment

Level 1 No AI Assistance	Level 2 AI-Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can he generate idea Final content be created by student withou direct AI input. AI assistance be cited.			

SHIFT Framework	Statement	Question to Consider
S	Start your curiosity engine	What intrigues me about the output AI gives me?
H	Hone in on a detail	What specific details did AI get right or wrong and how do I know?
I	Identify your Context	How does AI fit into the bigger picture of my work?
F	Frame it from a new perspective	Can I think of a different perspective that AI could help me uncover?
T	Talk about what's missing	What limitations or challenges of AI should I consider?

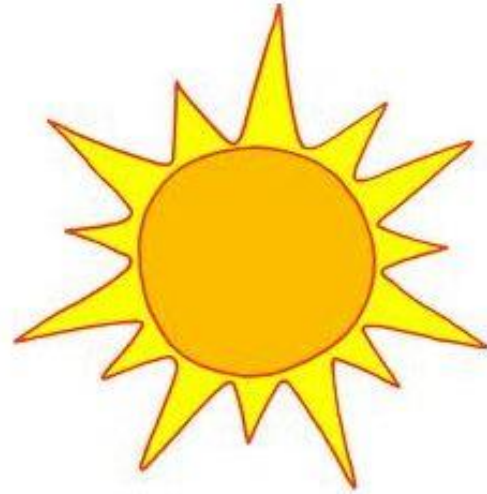contributions.
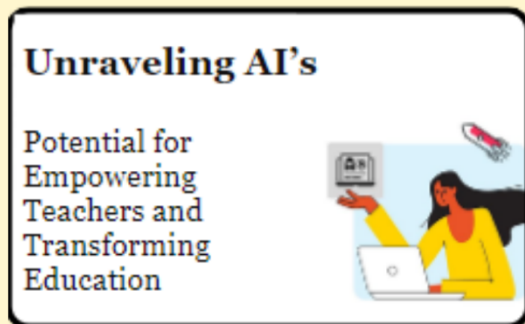
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AI training

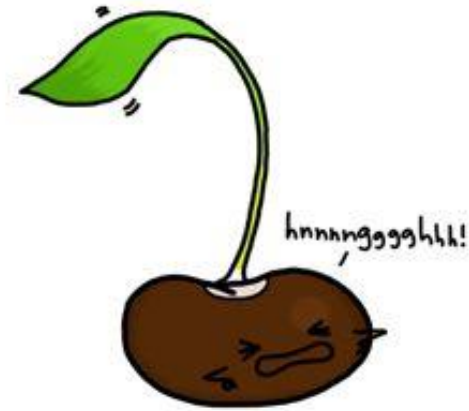- Now: Asynchronous via Canvas: AI 101

Upcoming:
- Unraveling AI:
- May 7 @CRC- 3:00-4:00pm
- May 7 @CRC 4:15-5:15pm
- May 21 @CRC- 3:00-4:00pm
- May 21 @CRC- 4:15-5:15pm
- May 28 @CRC - 3:00-4:00pm
- June 21 @CRC - TBD
- August 19-23 during EPS Learns- specifics TBD
- Unleashing AI Superpowers:
- August 19-23 during EPS Learns- specifics TBD

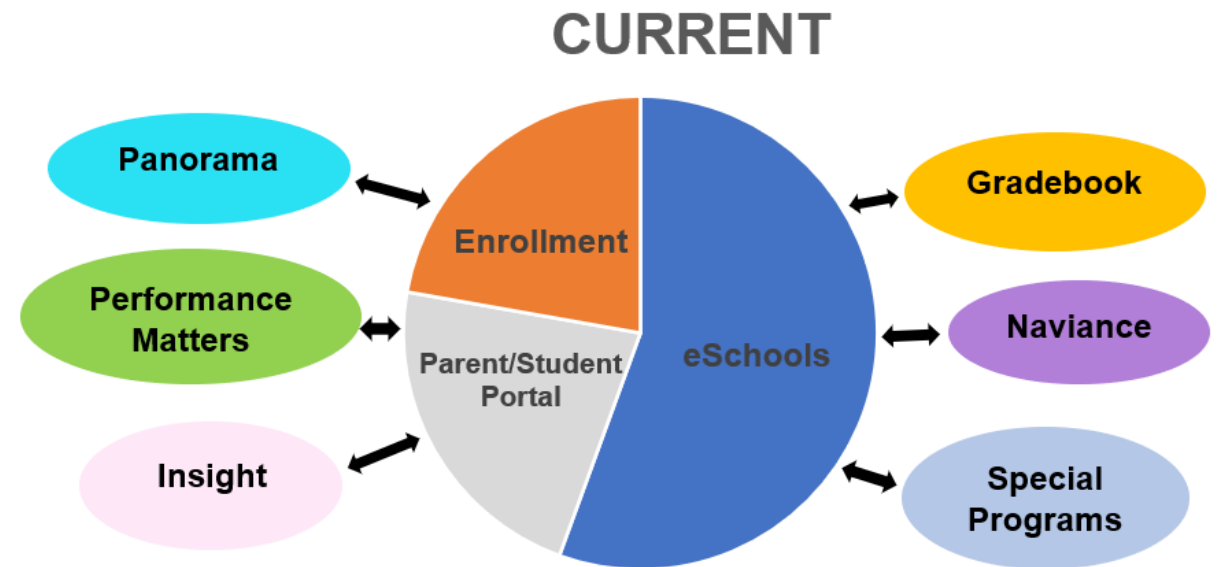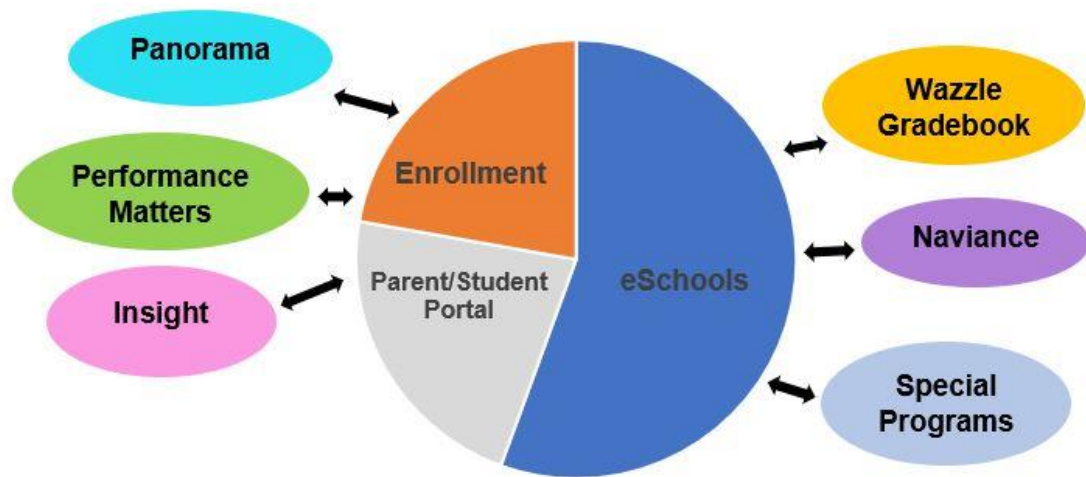# Why are we looking into acquiring a new Student Information System (SIS)?

- Enhanced product with improved and modernized functionality
- Increased support for state required updates
- Alignment to strategic initiatives
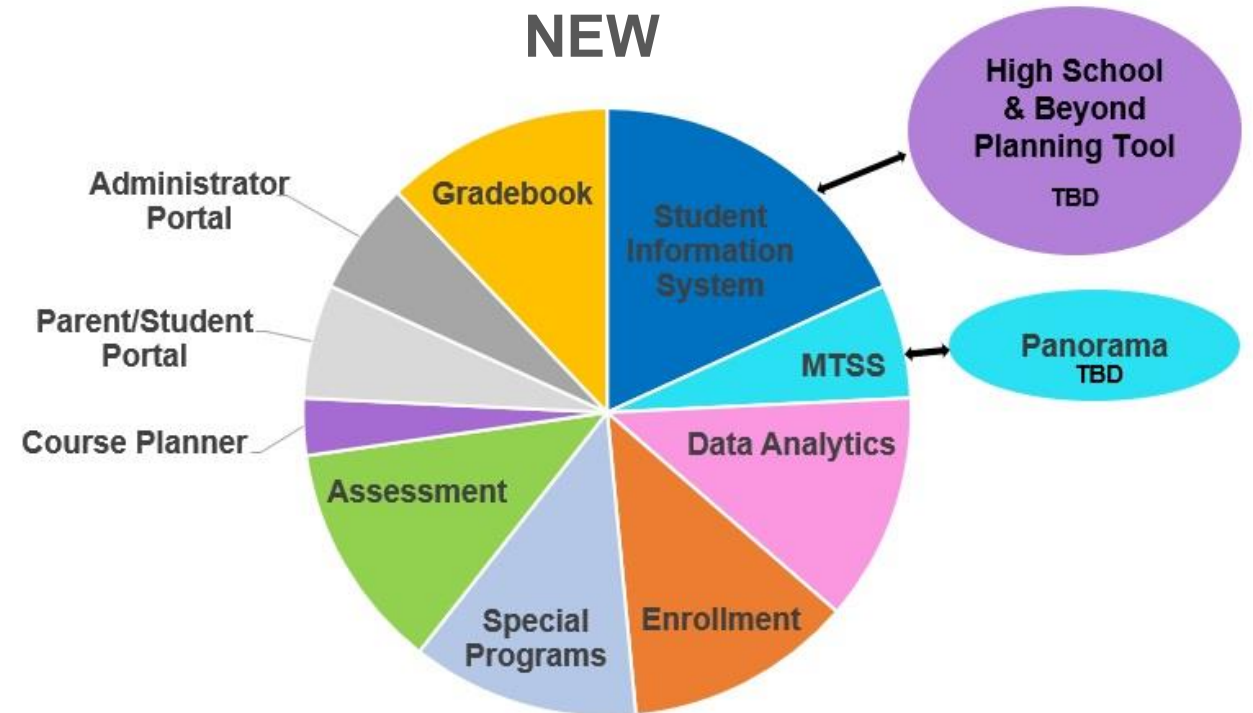- Potential for using an all-in-one system

CURRENT

Comparison: Our Selection

Synergy Software Scope

PRODUCT	MODULES
Synergy SIS	1. Student Information System 2. Synergy State Reporting for Washington 3. ParentVUE, StudentVUE 4. Online Registration (OLR) w/ Waitlist/Lottery 5. Master Schedule Builder (MSB)
Synergy Instructional Applications	6. TeacherVUE & Grade Book including OneRoster Canvas 7. Assessment 8. Analytics
Synergy Special Education	9. Synergy SE

Edupoint Project Team Members

Deborah Adolphs
V.P. of Project Management and Implementation Services

Stacy Holly
Director of Implementation and Project Management

Eren Motta
Project Manager

Monte Wagner
Director of Data Services

Melissa Johansson
Integration and Data Conversion Engineer

John Ruppel
Data Services Technical Lead

Doug Engel
Database Specialist

Diann Houseman
Synergy Application Setup Manager

Steven Saario
Product Specialist

Elijah Badger
Product Specialist

Tim Templeton
Vice President of Technical Services

Usbaldo Ramirez
Hosting and Systems Engineering Manager

Deniece Knoblock
SE Implementation Specialist

Kelsey Ngo
SE Implementation Specialist

Kerstin Epting
Project Manager Instructional Applications

Katie Shaw
Instructional Applications Trainer

Rose Buruato
OLR Business Analyst

Shane Limbeck
Analytics Product Manager

Autumn Jungbluth
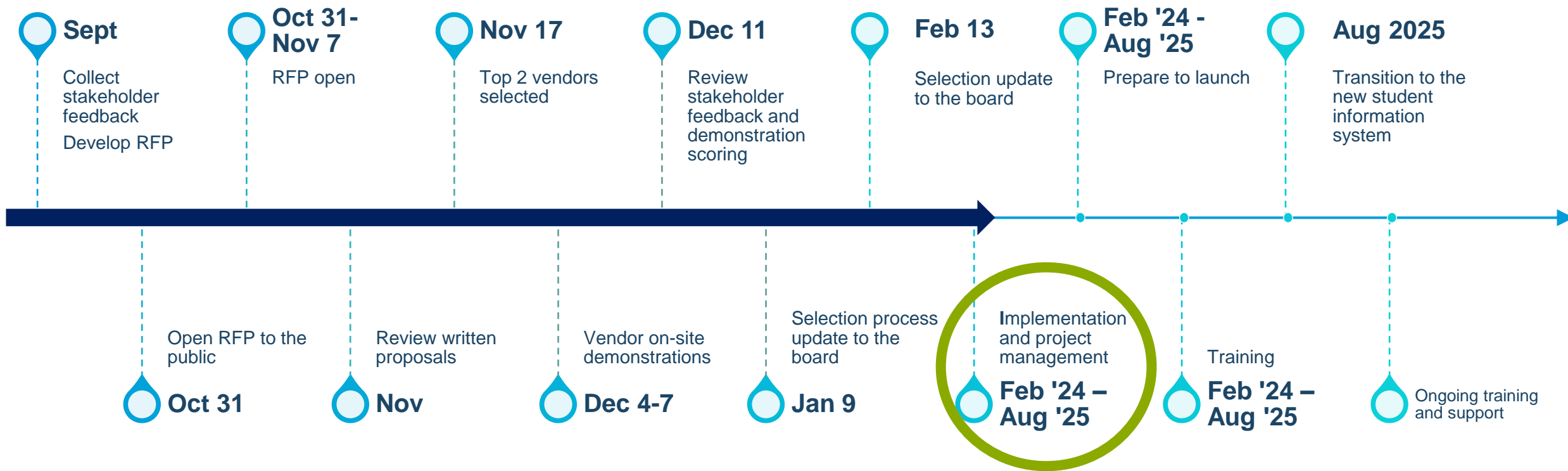*Manager SIS Training and Onboarding*

Tanya Nascimento WA *State Reporting Business Analyst*

PHASE I: PLANNING

- Define Project Scope, Goals, Project Team
- Pull resources for Synergy
- School calendar 23-24
- Grading calendars 23-24
- Transcripts several examples
- List of 3rd party interfaces
- Registration packets-new enrollment etc.
- Copy of all report cards

- Identify project team
- Identify subject matter experts
- Build Communication Plan
- Project Organization
- Data Conversion
- Training Plan
- External Interface Plan
- Support Plan

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Timeline

Sept
Collect stakeholder feedback
Develop RFP

Oct 31 — Open RFP to the public

Oct 31-Nov 7
RFP open

Nov — Review written proposals

Nov 17
Top 2 vendors selected

Dec 4-7 — Vendor on-site demonstrations

Dec 11
Review stakeholder feedback and demonstration scoring

Jan 9 — Selection process update to the board

Feb 13
Selection update to the board

Feb '24 – Aug '25 — Implementation and project management

Feb '24 - Aug '25
Prepare to launch

Feb '24 – Aug '25 — Training

Aug 2025
Transition to the new student information system

Ongoing training and support

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Save the Dates
2024-2025

- October 26, 2024
- February 6, 2025
- April 24, 2025

Feedback:

https://forms.office.com/r/RuKfRZ1jpD