Renton Technology Coordinating Council (RTCC)
Meeting Minutes
May 16, 2019

ATTENDING

Rahman Abdul, Thomas Caudle, Ellen Dorr, Bob Ettinger, Barbara Folmer, Tom Howley, Shari Mann, Gioia Pitts, Jason Franklin, Mark Sabo, Rachel Sherin, Jerry Sidwell, Pam Teal, and Kerrie Thornton

AGENDA

- Introductions and Celebrations
- Project Review
    - Digital Learning
    - Customer Service
    - Infrastructure
- RTCC Next Year

INTRODUCTIONS AND CELEBRATIONS

Introductions:

Each RTCC member introduces themselves by giving their name, their role in the district, and by sharing their favorite learning experience from this school year. See Addendum for details.

Minutes Review:

The minutes are given in a new format for the council to review. There are no questions or clarifications regarding the minutes. The council demonstrates approval of the new format with positive comments. In addition, Ellen shares that the new format is helpful for sharing snapshots of specific information and further allows the council to be transparent around our decision making.

PROJECT REVIEW:

Introduction

Ellen begins by reminding the council about the focus of our work: the students. She shares that Technology Services (TS) recently gave a presentation at the monthly central office staff meeting and shared a slide that outlines how TS aligns with the District goals. She describes this alignment as follows:

- **Service:** We align with service by providing a strong foundation. For example, having solid network and connectivity in schools.
- **Excellence:** We demonstrate excellence by improving our systems and support. For example, for 1 to 1, our team committed time to developing processes for distribution and collection, took feedback from schools regarding those processes, revised, streamlined, and tailored them to meet the schools' needs before implementation.
- **Equity:** Our focus on equity is to provide the right support for every learner to ensure students have access and opportunities.

Ellen discusses the action plan for this meeting. Each of the teams within TS will be providing project updates. Ellen emphasizes the importance of council members asking questions, as some of this information needs to be shared more broadly. For example, the flat panel project will need to be shared in the Principals Post and across the district; the questions and suggestions made at RTCC will help TS to think about not only how we need to consider parts of this project, but how we communicate it.

Digital Learning Presentation: Bob Ettinger, Director of Digital Learning
Bob shares that the Digital Learning Team has been doing a lot of work this year and are very excited to share it. He describes their projects divided into two groups: professional learning and ongoing projects (*though he states that all ongoing projects tend to have some professional learning involved as well).*

Professional Learning
- Preparing for 1 to 1 at all high schools next year:
  - We have been meeting with school leadership to set instructional priorities, and leading professional development with staff to support in building mental models for what 1 to 1 will look like.
- Supporting student choice in classrooms:
  - We facilitated professional learning sessions at all secondary schools focusing on how to give students choice over input *(how they receive information)* and over output *(how students show they are learning).*
- Engineering Design:
  - We are designing a hybrid virtual and in-person course through ProDev for next year that people can use for STEM clock hours and build everyone's understanding of engineering.
- Summer professional learning:
  - We are designing a 6-hour session called "Empowered Learners: Digital Learning Summer Workshops" scheduled for Monday after school lets out (June 24th). This session was designed based on feedback from teachers.

Ongoing Projects
- Digital Citizenship and Media Literacy: The board passed a policy that we are required to teach digital citizenship and media literacy, which essentially means teaching kids to be responsible with digital tools. In effort to accomplish this, we have taken the following action steps.
  - We have convened a diverse set of educators to start crafting recommendations for teaching digital citizenship across grade bands.
  - We are currently leveraging a tool called Common Sense Media which writes high quality lessons. Since they revised their lessons for grades 3-8, these are the grades the lessons will be piloted in. In Elementary Schools they are going to embed these lessons in the social/emotional curriculum: Second Step. In Middle Schools we are working with content facilitators to identify where these lessons fit within the school scope and sequence.
  - Ellen notes that when the Board approved this policy, RTCC reviewed it and thought through how we would want the process of getting these lessons into our schools to look like. This work is the evolution of that discussion.
- Formative Assessment:

- o We have been exploring formative assessment which is how we use the evidence of student learning to drive instruction. For example, you can give a multiple-choice question and instantly know how students answered, not just to find what percentage are right or wrong, but to see what common misconceptions there are and determine how you can remedy that. One of the coolest aspects of digital tools is being able to gather data quickly and see trends.
  - o We have been working with a handful of schools developing practices and protocol for engaging in this work.
- Elementary Computer Science:
  - o We recognize that elementary computer science is an area without a comprehensive plan. We have many resources thanks to CTE, but we haven't charted a pathway for this. All our Digital Learning Coaches, the K-5 Science Facilitator, and a Science Facilitator at the school level, attended an 18-hour course on computational thinking in order to deepen their understanding and use it to form a more comprehensive scope and sequence in this area.
- Technology Integration Specialists (TIS):
  - o Our team is making a continued effort to support the TISs in schools as both learners and leaders. We have done some thoughtful feedback cycles with that group to share ideas of what they need to keep growing.

DLT Questions, Feedback, and Discussion
- **Rachel:** What grade levels are you using Common Sense Media with?
- **Bob:** Grades 3-8 for next year.
- **Rachel:** I am wondering if we should be using that at least as a foundation of the high-level stuff for K-2, because I am going through that stuff with them now and discussing what should be kept private and what can be shared.
- **Bob:** We would absolutely recommend people dig in with this work, but for the District roll-out we will focus on 3-8.
- **Mark:** We should leverage our HS running start kids to support the Elementary School Computer Science program because it will give them project experience and be an addition to their resume when they are applying to colleges. We learned that kids who got into the UW direct in Computer Science were not the 3.9 – 4.0 GPA students, but the 3.7-3.8 GPA kids who are doing projects in Computer Science.
- **Sheri:** When you were discussing Digital Citizenship, who did you envision teaching it?
- **Bob:** We believe that this is core curriculum and we want classroom teachers to own it as much as possible. At each of the 3 grade levels in elementary, we recommend 1 of 7 lessons be taught by librarians. We are trying to embed it carefully into Second Step so that it doesn't become an additional task. However, this work is ongoing, and we would love to share it with principals next year.
- **Sheri:** I have a question about the TIS position. It seems to have changed its function and people are asking what their function is this year, because they are not visible or as active in support as they have been. What is their function at this point, what is their job?
- **Bob:** Great question. We think of the TIS position in two main buckets: learners and leaders. We are doing a stronger job at supporting TIS as learners, engaging them in structured protocols and instructional use of technology. Supporting them as leaders is a little more difficult since schools have different needs and systems in places, however, next year we will work on the TISs defining

how they can best support their school and figure out how educate their staff on what their role is. One of the tools the team has used in the past is the car metaphor: if your car breaks down you need a Building Technology Assistant or a Technology Resource Specialists, but if you need lessons, that is when you would call upon members of our team such as Digital Learning Coaches (DLC) and the TIS.

- **Sheri:** It sounds like you are doing great work, but it needs to be communicated to staff because it is unclear what their function is in the school.
- **Bob:** Totally, every school has a unique situation.
- **Ellen:** And it really does vary by school.
- **Gioia**: Mine are used a lot. I have two of them and they are always on the move. People will go to their classrooms to watch them teach using technology, or the teacher will ask the TIS to come to their room to help them work on something.
- **Rachel:** I am a TIS, and my building has a lot of folks who don't really want to know more about using their technology. My staff does know that I have a technology background and at the very least will come to me when they are having difficulties using their technology or to ask questions.
- **Bob:** Anyone who is wondering about the TIS position, I would encourage them to apply next year to experience it.
- **Gioia:** How does formative assessment work? In my math department would I have someone come in and help us put the tests we created into a digital format so that we can get feedback immediately?
- **Bob:** There are a few different components to formative assessment. One is designing the assessment with the department and determine if we want to have any banks of assessment items that could be shared? Then figure out how we get them into digital form, how we get kids to use them, and how do we facilitate adults in looking at the data and determining common misconceptions. The DLCs have been facilitating this kind of work using two comprehensive tools including Google Forms and Canvas.
- **Gioia:** If my math department needs it, who would they ask?
- **Bob:** You could ask me and Annie
- **Sheri:** Are you just at middle schools and high schools?
- **Bob:** No. We try to create a bounded project. We have projects going with Cascade, Talbot Hill, and Nelsen.
- **Sheri:** What subject?
- **Bob:** 8th grade math.
- **Gioia:** So, it is there! Can we work all together?
- **Bob:** Yes, of course we should! However, one of the things we learned is that even if we give schools these tools and teach them how to use them, there are still real barriers to them being used effectively.
- **Thomas:** When do invites go out for TIS? Will they be sent out at the end of the year so we can train them over summer?
- **Ellen:** I don't know if we have settled on a date that these applications go out. The last few years we sent them after school had started because we were worried about termination after positions were assigned.
- **Bob:** We were thinking at the start of the school year.
- **Thomas:** It would be ideal to have these applications to go out at the end of the school year so we can start the next one with people in place ready to hit the ground running.

Customer Service Presentation – Rahman Abdul, Customer Service Director
Rahman begins by stating that the projects in Customer Service are very similar to the other divisions of the TS department.

2018-2019 Projects
- 1 to 1 Deployment:
  - o We have been working on 1 to 1 deployment at Renton High School and the four middle schools. The challenge was to determine the best possible way to do the distribution and how to track the devices being checked out. To help with this, we utilized a software called Destiny that allowed us to manage the inventory and check in / out devices.
- Flat Panel Pilot: We piloted new presentation stations at Honeydew, Sierra Heights, Lakeridge, and Dimmitt Middle School.
  - o The piloting schools used new flat panels in their classrooms and reviewed their experience.
  - o Ellen discusses the reviews from the flat panel project in terms of positive and negative feedback. We found that the connectivity didn't work as well as we hoped, and the flat panels had issues with glare that couldn't be adjusted. So, we found a new resource called Promethean Panels that could do everything we wanted and more.
- Music Project Modernization:
  - o We completed the music classroom technology upgrades at all schools.

2019-20 Projects
- We are implementing a new Help Desk management software over the summer and making it live by the fall.
- We will also be working on updating digital signage for the cafeterias and common areas.
- During the 2019-20 school year, all the remaining high schools will be going 1 to 1.
- Depending on the feedback, we hope to begin the flat panel / classroom presentation updates during the 2019-20 school year.

CS Questions, Feedback, and Discussion
- **Rachel:** Rachel expresses how excited she is about the Promethean Panels. Demonstrations of the Promethean Panels are being held at school and are left for a day for the schools to play with.
- **Mark:** I was here when we did the Smart Boards and people said they would use them, and they sat there as a white board. Hopefully we have a way to qualify that – make people go to training before they can use it.
- **Ellen:** While that makes sense, we are focusing on get projectors off carts. It will take 2 years to get it up in our 900 classes beginning in the 2019-20 school year. We will start with the same schools we piloted at.
- **Rachel:** Rachel excitedly shares multiple suggestions for things you can possibly do on these Promethean Panels. She notices that it doesn't split screens, so when you put up a problem, you can have answers just pop up on all sides. If you did geometry, you can put up geometric images and alter them, play with them, and they will be accurate.

- **Ellen**: We will continue provide updates on this modernization via the Principals Post. We are determining what the standard for installation will be. This will be difficult because people will want there to be accommodations for how these are set up, but that is simply not possible for this scope of project. So that is something that will be communicated with principals.
- **Rahman:** You can cast onto the screens and connect to multiple devices at a time.
- **Ellen**: And it is true, some people will under-utilize it, but a lot of people will get excited about the tools available to them via these panels.

Infrastructure Presentation: Tom Howley, Director of Infrastructure

2018-19 Projects
- We did a survey with kids and learned that 500 middle school students and 150-200 high school students couldn't access internet from home which led us to the deployment of mobile hotspots to students who needed them.
   o We have built a partnership with Team Mobile to supply hotspots for Middle School students.
   o We also have a partnership with King County that is helping offset some of the costs because they have an interest in helping families get back to work, which is something having Wi-Fi in the home can help with.
   o Ellen adds that High Schools are partnering with the 1 Million Project to supply them with hotspots that they can keep for the duration of their high school experience.
- We completed secondary school Wi-Fi upgrades and enhancements over two phases.
   o Phase 1: The team pulled out the old equipment and replaced it with new equipment.
   o Phase 2: The team expanded by providing more access points in new locations where Wi-Fi was not previously accessible, such as common areas.
- Phase 1 of elementary school Wi-Fi upgrades is complete.
   o Tom got a "Pat on The Back" award at the central office staff meeting for excellent connectivity during SBA Testing, which indicates to him that the upgrades were successful.
   o Phase 2 of the elementary school Wi-Fi upgrades is underway and includes adding access points in the main office, common areas, and the gym.
- Now that kids are bringing computers home, we enabled a monitoring software on the Chromebook itself (GoGuardian) so that kids are protected from explicit content and we get alerted when there is a student is looking at content that implies self-harm.
   o Google is helping with self-harm searches by automatically sending a viewer to suicide prevention information pages when a suicide related search is entered. The monitoring software will not stop students from accessing this type of information.
   o The schools are also getting involved by reaching out to parents when these alerts are activated.
- Self-Serve password reset:
   o We hope to have self-serve passwords ready for the start of the school year which will allow each person (students or staff) to reset their own passwords if they get locked out by answering a series of indelible questions. If successful, it should be an efficient change for staff and students.
- Video Surveillance:
   o In addition to the Wi-Fi upgrades, we are taking out all the old surveillance equipment, and replacing it. Whereas previously the schools had different surveillance systems,

now it is all the same across the schools, using the same software, allowing more centralized control over these systems.

- o We are currently finishing up the surveys to determine the new locations of additional cameras and then we will get to work on this in the summer to hopefully have it ready by fall.
- We received a complaint with the Office of Civil Rights informing us that the content on our website is not ADA compliant. We had anticipated this since school districts across the state have been getting these complaints, so we were already doing the work to get compliant.
  - o We currently use Blackboard as the platform for our website, but it doesn't have enough tools to help us stay compliant.
  - o We found a better option called Finalsite that works similarly to Blackboard but offers more of the tools we need to ensure accessibility.
  - o Barbara has already been doing a significant amount of work to prepare for this transition and a committee has been formed to determine what the new website will look like, what content will be carried over, and will be actively involved in getting the new website up and running this summer.
  - o Ellen adds that one of her favorite aspects of this new platform is that it will adjust based on the device you are on. Currently it is difficult to navigate our website on a mobile device, but with this platform it won't matter if you are on your cell phone, an iPad, or a laptop, the site will adjust the view to allow for easy navigation.

Infrastructure Questions, Feedback, and Discussion

Regarding GoGuardian:
- **Jason:** Could we set that same thing up for our adult staff members?
- **Tom:** It is a possibility that we could enable this in the future, but we are not sure who we would notify under these circumstances. I am under the impression that these tools are set up with kids in mind, so I am not sure if GoGuardian is set up for adult level searches. But I will look into it.
- **Rachel:** Isn't there an employee assistance program already in place?
- **Tom:** Yes, there is.
- **Jason:** The question is, who monitors that?
- **Tom:** There are privacy issues involved in this area, but it is something we can look into.

Regarding Finalsite:
- **Rachel:** Will the website be font dynamic too?
- **Barbara:** We haven't picked the fonts yet, but Finalsite is famous for built in accessibility.
- **Rachel:** There are some sites that start with larger fonts, but you have to decrease the size of the font to actually navigate it which defeats the purpose.
- **Tom:** Do you mind if we run a few pages by you to see how well it works?
- **Rachel:** Hey, I'll give it a try!
- **Ellen**: Barbara will be sending out invites to webmasters to begin capturing their content from the old website to put into the new one. In addition, we have contacted leadership and webmasters about the upcoming changes and will continue to make sure people have the support they need in advance of this transition.

- **Tom:** Are there any further questions? How has the Wi-Fi been working in schools? We haven't been hearing from anyone regarding issues.
- **Ellen:** Nelsen tested the whole school at the same time and had no issues!
- **Gioia:** We have had no problems with testing either.
- **Jason:** That is where you would know whether there are issues!
- **Tom:** We have also just touched base with different schools to see how they are doing, and the response has been positive.
- **Jason:** I would like to share that through Business Services and with Tom, we worked with Amazon this year, and the Renton School District is the first district to do single sign on with Amazon. We were able to bring all our Office Managers under one Prime Account, which means we eliminated extra work whenever they need to do orders. In addition, we are working toward the same with Office Max.
- **Gioia:** What about KCDA?
- **Tom:** KCDA does not want to be involved with this.
- **Jason:** The other big thing we are working on right now is looking at replacing InTouch. While it does do many of the things we want it to do, it is not advancing. InTouch does not have a mobile app (or even one in development) and it cannot do single sign on among other things.

RTCC NEXT YEAR

With little time left in the meeting, Ellen briefly shares some questions for the council to consider over the summer.

- How do we want RTCC to function next year?
- How do we increase participation and increase transparency?
  - o We had one community member join us, but they had their last meeting today (Jerry Sidwell).
  - o How do we get more people involved and more diverse representation from staff, parents, teachers, students, and community members?

Essentially, we want to think about what we want to do more of and what we want to do less of, considering these two major questions. The way the bylaws are written, we can make the rules for RTCC however we want them to be, as long as we all agree. Something they do in other Districts is set terms of participation, which is something we could consider. We could set rules such as deciding what kind of representation we want on our council. For example, we may want there to be five Elementary School representatives, etc.

Ellen mentions that we had also talked about possibility of creating subgroups. Some possibilities could be:

- One group that works on updating the bylaws
- One group that is looking at the tech plan
- One group to work on community engagement

Ellen says she will capture all these pieces in a google form and send it out to all RTCC members (even those not present) so that we can gather some information and look at it next year to determine what kinds of changes we want to be making.

Finally, Ellen thanks everyone for being part of RTCC. It is important for us to learn from each other, share, improve together, and to keep committing to do this challenging work for our students.

Meeting adjourned 5:46pm

ADDENDUM

Barbara Folmer, *District Website Coordinator*: Barbara got to learn how much her webmasters are learning and improving. Sometimes she is concerned that they are not understanding how to make their websites accessible, but she has noticed when reviewing the website, they are making less and less errors which indicates they are grasping the accessibility work and implementing it better.

Jason Franklin, *Executive Director of Business Services* – Jason's son, Connor, pulled him into a learning experience this year. As a 7th grader, Connor participated in the robotics team at his middle school and he did so well he invited to participate with the high school team as an 8th grader. Jason didn't know much about robotics or about their competitions, but his son shared that they were doing well and hopeful to go to Houston for the Worlds competition. Still unaware, Jason didn't give it much thought. Connor's team lost their first competition, but after that they were competing and winning! His son became the captain of the winning robotics team that took first in the PNW District competition. His team qualified for Worlds and this time Jason went to the competition with Conner in Houston. Connor's team took 5th place in Worlds! During this competition, Jason really got to see the amazing things the kids could do, but the key piece of learning Jason took away was seeing what programs like this one can do for kids.

Thomas Caudle, *Hazen High School Assistant Principal*: Thomas shared an experience he had during a Green Day PD Session centered around Technology. At the PD, they did a spotlight session where his teachers had the opportunity to share the tech integration that is already happening at their school and learn how it can inform and prepare his school for the addition of 1 to 1 in 2019-2020. It was a great opportunity to demonstrate to less tech savvy staff the great things they have already been able to accomplish, show support available, and highlight cross curricular work being done as a result of the spotlights.

Sheri Mann, *Tiffany Park Librarian:* Sheri shared her learning around getting more integration and community involvement with STEM and STEAM activities at her school. They have been able to add more activities, create grants to build more space in the library, coordinate a STEAM Night, and increase involvement from parents and the community.

Jerry Sidwell, *Parent from West Hill*: Jerry's favorite experience has been seeing comradery and collaboration between teachers and hearing positive response from staff members regarding recent innovations.

Thomas Howley, *Director of Infrastructure*: Tom's favorite learning experience came from preparing to open a new school. In his time at RSD, he has been a part of four school openings. He has learned how to identify all the things needed in a new school to support student learning, how to build it, and how to bring it all together. In addition, he has been able to share in the excitement that comes when the school opens, and people can experience all the amazing work that was done in preparation.

Pam Teal, *Renton School Board Director*: Pam's favorite learning experiences come from the information shared by members at RTCC regarding what is going on with technology at the schools, observe how much has changed over time, and in witnessing that growth in her grandchildren and how they approach technology.

Mark Sabo, *CTE* Facilitator: Mark shares his experience at the STEM/ STEAM Night at Sierra Heights. The kids were working on a watering system where they had to write the code and then use a straw to measure the moisture in the soil. At the STEAM night, the project broke, and the kids who were presenting had to figure out how to problem solve under pressure during presentation.

Ellen Dorr *CTO* - Ellen didn't have a specific favorite learning experience because there were too many to pick from. However, they were all generally around the empowerment, creativity, and opportunity that become available for students, teachers, and staff that aren't necessarily about technology but about the ways access changes, possibilities for students' futures change, and discovering new ways to think about things.   In addition, it is exciting to see how students, teachers, and staff are driving those changes by being willing to get messy and explore.

Gioia Pitts, *Dimmitt Principal* -   Since DMS introduced GoGuardian to their student body, Gioia has had some interesting interactions with her students. Gioia is responsible for 8th grade monitoring, but she rarely gets alerts in GoGuardian for her 8th Graders. Gioia was discussing this with the other administrators on her team. She was confused as to why only 6th & 7th graders were trying to access inappropriate websites. An 8th grader overheard her and said, "Ms. Pitts, we are smart enough to know not to use District Materials. We use our cell phones".
- Ellen explained that GoGuardian is a monitoring software that identifies when students are attempting to view explicit content or when they are searching for content that implies self-harm or suicide ideation. Administrators get alerts regarding both kinds of content.
- Jason, Ellen, Gioia and Tom discuss and clarify blocking and monitoring on devices. The following information was confirmed:
  - Monitoring by GoGuardian occurs on chromebooks no matter where the student is.
  - Filtering occurs on chromebook while the student is at school.
  - Cell phones connected to school Wi-Fi are filtered.
  - If students bring in their own hotspots, the school system blocks the use of them.
  - Jason shares that AT&T has a service that allows parents to monitor their child's cell phone use and also allows parents to control if the cell phone is on or off, etc.

Rahman Abdul, *Customer Service Director*– Rahman shares how in IT, he gets to play with new Technology almost every day! His favorite learning was in bringing his team together to collaborate, create processes, and make things happen. He specifically discussed the level of collaboration and problem solving it took to complete chromebook collection at the middle schools and Renton High School.

Bob Ettinger, *Digital Learning Director* – Bob shares how he learns a lot of things each day and it is difficult to single one thing for the year. Instead, he shared his favorite learning from today, which came from his experience at a myON demonstration at Kennydale. This demonstration brought together Elementary Digital Learning Coaches, District ELA Specialists, and Library Specialists to really dig into the

tools of myON and uncovering the many functions that exist there. For Bob, this was an exciting example of how digital tools can take something that we know and make it bigger and broader.

Kerrie Thornton, *Administrative Assistant* – Kerrie was excited about the demonstration she received from Tom on GoGuardian: to see how it works, to get a glimpse of how kids are using technology, but mostly to see the many possibilities it and other new technology offers.

Rachel Sherin, *Sierra Heights Librarian*: Rachel got to see a demonstration of the Promethean Boards and was so excited about the possibilities. The other cool thing was back in December when Sierra Heights did an "hour of code", and all the kids just took off with the work, even students that were non-verbal or had other challenges that made computing difficult. Seeing the joy the students experienced working on this project informed Rachel that exposing them to it was the right thing to do, because every student can be a part of it and because it creates opportunities and ideas for students as potential career paths.