scenRenton Technology Coordinating Council (RTCC)

Meeting Minutes
June 4, 2024

ATTENDING

Dr. Ellen Dorr, Susan Talley, Alex Castro-Wilson, Dr. Bob Ettinger, Kristine Farwell, Barbara Folmer, Amy Frey, Jay Gray, Kelly Jones, Keith Peck, Woody Sobey, Kerrie Thornton, and Carlito Umali

AGENDA

- Welcome and Introductions
- Project Updates
- RTCC Priorities
- Celebrations

WELCOME AND INTRODUCTIONS

Ellen welcomed the council and thanked them for their attendance to the last meeting of the 2023-24 school year. She went over the agenda, detailing the remaining topics the council will be addressing during the meeting.

Ellen emphasized the importance of our work together and reminded the council that the role of RTCC is to serve as a forum to review technology decisions and ensure they maximize student performance and achievement.

She invited the council members to connect by sharing one of their biggest successes or celebrations from the school year. See addendum for individual responses. Ellen commented on the importance of naming the things we are excited about, because these successes all play a part in helping to support our students and ensure they are having meaningful learning experiences.

Ellen reminded the council of the topics we had hoped to tackle during the 2023-24 school year.

- Oct. 10, 2023: Launch for the year
- Dec. 12, 2023: Refining focus
- Feb. 6, 2024: Classroom software review
- April 3, 2024: AI Guidance, Digital Citizenship
- June 4, 2024: Student Devices, ~~Filter Categories~~

Ellen noted that we would not be reviewing the Filter Categories as planned, since that topic did not seem as relevant to the work we wanted to accomplish this year. It was also the only topic that was part of a periodic review and not part of the priorities identified by the council. However, the council would be reviewing it in the future.

Minutes Review

Ellen gave the council time to review the April 2024 minutes and asked for questions, corrections, clarifications, or additions.

- **Ellen:** One update from the minutes is that Bob and I revised the Responsible Use Policy (RUP) published on the website, to reference the Artificial Intelligence (AI) guidance from OSPI that we reviewed in the last meeting.
    - **Updated Language:** This policy applies to existing and emerging technologies, including Artificial Intelligence (AI). The Renton School District supports the OSPI Human-Centered AI Guidance for K-12 Public Schools (published Jan. 2024).

- **Keith:** I just have a suggestion. When you click on the link to the minutes, it currently replaces the page instead of opening a new tab. It would be helpful if the minutes opened into a new tab.
- **Bob:** We might also want to call out the amendment to bullet #10 of the RUP. The wording in this section was vague, so we updated it. The updated version is particularly salient to our conversation around AI.
  - **Original Version:** I agree to follow copyright laws.
  - **Updated Version**: I agree to use my own words and ideas when I do my work and I will make it clear when I use the words and ideas of others (I will cite my sources and follow copyright law).
- **Ellen:** Yes, and this new wording also helps to encompass some of the discussion we had around academic honesty, without specifically naming it in the RUP.

PROJECT UPDATES

Elementary Gym/Commons:

We have four more elementary schools to complete in the elementary gym/commons project. We have run into issues with signals getting dropped. We are trying to finalize those adjustments before we move on to secondary. We had to adjust the Airtame panels specifically because at times they weren't picking up the signal. We haven't finished reviewing the secondary project yet, which means we will have to work around school schedules next year. Ideally, we would do it in summer, but that will not be possible. We are also trying to ensure the audio works well, especially at schools where two teachers are working in the space at one time.

GoGuardian Classroom Monitoring Software:

We set up the classroom monitoring software pilot right around spring break. We had teachers at Hazen, McKnight, Benson Hill, and Honey Dew participate by using the software in their classroom and providing feedback regarding what worked well, what the challenges were, and how it has benefited students in the classroom. The feedback from teachers was overwhelmingly positive. When you look at the quantitative results, you will see that student response was less positive.

Ellen asked the council to review the qualitative response from students, because it provides more information regarding student experience. Due to the amount of data available, Ellen assigned part of the survey to each table group to review. Emrie Hollander, who could not attend the meeting tonight, was asked to review the student feedback remotely and share her thoughts via email.

Ellen invited table groups to share what they noticed in the data.

Key Takeaways

- **Woody:** I saw some students say things like: "people are watching me."
  - **Ellen:** Yes, there was some commentary about students feeling spied on.
- **Carlito:** Tab limits are a big issue for students. I bet we all have more than 5 tabs open right now.
  - **Ellen:** If we want to go forward with this software, we will need to think about how we want to frame this for teachers. For example, encourage teachers to be very judicious about using tab limits because students have legitimate reasons for having multiple tabs open. We had a lot of feedback from students that it was not serving them well and was getting in the way of them completing work in other classes. In some cases, students actually lost work because their tabs were forced closed.
- **Alex:** In the elementary feedback, it looked like over half of the data fell into neutral or positive range. The ones who disagree/strongly disagree are likely the result of the fact that prior to spring break, students had relative freedom on their device and now they have these new restrictions. I am not surprised that some kids are against

it. I see the negative comments students have, but I also see the positives. For example: "my teacher could privately chat me instead of calling me out in class." I think that if we move forward with this, we will need to set expectations right away in the fall, just like we would for any other classroom rules/policies. We could also help them find strategies for some of their concerns. For example, if they regularly use many tabs, but only have a limited number of tabs available during learning time, we could teach them how to save bookmarks so things are not lost.
  - **Ellen:** I like that framing about the student feedback results. By comparison to the teachers resounding approval, student response was much more varied. However, it is useful to think of neutral responses in a more positive way, because if students were absolutely against it, they would let us know.
- **Amy:** There were a lot of students who said things like: "I don't like it, but I get it. It does help me to be more focused." One thing that students seemed to really like is the ability for teachers to push things out to their screens because it saves them time and they don't have to search for resources.
- **Ellen:** One of the teachers from the elementary pilot group said: "I hope we move forward with this because now that I have used it, I can't imagine not having it." So, I am wondering what this group thinks? We have talked about some of the concerns that students have. We have also considered that if students have strong relationships with their teachers, this could strengthen those relationships. However, if teachers do not have strong relationships with their students, it could exacerbate that as well. So, considering everything, what is the overall feeling? Is this something we should have next year?

The council indicated their support and recommendation to move forward with the classroom monitoring software with a thumbs up. Ellen commented that in anticipation of this result, we have already begun to create a repository of resources for teachers based on the feedback provided by teachers and students. For example:

- In the pilot classrooms, teachers found that when creating "scenes" (the environment that students are working in), it was more effective to block sites they don't want students to access during learning vs. creating scenes that <u>only</u> had access to specific sites via an "allow list." For example, some teachers tried to build their scenes by selecting which sites their students could access. The challenge that arose with this approach is that students would get blocked from resources they needed because the teacher wasn't aware of integrations between systems, or they forgot to add a site they needed to the scene and had to try to add it during class. It is much simpler to leave access relatively open, and block websites you would not like them to access during class (like YouTube).
- Another suggestion was to create template scenes that would be applicable to different grade levels and content areas that teachers could copy and modify for use in their classroom.

<u>Discussion</u>

- **Alex:** One consideration is the other features available in GoGuardian Teacher, like the "present" feature where teachers can cast their screens to student devices through the platform it partners with (Pear Deck).
  - **Ellen:** Have you tried that one?
  - **Alex:** I have used Pear Deck on my own, but not with this system.
  - **Ellen:** Oh, I just meant, did you try the "presentation" feature.
  - **Alex:** I thought it was blocked for us.
  - **Ellen:** It was originally, but we made it available. An email was sent out regarding this.
  - **Alex:** I must have missed it. Okay! I'll try it.
  - **Keith:** I haven't tried casting to student screens through GoGuardian, but I have done it on my own and it is great! The program I use can block out everything else except what I am casting. Does the "Presentation" feature in GoGuardian Teacher have that ability?

- Ellen: I do not know, but we can learn more about it on the resource page.

- **Amy:** In the secondary survey, a student said that "teachers have unlimited access afterschool, and they feel like teachers could be looking at their devices after school hours." Is that accurate?
  - **Ellen:** It was true initially because our hours weren't set correctly. The teachers participating called that out because they noticed they had access to student activity afterschool but didn't think it was appropriate nor desired. Once they identified it, we adjusted the hours of access to school hours only. That will be set as a districtwide standard. This is why having a pilot is so helpful, because we can really see what works, what doesn't, and what adjustments can be made to make things better. The other thing the teachers noticed is that when a student was absent and using their device, they did have access to their activity at home. However, there were no adjustments that could be made for that without blocking remote access entirely (which would limit students who attend virtually).
- **Kelly:** Do we have a list of the common kid workarounds?
- **Ellen:** Yes, we have started to compile some of that. We plan to have the pilot teachers review the resource page we created to help us make necessary changes and identify key information that would be helpful. One of the things we will highlight is the use of GoGuardian Chat for support. The elementary pilot teachers found that service valuable.
- **Susan:** Are students told they should not be going to all the crazy websites on their device?
- **Amy:** As I was reading through some of the student responses, I was thinking that we (the school administrators) should do a better job at the beginning of next year on framing expectations for the use of student devices, clarify what is appropriate/inappropriate, and remind them that their devices are filtered and monitored, because I think kids do forget that.
  - **Ellen:** Here is where I would add to that. We have a page for staff that tells them everything they need to know about student technology (Student Technology Information). On this page, there is a slide deck called "Chromebook Care Presentation." It includes information about how to care for the device and responsible use. It also includes information on GoGuardian, which we could flesh out more. It is designed so that each school can make a copy of it and then adjust it to meet their own needs.
- **Bob:** We also have a lesson on the Responsible Use Policy and provide guidance around that. We have tried a variety of strategies to incentivize the use of our Digital Citizenship lessons and I think the initiation of GoGuardian Teacher might be an opportunity to re-orient staff to those lessons. What do the school folks in the room think about that?
- **Alex:** I agree. I also think part of it is about classroom management. Each year, we make classroom charters, establish classroom norms, etc. I think that these digital citizenship lessons and expectations around device use can be integrated into these start of year practices. We could ask teachers to go over these lessons with their students and establish their philosophy around device use within the first few weeks while they are setting their routines. It would be an opportunity to engage students in conversation around those expectations, why they exist, and establish it as part of classroom culture.
- **Ellen:** I appreciate that framing, because sometimes people come to the technology department wondering why we don't teach students the rules on the use of their device, but the use of those devices is part of the classroom experience and just like anything else in the classroom, teachers have to set the expectations around the use of the tools available. We have some resources that can help to support that. I like the idea of incorporating the digital citizenship lessons into classroom expectations. It might be helpful to make recommendations on when and how to incorporate those pieces.
- **Bob:** We have also talked about folding it into the work of Technology Integration Specialists (TIS). Next year, they will be heavily involved in supporting the transition to New Skyward. But, for the first time since I have been here, we are identifying those individuals right now, which means they will be in place at the start of the

school year and ready to support their building. Usually that happens later in the fall, so they miss that window of establishing classroom norms to set expectations for the use of Chromebooks. But, if we can get ahead of that in August, I think that will help things.

- **Ellen:** Although, I think it is never too late to revisit that topic.
- **Bob:** That is fair.
- **Ellen:** I have had some schools talk to me about being wary of using devices because of cyber bullying, which opened a conversation to teaching the lessons available on cyberbullying instead of limiting access. So, sometimes the context of what is happening in the building or in a classroom can lend itself to revisiting chromebook expectations and digital citizenship.

Ellen shared the feedback she received from Emrie, whom she tasked with reviewing student feedback. Emrie wrote:

> "I would recommend that we move forward with it. The teacher feedback was overwhelmingly positive, and they seemed to think very critically about how it improves/enhances their practice. I also hear that it solves a very real problem they are faced with - the reality of distractions, off-task, inability/lack of focus, even the "entitlement" that students should be able to do whatever they want or have access to games/youtube etc. I think it supports classrooms in developing a culture of learning.
>
> I loved the pieces about how it strengthened some teacher/student relationships, gave voice to students that might otherwise have been missed, and the ability to differentiate or personalize the learning experience.
>
> The feedback from students about not liking the idea they are "spied on" is one that I think we would want to support teachers in addressing. In practice, what is the difference between being "spied on" and being supported, kept safe, holding high expectations, and learning how to be a focused student?"

Ellen mused that Emrie had essentially summarized what the council discussed, despite not being present for the discussion. Based on the discussion and response from the council, Ellen noted that she would bring the recommendation to the District Instructional Leadership Team, the Superintendent, and the School Board.

She thanked the council for their participation and recommendation. She also extended her appreciation to the pilot teachers for participating in the pilot and providing such thoughtful and thorough feedback.

STUDENT DEVICES

Ellen began by providing context for our selection process of student devices (what we have done in the past and what we are doing currently) to help frame the council discussion regarding student devices.

Guiding Principles

Ellen started with our guiding principles regarding student devices (including software and access).

- **Access:** Student access is the most significant of the guiding principles and the reason it is so important to have the 1:1 program (where every student has their own device). We were very fortunate to already be 1:1 in secondary schools by the time COVID happened. During that time, the Superintendent was adamant that we should be 1:1 at all grade levels moving forward to ensure student learning could continue regardless of what was happening.
- **Focus on learning needs:** The technology we provide is intended to be a tool to support learning, not to be the focus of learning.

- **Sustainability**: We consider sustainability both in terms of budget (can we continue to support these devices) and the durability of the device itself.

The Goal: All students with direct access, able to engage and learn and be prepared for their futures

Access and Learning

Vision of Digital Learning and Device Access Timeline

For historical context, Ellen shared the vision for Digital Learning, which was created in 2016, and was the central vision behind the technology plan. This vision was focused on learning: what we could do with technology, not the technology itself.

Using technology intentionally and innovatively leads to greater equity and achievement for all students by:

- increasing rigorous learning opportunities
- enhancing authentic learning environments
- providing differentiated and personalized learning
- supporting collaboration, productivity, and creativity
- providing opportunities to develop and demonstrate critical thinking skills

In order to support our mission to have each student graduate with options and prepared to participate fully in our democracy.

Ellen then shared the device access timeline.

- **2015-16**: RSD schools ranged from having a 6:1 ratio to approximately 4:1 ratio of student devices. This meant that students who did not have a computer at home, simply did not have access.
- **2016-17:** We added 3,000 Chromebooks districtwide to establish a 3:1 or better ratio at all schools.
- **2017-18:** We did our first 1:1 model at Dimmitt Middle School and added 5 iPads into K-1 classrooms.
- **2018-19:** We expanded the 1:1 model at all middle schools and added Renton High School as the first 1:1 high school. At elementary schools, we were at a 2:1 ratio (two students per device).
- **2019-20:** We achieved 1:1 in all middle and high schools and had decided just before the pandemic that students would keep their devices over the summer months.
- **2021-22:** We achieved 1:1 at all grade levels, ensuring each student had a designated device (iPads in K-1, Chromebooks in carts in 2-3, Chromebooks for take-home in 4-12).
    - With take-home devices, students have also had the option to get a hotspot if they did not have internet connection at home.

Vision of Instruction

Over time, we shifted our focus from the Vision for Digital Learning to a broader Vision of Instruction:

> "Inclusive and rigorous learning experiences, in which each student is empowered and engaged in caring communities."

Ellen invited Bob to speak a little on this topic.

- **Bob:** When I first got here, there was a team of Digital Learning Coaches dedicated to figuring out how to integrate digital learning so that it wasn't separate from learning of standards and content. Now, the way devices are used in the classroom, is similar to how we live our lives. There is not a separate analog or digital component; they are woven together seamlessly. I like to give the example of the time I witnessed a Socratic Seminar, which is very much an analog activity, in which kids were using their devices to take notes. It is similar to that. Sometimes you collaborate in Google Documents if that serves your purpose, or jump into a zoom meeting to have a conversation. It is now just part of how we do our work and live our lives, and that was what we were going for. We even saw that same shift in our staffing. Whereas, we used to have designated Digital Learning Coaches, we now have Instructional Facilitators who focus on content and have an understanding of the digital learning components to use in service of our content goals. That is kind of how it has developed over the last 6-7 years.

Student Feedback

Ellen shared feedback from the Student Climate Survey where secondary students were given the following prompts:

- **Prompt 1:** The amount of time I use my Chromebook in class for learning is….
- **Prompt 2**: When I use my Chromebook in class, it helps me learn.

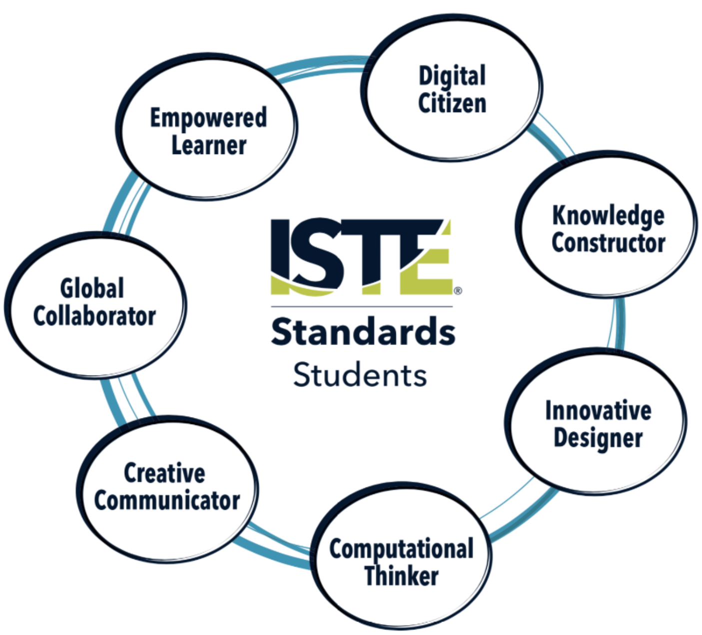
Of the 4,419 student responses (2,496 middle school, 1,923 high school):

- **Prompt 1:** 70% indicated that the use of the Chromebook in class for learning was "Just Right."
- **Prompt 2:** 69% indicated that their Chromebook helps them learn "Often" or "Almost Always."

Based on the student response, it seems like the Chromebooks are a resource that students generally find valuable.

The International Society for Technology in Education (ISTE) Standards:

Ellen shared the ISTE Standards and turned the floor over to Bob to share more about them.



Bob: The ISTE Standards are the state adopted technology learning standards. It is important to note that these standards are not about learning to type, they are broader than that. They encompass things like knowledge, instruction, digital citizenship, designing, and computational thinking. These have been the focus of our TIS program over the last several years.

Sustainability

Ellen explained that the purpose of sharing the above information was to help frame how we think about student devices in terms of learning goals and student access. The final piece has to do with the third guiding principle: sustainability. For this topic, she invited Kristine to share some of the research that goes into device selection for students.

Fiscal

Kristine: This topic of discussion is really timely, as we very recently have engaged with vendors to purchase devices for next year's Chromebook refresh. As a result, these numbers and details are based on actual current quotes. What you will see are costs associated with four types of devices:

- Low-end Chromebooks
- High-end Chromebooks
- Low-end Laptops
- High-end Laptops

We are typically looking at high-end Chromebooks for our 1:1 program and high-end laptops for our CTE Program. Another way to think about it is education and commercial grade devices vs consumer devices for personal use. The education grade devices (high-end Chromebooks) are prepared in such a way that we will spend less time swapping out devices; the repairs are easy to do and are supported by a local repair team. The consumer grade devices (less expensive devices) are expected to be replaced intermittently and are typically used at home (not moving from place to place on a regular basis).

We used the quotes from our vendors to compare costs. What stood out is that the memory/computing power of the device drives the cost. We ended up selecting the high-end Chromebook, which gets 8GB of memory/computing power, but still costs less than a low-end laptop that only has 4GB of memory/computing power.

	Low end CBs	High end CBs	Low end Laptop	High end Laptop
Model	Asus Chromebook Flip	Lenovo 500e Gen4/HP Fortis Gen5 (reinforced specs to support education)	HP Pro x360 Fortis	Thinkpad L13 Yoga Gen4 (most affordable CTE device)
Memory	4 GB	8 GB	4GB	32 GB
Harddrive	32 GB	64 GB	128GB	512 GB
Device	$249	$385	$415	$1,720
OS Licensing	$33	$33	$50	$50
Inventory Preparation (etching and asset tags)	$12	$12	$12	$12
Repairs or warranties	$87	$77	$145	$405
Maintenance (Intune)			$12	$12
Security Management (Absolute Subscription)			$109	$109
Total Per Device Cost (tax inclusive)	$420	$559	$820	$2,546

There are additional costs associated with the laptops: repairs and warranty, maintenance, and reimaging. The Chromebooks have tools built into their console, which are things you would have to buy and add on to windows devices.

Ellen: The other thing we looked into is how other school districts can sustain a windows machine for student device programs. What we learned is that in some cases these districts are provided devices by Microsoft or one of their partners, but the districts do not have much say in what device they receive. We also learned that in some cases, districts have to pull their devices back early each year to do re-imaging, which would have a huge impact on students. It would be difficult to complete the year without the devices they use regularly.

It is helpful to see these comparisons laid out. Last year, we had two students do some research with price comparisons, but this one is a little more robust. The students proposed a model in which we provide laptops to high school students only, but after reviewing the numbers, we determined the difference in cost would be 2.38 million dollars more than what we already budget for student devices.

Physical

The next sustainability consideration is the physical aspect. We had our Customer Service Team do a usability and durability evaluation for the models we were considering for next year. These team members know all the ways the devices break and the sub-category in the table below indicate the most common types of damage our team sees. Each vendor provided us with a demo device and breakdown of their mil-spec testing, which we used to evaluate how well the devices would stack up against the most common types of damage we see.

	Sub-category	Lenovo 500e	Lenovo 300e	HP	Notes
Durability	Screen	3.1	2.9	3.4	HP screen rated highest as it feels sturdier, does not seem to be affected by manipulation (twisting/corner pressure, and does not have casing cracks in corners)
	Keyboard/Trackpad	3.7	3.7	2.9	HP keys are square, presenting additional concerns of picking
	Hinges	3.5	3.3	3.1	HP hinges move more quickly/appear loser
	Bonus Durability	3.2	3.2	2.7	2nd camera location superior on Lenovo's, battery concerns about HPs generally

Considering both usability and durability ratings, the team landed on the Gen 4 Lenovo 500e. While the device selected is the latest version of what we purchased in the past, we wanted to make sure we were really evaluating all the comparable education models on the market to ensure we get the best value for the district and our students.

- **Ellen:** I think one of the strengths of the Gen 4 model has to do with an adjustment the vendor made to the screens based on our feedback. Is that right?
- **Kristine:** Yes, we were seeing an increase in cracked screens for the Gen 3 model, so the vendor made adjustments to the casing of the screen (how it is framed) and the type of glass used for the screen. The team was very critical in their review of both screens and keyboards in the assessment of all models.

Ellen summarized: I just wanted to frame all of this because it is important to know the work that goes into device selection and ensure that we are meeting the needs of students and making the appropriate adjustments. These are specifically the ones for sustainability. The next thing to consider is specialized needs. We have an obligation to provide assistive technology including AAC devices. This is something we do in addition to Chromebooks. Some students need something specific, and we partner with our Special Education department to provide these devices, ensuring outstanding needs are met.

The final area to look at is CTE courses, because this is where students have identified needs beyond the capability of their Chromebooks. There are specific programs that require a different kind of device. We have labs at schools where students have access to the right devices, software, and tools for those programs, which include Game Design & Programming, Visual Arts (Adobe, CAD), and Computer Programming.

There are also laptops available for students to use and take home when needed. Keith, do you want to share more information about the limitations here?

Keith: Essentially, for students to use those laptops outside of school, they have to check out the devices like a library book. However, these devices are much more expensive than a library book. So, the challenge arises with the check-in/check-out process and who is managing that process.

Ellen: What I want us to think about, with all of this framing in mind is: what else do we need to consider? Are we hearing things from students and families about constraints they are experiencing? I do know we have heard things from teachers about wanting more visibility into what students are doing on their devices, but have we heard anything else?

- **Kelly:** I don't know if this really applies to this, and I imagine each building handles this in their own way, but we do have some kids who go through many Chromebooks. I struggle with it because you want them to have the tools they need to do the work, so the impulse is to provide that tool if they don't have it. However, you also don't want that same behavior to persist. In a limited number of cases (I am thinking of one student I work with specifically) they will use their lack of device as an excuse not to engage in learning, so they are provided with a new device so that they are able to participate, but then they don't bring that device back and the cycle repeats. The result is multiple devices being assigned to a single student which aren't returned despite attempts to reach out to the family. Is there some kind of rule/policy for how many devices a student can have?
    - **Ellen:** I appreciate your framing here because it is important to remember this isn't a widespread issue, but it does happen, and we need to develop a strategy for this type of situation.
- **Alex:** When we check-out devices for elementary students, we give families a resource guide. It's a lot of paperwork. While the Device Protection Plan (DPP) is included in there, it would be helpful to have a simplified one-pager that is in multiple languages, so that families can understand the expectations better, how to care for the device, and what to do if the device becomes damaged. There are times where it seems that students and families aren't taking accountability for the care of this resource being provided to them.
    - **Ellen:** Thank you for naming that. It also makes me think of something that came up in the GoGuardian Teacher discussion: some people weren't aware that GoGuardian Parent is also available to families. So perhaps in addition to the communication from teachers, there should also be school and district level communication reminding families that if your student takes a device home, we have special resources such as the DPP to offset cost of damage and the GoGuardian Parent App to assist with student device use outside of school. We do have it linked on the website and it is translatable on the website.
    - **Kerrie:** There is a single document available on the Student Technology Information page in multiple languages that talks about the DPP specifically and can be printed for families: Device Protection Plan.
    - **Alex:** Thank you!
- **Carlito:** Thank you for this detailed history of the device considerations and selection. Just to give some insight to the general needs of students, if you look at the course catalog where special devices are required (like CAD), they are not all available at every high school. It really does depend. At Talley, we don't have a need for a different kind of device. Our labs support any students taking special CTE courses. If there was a student who was pursuing something beyond the capability of their device, we can look at options for them specifically. There are school programs, like yearbook, where students do need to work on a desktop that has the right tools to do layout and things, but we block out time in their schedule to do that work onsite in labs.

- **Ellen:** That is helpful to hear, because when we are thinking about devices for students, we are considering the needs of all. So, when it comes to specialized devices with certain capabilities, this framing helps to narrow that view from all students, to determining where the gaps are and developing methods for addressing those needs.

In the interest of time, Ellen noted that this could be an ongoing conversation that we revisit again at future council meetings, but if people had any further feedback, questions, or comments, they were welcome to reach out to her directly.

CELEBRATIONS & APPRECIATIONS

Before closing the meeting, Ellen opened the floor to celebrations and appreciations. She started by celebrating the two departing RTCC members who completed their final RTCC meeting today: Barbara Folmer and Amy Frey.

- Barbara's position was one of those cut in the spring budget reductions. She has contributed so much to the district over the last 29 years including single-handedly managing internet filtering for many years and managing the district website. Ellen thanked Barbara for her service to the district and to RTCC.
- Amy has completed her 3-year term with RTCC, and her participation has been invaluable over the years. Ellen thanked Amy for her contributions.

Team Appreciations

- **Susan:** I came to one RTCC meeting and I found it so interesting that even though I wasn't assigned to this meeting, I volunteered to come back.
- **Ellen:** I appreciate the thoughtfulness of this whole team, and your willingness to engage with different topics and do work outside of meetings in support of our goals together. I value your input and the diversity of voices in this group. We have a strong team here.
- **Kerrie:** Thank you to Kristine for joining our team and doing amazing work. You are really making things happen in our department. We really appreciate you.
- **Carlito:** Thank you to the people who work in the infrastructure and background. We appreciate all you do!
- **Kelly:** I appreciate the responsiveness of this team and the work we do. My teachers were so happy with the GoGuardian Teacher pilot. It was so positive and well organized.

MEETING ADJOURNED

5:48pm

ADDENDUM

Dr. Ellen Dorr, *Chief of Technology & Strategic Initiatives*
Our department and other operational departments work year-round, so by June, we are already preparing for the next school year. This last August was particularly challenging for our department due to service disruptions and staff transitions, so I feel like it is a huge success that we were able to get everything in place to have an on-time and relatively smooth start to the school year.

Alex Castro, *5th Grade Teacher, Benson Hill Elementary & Building Technology Assistant*
Our school focuses a lot on inclusive practices. I have an ILC student in my classroom that is typically seen as an outsider and the kids in my classroom have really embraced him. Thanks to PTA fundraising, we have been able to get assistive technology in the classroom so that this student can communicate and engage with his classmates. It also provides an opportunity for the other students to understand the unique challenges that come with communication. Every day the students do a rose and a thorn for the day, and most days, he is their rose. I think for me that is the biggest standout. I have never seen a class be so compassionate.

Dr. Bob Ettinger, *Director of Curriculum, Instruction and Assessment*
We implemented new instructional materials in Grades 6-9 math that I think have been consistently making a difference in classrooms and increasing the rigor through conceptual understanding and real-world application of these math concepts. Tomorrow night at the School Board meeting, we are going to present our proposal for adopting new high school chemistry instructional materials!

Amy Frey, *Principal, McKnight Middle School*
I am very excited to be finishing my first year as Principal at McKnight.

Kelly Jones, *Assistant Principal, Hazen High School*
In a similar vein to what Amy said, I am finishing my second year and I have been able to improve so many different processes and increase efficiency.

Keith Peck, *Computer Science Facilitator and Computer Science Teacher, Hazen High School*
Our 9th Grade Success Team at Hazen has really taken it up a notch this year compared to last year and that is really awesome. Also, our Elementary Computer Science program kicked off this year, so that is exciting.

Woody Sobey, *CTE STEM Facilitator*
We had a middle school group send something to the International Space Station.

Kerrie Thornton, *Administrative Assistant to the Chief of Technology & Strategic Initiatives*
I won a big award this year (Outstanding Employee), and that was a huge and unexpected success for me.

Carlito Umali, *Assistant Principal, Talley High School*
There has been a lot of academic success at Talley including an uptick in graduation rates and successful SBA Testing and Overall testing. But its not just the graduation part or the testing part that is the most exciting, I think it is more about the increased number of students making plans to attend post-secondary schools.