

Renton Technology Coordinating Council (RTCC)

Meeting Minutes

April 15, 2025

ATTENDING

Dr. Ellen Dorr, Dr. Avanti Bergquist, Susan Talley, Alex Castro-Wilson, Dr. Bob Ettinger, Kristine Farwell, Mawiyah Fields, Jay Gray, Emrie Hollander, Keith Peck, Woody Sobey and Kerrie Thornton

AGENDA

- [Welcome and Introductions](#)
- [Cell Phone Policy](#)
- [Celebrations & Appreciations](#)

WELCOME AND INTRODUCTIONS

Ellen welcomed the council members and thanked them for their attendance. She reminded the council that the role of RTCC is to serve as a forum to review technology decisions to ensure they maximize student performance and achievement.

Ellen went over the agenda and asked everyone to connect in table groups by sharing what they would most like to accomplish in the last portion of the school year. She gave table groups an opportunity to discuss among themselves and then opened the floor for group sharing.

Connector Discussion

- **Keith:** As a part of the [Computer Science for All](#) grant, we are paying a Teacher Academy student as an intern to help develop and teach Computer Science lessons at elementary schools alongside an unpaid intern who will serve as a content and knowledge expert. We just started in kindergarten classes yesterday, so it is very exciting.
- **Woody:** I am most excited about a digital egg I am making for the egg drop experiment we do in schools. Instead of using real eggs, the digital egg is a \$10-\$15 part that has an Arduino, micro controller, screen, an accelerometer, and eventually an SD card reader on it. It will record the impact of the drop and give students a score. They will be able to see whether the egg would have broken or not, but they will also get a total impact score so they can make improvements. At the high school level, the impact will be measured every 1000th of a second and be recorded on the SD card. The students can drop that data into excel or Google Sheets and get experience doing large data processing. The first version is being prototyped at Risdon right now.

Core Values and Strategic Framework

Ellen grounded the meeting with a reminder that our work is in service of students: to ensure they have the resources they need for learning.

She shared that the work of Technology Services (TS) is in alignment with the [District Core Values and Strategic Framework](#):

- **Service:** providing a strong foundation
- **Excellence:** improving systems and support
- **Equity:** right support for each and every learner

Minutes Review

Ellen gave the council time to review the [February 11, 2025 Minutes](#), and asked for questions, corrections, clarifications, or additions.

- **Susan:** Kerrie, your notes are always so good.

Ellen gave a brief summary of the council's work at the previous meeting.

- We reviewed the survey data from staff and families.
- We looked at student input from the focus group meetings.
- We spent time digging into the open-ended rationale staff and families gave for the type of cell phone policy they selected and coded those responses into priority categories.

CELL PHONE POLICY

Ellen began by reminding the council that the focus of our discussions relating to cell phone policy is student learning. Cell phones can do many things that both yield positive experiences and create challenges. There are aspects of cell phones that further complicate discussion, such as social media use and its effects on students. However, our purview is to work within our success criteria.

- Focus on student learning
- Balance limiting distractions and meeting students' needs
- Support safety and security needs
- Easy to understand and implement
- Little to no budget impact

Ellen reviewed the process for exploration and recommendation.

- Research and reading
- Defining the problem and scope of solution
- Input and feedback
- Next Step: Create a recommendation for review

Ellen noted that her goal is for RTCC to have a recommendation ready by the end of our next meeting on May 27, 2025.

Cell Phone Policy Recent Learning

Ellen shared slides from two cell phone policy presentations she attended since the last meeting. She noted that the article she sent prior to the meeting ([K-12 Cell Phone Bans Sparking Controversy](#)) originated from one of the sessions she attended at the Consortium of School Networks (CoSN).

CoSN Session: Why Are Cellphone Bans in K-12 Classrooms Sparking Controversy?

Ellen shared a story from the CoSN session about how the person introducing it had encouraged everyone to put away their cell phones for the duration to consider what it would be like to have a cell phone free classroom. However, the presenter came up and advised everyone to take them back out again so that they could access the QR codes throughout the presentation. The situation demonstrated in real time that while cell phones can be a distraction, they can also be an important part of learning. The article also spoke to this tension, so there is some consideration into whether it's better to focus on teaching responsible, appropriate use of cell phones rather than banning them entirely.

Ellen shared a couple slides from the presentation that she thought may be helpful for guiding some of our conversations.

Slide			Key Takeaway																		
<table border="1"> <thead> <tr> <th>Storage</th> <th>✓ BENEFITS</th> <th>✗ CHALLENGES</th> </tr> </thead> <tbody> <tr> <td> "Pouches" Students are asked to lock their device in a purchased device for the full day </td> <td> <ul style="list-style-type: none"> No burden on teacher Can lead to more student interaction during lunch and passing Students maintain possession of devices </td> <td> <ul style="list-style-type: none"> Students place faces in pouch or to pass Students purchase demagnetizers Bottleneck at end of school day Schools increase budget supplying pouches \$30/student </td> </tr> <tr> <td> "Locker" Students are asked to stow device in locker for the duration of the full day </td> <td> <ul style="list-style-type: none"> Students maintain possession of devices Can access during passing periods but not lunch Minimize disruption during class time </td> <td> <ul style="list-style-type: none"> Increased tardiness Increased teacher oversight and hall monitoring </td> </tr> <tr> <td> "Phone Collection" Students turn in their device to office and pick up at end of school day </td> <td> <ul style="list-style-type: none"> No burden on classroom teachers Can lead to more student interaction during lunch Minimize disruption during class time </td> <td> <ul style="list-style-type: none"> Students provide dummy phones Administrative staff oversight increases Liability of admins holding phones </td> </tr> <tr> <td> "Out of Sight & Silent" Student still have access but device must be put away and silent </td> <td> <ul style="list-style-type: none"> Families can still communicate during emergency Teaches students self regulation Flexibility to use for classroom activity </td> <td> <ul style="list-style-type: none"> Notifications distract students Burden of enforcement on teachers </td> </tr> <tr> <td> "Shoobox in Classroom" Students are asked to put phone in low tech storage on silent </td> <td> <ul style="list-style-type: none"> Teaches students self regulation Flexibility to use for classroom activity </td> <td> <ul style="list-style-type: none"> Difficult to monitor & manage Notifications distract students Burden of enforcement on teachers Class time </td> </tr> </tbody> </table>			Storage	✓ BENEFITS	✗ CHALLENGES	"Pouches" Students are asked to lock their device in a purchased device for the full day	<ul style="list-style-type: none"> No burden on teacher Can lead to more student interaction during lunch and passing Students maintain possession of devices 	<ul style="list-style-type: none"> Students place faces in pouch or to pass Students purchase demagnetizers Bottleneck at end of school day Schools increase budget supplying pouches \$30/student 	"Locker" Students are asked to stow device in locker for the duration of the full day	<ul style="list-style-type: none"> Students maintain possession of devices Can access during passing periods but not lunch Minimize disruption during class time 	<ul style="list-style-type: none"> Increased tardiness Increased teacher oversight and hall monitoring 	"Phone Collection" Students turn in their device to office and pick up at end of school day	<ul style="list-style-type: none"> No burden on classroom teachers Can lead to more student interaction during lunch Minimize disruption during class time 	<ul style="list-style-type: none"> Students provide dummy phones Administrative staff oversight increases Liability of admins holding phones 	"Out of Sight & Silent" Student still have access but device must be put away and silent	<ul style="list-style-type: none"> Families can still communicate during emergency Teaches students self regulation Flexibility to use for classroom activity 	<ul style="list-style-type: none"> Notifications distract students Burden of enforcement on teachers 	"Shoobox in Classroom" Students are asked to put phone in low tech storage on silent	<ul style="list-style-type: none"> Teaches students self regulation Flexibility to use for classroom activity 	<ul style="list-style-type: none"> Difficult to monitor & manage Notifications distract students Burden of enforcement on teachers Class time 	<p>This slide gives us some ideas of where we could keep cell phones when they are not in use and the benefits and challenges associated with each option.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Pouches ● Locker ● Phone Collection ● Out of Sight & Silent ● Shoebox in Classroom
Storage	✓ BENEFITS	✗ CHALLENGES																			
"Pouches" Students are asked to lock their device in a purchased device for the full day	<ul style="list-style-type: none"> No burden on teacher Can lead to more student interaction during lunch and passing Students maintain possession of devices 	<ul style="list-style-type: none"> Students place faces in pouch or to pass Students purchase demagnetizers Bottleneck at end of school day Schools increase budget supplying pouches \$30/student 																			
"Locker" Students are asked to stow device in locker for the duration of the full day	<ul style="list-style-type: none"> Students maintain possession of devices Can access during passing periods but not lunch Minimize disruption during class time 	<ul style="list-style-type: none"> Increased tardiness Increased teacher oversight and hall monitoring 																			
"Phone Collection" Students turn in their device to office and pick up at end of school day	<ul style="list-style-type: none"> No burden on classroom teachers Can lead to more student interaction during lunch Minimize disruption during class time 	<ul style="list-style-type: none"> Students provide dummy phones Administrative staff oversight increases Liability of admins holding phones 																			
"Out of Sight & Silent" Student still have access but device must be put away and silent	<ul style="list-style-type: none"> Families can still communicate during emergency Teaches students self regulation Flexibility to use for classroom activity 	<ul style="list-style-type: none"> Notifications distract students Burden of enforcement on teachers 																			
"Shoobox in Classroom" Students are asked to put phone in low tech storage on silent	<ul style="list-style-type: none"> Teaches students self regulation Flexibility to use for classroom activity 	<ul style="list-style-type: none"> Difficult to monitor & manage Notifications distract students Burden of enforcement on teachers Class time 																			
			<p>This slide asks guiding questions that are valuable for our consideration process:</p> <ol style="list-style-type: none"> 1. How easy is it to implement? 2. How easy is it to enforce? 3. How easy is it to follow? 																		

Cell Phones and Self Control: How School Leaders and Families can Support Adolescents

Ellen also attended a webinar led by Dr. Angela Duckworth and Panorama. Panorama does surveys around student wellness. This session was more focused on student self-control and educating students on responsible use.

Slide	Key Takeaway												
	<p>The classroom is a great place for students to learn self-control with their cell phones as they have many opportunities to practice in this environment. While it can be challenging, this is a skill students need to build and will help them outside of the classroom as well.</p>												
<table border="1"> <caption>GPA is related to where teenagers keep their cell phones while studying</caption> <thead> <tr> <th>Device Placement</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Right next to me, with the screen facing up and the sound on</td> <td>~81.5%</td> </tr> <tr> <td>Right next to me, but with the screen down and the sound off</td> <td>~83.5%</td> </tr> <tr> <td>Near me, but out of sight</td> <td>~84.0%</td> </tr> <tr> <td>In my room, but completely out of reach and sight</td> <td>~84.5%</td> </tr> <tr> <td>In another room</td> <td>~85.0%</td> </tr> </tbody> </table>	Device Placement	GPA	Right next to me, with the screen facing up and the sound on	~81.5%	Right next to me, but with the screen down and the sound off	~83.5%	Near me, but out of sight	~84.0%	In my room, but completely out of reach and sight	~84.5%	In another room	~85.0%	<p>Dr. Duckworth shared a slide that illustrates the correlation between where students keep their device when they are studying and their GPA. The graph itself is compelling, until you look more closely at the Y-Axis, which only has a range of difference from 81.5% to 84.5%.</p>
Device Placement	GPA												
Right next to me, with the screen facing up and the sound on	~81.5%												
Right next to me, but with the screen down and the sound off	~83.5%												
Near me, but out of sight	~84.0%												
In my room, but completely out of reach and sight	~84.5%												
In another room	~85.0%												

<p>Type of policy</p> <p>No study in the US that has rigorously looked at different policies and matched it to outcomes.</p>	<p>Policies have not been matched to specific outcomes, but it is worthwhile to have a policy; to provide clarity around expectations and set guidelines.</p>
<p>Types of policies</p> <ul style="list-style-type: none"> • School-wide centralized collection - logistical challenge, parents want to be able to contact child, safety concerns • Classroom centralized collection - puts burden on teachers, risk of loss, tax on instructional time • No collection, but "bell-to-bell" rule (first/last bell) - benefit is not academic engagement but social engagement • Reward/consequence based policies / Teacher discretion - range of small benefits and broad challenges 	<p>Dr. Duckworth presented some different options for policy types, such as:</p> <ul style="list-style-type: none"> ● School-Wide Centralized ● Classroom Centralized ● No Collection, but "bell-to-bell" ● Reward/consequence based policies/Teacher discretion
<p>Implementation - notes in the chat</p> <p>"Our policy in high school is clear; however, educators are not consistent in implementing the policy."</p> <p>"One factor that makes a different is if staff don't consistently enforce the policy, no matter how good, it loses its effectiveness."</p>	<p>The primary thing heard in the chat during the webinar is that schools have policies, but they aren't enforced, or they are enforced in an unbalanced way. This served as a reminder of how implementation can be challenging.</p>
<p>Teacher Cell Phone Policies</p> <p>Teachers modeling behavior and having conversations with students about successful/helpful practices</p>	<p>There were also comments during this presentation (and from students during focus groups), that if a policy is going to be enforced for students, it should also apply to teachers. Ellen commented that while she is not certain that would be a reasonable approach, we may want to think about setting guidelines for staff about good modeling.</p>

Ellen asked the council to discuss in table groups if there is anything from these presentations that may be valuable for our conversations and consideration of a cell phone policy. She then opened the floor for people to share their thoughts.

Recent Learning Discussion

- **Woody:** Nobody has found an easy solution yet, otherwise we would already be doing it. One of the things we talked about at our table, is that while the GPA graph doesn't show a huge change, it looks like the vast majority of the change is achieved by just flipping the cell phone upside down and making it silent. So, if we could reduce the number of conflicts by not collecting the devices, but still get 89-90% of the benefit - that seems like a win.
 - **Ellen:** One of the things we saw in the survey results from families and was mentioned in the Seattle Times article, is students felt a sense of psychological safety having their phone near them or accessible in some way, even if they are not using it. So, I appreciate that point.
- **Mawiayah:** It will be important to adopt a common language and understanding around cell phone usage and the expectations across all groups: students, staff, and families. Our table was also talking about providing clarity for students about staff cell phone use; helping them to understand the reasons in which a teacher/staff member may use their cell phone at school. For example, Paraeducators use their cell phones instead of walkie

talkies to communicate with other team members. It would also be good to set expectations among staff around practice and professionalism with their cell phone use.

- **Alex:** Echoing what Mawiyah said, if we have a common language built into the ways we teach students about the policy, similar to how we approach teaching digital citizenship for Chromebooks and other district technology, we might be able to decrease the amount of conflicts that arise when the policy is interpreted and enforced differently between classrooms. And in terms of staff cell phone use, I too have reason to use my cell phone throughout the day, so maybe we should establish some best practices for staff, but also think about how we can create autonomy for kids with the systems we put in place.
 - **Ellen:** We might want to come up with some phrasing around staff use in the guidance we draft, but I should clarify that I am not advocating we make a policy for staff. I highlighted it because it was said in multiple places, but we can be more nuanced in our approach.
 - **Alex:** I don't think it is a bad idea to create some guidance for staff on expectations for appropriate and professional use of their cell phones.

Survey Data Coding Reflection

Ellen reviewed the rationale coding we did at the previous meeting. She wanted to highlight some differences she noted between the staff and family rationale, the top priorities identified for each group. and what policy selection they fell under.

	Staff Feedback	Family Feedback																																																																																																																								
Slide	<table border="1"> <thead> <tr> <th>STAFF RESPONSES</th> <th>Full day restrict</th> <th>Schedule based</th> <th>No formal policy</th> </tr> </thead> <tbody> <tr><td>Benefits students</td><td>6%</td><td>1%</td><td>14%</td></tr> <tr><td>Bullying</td><td>3%</td><td>1%</td><td>0%</td></tr> <tr><td>Communication</td><td>10%</td><td>4%</td><td>14%</td></tr> <tr><td>Distractions</td><td>23%</td><td>14%</td><td>14%</td></tr> <tr><td>Engagement/learning</td><td>8%</td><td>22%</td><td>32%</td></tr> <tr><td>Implementation</td><td>10%</td><td>22%</td><td>5%</td></tr> <tr><td>Mental health</td><td>10%</td><td>12%</td><td>0%</td></tr> <tr><td>Real world</td><td>4%</td><td>1%</td><td>5%</td></tr> <tr><td>Responsibility</td><td>11%</td><td>17%</td><td>14%</td></tr> <tr><td>Social interactions</td><td>2%</td><td>1%</td><td>0%</td></tr> <tr><td>Student privacy</td><td>1%</td><td>0%</td><td>0%</td></tr> <tr><td>Social media dangers</td><td>6%</td><td>0%</td><td>0%</td></tr> <tr><td>Safety</td><td>4%</td><td>4%</td><td>5%</td></tr> <tr><td>OVERALL SELECTION</td><td>51%</td><td>37%</td><td>4%</td></tr> </tbody> </table>	STAFF RESPONSES	Full day restrict	Schedule based	No formal policy	Benefits students	6%	1%	14%	Bullying	3%	1%	0%	Communication	10%	4%	14%	Distractions	23%	14%	14%	Engagement/learning	8%	22%	32%	Implementation	10%	22%	5%	Mental health	10%	12%	0%	Real world	4%	1%	5%	Responsibility	11%	17%	14%	Social interactions	2%	1%	0%	Student privacy	1%	0%	0%	Social media dangers	6%	0%	0%	Safety	4%	4%	5%	OVERALL SELECTION	51%	37%	4%	<table border="1"> <thead> <tr> <th>FAMILY RESPONSES</th> <th>Full day restrict</th> <th>Schedule based</th> <th>No formal policy</th> </tr> </thead> <tbody> <tr><td>Benefits students</td><td>13%</td><td>4%</td><td>13%</td></tr> <tr><td>Bullying</td><td>6%</td><td>0%</td><td>0%</td></tr> <tr><td>Communication</td><td>11%</td><td>21%</td><td>15%</td></tr> <tr><td>Distractions</td><td>19%</td><td>21%</td><td>0%</td></tr> <tr><td>Engagement/learning</td><td>17%</td><td>11%</td><td>0%</td></tr> <tr><td>Implementation</td><td>0%</td><td>9%</td><td>13%</td></tr> <tr><td>Mental health</td><td>13%</td><td>3%</td><td>3%</td></tr> <tr><td>Real world</td><td>2%</td><td>8%</td><td>8%</td></tr> <tr><td>Responsibility</td><td>0%</td><td>4%</td><td>20%</td></tr> <tr><td>Social interactions</td><td>6%</td><td>0%</td><td>0%</td></tr> <tr><td>Student privacy</td><td>2%</td><td>0%</td><td>0%</td></tr> <tr><td>Social media dangers</td><td>7%</td><td>2%</td><td>0%</td></tr> <tr><td>Safety</td><td>6%</td><td>15%</td><td>30%</td></tr> <tr><td>OVERALL SELECTION</td><td>39%</td><td>48%</td><td>8%</td></tr> </tbody> </table>	FAMILY RESPONSES	Full day restrict	Schedule based	No formal policy	Benefits students	13%	4%	13%	Bullying	6%	0%	0%	Communication	11%	21%	15%	Distractions	19%	21%	0%	Engagement/learning	17%	11%	0%	Implementation	0%	9%	13%	Mental health	13%	3%	3%	Real world	2%	8%	8%	Responsibility	0%	4%	20%	Social interactions	6%	0%	0%	Student privacy	2%	0%	0%	Social media dangers	7%	2%	0%	Safety	6%	15%	30%	OVERALL SELECTION	39%	48%	8%
STAFF RESPONSES	Full day restrict	Schedule based	No formal policy																																																																																																																							
Benefits students	6%	1%	14%																																																																																																																							
Bullying	3%	1%	0%																																																																																																																							
Communication	10%	4%	14%																																																																																																																							
Distractions	23%	14%	14%																																																																																																																							
Engagement/learning	8%	22%	32%																																																																																																																							
Implementation	10%	22%	5%																																																																																																																							
Mental health	10%	12%	0%																																																																																																																							
Real world	4%	1%	5%																																																																																																																							
Responsibility	11%	17%	14%																																																																																																																							
Social interactions	2%	1%	0%																																																																																																																							
Student privacy	1%	0%	0%																																																																																																																							
Social media dangers	6%	0%	0%																																																																																																																							
Safety	4%	4%	5%																																																																																																																							
OVERALL SELECTION	51%	37%	4%																																																																																																																							
FAMILY RESPONSES	Full day restrict	Schedule based	No formal policy																																																																																																																							
Benefits students	13%	4%	13%																																																																																																																							
Bullying	6%	0%	0%																																																																																																																							
Communication	11%	21%	15%																																																																																																																							
Distractions	19%	21%	0%																																																																																																																							
Engagement/learning	17%	11%	0%																																																																																																																							
Implementation	0%	9%	13%																																																																																																																							
Mental health	13%	3%	3%																																																																																																																							
Real world	2%	8%	8%																																																																																																																							
Responsibility	0%	4%	20%																																																																																																																							
Social interactions	6%	0%	0%																																																																																																																							
Student privacy	2%	0%	0%																																																																																																																							
Social media dangers	7%	2%	0%																																																																																																																							
Safety	6%	15%	30%																																																																																																																							
OVERALL SELECTION	39%	48%	8%																																																																																																																							
Top Ranked Priorities	Distractions Engagement & Learning Implementation	Safety Communication Distractions Responsibility																																																																																																																								
Comments	<p>“Distractions” was the number one reason staff selected a full-day restriction policy, recognizing that cell phones can be a distraction to students in the classroom.</p> <p>However, the “Engagement & Learning” rationale ranked high among the staff that</p>	<p>The only significant overlap between family and staff priorities was “Distractions,” which ranked high with schedule-based responses, recognizing that cell phones can be a distraction to students in the classroom.</p>																																																																																																																								

	<p>selected a schedule-based policy or no formal policy, because there are times when cell phones are helpful to learning in the classroom.</p> <p>“Implementation” was most highly ranked with the schedule-based responses, perhaps because people consider it one of the easier policies to implement.</p>	<p>“Communication” was ranked high with schedule-based responses, as a lot of families said they needed to be able to communicate with students.</p> <p>The “Responsibility” priority ranked high among those who selected no-formal policy, as families identified that their students need to learn the skills of personal responsibility with their device.</p> <p>“Safety” was the highest ranked for those who selected no formal policy, because families have a real concern about it.</p>
--	---	---

Safety Considerations

Because safety was a high priority for families, Ellen reached out to the district Safety and Security Officer, John Holbrook, to get his feedback. There is some argument that students having devices during an emergency event might actually be less safe because they might become distracted, not pay attention, or generate a lot of noise with cell phone notifications. However, Director Holbrook responded that he thinks the benefits of students having their phones during an emergency far outweigh the risks. Ellen shared a slide that the Safety and Security team used to present the new safety protocols at Lindbergh High School (to the right). In accordance with procedures during lockdown, students are able to use their phones to text their families, but their phones must remain on silent. He also commented that cell phones are a good distraction for students during an extended lockdown and during the reunification process. He noted that when there is an event, it tends to be short, but it can take 4-5 hours to clear everyone to resume normal activity. A cell phone is helpful during this time period. Students can use their phones to keep their families informed and as a method of distraction while they wait. He also said that he is a firm believer that in the immediate moments of emergency, students are not going to be on their phones.

Lockdown Procedures (FKA: Hide)

Why: There is a dangerous, violent threat ON CAMPUS.

Announcement: Lock Down! Locks, Lights, Out of Sight

Procedures

- Everyone needs to move away from windows and doors
- Doors should be locked immediately. Windows should be covered as best as possible
- Lights OFF
- Teaching needs to STOP (even during drills)
- Any student in the hallway should be pulled into your classroom, whether they are in your class or not
- **Students may use their cell phones to text families. They must be on silent.**
- Everyone should be silent in order to listen to instructions and announcements
- Teachers should check email *Be careful what you say to students*
- Do not exit if the fire alarm sounds unless instructed to do so via intercom
- Lockdown does not end until the intercom announces the end

- **Mawiayah:** He is focused on the social/emotional aspect of students being able to communicate with family and coping in emergent situations?
 - **Ellen:** Yes, and for reunification as well.
- **Emrie:** We actually talked to Director Holbrook about this too. He also said that having students communicate with their parents on personal devices helped to reduce the emergency response of parents coming to the school. If they know that students are okay (coming specifically from the student) the parents are less reactive. On a different note, we recently had a lockdown after hours while we were holding parent meetings. I didn't have my phone or my walkie talkie with me, and I was completely at a loss. I ended up jumping on my computer to communicate, but there was another teacher in the building who could not get to her device safely. These

kinds of situations happen unexpectedly, and you don't know where you will be or what you will have with you during those times. So, it is good to have the flexibility to access whatever resources are available.

- **Keith:** Are there any studies or feedback around gossip, rumors, or spreading of misinformation via cell phones during emergency events?
 - **Avanti:** When I talk to other school districts who have an established policy, they said what they learned is that not having devices cut down on the rumors and gossip. But I don't know what their data was.
 - **Keith:** Yes, that would be the only thing I would be concerned about.
 - **Ellen:** Director Holbrook advised that teachers guide students on what to share with families. There is always the chance kids will say things, but from his perspective, it is still better for students to be able to communicate with their families. It helps get the information out and makes parents feel more secure about the situation because they are hearing it directly from their student.
 - **Keith:** My hypothetical situation is more like, a student texts a friend "I think I heard gunshots or something" and then that friend communicates "OMG there were gunshots," and then suddenly you have frightened parents arriving at the school.
 - **Ellen:** And that does happen. It happens now.
 - **Keith:** I mean, I understand how the positive use might outweigh the negative.
 - **Ellen:** Yes, and that is part of the tension. Whatever policy we put into place will not meet all the needs, so we have to keep thinking about what the best thing is we could implement for the most positive outcome.

Policy Creation Guidelines

Ellen directed the council to two documents in the slide deck that she created based on guidance from the Department of Education:

- Device Policy Guide ELEMENTARY
- Device Policy Guide SECONDARY

These policy guides are intended to help the council think through the policy options using guiding elements (listed below) to help decide what we want to recommend.

- Implementation
- Storage
- Exceptions (medical, special needs)
- Enforcement
- Consequences
- Safety
- Training
- Responsible Use
- Communication
- Evaluation

Ellen split the council into two groups: elementary and secondary. She advised that the elementary group will be building out the device policy guide for a full-day restriction model only, since elementary schools currently use that model. The secondary group would be completing the guide for both the full-day and schedule-based models (side by side). She noted that other groups would also be participating in this work, so the council should not feel pressured to complete everything - but to do as much as they could in the remaining time.

After approximately 20 minutes of work time, Ellen brought the group back together and shared some observations about what had been completed so far.

- **Ellen:** I heard some tables discussing whether Apple watches and other smart devices are included. In one of the sessions I attended, they defined “Cell Phone” as cell phone, smart phone, smart watch, AirPods, and any other related devices. We might want to include that definition in our recommendation.
 - **Avanti:** One thing to think about regarding smart watches is that many elementary students have them so that their parents can see their location.
- **Ellen:** In terms of the secondary device policy guide, Bob and I were thinking there will be a lot of similarities between the schedule-based and full-day restriction columns, and just a few areas where things will be quite different. Some of that we will tease out as we do different drafts of this.

Ellen opened the floor for people to share anything they felt stuck on or excited about.

- **Mawiayah:** I got excited about the opportunity to celebrate being successful with the policy. Most of our students adhere to what we ask them to do, and we want to honor that. If we start off really strong in communicating expectations, and highlight student success along the way, it will lead to better outcomes. The focus is more on how we can embrace, motivate, and encourage. I am also thinking about how we partner with families. How successful we are with this policy is contingent on that partnership.
 - **Ellen:** That is something I wanted to call out in the elementary policy guide: they have some similar ideas around responsible use and practices with families. I also noted it on the secondary policy guide: teaching families about different resources and tools that they can apply to their children’s cell phones. In support of your comment about celebrating students, I think it will be important to help students understand the “why” of having a policy. It is not meant to punish or remove access; it is meant to help students focus and learn to use their devices responsibly.

Ellen shared her appreciation for everyone’s work. She detailed the next steps for these policy guides, as there will be several drafts. The first draft will be taken to the Technology Integration Specialist meeting next week where they will review and provide feedback, and then it will be worked on by Principals and Assistant Principals at the end of April. An updated version will be brought back to RTCC at the next meeting on May 27th. The goal is to have a final recommendation by the end of that meeting.

CELEBRATIONS

Before closing the meeting, Ellen opened the floor to celebrations and appreciations.

- **Ellen:** I appreciate people leaning into this work and really grappling with things. It is complicated. This can be a very valuable resource if we continue to put this kind of thought and energy into it.
- **Ellen:** Kerrie, thank you for the snacks and great notes.
- **Ellen:** Director Talley, thanks for going easy on Woody.
 - **Keith:** He is an Egg-cellent sharer of news.
- **Avanti:** Thank you to RTCC for doing this work. This conversation comes up a lot.
 - **Ellen:** We are also building a website on it so that people have visibility into it.

MEETING ADJOURNED

5:48pm