

From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Doc?
Date: Tuesday, June 30, 2020 11:06:10 AM

Thanks, none appear to have a column for translation capability. I think they look good as products for the staff.

If we need families to screen their students we need to create a process that has a capability for translation and easy access, I almost wonder if a google form would be possible and have computers for families who might not have capability to do it at home could do so at the school? Or iPad? Something that eliminates language and technology as barriers. Thank would be things I think we need to consider for a product to help us in screening all students. :)

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

On Tue, Jun 30, 2020 at 9:33 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Sorry about that - it was in my tech updates, but here is a link:

<https://docs.google.com/spreadsheets/d/1oxuM8oNh3VmPhXqBXkIlxWMU0D1iySedIUx9IRZ3UvQ/edit#gid=0>

Thank you for reminder about Skyward's poor accessibility. This needs to be reviewed.

Chris Bailey
Manager - IT Operations
x7101

On Tue, Jun 30, 2020 at 9:29 AM Sally Guzmán <guzmanreyess@edmonds.wednet.edu> wrote:

Hey Chris,

I didn't get the doc you shared?

Kind regards,
Sally Guzmán, MNPL
District Contact during school closure due to COVID-19
She/Her Pronouns
Family Support Office Number: 425-431-1454
Family Support Email: familysupport@edmonds.wednet.edu
Family Support Website: <http://bit.ly/ESDfamilysupport>

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Hayley Etnier](#)
Subject: Re: Doris" Computer
Date: Monday, August 31, 2020 7:19:39 AM

Good morning Hayley,

We were planning to replace staff Chromebooks with newer models this fall after we complete the Chromebook distribution for district students. However, if Doris needs a replacement now we can take care of that. Please use [this link](#) to schedule an appointment for a Technology Equipment pick up and select 'Chromebook'.

Let me know if you have any additional questions.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Sun, Aug 30, 2020 at 9:51 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Hayley,

Apologies for the delay. I've just brought Sarah Luczyk into a supervisor role and I've cc'd get on your email. One of our staff will follow up on the status soon. Thanks for all,

Chris Bailey
Manager - IT Operations
x7101

On Sun, Aug 30, 2020, 9:40 PM Hayley Etnier <etnierh634@edmonds.wednet.edu> wrote:
Chris-

Just checking in on where we are with this?

Thank you,
Hayley



Hayley Etnier

Edmonds School District
Director Special Programs

etnierh634@edmonds.wednet.edu
(425) 431-7184

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Special Education Parent and Student Rights (Procedural Safeguards):

Derechos de los padres y estudiantes de educación especial (garantías procesales): /

特殊教育家长和学生权利(程序保障):/ 특수 교육 학부모 및 학생의 권리 (절차 상 안전 조치) : /

: (حقوق الوالدين والطالب في مجال التعليم الخاص (الضمانات الإجرائية): / Права родителей и учеников в специальной образовательной программе (процессуальные гарантии):

<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

Section 504 Family/Student Rights

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/section-504-students-disabilities>

On Mon, Aug 10, 2020 at 10:58 AM Hayley Etnier <etnierh634@edmonds.wednet.edu> wrote:

Chris-

Tim recommended I reach out to you to start a conversation about computers for Doris.

It sounds like it is time for her to get a new chromebook.
Can you let me know next steps?

Thank you
Hayley



Hayley Etnier

Edmonds School District

Director Special Programs

etnierh634@edmonds.wednet.edu

(425) 431-7184

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<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/section-504-students-disabilities>

----- Forwarded message -----

From: **Timothy Garberich** <garbericht@edmonds.wednet.edu>

Date: Tue, Aug 4, 2020 at 3:25 PM

Subject: Re: Doris' Computer

To: Hayley Etnier <etnierh634@edmonds.wednet.edu>

Hayley,

OP's had a computer upgrade last school year. COVID hit before Doris got hers. There was a standard recommendation and a list of other options if the supervising Cabinet member approved. Doris requested an upgrade from a Chromebook to a Laptop. This was because of training, IEPOL and others, that Doris provided to staff. Dana decided to still go with the Chrombook and look at getting a Laptop for the Student Services OP's to share. Probably start with Chris Bailey on procuring Doris's Chromebook.

tim

Tim Garberich
Director K-21 Special Education
Edmonds School District
20420 68th Ave West
Lynnwood, WA 98036
425-431-7184



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: (حقوق الوالدين والطلاب في مجال التعليم الخاص) الضمانات الإجرائية : / Права родителей и учеников в специальной образовательной программе (процессуальные гарантии):
<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

On Tue, Aug 4, 2020 at 1:51 PM Hayley Etnier <etnierh634@edmonds.wednet.edu> wrote:

Tim-

Doris is wondering about a new computer. Hers is struggling to keep up with

the demand. She referenced a previous plan about updating her machine.

Can you please advise on next steps?

Thanks
Hayley



Hayley Etnier
Edmonds School District
Director Special Programs

etnierh634@edmonds.wednet.edu
(425) 431-7184

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Section 504 Family/Student Rights

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/section-504-students-disabilities>

From: Sarah Luczyk on behalf of Sarah Luczyk <luczyks@edmonds.wednet.edu>
To: Cynthia E Nelson
Cc: Chris Bailey; Jennifer Madsen; Debbie Erickson
Subject: Re: Fall 2020
Date: Thursday, June 25, 2020 3:37:01 PM

Thank you for sharing, Cynthia. I will be ready to participate in any and all planning. I do not have any vacation planned at this time. If I do take time off it will be flexible enough to work around any planning meetings that are scheduled.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Jun 25, 2020 at 3:33 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

Hi All - I want to share info that I learned at the Task Force meeting today on what instructional will look like in Fall 2020. This is not public knowledge and should not be widely shared. I am sharing it with you so you can start to think about what we will have to do to prepare for Sept. 9, 2020 (1st day of school).

The timeline shared is as follows:

- Now to July 2 - Hybrid Model of returning to school will be determined by Cabinet (see below for what is currently being discussed with various groups).
 - It is likely that some communication will be sent out to families on what Hybrid model we will be building detailed plans for.
- July 6-24 - Task Force groups will get together to come up with Instructional and Operational plans for the Hybrid model selected - Technology is one of the Operational groups
- July 24-Aug 10 - Bargaining discussions will happen with employee groups
- Aug 11 - School Board will approve the Reopening plan for 2020 - School Board may have a special meeting later, if needed.
- Aug 26 - Is the due date for our Reopening plan to be submitted to OSPI (2 weeks before the start of school)

Hybrid Models developed by Cabinet

Hybrid 1 - Combination of in-person and remote learning-- students would attend on MT or Th F for in person with the remaining days to be for remote learning -- W would be for teachers planning & prep and professional development

Hybrid 2 - Combination of in-person and remote learning-- students would attend on MTh or TF for in person with the remaining days to be for remote learning -- W would be for teachers planning & prep and professional development

Hybrid 3 - Combination of in-person and remote learning-- emphasis on youngest students and students furthest from educational justice attending more with older students attending less or fully remote. Based on the discussion today, I think that we will be going with Hybrid 1.

I am still waiting for information from Greg Schwab on what he expects the Technology Operational Task Force to come up with by July 24th. In the meantime,

- I will be scheduling some meetings with us, working around vacation schedules. Are there others that should be included in these meetings?
- I started a document to track the work that we will have to do to get ready for a Hybrid model...and be prepared to switch to a full Remote model if necessary <https://docs.google.com/document/d/1WmqSOWGIAAL7MuxgflO89bDPAYNE7uFySEDPXWOrVmM/edit>

In addition to the long OSPI Reopening Schools document, are some some Q&A [Q&A for Districts on the Reopening Schools Guidance](#)

It looks like we will have a busy and challenging summer, but together I know we can have the district continue to not worry about Technology because we are so proactive, fast to respond and just amazing. Thanks to all of you for what you do everyday!

Cynthia

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [undisclosed-recipients:](#)
Bcc: [elem.principals@edmonds.wednet.edu](#)
Subject: Re: Family Connection Meetings
Date: Tuesday, September 1, 2020 12:09:26 PM
Attachments: [Elementary Family Connection Meetings V2.0.pdf](#)

Of course, I didn't attach the updated document. Sorry to fill your inboxes today.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 12:02 PM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

You know that grace thing everyone's requesting? It's my turn.

Very important clarification regarding Family Connection Meetings. I was mistaken about the need for teachers to provide learning activities in order for this time to count for enrollment purposes. **We can, in fact, count parent conferences toward our instructional minutes in this arrangement too.**

So what does that mean? **Teachers do not have to provide learning activities for students in the afternoons on these days.** They certainly can and many of our families will expect it, but we CAN treat these like half days.

Hopefully with today's schedule, you haven't had too much conversation with staff about this. Please take the time to clarify with teachers; I know this will be a relief for many!

RCW [28A.150.205](#)

"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals

Also, I, and those I tapped to help edit, got the days listed wrong. They are September 10, 11, 14, 15, 17, 18, **21 & 22.**

With apologies!

Rob Baumgartner, Ed.D.



he/him/his
Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 7:50 AM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Good morning. Attached is a document with an overview of our Family Connection Meetings for elementary. **Please share this with your teachers** -- this is so you can see it first, and I don't miss anyone. I won't send them separately. In case you missed it, in addition to our K family connections, teachers will lead family connection meetings with all of their families in the first couple of weeks of the school year.

In addition to what's on the document, a few notes for you:

- Schools will schedule Family Connection Meetings for the afternoons on the following dates: September 10, 11, 14, 15, 17, 18, 20, & 21 (afternoons not including Wednesdays). Meetings should be scheduled for 25 minutes--up to four meetings each afternoon. School office staff will support the scheduling of interpreters. We know there is a lot going on--you may need to enlist additional support like paras to help with scheduling interpreters. If you don't have budget for additional help, contact me or Sari.
- While teachers are not leading synchronous learning in the afternoon, they are responsible for providing learning activities equivalent to a full day of school--**these are not early release days for students**. We are accountable for both attendance and apportionment purposes to have students engaged in learning for a full school day.
- While we will communicate the change in student schedules for these connection meetings, you should do the same in your communications with families.
- You should not run your specialist schedule in the afternoons on these days so as not to create conflicts for teachers that want to have students join meetings...one less thing to schedule around. SpEd, Title I/LAP, or EL staff may join meetings also. I suggest a quick drop in to the meeting just to say hello. It's critical to leave time for the classroom teacher to connect with families. I do not suggest having your support teachers schedule their own meetings--families have a lot to juggle and one more meeting in these first couple of weeks will be too much. Perhaps schedule these later in the month or as needed.
- Should specialists want to join meetings, they may, but this will be challenging. I suggest having your specialists work together to create a one-pager to introduce themselves to families and staff--picture a front and back with photos and a quick bio and a few updates.

Hang in there. I know it's been drips and drops of information forever, and now it's full blast. You've got this!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Harmony Weinberg](#)
Cc: [Karen Mosman](#); [Chris Bailey](#)
Subject: Re: Front Desk
Date: Wednesday, August 26, 2020 4:38:43 PM

Thank you, Harmony. Your team is working so hard and it is appreciated!

Sarah

On Wed, Aug 26, 2020, 4:26 PM Harmony Weinberg <weinbergh683@edmonds.wednet.edu> wrote:

Hi there,

Thank you all for sharing your concerns. I do appreciate hearing what you are experiencing. Please know, I met with my Front Desk team today and we are finalizing our Front Desk Operations plan. I plan to share it with Karen, Victoria and Cheryl, so they can have a better understanding of how we are operating. You can expect new signage going up as well by Friday.

I know we are all adapting and making adjustments to deal with the COVID-19 world we live in. The Front Desk team is doing that as well (Merry, Oscar and Lisa). We will continue to get better and keep our customers as our top priority.

Thank you again!

~Harmony



Harmony Weinberg

Communications Manager

She/her pronouns
425.431.7044 (desk)

971.704.9099 (mobile/Google Voice)

On Wed, Aug 26, 2020 at 2:22 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Hi Harmony,

Please see the below email from our Inventory Coordinator, Karen Mosman. Karen works onsite M/W/F I have heard from her as well as our Help Desk staff on this matter. Is there anything that can be done to improve the situation? Are there coverage hours that can be shared so our team is aware of when the front desk is expected to be staffed and when it is not?

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

----- Forwarded message -----

From: **Karen Mosman** <mosmank490@edmonds.wednet.edu>

Date: Wed, Aug 26, 2020 at 12:33 PM

Subject: Front Desk

To: Sarah E. Luczyk (ESC) <luczyks@edmonds.wednet.edu>

Harmony,

I would like to share with you about a challenge the Tech Dept is having with the front desk. The "phone" will ring five times or more and not be answered. We then out of courtesy, will answer it as we don't want the public to think we are closed. It is not usually for our Dept. as we have staff schedule the date/time to come into Technology. There is no one sitting at or near the front desk for lunch coverage.

It is an inconvenience when we have to drop everything we are doing to go upfront and then see either Merry or Oscar sitting there. This is been happening quite a lot lately and this week especially is busy with New Hires and laptop training. Please advise how you would like to proceed with this concern.

Thank you for your time.
Karen

Karen Mosman
Technology Department
Edmonds School District
425-431-7294

From: Sharon Gardner on behalf of Sharon Gardner <gardners@edmonds.wednet.edu>
To: Chris Bailey
Cc: Andrea Collins; Sarah Luczyk; Courtney Strash; @HelpDesk
Subject: Re: Google voice reactivated - to Jabber
Date: Thursday, July 30, 2020 8:38:44 AM

I have created the Jabber account for Courtney's extension 5874. Here are the instructions for installation and use. You will probably want to call the helpdesk at 7333 for quick assistance.

https://docs.google.com/document/d/1_d_YcdYlyZOpwoaJPzK4cix585MJo7geV64Q7_pxNgA/edit

Sharon

On Wed, Jul 29, 2020 at 4:50 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Yes, I think tomorrow is realistic.

Chris Bailey
Manager - IT Operations
x7101

On Wed, Jul 29, 2020 at 4:49 PM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:
Hi Chris,

If the turnaround is quick that would be great!

How will Courtney know how to do all of this?

Do you have a quick FAQ? And will the Jabber account be available tomorrow?

Thank you,
Andrea

Andrea B. Collins
Principal
College Place Middle School



Home of the Cougars!

Edmonds School District Contacts during school closure due to COVID-19

[Edmonds School District Family Resources](#) & [Supplemental Resources for Learning](#)

Chromebook Support Line: (425) 431-1211 or techsupport@edmonds15.org

Family Support Office Number: 425-431-1454

Family Support Email: familysupport@edmonds.wednet.edu

For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

On Jul 29, 2020, at 3:22 PM, Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Google is implementing a fee for Google Voice, so we are transitioning to Jabber, via district laptops. We can spin that up pretty quickly for her, if that will meet the need. From her district laptop, it will allow her to make and receive phone calls via her district phone number.
Thanks in advance, and apologies for the inconvenience.

Chris Bailey
Manager - IT Operations
x7101

On Wed, Jul 29, 2020 at 2:59 PM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:
Hi Chris and Sarah,

Can you please reactive the GoogleVoice feature for Courtney Strash? She still has a few students that need to finish their summer school requirements by this Friday 7/31.

Thank you,
Andrea

Andrea B. Collins
Principal
College Place Middle School



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Begin forwarded message:

From: Courtney Strash <strashe948@edmonds.wednet.edu>
Date: July 29, 2020 at 2:37:25 PM PDT
To: Andrea Collins <CollinsA@edmonds.wednet.edu>
Subject: Re: Summer School Timesheets

Andrea,

I just got a notice that my google voice account has been deactivated. I have 4 students still working. Is it possible to reactivate my google voice in case students need to contact me that way?

Courtney Strash
Math Teacher
College Place Middle School Room 9
440-462-2105

On Wed, Jul 29, 2020 at 2:29 PM Courtney Strash <strashe948@edmonds.wednet.edu> wrote:

Andrea,

Loved doing summer school! I'm not sure what I'm going to do with myself now.

There are no math positions, so I'm starting to worry about a job in September. Keep me posted if you hear of anything.

I've loved working with you this year. Thanks for the opportunity!

Courtney Strash
Math Teacher
College Place Middle School Room 9
440-462-2105

On Wed, Jul 29, 2020 at 2:11 PM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:

Hi Courtney,

Thank you again for your dedication to students!!

I appreciate your hard work.

Take care,
Andrea

Andrea B. Collins

**Principal
College Place Middle School**



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Additional Resources: <http://bit.ly/ESDfamilysupport>

On Jul 29, 2020, at 10:49 AM, Courtney Strash
<strashc948@edmonds.wednet.edu> wrote:

Andrea,
No problem. That's what I figured.
It doesn't change what I would have done.

Courtney Strash
Math Teacher
College Place Middle School Room 9
440-462-2105

On Wed, Jul 29, 2020 at 10:13 AM Andrea Collins
<collinsa@edmonds.wednet.edu> wrote:

Hi Courtney,

I can only budget for the 4 hours a day, I apologize since I know you had the best interest in mind for your students.

Thank you again,
Andrea

Andrea B. Collins
Principal
College Place Middle School
Home of the Cougars!



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For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

On Mon, Jul 27, 2020 at 5:49 PM Courtney Strash
<strashc948@edmonds.wednet.edu> wrote:

A lot. I've been working with students 8 hours a day for a little over two weeks now, 7 days a week.
I'm ok with not reporting them. I knew that when I was offering my time.

I just had so many students who needed extra help that I just had to give it to them.

Courtney Strash
Math Teacher
College Place Middle School Room 9
440-462-2105

On Mon, Jul 27, 2020 at 5:12 PM Andrea Collins
<collinsa@edmonds.wednet.edu> wrote:
How many extra hours?

Thank you,
Andrea

Andrea B. Collins
Principal
College Place Middle School



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For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

On Jul 27, 2020, at 5:10 PM, Courtney Strash
<strashe948@edmonds.wednet.edu> wrote:

So, if we worked with students outside of those hours, are we allowed to claim them? I'd understand if we can't, but I'm just wondering if I should put them on my timesheet.

I've been working on Saturday and Sundays with students in zoom meetings to help them get finished with the course.

Courtney Strash
Math Teacher
College Place Middle School Room 9
440-462-2105

On Mon, Jul 27, 2020 at 4:49 PM Andrea Collins
<collinsa@edmonds.wednet.edu> wrote:
Hi Courtney,

Yes it's in the job description...

Let me look and get back to you.

Thank you,

Andrea

Andrea B. Collins
Principal
College Place Middle School



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Email: familysupport@edmonds.wednet.edu
For updates on Closure: [CLICK HERE](#)
Additional Resources: <http://bit.ly/ESDfamilysupport>

On Jul 26, 2020, at 6:26 PM, Courtney Strash <strashc948@edmonds.wednet.edu> wrote:

Is there a maximum number of hours we can claim?

Courtney Strash
Math Teacher
College Place Middle School Room 9
440-462-2105

On Sun, Jul 26, 2020 at 4:31 PM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:

Hello All,

Timesheets can be delivered to the CPM campus main office on Wednesday 7/29 from 8am-2pm.

Or again Thursday 7/30 from 8am-12pm.

Signatures have to be signed "real" no scanned or PDF signatures, then need to be original.

Christy may have different hours available, however these will be my hours of availability for this upcoming week. Please knock at the main office double doors and if I don't hear the door, please call my desk line at 425-431-7452

Thank you all for your hard work and dedication to our summer school students and families.

Take care,

Andrea

Andrea B. Collins
Principal
College Place Middle School



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Edmonds School District Contacts
during school closure due to COVID-19
[Edmonds School District Family](#)
[Resources & Supplemental Resources for](#)
[Learning](#)

Chromebook Support Line: [\(425\) 431-1211](#) or techsupport@edmonds15.org
Family Support Office Number: [425-431-1454](#)

Family Support
Email: familysupport@edmonds.wednet.edu
For updates on Closure: [CLICK HERE](#)
Additional
Resources: <http://bit.ly/ESDfamilysupport>

On Jul 26, 2020, at 11:30 AM,
Kacie McCarty
<mccartyk340@edmonds.wednet.edu>
wrote:

How do we submit our
timesheets after we fill them
out?

On Wed, Jun 10, 2020 at 2:44
PM Andrea Collins
<collinsa@edmonds.wednet.edu>
wrote:

Hello All,

It would best to keep all
hours - June and July until
July 31, and then collect
them for August payroll,
which will have your
summer compensation on
the August pay warrant.

Thank you,
Andrea

Andrea B. Collins

Principal

College Place Middle
School
[Home of the Cougars!](#)
[Edmonds School District](#)
[Contacts during school](#)
[closure due to COVID-19](#)

[Edmonds School District](#)
[FamilyResources & Supplemental](#)
[Resources for Learning](#)

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[CLICK HERE](#)

Additional

Resources: <http://bit.ly/ESDfamilysupport>


On Wed, Jun 10, 2020 at
2:36 PM Rebecca Burgess
<burgesserre@edmonds.wednet.edu>
wrote:

Are we supposed to record
all our hours and submit at
the end of July or do we
submit one at the end of
each month (June and
July)?

On Wed, Jun 10, 2020 at
2:03 PM Andrea Collins
<collinsa@edmonds.wednet.edu>
wrote:

Hello All,

Here is the time sheet -
sorry it was not in my
recent calendar
reminder:

 [HR-128 Hourly Payroll Sheet \(timesheet\).pdf](#)

There are 2 HRTFs:

1) planning/meetings:
179417 (plan the
curriculum, mtgs, and
training).

2) instruction time:
179415 (This is for when
you are teaching).

Thank you,
Andrea

Andrea B. Collins

Principal

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Edmonds School

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Resources:<http://bit.ly/ESDfamilysupport>

On Wed, Jun 10, 2020 at
1:55 PM
<collinsa@edmonds.wednet.edu>
wrote:

Hello All,

A reminder, our
Summer School
meeting today at
3:30pm will be brief
with only few tasks to
discuss.

1) Grading sheet and
Skyward grading
presented by Karen
Giboney

2) Do you know your
log-in to the
Edgenuity systems?

3) What questions do
you still have about
the LMS or SIS?

4) Please add your
questions to this
google sheet for our
next meeting

<https://docs.google.com/spreadsheets/d/1EsK2TTHG-GO5IZMZVi-XCxZV9KtqbszRyQnrcA57Cs/edit#gid=0>

5) Thank you for your
time - the HRTF for
today's meeting is:
179417

6) Our next scheduled
meeting is on June
17th at 2:30pm for any
questions you might
have?

Thank you,
Andrea & Christy

Summer School Training

When Wed Jun 10, 2020 3:30pm – 5pm Pacific Time - Vancouver

Where <https://edmondsschools.zoom.us/j/98833433232?pwd=VUVkTXRSZjRoL3RlVTR2V3JpRmRjdz09> (map)

Who

- collinsa@edmonds.wednet.edu - organizer
- Christy Frary
- Kelly Moses
- Karen Giboney
- Joshua Visser
- Noah Holt
- Rebecca Burgesser
- Kelly Sherron
- Mark Heberlein
- Courtney Strash
- Nazia Junejo
- Mark Mercado
- tessclinkingbeard@gmail.com
- Antonia Cuzzetto
- w0rldxpl0r.rrrklm@gmail.com
- Kacie McCarty
- Trinity Meriwood
- Tanya Saul

Egenunity training session with all of the Basic Ed summer hires and NYC Newcomer curriculum with our EL hires. Thank you. Andrea

Andrea Collins is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting
<https://edmondsschools.zoom.us/j/98833433232?pwd=VUVkTXRSZjRoL3RlVTR2V3JpRmRjdz09>

Meeting ID: 988 3343 3232
Password: 331387
One tap mobile
+12532158782,,98833433232#,,1#,331387# US (Tacoma)
+13462487799,,98833433232#,,1#,331387# US (Houston)

Dial by your location
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 669 900 6833 US (San Jose)
+1 301 715 8592 US (Germantown)
+1 312 626 6799 US (Chicago)
+1 646 876 9923 US (New York)
Meeting ID: 988 3343 3232
Password: 331387
Find your local number:
<https://edmondsschools.zoom.us/j/actskDOENR>

--
Becki Burgesser

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Lauren Wishkoski](#)
Cc: [Chris Bailey](#); [Jason Aillaud](#)
Subject: Re: Grade 2 passwords and K-1 Clever badges
Date: Tuesday, August 18, 2020 9:04:40 PM

That makes sense. We did help a lot of families in the spring, especially in the beginning when Clever badges did not make it home with all K-1 students, and summer with logins and plan to continue to do that. I also plan to share the attached login document with school admins during our optional Zoom meeting about Chromebook swaps/distributions on Friday. I worked on it with BR's Principal, Johnna Stewart, this summer. Do you think asking schools to send this home with families would address the issue?

Thank you,
Sarah



[Login Instructions](#)

On Tue, Aug 18, 2020, 8:44 PM Lauren Wishkoski <wishkoskil631@edmonds.wednet.edu> wrote:

Just to chime in here because I initially had the same question Sarah had, and I think I now get it: Sarah, I think the concern is that the former 1st graders had been using Clever badges, which means (I think?) that many of them will not know their username and PW, and will need to enter those this year for the first time. But I might be wrong or missing something here...maybe the families who received Clever badges last year were also given their students' login credentials?

On Tue, Aug 18, 2020 at 7:35 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Thank you, Jason. Please do keep checking in with me when you think of something. We can work together to make sure we think of as many things as possible, proactively, to leave room for everything else when school starts.

Sarah

On Tue, Aug 18, 2020, 6:14 PM Jason Aillaud <aillaudj@edmonds.wednet.edu> wrote:

Hi Sarah,

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Thanks for checking with Chris about the badges. Mostly I'm just trying to think of anything that might be a big issue before things get started.

Thanks again for your help!

Jason

On Tue, Aug 18, 2020 at 6:10 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

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I hope you and your family are doing well.

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I am not sure what the plan is for mailing Clever badges to families but I have been in contact with Chris Hagen and we are coordinating access to the electronic badges for the student support team.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

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Hi Team!

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Last year, second grade teachers were shown how to go to the password reset tool to reset, but that won't be as easy this year. How might we go about getting teachers to reset passwords and get password information to second grade students and families? Is there a way to do a mass reset so all passwords will work?

Also, will we be mailing clever badges to k-1 families?

Thanks for your help and thoughts on this!

Jason

--

Jason Aillaud
Pronouns: he/him
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Lauren

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Crucial Conversations by Kerry Patterson et al.

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Jason Aillaud](#)
Cc: [Chris Bailey](#); [Lauren Wishkoski](#)
Subject: Re: Grade 2 passwords and K-1 Clever badges
Date: Tuesday, August 18, 2020 7:35:43 PM

Thank you, Jason. Please do keep checking in with me when you think of something. We can work together to make sure we think of as many things as possible, proactively, to leave room for everything else when school starts.

Sarah

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Thank you,
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Also, will we be mailing clever badges to k-1 families?

Thanks for your help and thoughts on this!

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From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Jason Aillaud](#)
Cc: [Chris Bailey](#); [Lauren Wishkoski](#)
Subject: Re: Grade 2 passwords and K-1 Clever badges
Date: Tuesday, August 18, 2020 6:10:17 PM

Hi Jason,

I hope you and your family are doing well.

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From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](mailto:luczyks@edmonds.wednet.edu)
To: [Lauren Wishkoski](#)
Cc: [Chris Bailey](#); [Jason Aillaud](#)
Subject: Re: Grade 2 passwords and K-1 Clever badges
Date: Wednesday, August 19, 2020 9:18:20 AM

Thank you, Lauren. I made your suggested edits.

When I share this with schools on Friday the recommendation will be for them to send this home with families during their Chromebook swaps/distribution, Kindergarten Jump Start, or any other materials pickup events they are planning. The school would be responsible for adding the usernames either electronically with a merge or by hand onsite. They can use their discretion on that. I will also be asking the Student Support Team to use it to respond to email requests for login support.

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

On Wed, Aug 19, 2020 at 9:09 AM Lauren Wishkoski
<wishkoskil631@edmonds.wednet.edu> wrote:

Thanks, Sarah.

When you mention schools sending this home with families, I am wondering: When (and in what context, e.g., mail, materials pickup, ec.) would they be sending it home? And who would be adding all of the usernames to the papers? (I'm assuming you mean this would be physically distributed as a printout that someone's written the username on.)

I have a couple of ideas that might improve the doc you attached if you're open to them.

1. On the part that says:

Returning students: Your student's password is the same as it was last year
maybe add something like, "If you and your student do not know what that was, ...[what they should do]."

2. Maybe swap the "Remove a user" directions with the "Add a user" directions, so that the "Add a user" ones come first - right after they're mentioned in the "Chromebook user" section.

Thanks!

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

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Login Instructions

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Crucial Conversations by Kerry Patterson et al.



From: [Roger Nakamura](#) on behalf of [Roger Nakamura <roger.nakamura@hapara.com>](#)
To: [Chris Bailey](#)
Subject: Re: Hapara Renewal - 80 Day Notice
Date: Wednesday, June 3, 2020 3:58:24 PM

Hi Chris,

How about Friday 11:00 am?

Thanks!

Roger

 **Roger Nakamura**
Regional Sales Manager
Hapara
m: (206) 218-9538
w: www.hapara.com e: roger.nakamura@hapara.com


On Wed, Jun 3, 2020 at 3:26 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Thanks, Roger. Would Friday AM work for you?

Chris Bailey
Manager - IT Operations
x7101

On Mon, Jun 1, 2020 at 3:09 PM Roger Nakamura <roger.nakamura@hapara.com> wrote:
Hi Chris,

I should have them tomorrow sometime. I'd love to set a time in the next few days to go over the data with you. Can you give me some days and times when you are available? Maybe Wednesday or Thursday to make sure I have the reports?

On Mon, Jun 1, 2020 at 2:17 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Roger,
Just checking in on the data front - any progress? Do you have time for a chat in the next few days?



Chris Bailey, MBA, CETL
IT Operations Manager
Technology Department

425.431.7101 Phone
baileym@edmonds.wednet.edu

On Thu, May 28, 2020 at 9:26 AM Roger Nakamura <roger.nakamura@hapara.com> wrote:

Hi Chris,

Thanks for getting back to me!! Yes very interesting!! I hope you are doing ok in this challenging time!! Let me see what I can pull up for you on the data side, but it might take a few days to get something to you. Some things to consider are possibly saving some money on a multi-year renewal. That would protect you from the uncertainty of the budget next year. I know we talked about it last year. It is a significant saving over the single year price so if you have any dollars available in this budget year that would be something to think about. Also, I know we briefly talked about the Student Dashboard a bit last year. Many districts are starting to use it because it allows the students an easy/simple way to access info. How much are your teachers using Google Classroom during this time of distance learning? We have a significant number of districts using Hapara to provide lessons for students remotely and it's really helping!!! I had a call with Superintendent Rykdal a few weeks ago and he said they are really focused on the technology side, trying to get tech into the hands of every student. They really need help on the teaching remotely side!

Apologies for the rambling, but we are really helping districts and I'm passionate about how we can help!! If you'd like I can set up a web demo to show you how we are helping! Let me know!!

Thanks!

Roger

Roger Nakamura

Regional Sales Manager

Hapara

m: (206) 218-9538

w: www.hapara.com e: roger.nakamura@hapara.com



On Thu, May 28, 2020 at 8:41 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Roger,

Thank you for checking in, and apologies for the delay in circling back with you. It's been an interesting Spring, to say the least! We are trying to get a handle on our students' engagement level for the past few months. Does Hapara have any data that can help us in that area?

I'll check in with the LIT team on Monday and let you know if they have any thoughts on change in # or anything, next week.

Thanks for all,

Chris Bailey, MBA, CETL

IT Operations Manager

Technology Department



425.431.7101 Phone
baileym@edmonds.wednet.edu

On Wed, May 13, 2020 at 12:45 PM Roger Nakamura
<roger.nakamura@hapara.com> wrote:

Hi Chris,

I hope you are doing well and staying safe!! I wanted to check in with you as your renewal is due next month. Also, I think when you have time I'd like to show you the new Student Dashboard and how it works hand in hand with Workspace and remote learning. We have a huge number of teachers contributing to the lessons in Workspace and we are linking them to state standards. Given the unknown on how classes will look like this fall I think it could really help your teachers and students!!!! We could provide training for any or all of your teachers as well.

Thanks!

Roger

Roger Nakamura

Regional Sales Manager

Hapara

m: (206) 218-9538

w: www.hapara.com e: roger.nakamura@hapara.com



On Mon, Apr 13, 2020 at 1:06 PM Roger Nakamura
<roger.nakamura@hapara.com> wrote:

Chris

In the midst of this challenging time for all of us, I want to thank you for being a part of the Hapara community for another year. I hope you and your families are well and staying safe.

Hapara is excited that you are nearing the end of a successful year with our suite of tools. Your subscription is up in 80 days(June 30, 2020) and I am reaching out to help you with anything you need for your renewal.

Are there any additional classes that will be using Hapara in the upcoming year? If so, I just need to know the number of student seats that you would like

to renew so that I can give you the one year and multiyear discount options. Depending on your capabilities/staffing to process renewals if you'd like to renew early I can help with that.

Please let me know and I'll provide you with an official quote for the upcoming year.

Thank you for your work in education, and again, for letting us be a part of that journey.

Take care and be safe!!!

Thanks!

Roger



Roger Nakamura

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Hapara

m: (206) 218-9538

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On Mon, Jun 1, 2020 at 2:17 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Roger,
Just checking in on the data front - any progress? Do you have time for a chat in the next few days?



Chris Bailey, MBA, CETL
IT Operations Manager
Technology Department

425.431.7101 Phone
baileym@edmonds.wednet.edu

On Thu, May 28, 2020 at 9:26 AM Roger Nakamura <roger.nakamura@hapara.com> wrote:
Hi Chris,

Thanks for getting back to me!! Yes very interesting!! I hope you are doing ok in this challenging time!! Let me see what I can pull up for you on the data side, but it might take a few days to get something to you. Some things to consider are possibly saving some money on a multi-year renewal. That would protect you from the uncertainty of the budget next year. I know we talked about it last year. It is a significant saving over the single year price so if you have any dollars available in this budget year that would be something to think about. Also, I know we briefly talked about the Student Dashboard a bit last year. Many districts are starting to use it because it allows the students an easy/simple way to access info. How much are your teachers using Google Classroom during this time of distance learning? We have a significant number of districts using Hapara to provide lessons for students remotely and it's really helping!!! I had a call with Superintendent Rykdal a few weeks ago and he said they are really focused on the technology side, trying to get tech into the hands of every student. They really need help on the teaching remotely side!

Apologies for the rambling, but we are really helping districts and I'm passionate about how we can help!! If you'd like I can set up a web demo to show you how we are helping! Let me know!!

Thanks!

Roger

Roger Nakamura

Regional Sales Manager

Hapara

m: (206) 218-9538

w: www.hapara.com e: roger.nakamura@hapara.com



On Thu, May 28, 2020 at 8:41 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Roger,

Thank you for checking in, and apologies for the delay in circling back with you. It's been an interesting Spring, to say the least! We are trying to get a handle on our students' engagement level for the past few months. Does Hapara have any data that can help us in that area?

I'll check in with the LIT team on Monday and let you know if they have any thoughts on change in # or anything, next week.

Thanks for all,



Chris Bailey, MBA, CETL

IT Operations Manager

Technology Department

425.431.7101 Phone

baileym@edmonds.wednet.edu

On Wed, May 13, 2020 at 12:45 PM Roger Nakamura <roger.nakamura@hapara.com> wrote:

Hi Chris,

I hope you are doing well and staying safe!! I wanted to check in with you as your renewal is due next month. Also, I think when you have time I'd like to show you the new Student Dashboard and how it works hand in hand with Workspace and remote learning. We have a huge number of teachers contributing to the lessons in Workspace and we are linking them to state standards. Given the unknown on how classes will look like this fall I think it could really help your teachers and students!!!! We could provide training for any or all of your teachers as well.

Thanks!

Roger

Roger Nakamura

Regional Sales Manager

Hapara



m: (206) 218-9538

w: www.hapara.com e: roger.nakamura@hapara.com



On Mon, Apr 13, 2020 at 1:06 PM Roger Nakamura <roger.nakamura@hapara.com> wrote:

Chris

In the midst of this challenging time for all of us, I want to thank you for being a part of the Hapara community for another year. I hope you and your families are well and staying safe.

Hapara is excited that you are nearing the end of a successful year with our suite of tools. Your subscription is up in 80 days(June 30, 2020) and I am reaching out to help you with anything you need for your renewal.

Are there any additional classes that will be using Hapara in the upcoming year? If so, I just need to know the number of student seats that you would like to renew so that I can give you the one year and multiyear discount options. Depending on your capabilities/staffing to process renewals if you'd like to renew early I can help with that.

Please let me know and I'll provide you with an official quote for the upcoming year.

Thank you for your work in education, and again, for letting us be a part of that journey.

Take care and be safe!!!

Thanks!

Roger

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w: www.hapara.com e: roger.nakamura@hapara.com





From: [Roger Nakamura](#) on behalf of [Roger Nakamura <roger.nakamura@hapara.com>](#)
To: [Chris Bailey](#)
Subject: Re: Hapara Renewal - 80 Day Notice
Date: Wednesday, June 3, 2020 5:04:52 PM

Hi Chris,

That works!! I just sent an invite to you. Talk to you then.

Thanks!

Roger

 **Roger Nakamura**
Regional Sales Manager
Hapara
m: (206) 218-9538
w: www.hapara.com e: roger.nakamura@hapara.com


On Wed, Jun 3, 2020 at 4:09 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
I'm supposed to be OOO on Friday; could 9 work?



Chris Bailey
Manager - IT Operations
x7101

On Wed, Jun 3, 2020, 3:58 PM Roger Nakamura <roger.nakamura@hapara.com> wrote:
Hi Chris,

How about Friday 11:00 am?

Thanks!

Roger

 **Roger Nakamura**
Regional Sales Manager
Hapara
m: (206) 218-9538
w: www.hapara.com e: roger.nakamura@hapara.com


On Wed, Jun 3, 2020 at 3:26 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Thanks, Roger. Would Friday AM work for you?

Chris Bailey
Manager - IT Operations
x7101

On Mon, Jun 1, 2020 at 3:09 PM Roger Nakamura <roger.nakamura@hapara.com> wrote:

Hi Chris,

I should have them tomorrow sometime. I'd love to set a time in the next few days to go over the data with you. Can you give me some days and times when you are available? Maybe Wednesday or Thursday to make sure I have the reports?

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Technology Department

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Chris Bailey, MBA, CETL

IT Operations Manager

Technology Department

425.431.7101 Phone

baileym@edmonds.wednet.edu

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■

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Thank you for your work in education, and again, for letting us be a part of that journey.

Take care and be safe!!!

Thanks!

Roger

Roger Nakamura

Regional Sales Manager

Hapara

m: (206) 218-9538

w: www.hapara.com e: roger.nakamura@hapara.com





From: [Robert Hansen](#) on behalf of [Robert Hansen <hansenr@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: High Risk list staff and work options
Date: Wednesday, July 1, 2020 7:56:11 AM

sorry . I am back now when are you available?



Bob Hansen
Custodial and Warehouse Services Manager

425.431.7336 work
425.431.7089 fax
hansenr@edmonds.wednet.edu

On Thu, Jun 25, 2020 at 4:48 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Bob,
Do you have time tomorrow to chat through your needs?

Chris Bailey
Manager - IT Operations
x7101

On Thu, Jun 25, 2020, 4:36 PM Robert Hansen <hansenr@edmonds.wednet.edu> wrote:

From my email to high risk custodians .

One hurdle could be a computer that could be used to do emails or even have video chat meetings with your crew each morning. We can resolve this issue.

Can "we" we is defined as me with a loaner computer from you

I could use maybe 10?
Possible?



Bob Hansen
Custodial and Warehouse Services Manager

425.431.7336 work
425.431.7089 fax
hansenr@edmonds.wednet.edu

----- Forwarded message -----

From: **Robert Hansen** <hansenr@edmonds.wednet.edu>
Date: Thu, Jun 25, 2020 at 4:32 PM
Subject: High Risk list staff and work options
To:
Cc: Christopher Long <longe863@edmonds.wednet.edu>, Patrick Carroll <carrollp@edmonds.wednet.edu>, Scott Jorgensen <jorgensens@edmonds.wednet.edu>, Mark Roschy <roschym141@edmonds.wednet.edu>, Matthew Finch <finchm@edmonds.wednet.edu>

This follow up email is addressed to those custodial staff members, that are on the high risk category list for Covid -19 covered under the 4/27/2020 MOU between the ESD and Custodial union

[First I hope you are doing well.](#)

The Point of this email is to encourage you to contact myself or your custodial supervisor to address any questions you have about your possible return to on-site work.

Current District operation

As you know school is now closed for the summer as of June 19th .Custodians are working at their sites,and helping other sites cover for absent staff, to complete summer cleaning. Custodial staff is maintaining daily services for the one daycare in operation at LWE and nine meal feeding schools, serving one day per week. The District is documenting and controlling building access by staff with custodians providing disinfection cleaning after access Facial coverings are required. No community usage or after hours activities .

Your situation

You are still on paid District time even though you are off site on high risk leave. The MOU making provision for this high risk leave ends August 31st 2020. If you review this MOU it says that any employee who falls into the high risk category will not be required to work on site but it does say that remote work is definitely an option.

From Memo of Understanding (attached at end of email);

I. Any regularly assigned classified employee that meets one or more of the high-risk criteria will be permitted to work from home on related or alternative work as assigned by their supervisor. The allowance to work from home will be in place throughout the recommendation from the health department or through August 31 st , whichever comes first. Pay and benefits will remain whole while qualifying as high-risk.

3. Employee always have option to work-Please Read section VIII

VIII. *Nothing in this letter prevents employees (such as those in the high risk category) from reporting to their worksite (if they feel safe to do so) or prevents staff from working remotely, for tasks that cannot be completed during onsite shifts, except for those on an approved leave. Many employees currently under high risk criteria have chosen to work*

I understand that this is a unique time for everyone. With a number of custodians out, including many of our leads, covering all responsibilities has been challenging.

All high risk Custodian

Given the outline of duties above , limited staff access, face coverings are required, social distancing and maintaining clean buildings .

The current Risk at District facilities is at the most less than a trip to the grocery store.

Head custodians

Even though you are off site, I am requesting you to be in contact with your school. **Contact myself or your custodial supervisor as soon as possible to address any questions you have about contacting your school.** One hurdle could be a computer that could be used to do emails or even have video chat meetings with your crew each morning. We can resolve this issue.

You could create lists at home, and give your crew guidance on what needs to be done and how to do it. All the while staying up to speed with your custodial supervisor about the current issues we are dealing with at your site.

Let me know how I can support you in being more active in your building without being there. Some schools have no regular custodian on site or newly hired staff that need your help/direction. Those in lead position know your site and you crew unique needs and even from home can be a big help

Thanks for making contact

Below is the email I sent to all employees on April 28th concerning the revised Memo of understanding (MOU)

Attached is the updated Memorandum of Understanding between the custodial union and the District effective as of Monday 4/27/2020

Please read this document

I want to highlight three sections

1. High Risk criteria (Section I.)

o High risk category has new requirements- Please read section I

- **Beginning on Monday 4/27, All employees who want to stay on the high risk need to resubmit request to Human Resources See MOU for email address** *Beginning April 27, 2020, employees who want to pursue high risk status must resubmit their request to Human Resources as described below. If an employee meets one of the above criterion and the employee wants to be considered high-risk, they must email their request to Annette Gahan in Human Resources (gahana@edmonds.wednet.edu) and include the following information:*

- First and last name

- Phone number where you can be reached
- Job classification
- Building/department
- Supervisor's name
- Age and/or medical condition
- *Medical documentation from a doctor identifying the employee as high risk for contracting COVID19.*

- **For medical reasons other than Age a note from employees doctor must be submitted to Human Resources**
- **High risk people need to resubmit their request to work from home AND submit medical documentation if they are not over 60. *Please complete this task by the end of the week***
- **Time period for high risk criteria is extended to Aug 31st 2020**

2. Additional paid days please read Section III *Section III Additional paid days - Custodians who have reported to a district worksite for each of their shifts since the initial closure, with the exception of the use of sick or personal leave, will receive an additional two paid days off, to be scheduled by their supervisor between the dates of June 28, 2020 and August 31, 2020.*

The Custodial department will be contacting you with information on who is eligible for these paid day off

3. Employee always have option to work-Please Read section VIII

VIII. *Nothing in this letter prevents employees (such as those in the high risk category) from reporting to their worksite (if they feel safe to do so) or or prevents staff from working remotely, for tasks that cannot be completed during onsite shifts, except for those on an approved leave. Many employees currently under high risk criteria have chosen to work*

The custodial team has done an outstanding job during this crisis. Continue to share concerns/situations with your supervisor as we all support the District and the community to move forward and past this crisis.

THANK YOU again for your professionalism and concern for your responsibilities

Please let me know if you have any questions.



Bob Hansen
Custodial and Warehouse Services Manager

425.431.7336 work
425.431.7089 fax
hansenr@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Leighanne Law](#)
Cc: [Bailey, Chris \(ESC\)](#)
Subject: Re: I forgot to tell you my news!
Date: Wednesday, September 30, 2020 11:55:32 AM



Oh, Leighanne I am so happy for you! Congratulations on the addition to your family! YAY!

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

On Wed, Sep 30, 2020 at 11:49 AM Leighanne Law <lawl@edmonds.wednet.edu> wrote:

Hi Sarah and Chris,

I meant to let you both know before the last Tech-LIT meeting began that I have some news! I'm pregnant and am due with my little boy in mid-December!

It's so weird that during this covid time, I keep forgetting to tell the wonderful people I work with about my news. I have realized that nobody can see a baby bump through a Zoom call!

:)

Leighanne Law

she/her/hers

Edmonds School District Library Coordinator/Coach

lawl@edmonds.wednet.edu

425-431-7293

Currently Reading:

How to Be an Anti-Racist, by Ibram X. Kendi

Resources For Staff:

- [Staff Resources for Continuous Learning](#)
- [Canvas Resource Site](#)

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Leighanne Law](#)
Subject: Re: I forgot to tell you my news!
Date: Wednesday, September 30, 2020 12:01:34 PM

Agreed!

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Wed, Sep 30, 2020 at 12:00 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
I am sure it has! Sarah and I each have two boys. Too much fun!!

Chris Bailey
Manager - IT Operations
x7101

On Wed, Sep 30, 2020 at 11:58 AM Leighanne Law <lawl@edmonds.wednet.edu> wrote:
I know, isn't that crazy?! It's gone by way too quickly. Thanks, you two!

Leighanne Law

she / her / hers

Edmonds School District Library Coordinator/Coach

lawl@edmonds.wednet.edu

425-431-7293

Currently Reading:

How to Be an Anti-Racist, by Ibram X. Kendi

Resources For Staff:

- [Staff Resources for Continuous Learning](#)
- [Canvas Resource Site](#)

On Wed, Sep 30, 2020 at 11:55 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Wow - that's awesome! Congrats, Leighanne!! December is not that far away!

Chris Bailey
Manager - IT Operations
x7101

On Wed, Sep 30, 2020 at 11:49 AM Leighanne Law <lawl@edmonds.wednet.edu> wrote:

Hi Sarah and Chris,

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:)

Leighanne Law

she/her/hers

Edmonds School District Library Coordinator/Coach

lawl@edmonds.wednet.edu

425-431-7293

Currently Reading:

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- [Staff Resources for Continuous Learning](#)
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From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Catherine Mathias](#)
Cc: [JoAnn Todd](#); [Chris Bailey](#); [Heather Pickar](#); [Andi Nofziger \[WA\]](#)
Subject: Re: IXL at Seaview
Date: Monday, September 28, 2020 12:41:42 PM

Catherine & Mitzi,

Good afternoon. I appreciate you connecting directly with us regarding this matter. I've had discussions with Heather and provided rationale for this decision not to approve many of the various online learning tools that have been in use across the system this year. I will be holding to this decision. I'll connect with Heather to share options should she want to escalate this matter further.

A few key points to understand about this decision:

- This is not Seaview- nor IXL-specific. We are in need of significant systems alignment. We have historically had a wide variety of products used across the system, and in many cases, little actual learning improvement evidence supporting their use. Many times, though not the case with IXL, we are not sure that all of these products meet student safety and privacy requirements stipulated in policy and statute. The spring closure and wide variety of digital tools was problematic. We heard from families, students, and teachers about challenges with both the number of different tools they were asked to use and the difficulties accessing them. Some products were linked with Clever, as an example, and others are not. This brought access challenges. Families and teachers want ease of use, by streamlining the products we offer as a system, we can consolidate access through tools like Clever and Canvas.
- You question the timing of this decision in light of the challenges we are facing this fall. I don't disagree that changes like this are without impact. However, from a systems perspective we are much better off than we were in the spring. Starting our third full week of school, we are starting to see some evidence of our move to streamline and consolidate across the system. It's not been easy and it will likely not get easier in the short term. However, these are important steps for our system.
- It allows our instructional technology and curriculum teams to provide high quality and focused training on this more streamlined set of tools. In the spring, our team was at times called to support products we weren't even aware schools were using. It is incredibly hard to support this effectively.
- It's not the case with something like IXL, but by limiting the different tools across the system, we better ensure that apps are safe and protect our students' data. We have more than a handful of cases of schools or teachers signing up for digital products without full understanding of how students' personal data might be used. This is a huge liability for the district. Again, not the case with IXL, but when we look at this issue from a systems level, a system that serves over 20,000 students and their families, we have to put systems in place that protect students.
- A key step in systems alignment is to ensure equitable access is to make certain a guaranteed and viable curriculum is in place. More and more, digital learning tools are part of this. Again from a systems perspective, our goal is to ensure students in every elementary school have access to the same set of digital learning tools. This is our priority from a funding and a staffing standpoint (we put a lot of person hours into all of the background work to approve and set up the infrastructure for digital learning tools). I also hope you recognize misalignment between this and letting well-funded PTAs

make purchases for the students in their schools.

- We have tried to move forward in this shift responsibly. My question has been, before we say no to a product, do we have a comparable alternative in place? With ELA and Math, we do with iReady.
- iReady provides an option for you to assign additional practice beyond the 45 minutes per week maximum that the program recommends. This can be adjusted in the settings and, to my understanding, you can assign specific areas of practice as well. Please connect with Brandon Lagerquist to learn more.
- Part of the recommendation to move forward with iReady across the system is to provide a resource that could, in theory, make planning and executing mathematics instruction easier. In addition to meeting the requirement that teachers get present performance levels, which iReady can do, the online instructional component should provide a support to teachers as they work to differentiate mathematics instruction for their students.

Thank you again for elevating your concerns. I don't expect my answer to be satisfactory for you, but I do hope you consider what I have shared.



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

On Sun, Sep 27, 2020 at 10:59 AM Catherine Mathias <mathiasc@edmonds.wednet.edu> wrote:

JoAnn, Rob and Chris,

Recently I was informed that Seaview's purchase of IXL was blocked by the ESD. I'm at a loss to understand this decision and would appreciate your help in understanding the reasoning behind it since I am working directly with the students and families who have been impacted by this.

Seaview Elementary has been using IXL to supplement our curriculum and it has become an essential strategy for teachers to provide students with practice that supports what they are learning in daily lessons. It is a system that is easily navigated from home and school. When we moved to remote learning in the spring, IXL was one of the few things that easily carried over. Teachers at Seaview were able to teach lessons from Math Expressions over Zoom which involved working through key problems sets. Teachers could then assign students practice problems from IXL. The practice problems allow for instant feedback. Teachers were able to easily differentiate these practice problems so that ALL students could be working on similar content. From our homes, teachers could monitor student work and progress. This monitoring allowed us to determine which students needed additional support in small group Zoom lessons.

As we begin our fourth week of a new school year, I am fielding questions from students and families about why they don't have access to IXL. I have no idea how to answer this, especially since our PTA has already committed to purchasing the program and assume it's already in place like usual. Parents are frustrated because they don't have a familiar, easy website for their child to begin the year with reviewing math facts and instead are searching for online games that fall short. I have already spent countless hours trying to read and respond to work that students have done on paper or worksheets and then have taken pictures of and uploaded to Canvas for me. This is not sustainable. I used iReady in the spring and attended the training this past week. iReady seems to be a replacement for Mobymax and should be a good resource for students on our asynchronous Wednesdays. After talking with our trainer, it is clear that iReady is not a replacement for IXL. It doesn't allow me as a teacher to assign unlimited practice problems that align with a specific lesson and that can be easily differentiated.

Despite the improvements that have been made this school year, we are still a system in crisis. We are providing services for families in crisis. This is a time to do whatever we can to make things easier for the students and parents in our school communities. Continuing with what they already know and are comfortable with is paramount as we are asking caregivers to take on an enormous role in the education of their students this year. Likewise, teachers are working beyond what is realistic. I've been teaching in this school district for over 20 years and I've never felt so overwhelmed and unprepared to provide the academic opportunities and social/emotional care my students deserve. Like most teachers, I am a problem solver and I know how to make things work for my students. Teachers have always been allowed to use professional judgement and supplement the district adopted curriculum and make modifications to meet the needs of their classroom community. That is what I need to continue doing during this challenging school year.

Thank you for your consideration.

Sincerely,

Catherine Mathias

5th Grade Teacher

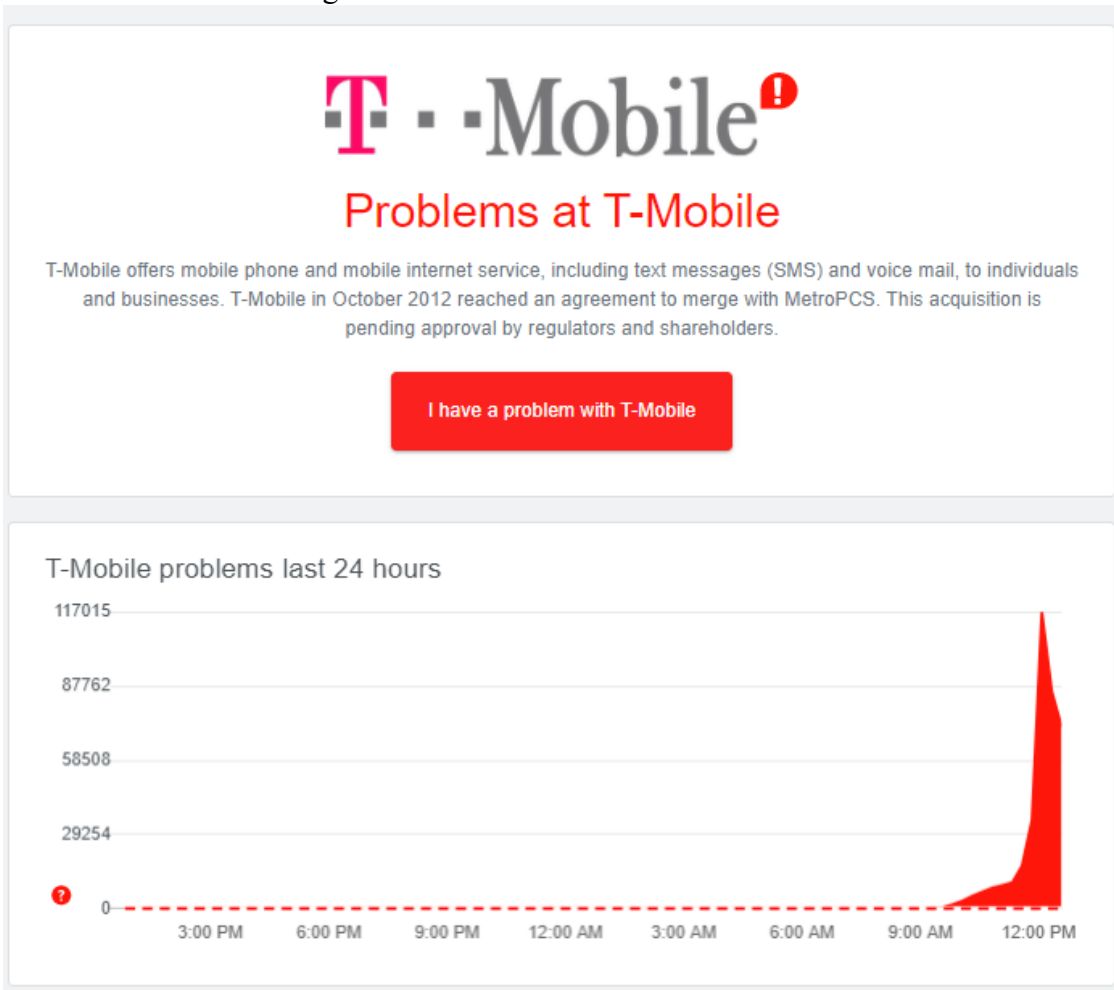
Seaview Elementary

From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Annette Gahan](#); [Joseph Valenti](#); [Maria D. Ziranda](#)
Subject: Re: Is any body else having difficulties making calls?
Date: Monday, June 15, 2020 1:24:03 PM
Attachments: [image.png](#)

Thank you! :)
Will this impact hot spots to students too?

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

On Mon, Jun 15, 2020 at 12:51 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
There is a T-Mobile outage.



My phone just came back, and my wife's just went down. Hopefully resolved soon!

Chris Bailey
Manager - IT Operations
x7101

On Mon, Jun 15, 2020 at 12:49 PM Sally Guzmán <guzmanreyess@edmonds.wednet.edu> wrote:

hey team,

I tried making a call and it didn't work either? Should we be concerned? Anything we can do?

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

----- Forwarded message -----

From: **Carmen Ziranda** <zirandam@edmonds.wednet.edu>
Date: Mon, Jun 15, 2020 at 12:24 PM
Subject: Is any body else having difficulties making calls?
To: Sally Guzman Reyes <guzmanreyess@edmonds.wednet.edu>

Hi Sally,

I can't make calls. I think there are technical issues with T-mobile.

Do you happen to know anything about this? Are you having issues?

Thanks,



Carmen Ziranda

Family Resource Advocate
Oficina de Apoyo y Recursos para las familias
425-431-2420
zirandam@edmonds.wednet.edu

District Contact during school closure due to COVID-19

Family Support Office Number: 425-431-1454
Family Support Email: familysupport@edmonds.wednet.edu
For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

North Sound 2-1-1

Please call 2-1-1 for Food access, emergency shelter/housing, medical and dental resources, mental health and substance abuse, health insurance, support groups, social services, clothing and more.

Llame al 2-1-1 para ayuda con alimentos, albergues/vivienda, recursos dentales y medicos, servicios de salud mental y abuso de sustancias, seguro medico, grupos de apoyo, servicios sociales, ropa y mas.

Domestic Violence Services of Snohomish County
Servicios para víctimas de violencia domestica
(425) 25-ABUSE (425-252-2873)

Care Crisis Line/Linea telefonica para crisis:

(800) 584-3578

Access the Triage Center, Voluntary and Involuntary Crisis Services, and Outpatient Treatment Services.

Acceda al Centro de evaluacion, para los servicios de crisis voluntarios e involuntarios y a los servicios de tratamiento ambulatorio.

From: [Sharon Gardner](#) on behalf of [Sharon Gardner <gardners@edmonds.wednet.edu>](#)
To: [Andrea Collins](#)
Cc: [Chris Bailey](#)
Subject: Re: Jabber Account for Tess Carlson
Date: Wednesday, July 8, 2020 8:28:52 AM

I have assigned X-2433 to Tess. I have also set up her Jabber account and will send her the instructions to get started.

Sharon

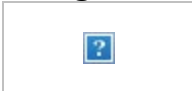
On Wed, Jul 8, 2020 at 6:43 AM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:
Hi Sharon & Chris,

The summer school extension is our registration/secretary line that is active.

Can Tess have a different extension assigned to her?

Thank you,
Andrea

Andrea B. Collins
Principal
College Place Middle School



Home of the Cougars!
Edmonds School District Contacts during school closure due to COVID-19
[Edmonds School District Family Resources](#) & [Supplemental Resources for Learning](#)
Chromebook Support Line: [\(425\) 431-1211](tel:4254311211) or techsupport@edmonds15.org
Family Support Office Number: [425-431-1454](tel:4254311454)
Family Support Email: familysupport@edmonds.wednet.edu
For updates on Closure: [CLICK HERE](#)
Additional Resources: <http://bit.ly/ESDfamilysupport>

On Jul 7, 2020, at 8:43 AM, Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Andrea and Christy,
Can you assist? Thanks in advance,

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Sharon Gardner** <gardners@edmonds.wednet.edu>

Date: Tue, Jul 7, 2020, 8:32 AM

Subject: Jabber Account for Tess Carlson

To: Chris Bailey <baileym@edmonds.wednet.edu>

I see you added a new Jabber account for summer school and Tess Carlson. She doesn't have an extension and I think there's a summer school extension. Just not sure if she needs an extension or if I find the normal summer school extension to create the Jabber account with?

Thanks,

Sharon

From: [Rose Maxwell](#) on behalf of [Rose Maxwell <maxwellr@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Jamboard
Date: Wednesday, August 26, 2020 8:41:41 AM

The camping trips sound so much fun! I took my kids to Glacier years ago and it was so beautiful!

I've talked to Lauren about 3-6 teachers who have used Seesaw and how they can create a redirect to Seesaw in Canvas but we don't want that to happen. We want them to use Canvas for consistency. I'm not sure how to avoid teachers going rogue :-/

Starting a new school year is always so exciting - I hope your kids get the teacher they're wishing for! I don't get why some districts have paras work in schools - it's just not safe. I'm glad Sheena will be home with another year of remote learning.

My ticket went to Lori and she sent it to Sarah - can you intercept it?

Thanks!

Rose



Rose Maxwell

[she/her/hers](#)

Instructional Technology Coach/Coordinator

425-431-7295

My Zoom Meeting Room <https://edmondsschools.zoom.us/my/rose.maxwell>

Resources during the Closure: [For Families](#) / [For Staff](#)

On Wed, Aug 26, 2020 at 8:18 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Awesome. I look forward to seeing it in action!

I learned to sew back in April, but haven't done it much since then. We've done a handful of camping trips, including a 10-day road trip to Glacier and Yellowstone. I was reading more about how Canvas can be used as a platform to connect students with their course in Seesaw. I think that could be a good option for us as well.

The boys are eager to hear who their teachers are going to be. Sheena is going on leave from her para position, as Everett indicated all Paras need to be able to work their normal hours in school, and that's not going to work for us. (We are fortunate that she'll be able to set work aside and focus on the kids once more!)

Glad you are doing well! Let me know if there's anything else I can do for you!

Chris Bailey
Manager - IT Operations
x7101

On Wed, Aug 26, 2020 at 7:29 AM Rose Maxwell <maxwellr@edmonds.wednet.edu> wrote:

Will do! It is an app that works in Chrome and allows whiteboard work. I saw it used in Canvas for a K-5 school and would love to play around with it. Thanks for considering!

I've been spending a lot of time working this summer but have found time to go for walks and sew (my favorite creative outlet). Sadly, no travels. I've had the same tank of gas for two months now :-/ But thanks for asking!

I'm super excited to get Canvas going with 3-6 teachers and it's been fun working on that this summer. Sadly, it's not K-6 but maybe it will still happen - I'm crossing my fingers.

I'd love to hear what your two adorable boys are up to these days! I'm sure it's fun stuff!



Rose Maxwell

[she/her/hers](#)

Instructional Technology Coach/Coordinator

425-431-7295

My Zoom Meeting Room <https://edmondsschools.zoom.us/my/rose.maxwell>

Resources during the Closure: [For Families](#) / [For Staff](#)

On Wed, Aug 26, 2020 at 7:17 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Rose,

Good morning! Great to hear from you. Hope you've gotten some chill time this summer!

Is this a app that runs in the Chrome browser? Can you submit a ticket for this request so I can send it to the people with the power over our Google domain?

Thanks for all,

Chris Bailey
Manager - IT Operations
x7101

On Wed, Aug 26, 2020 at 7:14 AM Rose Maxwell <maxwellr@edmonds.wednet.edu> wrote:

Hey Chris,

I hope this finds you and your family doing well! I'd like to try using the Google Jamboard app but it's blocked. Any chance I could have access to play around with it?

Thx!

Rose



Rose Maxwell

[she/her/hers](#)

Instructional Technology Coach/Coordinator

425-431-7295



My Zoom Meeting Room <https://edmondsschools.zoom.us/my/rose.maxwell>
Resources during the Closure: [For Families](#) / [For Staff](#)

From: [Rose Maxwell](#) on behalf of [Rose Maxwell <maxwellr@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Jamboard
Date: Friday, August 28, 2020 10:17:32 AM

Nice! A memorable trip, for sure!
This is something to talk to Lauren and/or the LIT/Tech team about. Thanks for checking!
And Jamboard! Is there any problem turning it on for everyone?
Thx!



Rose Maxwell

[she/her/hers](#)

Instructional Technology Coach/Coordinator

425-431-7295

My Zoom Meeting Room <https://edmondsschools.zoom.us/my/rose.maxwell>

Resources during the Closure: [For Families](#) / [For Staff](#)

On Fri, Aug 28, 2020 at 10:13 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Rose,
Glacier was pretty awesome. The boys really liked seeing the mountain goats, though several trails we had intended to hit were closed due to bear activity.
The bison at yellowstone were the favorite I think - simply massive!

I don't think I have a solution for preventing Seesaw access at the intermediate grades; if our Clever badge and Seesaw grades aligned, we could use device groups to enforce this, but I think we are off by a grade (and there are several sites with slightly different policies) so no ideas are coming to mind.

Chris Bailey
Manager - IT Operations
x7101

On Wed, Aug 26, 2020 at 8:41 AM Rose Maxwell <maxwellr@edmonds.wednet.edu> wrote:

The camping trips sound so much fun! I took my kids to Glacier years ago and it was so beautiful!

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My ticket went to Lori and she sent it to Sarah - can you intercept it?

Thanks!

Rose

Rose Maxwell



[she/her/hers](#)

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The boys are eager to hear who their teachers are going to be. Sheena is going on leave from her para position, as Everett indicated all Paras need to be able to work their normal hours in school, and that's not going to work for us. (We are fortunate that she'll be able to set work aside and focus on the kids once more!)

Glad you are doing well! Let me know if there's anything else I can do for you!

Chris Bailey
Manager - IT Operations
x7101

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I'd love to hear what your two adorable boys are up to these days! I'm sure it's fun stuff!



Rose Maxwell

[she/her/hers](#)

Instructional Technology Coach/Coordinator

425-431-7295

My Zoom Meeting Room <https://edmondsschools.zoom.us/my/rose.maxwell>

Resources during the Closure: [For Families](#) / [For Staff](#)

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Thanks for all,

Chris Bailey

Manager - IT Operations

x7101

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Thx!

Rose



Rose Maxwell

[she/her/hers](#)

Instructional Technology Coach/Coordinator

425-431-7295

My Zoom Meeting Room <https://edmondsschools.zoom.us/my/rose.maxwell>

Resources during the Closure: [For Families](#) / [For Staff](#)

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Mike Piper](#)
Cc: [Contact](#)
Subject: Re: Jim back to LHS
Date: Tuesday, September 15, 2020 11:16:23 AM

Hi Mike,

Thank you for reaching out. Unfortunately, this is not possible while the district is in the remote learning plan. We still need all of our techs scheduled to support all of our district families, regardless of school. We are also being asked to work remotely as much as possible to keep onsite staff counts down.

I know that support has been difficult with the extremely high volumes we have been experiencing with the start of the school year. We are optimistic that once our volumes and appointment availability decrease back to spring levels all of our techs will be more available to help our families. The support plan to change once we move to a hybrid model and I will be back in touch as we begin to plan for that.

If you have any other ideas or needs I am not thinking of please let me know.

Thank you again,
Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Sep 15, 2020 at 10:43 AM Mike Piper <piperperm@edmonds.wednet.edu> wrote:
Hello Sarah and Chris,

Question for LHS - We would love to have our para tech back at LHS. With the amount of work we are sending your way, I'm wondering if it would be easier to have Jim with us and then we would be leaving you alone. It would also give our families a consistent person and location to navigate.

Just a thought. I don't have the big picture on this so understand if it is not doable.

Mike

--

Michael Piper

Lynnwood High School

Principal

[\(425\) 431-7524](tel:(425)431-7524) piperm@edmonds.wednet.edu



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: LAPTOPS Needed for DHH students/staff
Date: Monday, August 24, 2020 2:43:06 PM

Agreed. I understand the need for equity, but if the issue Alicia is describing is related to Zoom and connectivity then we would have an issue to solve for the entire district, not just DHH students.

Thank you,
Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Aug 24, 2020 at 2:23 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Hoping what Brandon brings in could meet the needs for interpreters and paras? Not certain on the student need, but I think we need to continue to push CBs and be 100% sure they won't meet the need before we go the PC route. Especially when it's 55 students.

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Alicia Carter** <cartera@edmonds.wednet.edu>
Date: Mon, Aug 24, 2020 at 2:21 PM
Subject: Re: LAPTOPS Needed for DHH students/staff
To: Chris Bailey <baileym@edmonds.wednet.edu>

Perfect!

Alicia

Alicia D. Carter, Director
Deaf and Hard of Hearing Program
Visually Impaired Program
Edmonds School District
9300 236th SW
Edmonds, WA 98020
425-431-7213 V

206-445-7695 VP
425-431-7985 FAX

Special Education Parent and Student Rights (Procedural Safeguards):

Derechos de los padres y estudiantes de educación especial (garantías procesales): /

特殊教育家长和学生权利(程序保障):/ 특수 교육 학부모 및 학생의 권리(절차 상 안전 조치):/

: (حقوق الوالدين والطلاب في مجال التعليم الخاص) الضمانات الإجرائية: / Права родителей и учеников в специальной образовательной программе (процессуальные гарантии):
<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

On Mon, Aug 24, 2020 at 2:00 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Thanks, Alicia. My experience with Chromebooks is definitely limited, so I'd really like the opportunity to sit in and observe if you can make that happen. 100% agree we need to ensure these students have what they need.
Let's touch bases on Wednesday; I am hoping to have a better grasp on what older Windows laptops will be at our disposal by then. Thanks,

Chris Bailey
Manager - IT Operations
x7101

On Mon, Aug 24, 2020 at 1:49 PM Alicia Carter <cartera@edmonds.wednet.edu> wrote:
Chris and Group,
This is basically only an issue with remote learning for students and the support they need.

1. I understand the technical challenges for students and I understand the huge cost. I honestly would love for you to see and participate in Zoom meetings especially with chromebook to chromebook services with Deaf (staff and/or students) and trying to see the communication. It honestly is poor at the best of times. Yes, it may have to do with some internet connection speed but I don't think chromebooks were meant to do so much (open program with someone communicating in ASL). I'm open to doing research with you on this to try to identify the biggest barriers and solutions.
2. Interpreters are at the top of my list and then paras. If we were not in remote learning the chromebooks might be okay for interpreters, but not during remote learning. Even when staff hard wired themselves in with their chromebooks, the level of service was poor. The larger the group, the worse the conditions are for the Deaf person. The paras are also paramount with joining and supporting students through Zoom. I do realize there is a shortage of computers. I believe I have 4 interpreters who have laptops already that I grabbed at the end of the year (Dena, Anna, Sarah V, Dylan). Plus I heard Para - Sarah Hatch received one to support a Deaf/low vision student.

We just need technology help and support to make Zoom calls for Deaf education and

for Deaf staff to be effective. I currently know it hasn't happened with chromebooks, thus I will be working with Dana to get the majority of these students into the building as soon as possible.

Thank you for your reply and support of ALL the Edmonds students. I truly appreciate it. Let's work on you observing some Zoom meetings with chromebooks with a signing person.

Alicia

Alicia D. Carter, Director
Deaf and Hard of Hearing Program
Visually Impaired Program
Edmonds School District
9300 236th SW
Edmonds, WA 98020
425-431-7213 V
206-445-7695 VP
425-431-7985 FAX

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<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

On Mon, Aug 24, 2020 at 1:29 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Good afternoon,

I wanted to follow up on the email below, and am also looping in Sarah Luczyk on this request. Here are my initial thoughts:

- We do not provide PCs to students for several reasons. The technical challenges are much more complex, which results in much more time spent troubleshooting. In addition, the difference in cost between our typical Chromebooks and our typical laptops is about 500% (our teacher laptops are even more expensive than that). When I am seeing issues with latency (glitchy connections), it is most often related to the internet connection speed. That said, I am most interested in exploring the internet connectivity of students experiencing this issue, and would also recommend we start by exploring whether these students need a more robust Chromebook.

- Our issue with staff laptops is more directly funding related; we have gone through many of our inventory, but I will start by verifying with our staff that we don't have any inventory on hand that could meet this need. For background, the Tech Levy provides us funding to employees based on the group that they are in. If my recollection serves me well, I believe it was in partnership that we decided Chromebooks were appropriate for interpreters. I am happy to look at making a change, but until we can bake it into a future Tech Levy, there will be a cost associated with it. With respect to paras, we typically provide Chromebooks, but there are a few unique pockets where an upgrade is warranted (my Para-Techs are a good example, where we paid for laptops for them). Keep in mind, there is a global laptop shortage, so I can't predict when any equipment we order this week will arrive.

Christine - can you provide a quote 33 Lenovo laptops which represents the need for Interpreters and Paras (assuming we cannot locate inventory that could meet this need long-term)? I think additional conversation should happen regarding the student needs before we pursue any pricing. We can work on the specs for this quote together.

Alicia - please let me know your thoughts on the above, and if it leads to any other ideas or questions.

Thanks again for all,

Chris Bailey
Manager - IT Operations
x7101

On Mon, Aug 17, 2020 at 11:20 AM Dana Geaslen

<geaslend338@edmonds.wednet.edu> wrote:

Thank you Alicia, this is something I am hoping we can put into the ESSER iGrant, Chris can we get a cost approximate?

Dana Geaslen

She/Her/Hers



Dana K. Geaslen
Assistant Superintendent
Edmonds School District
geaslend338@edmonds.wednet.edu
20420 68th Avenue West
Lynnwood, WA 98036
(425) 431-7186

This e-mail, related attachments and/or any response may be subject to public disclosure under state and federal law.

Special Education Parent and Student Rights (Procedural Safeguards):

Derechos de los padres y estudiantes de educación especial (garantías procesales): /

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<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

Section 504 Family/Student Rights

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/section-504-students-disabilities>

On Mon, Aug 17, 2020 at 8:51 AM Alicia Carter <cartera@edmonds.wednet.edu> wrote:

Chris and Dana,

We discussed this in the spring but I never did a formal written request which I am doing now. The students and staff who need to access American Sign Language as their main mode of communication had inadequate access and support with Chromebooks. Chromebooks are ineffective for the following reasons:

- Zoom freezes up - miss information that their peers receive (almost every time used)
- Through Zoom they can't access other visual information - videos, displays, etc.
- Zoom - signs are distorted (slow)

Since Zoom is the platform we use to access most if not all instructional activities, meetings, tutoring, etc. They need a tool that can handle the instruction or information being shared.

Who and How Many?

- DHH Students: Currently 55 students
 - 3 of the able will need large screen laptops because of dual loss - Deaf/Blind
- Interpreters - 18 - provide access to Deaf staff, community and students -- they did the best they could, but it was highly ineffective and I think we gave out 3-4 laptops which helped but didn't even the workload.
- Paraeducators - 15, they provide 1:1 support with students through teacher instructions, they provide small group instruction and they provide tutoring

Since we are looking at online instruction for all or part of the week for most of the school year, this is critical that we find the funding and support for these students and staff.

Thanks,

Alicia

Alicia D. Carter, Director
Deaf and Hard of Hearing Program

Visually Impaired Program
Edmonds School District
9300 236th SW
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<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Karen Mosman](#)
Cc: [Chris Bailey](#)
Subject: Re: M Wellman retirement letter and questions about Covid coverage
Date: Tuesday, June 9, 2020 8:15:50 AM

Good morning Karen,

I think sending her a reminder with a final due date makes sense. Chris said we did that with another staff member. I believe his due date was Aug 15.

Thank you,
Sarah



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Jun 9, 2020 at 7:30 AM Karen Mosman <mosmank490@edmonds.wednet.edu> wrote:

How do you suggest to proceed with this one? Will I send out the "canned" message to have Monica schedule an appointment prior to her last contracted day or Aug. 31st although with Roger's response he did send the link. I will typically send out one more reminder email. I'll await your thoughts.

Sincerely,
Karen

Karen Mosman
Technology Department
Edmonds School District
425-431-7294

----- Forwarded message -----

From: **Roger Jordan** <jordanr@edmonds.wednet.edu>
Date: Thu, Jun 4, 2020 at 2:33 PM
Subject: Re: M Wellman retirement letter and questions about Covid coverage
To: Monica Wellman <wellmanm@edmonds.wednet.edu>
Cc: Kathleen Hodges <hodgesk@edmonds.wednet.edu>, Karen Hardesty <HardestyK@edmonds.wednet.edu>, Holly Zenz <zenzh@edmonds.wednet.edu>, Kris McDuffy <mcduffyk278@edmonds.wednet.edu>, Justin Irish <irishj@edmonds.wednet.edu>, Debby Carter <carterd@edmonds.wednet.edu>, Laura Barney <barneyl@edmonds.wednet.edu>, Melissa Fosse <fossem590@edmonds.wednet.edu>

Monica, great talking with you today. I will accept the resignation of your continuing contract as the designee of the Superintendent as of August 31, 2020. I will leave your VEBA question and the COVID-19 absences to the payroll department to answer for you directly. I would like to personally thank you for your service to the students and the patrons of the Edmonds School District.

Please do the following on your last workday:

- 1. Turn in your keys/fob and other school-related materials to your supervisor.**
- 2. Return your laptop, case, lock, and all cords to the Technology Department at the ESC Please read the note below.**

You will need to schedule a date/time to return your laptop equipment to the ESC-Tech Dept. Please use the following link:

<https://calendly.com/esdhelpdesk>

The very best to you and yo9ur family as you move on.

Roger Jordan
Certificated Director

On Thu, Jun 4, 2020 at 1:39 PM Monica Wellman <wellmanm@edmonds.wednet.edu> wrote:

Hi Roger,

[REDACTED]

I now plan to severe service with the district on August 31st, 2020. I am looking forward to using the last of my accrued sick days for my VEBA account to help cover the cost of health insurance until I retire with the state at the end of February 2021. So I want to make sure I understand correctly.

[REDACTED] you.

In partnership,

M

Monica "M" Wellman

district google voice # (440) 467-0446

<https://sites.google.com/view/nowcenter/home>

Multi-age Teacher in the NOW Center

Madrona Elementary K-8

wellmanm@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Karen Mosman](#)
Cc: [Chris Bailey](#)
Subject: Re: M Wellman retirement letter and questions about Covid coverage
Date: Tuesday, June 9, 2020 9:06:30 AM

Is there an HR policy for COVID positive employees returning to buildings? I would defer to HR. Chris?

Sarah



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Jun 9, 2020 at 8:30 AM Karen Mosman <mosmank490@edmonds.wednet.edu> wrote:

Thank you, Sarah, I was thinking the same. I should have been more clear. [REDACTED]
[REDACTED] I wasn't sure how to proceed that way.

My apologies.
Karen

Karen Mosman
Technology Department
Edmonds School District
425-431-7294

On Tue, Jun 9, 2020 at 8:15 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:
Good morning Karen,

I think sending her a reminder with a final due date makes sense. Chris said we did that with another staff member. I believe his due date was Aug 15.

Thank you,
Sarah



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Jun 9, 2020 at 7:30 AM Karen Mosman <mosmank490@edmonds.wednet.edu> wrote:

How do you suggest to proceed with this one? Will I send out the "canned" message to have Monica schedule an appointment prior to her last contracted day or Aug. 31st although with Roger's response he did send the link. I will typically send out one more reminder email. I'll await your thoughts.

Sincerely,
Karen

Karen Mosman
Technology Department
Edmonds School District
425-431-7294

----- Forwarded message -----

From: **Roger Jordan** <jordanr@edmonds.wednet.edu>

Date: Thu, Jun 4, 2020 at 2:33 PM

Subject: Re: M Wellman retirement letter and questions about Covid coverage

To: Monica Wellman <wellmanm@edmonds.wednet.edu>

Cc: Kathleen Hodges <hodgesk@edmonds.wednet.edu>, Karen Hardesty <HardestyK@edmonds.wednet.edu>, Holly Zenz <zenzh@edmonds.wednet.edu>, Kris McDuffy <mcduffyk278@edmonds.wednet.edu>, Justin Irish <irishj@edmonds.wednet.edu>, Debby Carter <carterd@edmonds.wednet.edu>, Laura Barney <barneyl@edmonds.wednet.edu>, Melissa Fosse <fossem590@edmonds.wednet.edu>

Monica, great talking with you today. I will accept the resignation of your continuing contract as the designee of the Superintendent as of August 31, 2020. I will leave your VEBA question and the COVID-19 absences to the payroll department to answer for you directly. I would like to personally thank you for your service to the students and the patrons of the Edmonds School District.

Please do the following on your last workday:

- 1. Turn in your keys/fob and other school-related materials to your supervisor.**
- 2. Return your laptop, case, lock, and all cords to the Technology Department at the ESC Please read the note below.**

You will need to schedule a date/time to return your laptop equipment to the ESC-Tech Dept. Please use the following link:

<https://calendly.com/esdhelpdesk>

The very best to you and yo9ur family as you move on.

Roger Jordan
Certificated Director

On Thu, Jun 4, 2020 at 1:39 PM Monica Wellman <wellmanm@edmonds.wednet.edu> wrote:

Hi Roger,

[REDACTED]

I now plan to severe service with the district on August 31st, 2020. I am looking forward to using the last of my accrued sick days for my VEBA account to help cover the cost of health insurance until I retire with the state at the end of February 2021. So I want to make sure I understand correctly.

[REDACTED]

Thank you.

*In partnership,
M*

Monica "M" Wellman
district google voice # (440) 467-0446
<https://sites.google.com/view/nowcenter/home>
Multi-age Teacher in the NOW Center
Madrona Elementary K-8
wellmanm@edmonds.wednet.edu

From: [Saundra Whittemore](#) on behalf of [Saundra Whittemore <whittemores479@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: MLE OM Computer Upgrade/Replacement?
Date: Monday, July 13, 2020 11:10:47 AM

Thank you, Chris. I've worked around most of the issues... my laptop doesn't have a camera, so I Zoom on the loaner Chromebook. Updates on the desktop can be problematic (not going through, or have to try multiple times before they go through -- or Lori Held has to help them through), but it's hopefully not an issue for long due to replacement.

Thanks again.

--Saundra

Saundra Whittemore
Office Manager, Martha Lake Elementary
whittemores479@edmonds.wednet.edu
17500 Larch Wy Lynnwood 98037
Linea en espanol y portuguese 1-844-373-1952
425.431.7766 Ext 9
she/her/hers



On Mon, Jul 13, 2020 at 9:29 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Saundra,

Apologies for the delay in getting back to you. We have purchased replacement desktops for office staff; however, with the closure, we do not have a plan for when that equipment will be deployed just yet. Aside from needing to get that second monitor setup, and getting a Chromebook, are there any other issues you are struggling with that we can assist on?

Thanks for all,

Chris Bailey
Manager - IT Operations
x7101

On Wed, Jul 8, 2020 at 10:58 AM Saundra Whittemore

<whittemores479@edmonds.wednet.edu> wrote:

Hello, Chris:

Hope you and yours are okay during these unique COVID times.

Tom and I completed paperwork regarding my computer update/upgrade that was scheduled for July 2020.

However, that was pre-COVID.

So, I'm checking in with you on the status. Will my computer be updated/replaced? I believe the option I chose included a chromebook. I would like to use an extra monitor available through our library to create two screens --- but since I'm planning to get a free 2nd monitor from our LIS, not sure if you need that information.

Thanks, in advance, for the update, Chris.

---Saundra

Saundra Whittemore

Office Manager, Martha Lake Elementary

whittemores479@edmonds.wednet.edu

17500 Larch Wy Lynnwood 98037

Linea en espanol y portuguese 1-844-373-1952

425.431.7766 Ext 9

she/her/hers



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Cynthia E Nelson](#)
Cc: [Jennifer Madsen](#); [Chris Bailey](#); [Debbie Erickson](#); [Lauren Wishkoski](#)
Subject: Re: Managing 1:1 Devices during Remote Learning with Follett Destiny
Date: Monday, August 10, 2020 3:52:34 PM

I definitely think it is worth considering. I was actually going to ask during our meeting tomorrow if Destiny can read district barcodes. Does anyone know the answer to that question? If they do, that would really help with future deployments and would be an immediate advantage over Skyward for Chromebook management. I am curious what the timeline for implementation would be.

Thank you,
Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Aug 10, 2020 at 3:26 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

Hi All - This is interesting. The Tech Dept has been using Skyward textbook inventory to track Chromebook assignment. We have heard of some school districts using the Library system (Follett Destiny) for this purpose. The Tech Dept is also looking for an "off the shelf" product to manage technology inventory instead of writing and maintaining our own system (peach).

I know we are all busy and don't need one more thing to look at, but the sales rep did mention - "We currently have a promotion in place for districts wanting to purchase Destiny Resource Manager - Asset Edition."

Thoughts?
Cynthia

----- Forwarded message -----

From: **Pam DeMar** <pdemar@follett.com>
Date: Mon, Aug 10, 2020 at 3:00 PM
Subject: Managing 1:1 Devices during Remote Learning with Follett Destiny
To: nelsonc@edmonds.wednet.edu <nelsonc@edmonds.wednet.edu>

Dear Cynthia,

I would like to introduce myself as your Technology Sales Consultant here at Follett. Currently your district uses Destiny Library Manager.

With remote learning a possibility this fall many districts are starting to use our Asset module to manage the inventory and deployment of 1:1 devices, CTE equipment, Assistive Technology equipment and more.

We currently have a promotion in place for districts wanting to purchase Destiny Resource Manager - Asset Edition. I have some information about how one district quickly accomplished their deployment using Destiny.

Please let me know if you would like to learn more and we can schedule a webinar presentation.

I look forward to hearing from you!

Regards,

Pam DeMar
Outside Sales Consultant – Technology

Tel: 877-899-8550 Ext:46412

Dir: 708-884-6412

Cell: 224-619-5643

Follett School Solutions

pdemar@follett.com 

From: [Scott Anderson](#) on behalf of [Scott Anderson <scott.anderson@mobyman.com>](#)
To: [baileym@edmonds.wednet.edu](#)
Subject: Re: MobyMax Contract Extension
Date: Thursday, June 4, 2020 8:40:14 AM

Hi Chris,

Are you able to provide me with a tax exempt certificate?

Thank you,
Scott Anderson
207-292-7297 | [Schedule on my calendar](#)

MobyMax is here to help during school closures! Check out our remote learning resources [here](#).

On Thu, Jun 4, 2020 at 11:35 AM Chris Bailey <[baileym@edmonds.wednet.edu](#)> wrote:

Scott,
Thank you for this information. Is it possible for you to send me quote for each of these options so I can review with our team?
I appreciate you getting back to me so quickly!

Chris Bailey
Manager - IT Operations
x7101

On Thu, Jun 4, 2020 at 8:31 AM Scott Anderson <[scott.anderson@mobyman.com](#)> wrote:

Hi Chris,

Thank you for reaching out.

I'm assuming that you folks are tax exempt and that you'll be able to provide me with a tax exempt certificate?

If that's the case the pricing would be broken up evenly into four quarterly amounts from the price of \$25,956.00.

The pricing would be as follows.

3 month = \$6,489.00, 6 month = \$12,978.00 and 12 months the price I had quoted for your one year renewal of \$25,956.00. Please let me know if you have any other questions.

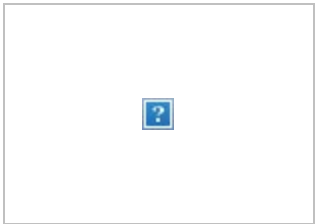
Thank you,
Scott Anderson
207-292-7297 | [Schedule on my calendar](#)

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On Thu, Jun 4, 2020 at 11:23 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Scott,

I wanted to reach out to you about Edmonds SD's use of MobyMax. I was curious what our options are for extensions of the contract. Can I see pricing for 3 month, 6 month, and 12 month extensions?

Thanks for all,



Chris Bailey, MBA, CETL

IT Operations Manager
Technology Department

425.431.7101 Phone

baileym@edmonds.wednet.edu

From: [Scott Anderson](#) on behalf of [Scott Anderson <scott.anderson@mobyman.com>](#)
To: [baileym@edmonds.wednet.edu](#)
Subject: Re: MobyMax Contract Extension
Date: Thursday, June 4, 2020 8:37:19 AM

Hi Chris,

No problem at all.

I will be emailing them to you soon.

Thank you,
Scott Anderson
207-292-7297 | [Schedule on my calendar](#)

MobyMax is here to help during school closures! Check out our remote learning resources [here](#).

On Thu, Jun 4, 2020 at 11:35 AM Chris Bailey <[baileym@edmonds.wednet.edu](#)> wrote:

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*Chris Bailey
Manager - IT Operations
x7101*

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Scott Anderson
207-292-7297 | [Schedule on my calendar](#)

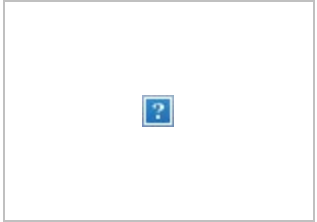
MobyMax is here to help during school closures! Check out our remote learning resources

[here.](#)

On Thu, Jun 4, 2020 at 11:23 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
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Thanks for all,



Chris Bailey, MBA, CETL

IT Operations Manager
Technology Department

425.431.7101 Phone

baileym@edmonds.wednet.edu

From: [Scott Anderson](#) on behalf of [Scott Anderson <scott.anderson@mobymax.com>](#)
To: baileym@edmonds.wednet.edu
Subject: Re: MobyMax Contract Extension
Date: Thursday, June 4, 2020 8:31:31 AM

Hi Chris,

Thank you for reaching out.

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Thanks for all,



Chris Bailey, MBA, CETL
IT Operations Manager
Technology Department

425.431.7101 Phone
baileym@edmonds.wednet.edu

From: [Scott Anderson](#) on behalf of [Scott Anderson <scott.anderson@mobyman.com>](#)
To: [baileym@edmonds.wednet.edu](#)
Subject: Re: MobyMax Contract Extension
Date: Thursday, June 4, 2020 8:48:33 AM
Attachments: [MobyMax 3 Month Pro-Rated District License Renewal Price Quote \(2020-21 School Year\)..pdf](#)
[MobyMax 6 Month Pro-Rated District License Renewal Price Quote \(2020-21 School Year\)..pdf](#)
[MobyMax 12 Month District License Renewal Price Quote \(2020-21 School Year\)..pdf](#)

Okay, Thank you!

The attached quotes are only valid providing we receive your tax exempt certificate.

Thank you,
Scott Anderson
207-292-7297 | [Schedule on my calendar](#)

MobyMax is here to help during school closures! Check out our remote learning resources [here](#).

On Thu, Jun 4, 2020 at 11:42 AM Chris Bailey <[baileym@edmonds.wednet.edu](#)> wrote:
I'll see what I can do.

Chris Bailey
Manager - IT Operations
x7101

On Thu, Jun 4, 2020 at 8:40 AM Scott Anderson <[scott.anderson@mobyman.com](#)> wrote:
Hi Chris,

Are you able to provide me with a tax exempt certificate?

Thank you,
Scott Anderson
207-292-7297 | [Schedule on my calendar](#)

MobyMax is here to help during school closures! Check out our remote learning resources [here](#).

On Thu, Jun 4, 2020 at 11:35 AM Chris Bailey <[baileym@edmonds.wednet.edu](#)> wrote:
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I appreciate you getting back to me so quickly!

Chris Bailey
Manager - IT Operations
x7101

On Thu, Jun 4, 2020 at 8:31 AM Scott Anderson <scott.anderson@mobymax.com> wrote:

Hi Chris,

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Scott Anderson
207-292-7297 | [Schedule on my calendar](#)

MobyMax is here to help during school closures! Check out our remote learning resources [here](#).

On Thu, Jun 4, 2020 at 11:23 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Scott,

I wanted to reach out to you about Edmonds SD's use of MobyMax. I was curious what our options are for extensions of the contract. Can I see pricing for 3 month, 6 month, and 12 month extensions?

Thanks for all,



Chris Bailey, MBA, CETL
IT Operations Manager
Technology Department

425.431.7101 Phone
baileym@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Cynthia E Nelson](#)
Cc: [Chris Bailey](#)
Subject: Re: New COVID-19 Contact tracing Building Procedures
Date: Thursday, August 13, 2020 10:23:40 AM

I agree with you, Cynthia. I think that the Help Desk team likes to be heard and part of the process whenever possible. I think that you responding to Jim that it will be brought up this afternoon and someone will report back to him would go a long way and he would feel like his concerns are being heard by department leadership.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Aug 13, 2020 at 10:11 AM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

I understand Jim's concern. I think entering info on the shared Google Sheet is a little cumbersome, and why is it okay for everyone to be able to see all the information.
We have a meeting at 1 pm and I think this should be brought up then.
This roll-out was done without any input from Tech since they did this on the day that both Chris and I were not available.

What are your thoughts? Should I let Jim know that we will bring this up at the afternoon meeting or just wait until after the meeting?

----- Forwarded message -----

From: **James Raymond** <raymondj@edmonds.wednet.edu>
Date: Thu, Aug 13, 2020 at 9:49 AM
Subject: New COVID-19 Contact tracing Building Procedures
To: Chris Bailey <baileym@edmonds.wednet.edu>, Cynthia E Nelson <nelsonc@edmonds.wednet.edu>, Luczyk, Sarah E. (ESC) <luczyks@edmonds.wednet.edu>

This is just an FYI

Since 7 am this morning when I arrived I have observed the following:

4 groups totaling 6 maintenance employees entered the building, they did not enter their visit in the Building Access Form.

I have observed that several Superintendent and management staff are in the building, none have signed in on the Building Access Form.

Since there is not an electronic source to verify if any of the above staff have completed the Attestation form, who knows if they did or if they were cleared to enter the building.

I bring this up only as an example of two and a half hours in one day.

So this begs two questions, if all this recording of visits and completing of the Attestation for is for COVID-19 contact tracing to protect employees health, why aren't management staff, subs and other non-ESC staff not following procedures, and if the top management of the school district does not deem it necessary to follow the procedures, why should I?

Jim

Jim Raymond
Technology Help Desk Specialist
Technology Department
Phone: 425.431.4155

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Andrea Collins](#)
Cc: [Scott Morrison](#); [Chris Bailey](#); [Roberto Figueroa](#)
Subject: Re: Para Tech Positions Posted
Date: Wednesday, July 8, 2020 7:23:24 AM

Thank you, Andrea. Chris is also off the first week of August so I am hopeful we can get the interviews done before you are both on vacation. It is good to know we can bring in Roberto if needed. I will keep everyone posted on the timing as soon as the position closes.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Wed, Jul 8, 2020 at 7:13 AM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:
Hi Sarah, Scott and Chris,

I am available July 29-31.

The first week of August I am on vacation, but I can see if Roberto is available for a round of finalist?

Thank you,
Andrea

Andrea B. Collins
Principal
College Place Middle School



Home of the Cougars!
Edmonds School District Contacts during school closure due to COVID-19
[Edmonds School District Family Resources](#) & [Supplemental Resources for Learning](#)
Chromebook Support Line: [\(425\) 431-1211](tel:4254311211) or techsupport@edmonds15.org
Family Support Office Number: [425-431-1454](tel:4254311454)
Family Support Email: familysupport@edmonds.wednet.edu
For updates on Closure: [CLICK HERE](#)
Additional Resources: <http://bit.ly/ESDfamilysupport>

On Jul 7, 2020, at 12:40 PM, Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Hello Andrea and Scott,

HR notified me that the open Para Tech positions at CPM and BTM are now posted and will close on Friday, July 24. Chris Bailey and I will plan to screen the applicants as soon as possible and will most likely be done by Tuesday, July 28. We are hoping to hold interviews for both positions later that week or the next (if needed). Can you both please reply to this email with your availability for interviews via Zoom the week of July 27 as well as August 3?

Attached are the interview questions for your review. They were last used in February to hire two new Para Techs (one at Meadowdale and one at Mountlake Terrace). Let me know if you have any questions.

Thank you,
Sarah

 [Paraed Student Tech Support Interview Questions...](#)



Sarah Luczyk

Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Paraeducators returning to work
Date: Tuesday, September 1, 2020 11:45:25 AM

Okay, so when they ask are we going to continue as planned, approved by Dr. Balderas, or go with Mark's email?

Thank you.

On Tue, Sep 1, 2020, 11:41 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Just sent to Paras I believe, with a similar one sent to office personnel.

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Mark Roschy** <roschym141@edmonds.wednet.edu>
Date: Tue, Sep 1, 2020, 11:35 AM
Subject: Paraeducators returning to work
To:
Cc: Annette Gahan <gahana@edmonds.wednet.edu>

Paraeducators returning to work for the 2020-2021 school year.

We appreciate our Paraeducators' patience while we sort out the intricacies of reopening our school campuses and establish all necessary protocol to return to work. Paraeducators are expected to begin work on 9/8/20 per your work calendar and the daily schedule your supervisor should have shared with you. Paraeducators can work in the building as needed and will also be allowed to work remotely, if appropriate, through 9/21/20. This will provide additional time to work out the details of daily schedules and associated duties. This will also provide paraeducators additional time to request the appropriate leave needed if they are not able to return to work on or after 9/21/20. These leaves and accommodations are further described later in this memo. The District will continue to assess the situation between 9/8 and 9/21 but knowing that some students will be returning to the district over the coming weeks, the ability for paraeducators to work remotely will continue to diminish.

The District has been working with our union groups over the last few weeks to clarify expectations, leave options, and protocol for employees to return to work during the pandemic. We have discussed the expectation of employees returning to their worksite - specifically while most students are not present. We intend to reengage in further conversation when it is decided that all students can return to school campuses in a hybrid model, a full (typical) model, or some other version not yet considered. We reasonably expect that in the coming weeks, some students will return to campus to be supported with specified needs. Regardless of when and how many students will return to campus, it is imperative that we prepare for our students to return and establish the environment, atmosphere, processes, and protocol to welcome them back. This preparation requires that staff be a part of that preparation process and does not allow us to wait until that announcement is made – whether it is weeks from now or further out.

Our buildings are safe. The buildings have been cleaned daily since the closure and there has been no reduction in custodial support even with the lack of students present as we open school. There is no plan to reduce custodial support as long as staff are present in the school buildings. Our schools are large and vacant and provide ample social distancing space for employees to work in

near isolation. The risk to employees is solely based on the interactions of employees in the workplace. As you have begun to see, the District has spent the summer months establishing protocols, processes, and requirements that minimize the risks of employee interactions while at work. Attestations will be required for all employees prior to entering the building. Hand sanitizer and masks will be provided upon entry. Masks are required at all times unless working alone under specific guidelines. Sign in/out procedures are in place to maintain a cleaning schedule that reflects employee's locations while at work. Bathrooms have an increased cleaning schedule, HVAC systems are running 24/7, HVAC filters are all being upgraded to higher efficiency filters and will be checked and replaced with additional frequency, plexiglass is installed in expected high traffic areas, etc. With limited number of people in the school buildings and all of the above in place, we have worked to create a minimal contact and safe work environment for employees.

In addition to preparing for students to return, even in limited numbers based on need, there are several other factors that are resolved by returning to the worksite.

- Equity – returning to the worksite resolves the inequities of access to a reliable internet signal for our employees. It also resolves the inequities we witnessed in the Spring where some employees worked all of their assigned hours and some were asked to work very few, yet all were kept whole with pay and benefits.
- Systems – Having our systems up and running in preparation for students to return. Not only having our systems up and running for students to return, but also having our systems up and running so that we can keep our colleagues employed through cleaning, maintenance, mail delivery, printing, etc.
- Hardware – Our buildings have high speed WIFI signals for maximum student support. Where Chromebooks failed in some areas, our buildings have unused and available computers better equipped to handle online support. Our better equipment is sitting idle in our empty buildings that would serve students better if utilized. Where many employees struggled with their equipment and WIFI signal, almost all of these issues would be resolved when working out of our campuses.
- Materials – The district supplies not only basic office supplies, but materials to best support student learning from whiteboards to science kits, these materials are housed and restocked in our school buildings. Employees who struggled with access to materials issues will not face those issues at school.
- Supervision – Supervision is a two-way street. It is important for both the protection of employees and protection of the district. Our transparency as a public school district is predicated on the consistency and appropriateness of how our employees embody that expectation. The work product of our non-certificated employees must be easily and readily accessible. The interactions between students and non-certificated employees must be easily monitored and those employees must have ready access to assistance when needed (through Administration, Office Staff, Student Support positions, etc.). Classified employees are different from certificated employees in two key ways, certificated employees are exempt from hourly fair labor standards and their earned teaching certificate would be in jeopardy if the State code of professional conduct were to be violated, these differences are critical when it comes to supervision.
- Liability – Our facilities are ADA accessible, we comply with all L&I and OSHA standards, we apply and enforce FLSA laws and practices on site. We take all precautionary measures to avoid risk in the workplace (salt walkways, provide ergonomic workspaces, provide ramps and lifts, automatic door openers, protected plumbing fixtures, etc.). All of these standards are to protect employees and all of these modifications have been developed for our actual work sites. This investment has not only protected employees, it also limits the liability of the district as an employer every day.

Many other issues that arose in the spring, are quickly resolved by having employees report to work. We are aware that requiring employees to report to work creates some new problems for some employees, but we have many leave options for employees to manage those problems. Many leave provisions have always been a part of the employee contract, and those options have

only grown over the last few years. But, in addition to the existing leave provisions, the State and Federal government have expanded leave options due to COVID19. These additional leave benefits are aimed directly at many of the issues that have been raised by some employees (like child care issues and high-risk status). Accessing the most appropriate types of leave are intended to alleviate these challenges during this pandemic and although they may not solve all issues, they are the enhanced tools we have for this moment.

In addition to all previous types of leave available, the following have been added:

- Emergency Paid Sick Leave Act (EPSLA) - will provide up to 80 hours of paid sick leave for employees depending on their full-time or part-time status who are unable to work (including remote work) and meet one or more of five conditions specified by the federal legislation.
- Emergency Family and Medical Leave Act (EFMLA) - grants employees up to 12 weeks of job-protected leave to care for a son or daughter whose school or place of childcare is closed due to a declared public health emergency related to COVID-19 and are unable to work (including remote work).
- Access to unemployment (and potential access to Federal enhanced unemployment benefits). Dependent on leave type and reason, employees may have access to these benefits while on a qualifying leave.

The best way to determine your leave options is to contact Human Resources to get assistance in aligning your needs with the most appropriate type of leave. For Paraeducators, your contact is Annette Gahan - gahana@edmonds.wednet.edu

The Governor's Proclamation 20-46 allows employees who are qualified as high-risk per CDC guidelines to request accommodations to protect them from exposure to the COVID-19 disease, these accommodations can include telework, alternative or remote work locations, reassignment, and social distancing measures. Employees who are designated high-risk per CDC guidelines and confirmed through Human Resources can request accommodations and will be considered for such accommodations.

Your supervisor should have contacted you by now to review your daily work schedule and expected building protocol. If you have not heard from them, you should feel free to contact them directly.

We will learn and grow from our actions moving forward and we will adapt as needed as all good educators always do.

Mark Roschy
Human Resources Director - Classified
Edmonds School District
425-431-7025

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Cynthia Nelson](#)
Subject: Re: Paraeducators returning to work
Date: Tuesday, September 1, 2020 12:53:35 PM

Thank you.

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 11:59 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Sarah,

Yes, we are continuing as planned. Unless directed by you (or the schedule you put together) they should work remotely until direct otherwise by you or I.

Chris Bailey
Manager - IT Operations
x7101

On Tue, Sep 1, 2020 at 11:45 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Okay, so when they ask are we going to continue as planned, approved by Dr. Balderas, or go with Mark's email?

Thank you.

On Tue, Sep 1, 2020, 11:41 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Just sent to Paras I believe, with a similar one sent to office personnel.

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Mark Roschy** <roschym141@edmonds.wednet.edu>
Date: Tue, Sep 1, 2020, 11:35 AM
Subject: Paraeducators returning to work
To:
Cc: Annette Gahan <gahana@edmonds.wednet.edu>

Paraeducators returning to work for the 2020-2021 school year.

We appreciate our Paraeducators' patience while we sort out the intricacies of reopening our

school campuses and establish all necessary protocol to return to work. Paraeducators are expected to begin work on 9/8/20 per your work calendar and the daily schedule your supervisor should have shared with you. Paraeducators can work in the building as needed and will also be allowed to work remotely, if appropriate, through 9/21/20. This will provide additional time to work out the details of daily schedules and associated duties. This will also provide paraeducators additional time to request the appropriate leave needed if they are not able to return to work on or after 9/21/20. These leaves and accommodations are further described later in this memo. The District will continue to assess the situation between 9/8 and 9/21 but knowing that some students will be returning to the district over the coming weeks, the ability for paraeducators to work remotely will continue to diminish.

The District has been working with our union groups over the last few weeks to clarify expectations, leave options, and protocol for employees to return to work during the pandemic. We have discussed the expectation of employees returning to their worksite - specifically while most students are not present. We intend to reengage in further conversation when it is decided that all students can return to school campuses in a hybrid model, a full (typical) model, or some other version not yet considered. We reasonably expect that in the coming weeks, some students will return to campus to be supported with specified needs. Regardless of when and how many students will return to campus, it is imperative that we prepare for our students to return and establish the environment, atmosphere, processes, and protocol to welcome them back. This preparation requires that staff be a part of that preparation process and does not allow us to wait until that announcement is made – whether it is weeks from now or further out.

Our buildings are safe. The buildings have been cleaned daily since the closure and there has been no reduction in custodial support even with the lack of students present as we open school. There is no plan to reduce custodial support as long as staff are present in the school buildings. Our schools are large and vacant and provide ample social distancing space for employees to work in near isolation. The risk to employees is solely based on the interactions of employees in the workplace. As you have begun to see, the District has spent the summer months establishing protocols, processes, and requirements that minimize the risks of employee interactions while at work. Attestations will be required for all employees prior to entering the building. Hand sanitizer and masks will be provided upon entry. Masks are required at all times unless working alone under specific guidelines. Sign in/out procedures are in place to maintain a cleaning schedule that reflects employee's locations while at work. Bathrooms have an increased cleaning schedule, HVAC systems are running 24/7, HVAC filters are all being upgraded to higher efficiency filters and will be checked and replaced with additional frequency, plexiglass is installed in expected high traffic areas, etc. With limited number of people in the school buildings and all of the above in place, we have worked to create a minimal contact and safe work environment for employees.

In addition to preparing for students to return, even in limited numbers based on need, there are several other factors that are resolved by returning to the worksite.

- Equity – returning to the worksite resolves the inequities of access to a reliable internet signal for our employees. It also resolves the inequities we witnessed in the Spring where some employees worked all of their assigned hours and some were asked to work very few, yet all were kept whole with pay and benefits.
- Systems – Having our systems up and running in preparation for students to return. Not only having our systems up and running for students to return, but also having our systems up and running so that we can keep our colleagues employed through cleaning, maintenance, mail delivery, printing, etc.
- Hardware – Our buildings have high speed WIFI signals for maximum student support. Where Chromebooks failed in some areas, our buildings have unused and available computers better equipped to handle online support. Our better equipment is sitting idle in our empty buildings that would serve students better if utilized. Where many employees struggled with their equipment and WIFI signal,

almost all of these issues would be resolved when working out of our campuses.

- Materials – The district supplies not only basic office supplies, but materials to best support student learning from whiteboards to science kits, these materials are housed and restocked in our school buildings. Employees who struggled with access to materials issues will not face those issues at school.

- Supervision – Supervision is a two-way street. It is important for both the protection of employees and protection of the district. Our transparency as a public school district is predicated on the consistency and appropriateness of how our employees embody that expectation. The work product of our non-certificated employees must be easily and readily accessible. The interactions between students and non-certificated employees must be easily monitored and those employees must have ready access to assistance when needed (through Administration, Office Staff, Student Support positions, etc.). Classified employees are different from certificated employees in two key ways, certificated employees are exempt from hourly fair labor standards and their earned teaching certificate would be in jeopardy if the State code of professional conduct were to be violated, these differences are critical when it comes to supervision.

- Liability – Our facilities are ADA accessible, we comply with all L&I and OSHA standards, we apply and enforce FSLA laws and practices on site. We take all precautionary measures to avoid risk in the workplace (salt walkways, provide ergonomic workspaces, provide ramps and lifts, automatic door openers, protected plumbing fixtures, etc.). All of these standards are to protect employees and all of these modifications have been developed for our actual work sites. This investment has not only protected employees, it also limits the liability of the district as an employer every day.

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- Emergency Family and Medical Leave Act (EFMLA) - grants employees up to 12 weeks of job-protected leave to care for a son or daughter whose school or place of childcare is closed due to a declared public health emergency related to COVID-19 and are unable to work (including remote work).
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reassignment, and social distancing measures. Employees who are designated high-risk per CDC guidelines and confirmed through Human Resources can request accommodations and will be considered for such accommodations.

Your supervisor should have contacted you by now to review your daily work schedule and expected building protocol. If you have not heard from them, you should feel free to contact them directly.

We will learn and grow from our actions moving forward and we will adapt as needed as all good educators always do.

Mark Roschy
Human Resources Director - Classified
Edmonds School District
425-431-7025

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Cynthia E Nelson](#)
Cc: [Amanda Ralston](#); [Chris Bailey](#); [Lauren Wishkoski](#)
Subject: Re: Parent Handbook
Date: Tuesday, August 11, 2020 9:50:19 PM

Cynthia is right. Chromebooks are being distributed at individual schools. Chris and I are finalizing the schedule to share and discuss with administrators next week. And yes, we will be prepared at the district office to help families that cannot make thier school's event.

Thank you,
Sarah

On Tue, Aug 11, 2020, 9:01 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:
My understanding from Sarah and Chris is that we are having the individual schools distribute the Chromebooks. I have added them to the email.

Like we did with the elementary Chromebooks, after the school-based distribution, the student IT support could distribute Chromebooks to those that did not pick them up earlier.

By the way, good job on developing this updated Handbook, Amanda.

Cynthia

On Tue, Aug 11, 2020 at 7:45 PM Amanda Ralston <ralstona@edmonds.wednet.edu> wrote:

Yes, great feedback!

Maybe we will have a different plan in place. I'm happy to change.

THanks,
Amanda



Amanda Ralston

Communications Coordinator

425-431-7046

[@EdmondsSchools](#)

On Tue, Aug 11, 2020 at 7:02 PM Lauren Wishkoski
<wishkoskil631@edmonds.wednet.edu> wrote:

Amanda,

Thanks for this!

I read through what you added, and I apologize if I'm asking about something that you've already worked out with Technology (copying Cynthia here), but I wasn't sure

what this line meant: " Please contact individual schools for distribution information."
Is this referring to distribution of Chromebooks? Are we doing that through individual schools this year, or should families reach out to Student Tech Support like they did in the spring?

Thanks,

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

Untamed by Glennon Doyle

The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

Summer reading:

Nine Lies About Work by Marcus Buckingham

Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

On Tue, Aug 11, 2020 at 6:54 PM Amanda Ralston <ralstona@edmonds.wednet.edu> wrote:

Thank you all! I will keep in the Student Internet Use and Electronic Communication section.

I have also added a section above it titles Chromebooks and Internet Access

Chromebooks and Internet Access

All Edmonds School District students have the opportunity to check-out and use Chromebooks for at-home use during school closures. Many educational resources and other adopted and supported online tools are available to students. All technology and software provided for educational use, are available thanks to voter-approved Capital/Technology levies. Please contact individual schools for distribution information.

All families are encouraged to read through district policies related to Internet safety and responsible use of district resources.

[https://www.edmonds.wednet.edu/cms/One.aspx?](https://www.edmonds.wednet.edu/cms/One.aspx?portalId=306754&pageId=489254)

[portalId=306754&pageId=489254](https://www.edmonds.wednet.edu/cms/One.aspx?portalId=306754&pageId=489254)

During a school closure, tech support is available:

Student Technology Support

techsupport@edmonds15.org

425-431-1211

Hours: 8:00 a.m. to 7:00 p.m.

Internet Access Support

There are options available for families that need support accessing the internet at home. Families may be eligible for reduced-cost internet access or WiFi hotspot devices. Please visit the Family Support website for details

<https://bit.ly/ESDTechsupport>

Full 2020-21 Handbook draft:

https://docs.google.com/document/d/10UHoJL5ol-U7Ak-T7EV5MZ1TcZg_h7ftiARE_LF0xo/edit?usp=sharing

Thanks so much for your input!

Amanda



Amanda Ralston

Communications Coordinator

425-431-7046

[@EdmondsSchools](#)

On Fri, Aug 7, 2020 at 3:45 PM Robert Baumgartner

<baumgartnerr@edmonds.wednet.edu> wrote:

Thanks Cynthia. This captures most of my understanding as well, which, to be clear, was limited. :)



Rob Baumgartner, Ed.D.

he/him/his

Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

On Fri, Aug 7, 2020 at 8:42 AM Cynthia E Nelson

<nelsonc@edmonds.wednet.edu> wrote:

My understanding is that (1) we don't have any students who have opted out of Internet access and (2) we need to leave it in because just like we accommodate other special needs, if a student cannot use the electronic resources, our district would have to modify the instructional tools to meet the student's need.

Perhaps we need to loop Dana in this conversation...or as Lauren suggests, all of Cabinet.

For the past several years, we have given the school principals the role of working with any family that wants to "opt out" of Internet access since it impacts their staff when this happens.

Another thing we have to do at some point is update our procedure 2022P Electronic Resources and Internet Safety. In the 3rd paragraph it says " Use of the computer network and Internet is a privilege."

Cynthia

On Thu, Aug 6, 2020 at 5:37 PM Lauren Wishkoski

<wishkoskil631@edmonds.wednet.edu> wrote:


Amanda,

This is an interesting question, and I'm adding Rob and Cynthia to this response. I appreciate the underlying premise that if families "opted out", it would be (nearly?) impossible for us to provide their students with an education during fully remote learning. Even apart from fully remote learning, we increasingly have curricula that are only accessible online (Amplify, iReady, etc.), and I wonder to what extent we can make sure parents understand that their students really must use a Chromebook, the internet, and a variety of adopted/supported curricular tools (whether in person or in remote learning mode). To me, it seems like the only real opt-out is to opt out of turning on a camera or speaking during a synchronous Zoom meeting with a teacher, small group, or class, and that would be an option open to anyone, any time - not one that parents would sign for, etc.

It seems like the section you quoted from the handbook is important but that, perhaps, with Cabinet approval, the final part "unless..." could be removed, possibly replaced with some kind of additional statement, like, "...the internet as an ed resource and other adopted and supported online tools." Perhaps eventually we could include a link to those adopted and supported online tools, though I don't think we're there yet in starting to revamp our Tech Tool Review process.

I shared the links below from Issaquah with Cynthia and Chris Bailey recently as an interesting example of how they have all parents agree that they understand a few things as part of their enrollment process. It seems like these are necessary, not optional, understandings. Each link below is one page, and they're basically the same for elem and sec, with maybe a little different wording for email accounts and different links for approved tool lists.

 [EVF - Secondary Parent-Technology-Consent.docx](#)

 [EVF - Elementary Parent Technology Consent.docx](#)

Lauren

she/her/hers

425.341.7299 [for voicemail only during school closures]

Resources during the Closure: [For Families](#) / [For Staff](#)

Currently reading:

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The Mindful Self-Compassion Workbook by Kristin Neff & Christopher Germer

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Alias Grace by Margaret Atwood

On Earth We're Briefly Gorgeous by Ocean Vuong

A Tale for the Time Being by Ruth Ozeki

The Untethered Soul by Michael A. Singer

Crucial Conversations by Kerry Patterson et al.

On Wed, Aug 5, 2020 at 10:46 AM Amanda Ralston

<ralstona@edmonds.wednet.edu> wrote:

Hello Lauren and Greg,

Every year we discuss whether to include a section on student internet use in the district parent handbook and every year we leave it in because we might have a family who wants to opt out. With us entering full remote learning to start the year, I think keeping this section would just create confusion.

Would you agree that we can take it out this year?

Student internet use and electronic communication

The Edmonds School District provides all students with access to networked services as well as to the Internet and some forms of electronic communication. Having access allows students to use online curriculum and resources purchased by the district to support student learning, to access district systems such as their school library catalog, as well as access to free educational Internet sites. It is assumed that parents grant their child the right to access the network and have a desire to have their child use network resources which include the Internet as an educational resource unless their school has a signed Internet and Electronic Communication Exclusion form on file.

Thanks,

Amanda



Amanda Ralston

Communications Coordinator

425-431-7046

[@EdmondsSchools](#)

From: [Saundra Whittemore](#) on behalf of [Saundra Whittemore <whittemores479@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Please Help ASAP Fwd: New Staff Account Info
Date: Wednesday, June 10, 2020 9:01:18 AM

Awesome. Thanks, Chris!

Saundra Whittemore
Office Manager, Martha Lake Elementary
whittemores479@edmonds.wednet.edu
17500 Larch Wy Lynnwood 98037
Linea en espanol 1-844-373-1952
425.431.7766 Ext 9
she/her/hers



On Wed, Jun 10, 2020 at 8:50 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Saundra,

Thank you for the email. User accounts are generated strictly based on Skyward data, so I am wondering if there was a typo when her Skyward profile was created? I would start with Human Resources on that. Looping in Chris Hagen on our data team, as he can monitor the account creation process and ensure a new email address with the correct spelling is generated.

Thank you!

Chris Bailey
Manager - IT Operations
x7101

On Wed, Jun 10, 2020 at 8:45 AM Saundra Whittemore

<whittemores479@edmonds.wednet.edu> wrote:

Hi, Chris!

How are you doing during these COVID times? Hope you and yours are okay. MANY THANKS to you and your team; you've been great!

Our new principal, Stephanie Kay-Fredrickson's name is spelled incorrectly. Therefore, her email is incorrect.

CORRECT Spelling is: Last Name: Kay-Fredrickson, First Name: Stephanie

INCORRECT: Frederickson (omit the letter "e" after letter d).

And, she really can't have 69 in her email address. Is this based on a formula? Possible to override the formula for Principal, Ms. Kay?

Please advise.

Thank you,

---Saundra

Saundra Whittemore
Office Manager, Martha Lake Elementary

whitemores479@edmonds.wednet.edu
17500 Larch Wy Lynnwood 98037
Linea en español 1-844-373-1952
425.431.7766 Ext 9
she/her/hers



----- Forwarded message -----

From: <UMRA@edmonds.wednet.edu>

Date: Tue, Jun 9, 2020 at 12:18 PM

Subject: New Staff Account Info

To: <WhittemoreS479@edmonds.wednet.edu>, <HagenC@edmonds.wednet.edu>, <pasekc619@edmonds.wednet.edu>, <mosmank490@edmonds.wednet.edu>

NEW STAFF ACCOUNT INFO

MARTHA LAKE EL

06-09-2020

Saundra Whittemore

Please find below the Edmonds network user name and current password for the new staff at your location.

Skyward login & password credentials will arrive in a separate email, and can take up to 2 business days to be generated. Skyward passwords must be updated every 365 days.

Staff Name: Stephanie Kay-Frederickson

Position:

User Name: KayFredericksonS690

Password: because lay half alone

Email address: KayFredericksonS690@edmonds.wednet.edu

*** IMPORTANT *** Steps To Follow

Please complete these steps within your first 3 days of becoming an employee, if possible.

1. As a new Employee, you first should log into a District, Microsoft Windows computer at a school or building site, which will require you to change the password listed above, to a password that you will remember. The current password (passphrase) minimum length is 12 characters.
2. Next, you will need to log into your "District" provided GMail account at [GMail](https://mail.google.com) (<https://mail.google.com>). Your Email address listed above is the login for this. The password will be the newly created password that you just changed in Step #1. If you have issues logging into GMail, then you may need to wait for 2 hours, before you attempt again. If after waiting the 2 hours, you still are having issues, then call the Edmonds HelpDesk for assistance.
3. During your first login to Google's GMail service, you will be prompted with Google's "**Welcome to your new account**" message, where you will need to click the "**Accept**" button, before your Edmonds' provided Gmail account will become valid.

If you have any questions, or are experiencing difficulty in logging on to the network, please contact the HelpDesk at x7333.

Brought to you by:
[Tools4ever](https://tools4ever.com)
nwsupport@tools4ever.com

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](mailto:luczyks@edmonds.wednet.edu)
To: [Chris Bailey](#)
Cc: [Christine Pasek](#)
Subject: Re: Pre-approval request notification for Appointlet
Date: Tuesday, September 1, 2020 9:42:24 AM
Attachments: [image.png](#)
[image.png](#)

I sent her screenshots from the App Marketplace (see below). It looks like they can request pre-approval or installation. I asked her if we could discuss next steps. I will keep you both posted.

The first screenshot shows the Zoom App Marketplace 'App Requests' page under the 'Pre-approval Requests' tab. It lists six apps with 'Pre-approve' and 'Reject' buttons:

App Name	Pre-approve	Reject	Requests >
Appointlet	[Pre-approve]	[Reject]	Requests >
Nearpod	[Pre-approve]	[Reject]	Requests >
YouTube for Zoom	[Pre-approve]	[Reject]	Requests >
Google Drive for Zoom	[Pre-approve]	[Reject]	Requests >
Zoom for Doodle	[Pre-approve]	[Reject]	Requests >
Otter.ai Live Notes for Zoom	[Pre-approve]	[Reject]	Requests >

The second screenshot shows the 'Request to Install' tab with two apps:

App Name	Start Installation	Reject	Requests >
Translate It!	[Start Installation]	[Reject]	Requests >
Google Calendar Notifications	[Start Installation]	[Reject]	Requests >

Sarah

Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department



425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 9:40 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Thank you!

Chris Bailey
Manager - IT Operations
x7101

On Tue, Sep 1, 2020 at 9:30 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:
Yes, will do.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 9:27 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Sarah - can you follow up with Lauren on these as well?

Chris Bailey
Manager - IT Operations
x7101

On Tue, Sep 1, 2020 at 9:22 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:
Yes, here is what we have so far: <https://marketplace.zoom.us/user/requests>

Interestingly, we didn't have any last week when I worked with Lauren on the one I got an email notification about.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 9:15 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Can you find out if there is a full list of pending requests within the Zoom admin console that we can run by Lauren?

Chris Bailey
Manager - IT Operations
x7101

On Tue, Sep 1, 2020 at 8:47 AM Christine Pasek <pasekc619@edmonds.wednet.edu> wrote:

Hi Chris,

I received this request for install approval in Zoom. I think there are a couple of other apps people have requested as well under the Marketplace.

Thanks,
Christine Pasek
Technology Office Coordinator
Edmonds School District
425-431-7290

----- Forwarded message -----

From: **Zoom App Marketplace** <noreply-marketplace@zoom.us>
Date: Tue, Sep 1, 2020 at 8:07 AM
Subject: Pre-approval request notification for Appointlet
To: pasekc619 <pasekc619@edmonds.wednet.edu>

This is an automated message. Please do not reply directly to this email.

Hi Christine Pasek,

One of your account users Ann Nault wants to install the Appointlet app in Zoom App Marketplace, that requires your pre-approval.

If you wish to allow this app to be installed, please click [here](#) to go to Marketplace and pre-approve this app.

To deny this request, please click [here](#).

- Zoom Marketplace Team

Zoom App Marketplace Support
Zoom Video Communications



marketplace-support@zoom.us

From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Brandon Lagerquist](#)
Cc: [Amanda Ralston](#); [Harmony Weinberg](#); [Chris Bailey](#)
Subject: Re: Preview of survey
Date: Thursday, July 16, 2020 7:12:26 PM

I am 99% sure that Helen said we are not providing childcare for group C when I click on "full remote" shouldn't I not get childcare or transportation? is the skip logic not working?

Also, she was pretty clear that we are not hosting "remote learning days" child care for group AA/BB at schools but off-site from schools. ONLY the before and after school care would be at schools and no transportation would be possible on those days. I think we should be clear about that because that is a huge decision impact on families who might be interested in childcare.

Other than that ... looks great.

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

On Thu, Jul 16, 2020 at 6:54 PM Brandon Lagerquist <lagerquistb835@edmonds.wednet.edu> wrote:

Hi All,

Thanks for your help and expertise in designing the latest family feedback survey.

Here is a **preview** link: https://www.surveymonkey.com/r/Preview/?sm=gYgAYvCmPzhanvVCoifGx0cqkrFYzLbh_2FvglFolT7ZIMXR34xFuKz5xVkJqEyaR

This is not the real link for the real survey. I'll provide the real link once I hear back from all of you that you feel this survey is 101% as good as it can be. There were many debacles in the 13 surveys that were administered between March and the end of the school year, so I'd like to hit the reset button and make sure we are taking the time to do each survey right from here on out.

I'll provide the **real** link once all of you have previewed the survey to ensure accuracy and have responded back to me with a thumbs up. Getting a thumbs up from all of you will help us avoid getting more middle fingers from survey respondents (one of the true pleasures of being the "assessment guy").

When previewing the survey, please attend to the following:

- There is a thought cloud icon by each question, it claims you can select it and make a comment but I've found this doesn't work very effectively, so please don't use that feature and instead send me your comments in an email.
- Are all the questions present that you thought would be present.
- Using a parent/guardian lens, particularly a parent/guardian who is unfamiliar with education lingo, do the directions, questions, and response options make sense? Is there any possible confusion that could lead us to collect data that is not accurate (due to question or item responses being misunderstood).
- Are the translations good to go?

- Is the flow of the survey good (order, sections, explanations, etc...)?
- Respond a few times and select different options each time to ensure all response options are working as desired.

Thanks for helping with testing this survey. Normally my team would test it, but all of my team is out until at least Monday for a variety of reasons.

Thanks again,
Brandon
Brandon Lagerquist
he/him/his
Director - Assessment, Research, and Evaluation
Edmonds School District
20420 68th Ave W
Lynnwood, WA 98036
425-431-7302



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Cynthia E Nelson](#)
Cc: [Chris Bailey](#)
Subject: Re: Remote Temp Tech Staffing: Budget Estimate
Date: Friday, August 28, 2020 11:05:59 AM

I just checked in and they just got to HW for delivery now. They are heading back to the ESC after that and will ask the entire team to start using separate vehicles for the afternoon deliveries and moving forward. Will that work?

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Fri, Aug 28, 2020 at 10:41 AM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:
No, the sooner we adhere to the direction of Health Services the better off we will be.

On Fri, Aug 28, 2020 at 10:28 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

As we do not have surgical masks, I think as soon as feasible we should amend our practice to follow Cindy's direction. I think that doing so for this afternoon's work is adequate, unless Cynthia feels differently about timing on this.
Thank you both!

Chris Bailey
Manager - IT Operations
x7101

On Fri, Aug 28, 2020 at 10:25 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

I think that makes sense. I do have a team of 2 now collecting N23s from middle schools to delivery to HW today. Can we let them continue their work or do I need to ask them to come back and separate vehicles in light of this information? They wear masks in the vehicle now.

We have a team delivering to LW this afternoon. Do they all need to take separate vehicles?

Thank you,
Sarah



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This also raises the question about the team that is currently driving the van. I think we should implement the same expectation - only one person in the van at a time until otherwise noted. Thoughts on the implications of this change, aside from an increase in mileage reimbursement?

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[2020-21 Remote Temp Tech Budget Estimate](#)



[2020-21 Temp Field Tech Ad](#)

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Cc: [Cynthia E Nelson](#)
Subject: Re: Remote Temp Tech Staffing: Budget Estimate
Date: Friday, August 28, 2020 10:25:13 AM

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2020-21 Remote Temp Tech Budget Estimate



2020-21 Temp Field Tech Ad



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From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Cynthia E Nelson](#)
Subject: Re: Remote Temp Tech Staffing: Budget Estimate
Date: Friday, August 28, 2020 9:36:16 AM

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[2020-21 Remote Temp Tech Budget Estimate](#)



[2020-21 Temp Field Tech Ad](#)



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To: [Cynthia E Nelson](#)
Cc: [Chris Bailey](#)
Subject: Re: Remote Temp Tech Staffing: Budget Estimate
Date: Friday, August 28, 2020 7:25:40 AM

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To: [Cynthia E Nelson](#)
Cc: [Chris Bailey](#)
Subject: Re: Remote Temp Tech Staffing: Budget Estimate
Date: Friday, August 28, 2020 6:38:01 AM

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I have also attached the [job description](#) you reviewed with them for your reference. Please let me know if you have any questions.

Thank you for your consideration,
Sarah

 [2020-21 Remote Temp Tech Budget Estimate](#)

 [2020-21 Temp Field Tech Ad](#)



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Cynthia E Nelson](#)
Subject: Re: Remote Temp Tech Staffing: Budget Estimate
Date: Friday, August 28, 2020 11:22:53 AM

Thank you. I added the mileage estimate to the spreadsheet.

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Fri, Aug 28, 2020 at 11:07 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Yes, that sounds great. Thank you!

Chris Bailey
Manager - IT Operations
x7101

On Fri, Aug 28, 2020 at 11:05 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:
I just checked in and they just got to HW for delivery now. They are heading back to the ESC after that and will ask the entire team to start using separate vehicles for the afternoon deliveries and moving forward. Will that work?

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Fri, Aug 28, 2020 at 10:41 AM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

No, the sooner we adhere to the direction of Health Services the better off we will be.

On Fri, Aug 28, 2020 at 10:28 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

As we do not have surgical masks, I think as soon as feasible we should amend our practice to follow Cindy's direction. I think that doing so for this afternoon's work is adequate, unless Cynthia feels differently about timing on this.

Thank you both!

Chris Bailey
Manager - IT Operations
x7101

On Fri, Aug 28, 2020 at 10:25 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

I think that makes sense. I do have a team of 2 now collecting N23s from middle schools to delivery to HW today. Can we let them continue their work or do I need to ask them to come back and separate vehicles in light of this information? They wear masks in the vehicle now.

We have a team delivering to LW this afternoon. Do they all need to take separate vehicles?

Thank you,
Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Fri, Aug 28, 2020 at 10:10 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

I think my preference would be that we pay the mileage for these employees to drive in their own vehicles. I'd hate for our in-home tech support to be limited by our ability to source masks, and I also don't want us to commit the van to this need if other things come up that require its use.

This also raises the question about the team that is currently driving the van. I think we should implement the same expectation - only one person in the van at a time until otherwise noted. Thoughts on the implications of this change, aside from an increase in mileage reimbursement?

Chris Bailey
Manager - IT Operations
x7101

On Fri, Aug 28, 2020 at 9:36 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

This is what I got from Cindy: We have some draft health services recommendations for this. We have to maintain social distancing whenever feasible. That means more than 6 feet. If it is not feasible, per LNI requirements, the proper PPE must be worn. This would be a surgical mask per current LNI requirements. The safest solution is to travel in separate vehicles, but may not be

feasible.

So my questions for the two of you are do we want to invest in surgical masks so the teams can share a vehicle or do we want to spend the money to reimburse mileage for two vehicles per day? Or, knowing it is safer for them to travel in separate vehicles do we want to just assume the mileage cost in the estimate? The current mileage rate is 0.575. If we estimate 20 miles/day x 2 cars for 43 days (total estimated days each team will work) that would be \$989 per team or \$1,978 total. We could purchase 4 packs of disposable surgical masks on Amazon for about \$18/box or \$72 total.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Fri, Aug 28, 2020 at 7:54 AM Chris Bailey
<baileym@edmonds.wednet.edu> wrote:

Thank you, Sarah.

If it is helpful, this is the source of information that Taylor referenced:
<https://lni.wa.gov/agency/outreach/coronavirus-covid-19-worker-face-covering-and-mask-requirements-questions>

See: Can workers traveling together in a vehicle be closer than 6 feet apart?

Chris Bailey
Manager - IT Operations
x7101

On Fri, Aug 28, 2020 at 7:25 AM Sarah Luczyk
<luczyks@edmonds.wednet.edu> wrote:

I will check with Cindy and report back to you.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Fri, Aug 28, 2020 at 7:19 AM Cynthia E Nelson

<nelsonc@edmonds.wednet.edu> wrote:

We need to check with Mara or Cindy about having 2 staff in the same vehicle. Cindy brought this up in CER

I think the Tech van may be big enough but we should check.

Also, I think my glance at the budget estimate had me thinking we were having 2 teams per day. When I put more thought into it and re-read the sheet, I realize my thinking was wrong. My bad.

Cynthia

On Fri, Aug 28, 2020, 6:38 AM Sarah Luczyk

<luczyks@edmonds.wednet.edu> wrote:

Good morning,

Rethinking the mileage, since we are planning for one team of two working each day would we have them use the district van, not their personal vehicles? The current draft of the position posting says their own vehicle but that was before we settled on the team idea. I wanted to get your thoughts on this before calculating the estimated mileage.

Thank you,
Sarah

On Thu, Aug 27, 2020, 8:22 PM Sarah Luczyk

<luczyks@edmonds.wednet.edu> wrote:

Thank you for the feedback, Cynthia. It's very helpful. I can do a mileage estimate and add it as a second tab to the spreadsheet tomorrow so it can be referenced while this is under review.

Sarah

On Thu, Aug 27, 2020, 8:03 PM Cynthia E Nelson

<nelsonc@edmonds.wednet.edu> wrote:

Sarah - Good job. It is clear and it was done quickly. I think including something like "we hope we will not need 2 teams working full time until the end of the 1st semester, but want to make sure we give you a conservative estimate and not overspend funding provided for this COVID-19 service. One of the advantages of hiring Temp Techs is that we have no obligation to have them work all this time. It is clear in the job posting and interview process that we are not guaranteeing them any fixed number of hours of work."

That will give Gustavo and Lydia a picture that this is the "high" estimate. We should have also included an estimate for mileage reimbursement. With 4 vehicles, this can get expensive.....not huge, and I really don't think we will 2 teams full-time for all those months.

Cynthia

On Thu, Aug 27, 2020 at 4:05 PM Sarah Luczyk

<luczyks@edmonds.wednet.edu> wrote:

Dr. Balderas,

Chris Bailey shared that you would like to review a draft budget of what it would cost to have Temporary Field Techs on staff to provide in-home technical support during remote learning. [This document](#) (also attached) represents what we've come up with. As this is not a service we've provided before, we made some assumptions which are shared on the sheet under 'Notes'.

I have also attached the [job description](#) you reviewed with them for your reference. Please let me know if you have any questions.

Thank you for your consideration,
Sarah



[2020-21 Remote Temp Tech Budget Estimate](#)



[2020-21 Temp Field Tech Ad](#)



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

From: [Roberto Figueroa](#) on behalf of [Roberto Figueroa <figueroar763@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Andrea Collins](#)
Subject: Re: Secondary Para-Tech Evaluations
Date: Tuesday, June 2, 2020 7:52:41 AM

Absolutely, Chris. Thanks for double checking.

Take care,

Roberto

On Tue, Jun 2, 2020 at 7:34 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Roberto,
Just checking in - would you be comfortable with us taking the lead on David's evaluation this year?
Thanks in advance,

Chris Bailey
Manager - IT Operations
x7101

On Thu, May 28, 2020 at 2:13 PM Andrea Collins <collinsa@edmonds.wednet.edu> wrote:
Hi Chris,

Please connect with Roberto as he oversees our Para Tech David Arthur, at CPM.

Thank you,
Andrea

Andrea B. Collins
Principal
College Place Middle School



Home of the Cougars!

Edmonds School District Contacts during school closure due to COVID-19

[Edmonds School District FamilyResources](#) & [Supplemental Resources for Learning](#)

Chromebook Support Line: (425) 431-1211 or techsupport@edmonds15.org

Family Support Office Number: 425-431-1454

Family Support Email: familysupport@edmonds.wednet.edu

For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

On Thu, May 28, 2020 at 1:49 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Secondary Admins,
I am beginning to work on end-of-year evaluations for Technology staff, and a question was raised about the secondary Para Techs, who have essentially been working under

the Technology Department since mid-March. I would like to propose that Technology take the lead on the evaluations of the secondary Para Techs with input from each of you. They have been doing an incredible job working in a brand new role since schools have closed, and I feel well equipped to perform their evaluations. If you are comfortable with this, I would welcome any input you may have. If you would prefer to complete these yourself (or have already done so), that's fine by me as well. Please let me know if you'd be comfortable with me taking the lead.

Thank you,

Chris Bailey
Manager - IT Operations
x7101

On Thu, Mar 26, 2020 at 7:57 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Good morning!

Tech is working to ramp up student/family support of Chromebooks, and we've established a new phone number and email address to support this effort. I'd like to constrict the time of all Para-Techs (there are 13 in total, 5 of which currently report to me), so we can provide better support to our families. This will entail answering the support phone (which can be done from off-site) as well as limited on-site work; my goal is to have 1-2 staff here at the ESC to provide Chromebook swaps as needed, and have all other staff working remotely.

If you have any concerns with this plan, please let me know. Otherwise, a "sounds good" would be appreciated!

Chris Bailey
Manager - IT Operations
x7101

--

Roberto Figueroa
Assistant Principal at College Place Middle School
(425) 431-7457

From: Sarah Luczyk on behalf of Sarah Luczyk <luczyks@edmonds.wednet.edu>
To: Jenn Madsen
Cc: Cynthia E Nelson; Chris Bailey
Subject: Re: Skyward Family Access - "Welcome to the 2020-21 school year!"
Date: Monday, August 10, 2020 9:22:32 AM

Thank you, Jenn. I did forget the option of forwarding password resets to your team. Thank you for reminding me of that piece. I shared that with the Student Support team this morning.

I agree that having families contact one team for support makes the most sense and look forward to discussing options at our meeting tomorrow. Maybe with some increased permissions for Student Support, we can do more to help our families and office staff in the end.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Aug 10, 2020 at 9:08 AM Jenn Madsen <madsenj@edmonds.wednet.edu> wrote:

Good morning ~ when I scanned this communication draft, it didn't strike me that this would be an issue, Skyward Family Access support via self serve by parents (Forgot Login or Password) is the main message I have been focusing on. As it is an email address for Student/Tech Support, what Sarah and I discussed as one option is to simply forward the password requests to me or Chris Hagen and we can handle them as we usually do in the summer. I'll also have extra help this year, and in the Elem help side if she gets done with assigned tasks early we can surely have her on password resets as well - option. While we'd like to say that only School Staff can handle password resets, in reality that never works, in fact they often pass them back to us. :-)

While the list of Guardians with username/password is minimal security risk - not all passwords will show, (if they've been changed already), and I don't think we can rely on this one as a one stop remedy.

I don't anticipate a noticeable delay if emails are forwarded to InfoSys for passwords - we can talk more tomorrow in Supervisor's meeting.

Sarah, if you need to forward password resets this week, please send to me directly.

After the first few weeks, the requests die down pretty significantly, as folks contact their schools directly - in years past. Know this is no regular year, so we'll all do what we can.

Jennifer Madsen
she/her/hers
Supervisor, Information Systems
Technology Department
Edmonds School District
425.431.7265 Phone
425.431.7040 Skyward Helpline
madsenj@edmonds.wednet.edu
[Create a HelpDesk Ticket](#)

On Sun, Aug 9, 2020 at 3:16 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

Sarah - Thanks for the information and check-in. I think you are handling this well. You tactfully asked to be included in the process before communication is sent out setting expectations for your staff. You also immediately started to work on how you could address what was happening in a very customer service perspective, and collaborated with others (Jenn) to come up with an acceptable solution.

When I read the draft that Amanda sent out, I thought this was addressed before the message was sent. I do think having one place for students/families to contact for tech issues makes sense, especially during this time when schools are kind of "closed". Before Covid-19 happened, there have been conversations about needing a Tech support line for our families. Therefore, as you work on the various areas where the IT Support team supports, keep this in mind. I don't think this need will go away even if we return to school. Having a supervisor for all IT Support (staff, students, families) is something we need, and I am confident that you will come up with some creative ways to address all of these needs.

Cynthia

On Sun, Aug 9, 2020 at 12:01 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Hi Cynthia and Chris,

I just wanted to loop you in on the below with Amanda as an FYI regarding Friday afternoon's district communication regarding Skyward Family Access being supported by the Student Technology Support team. I did make some requests to review Communications moving forward. I hope that was okay to do. I am trying to be proactive and address this issue sooner rather than later to help our families find the right staff person/team for the support they need.

Jenn and I talked through options Friday afternoon (thank you Jenn!) and, as a backup plan, Jenn is working on a spreadsheet (again, thank you Jenn!) with a static list of Family Access logins for the Student Support team that we can use if the volume of families asking for login support continues to go up.

I do not intend to forward all of my district communications to you (I promise), but want to make sure I am doing the right thing for our department during my transition. Please let me know if you feel like there is something more we should be considering at this time.

Thank you,
Sarah

Sarah Luczyk



Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

----- Forwarded message -----

From: Sarah Luczyk <luczyks@edmonds.wednet.edu>
Date: Sun, Aug 9, 2020 at 11:53 AM
Subject: Re: Skyward Family Access - "Welcome to the 2020-21 school year!"
To: Amanda Ralston <ralstona@edmonds.wednet.edu>

Hi Amanda,

First, I know you guys are juggling so much right now so please don't read this email as criticism on my end. I am just trying to learn from what happened this time and provide appropriate feedback so that we can best support our families.

I wanted to give you an update on how the District Skyward communication has impacted our families needing support. From Friday after the District communication regarding Skyward was sent to Sunday afternoon, I have responded to 32 requests for Skyward support. There have been 30 so far that I was able to help, employees that didn't know how to toggle between their Employee Access and Family Access. The rest have been responded to with one of two canned responses (see below).

As suspected, the Student Technology Support team is not equipped to support the majority of the Skyward issues that families are asking for help with and we are having to pass them on to someone else. I am concerned this makes our customer service frustrating to families.

I am hoping that Communications will consider both updating the website information by removing the instructions to contact the Student Technology Support team with Skyward issues as well as perhaps sending a second message to families about contacting their schools for Skyward login information. I did talk to Jenn on Friday afternoon about any other strategies we could employ to help our families when they contact Student Support, but the permissions they would need to help with Family Access logins are not appropriate for that team.

In the future, would it be okay if I review any communication schedule to go to families that include Student Technology Support before it is scheduled to be sent? And that for anything telling families to contact us include our support hours? Our summer support hours are Monday through Friday from 8:00 AM - 4:00 PM and Friday's communication was sent at 3:30 PM giving families almost no time to communicate with our team before they left for the weekend.

If you can think of anything else I can do to help please let me know. Communications is doing an amazing job and we are all in this together.

Thank you,
Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

Canned Responses:

Here is a link to the Skyward Family Access Users Guide:

https://support.skyward.com/DeptDocs/Corporate/Documentation/Public%20Website/HelpContent/Guides/584133_Family_Access.pdf It should help provide steps on editing your contact information.

If you need any additional support to update your Skyward Family Access account you will need to contact your student's school. Only the school office staff has the permissions needed to look into your account and help make changes. Sorry for any confusion the district communication may have caused.

--OR--

Please contact your student's school for your Skyward Family Access login information. Only the school office staff can provide login information. Sorry for any confusion the district communication may have caused.

Here is a link to the Skyward Family Access Users Guide:

https://support.skyward.com/DeptDocs/Corporate/Documentation/Public%20Website/HelpContent/Guides/584133_Family_Access.pdf

On Fri, Aug 7, 2020 at 3:12 PM Amanda Ralston <ralstona@edmonds.wednet.edu> wrote:

Sorry, it's already sent out. I think your team would only be assisting directly if it was related to getting or getting to the links and other issues and how to click the "forgot password" type in their email and then look at their email account for next steps.

I think it's fair that if there are email questions about specific Skyward access, then your team could simply forward them to the proper school to address. We really want each school to own Skyward for their families.

Basically, I think the schools should be responding, but we liked the idea of having one access point, just like a webmaster email.



Amanda Ralston

Communications Coordinator

425-431-7046

[@EdmondsSchools](#)

On Fri, Aug 7, 2020 at 3:06 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Thank you, Amanda.

I just tried to call you. I am a bit concerned with the Skyward portion of our message. Our team does not have access to Skyward Family Access logins. Families need to contact their schools for that information. We can certainly troubleshoot general login issues but cannot help them with their login if they do not have that information. We cannot even verify if it is correct.

Is there any editing that can be done at this point or is the message already out there?

Sarah

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

Technology Projects Coordinator

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

On Fri, Aug 7, 2020 at 2:52 PM Amanda Ralston <ralstona@edmonds.wednet.edu> wrote:

Sarah,

I'm not sure if you receive DLT emails, but I wanted you to know that we are sharing the Student/Family Tech support email in a district email to families about Skyward access.

I wanted your team to know in case you start receiving emails on this topic.

Thanks,

Amanda



Amanda Ralston

Communications Coordinator

425-431-7046

[@EdmondsSchools](#)

----- Forwarded message -----

From: **Amanda Ralston** <ralstona@edmonds.wednet.edu>

Date: Fri, Aug 7, 2020 at 2:51 PM

Subject: Skyward Family Access - "Welcome to the 2020-21 school year!"

To: @District Leadership Team <dlt@edmonds.wednet.edu>

Hello team,

We wanted to let you know that we are sending the following email to all district families this afternoon. It shares details for how families, new and continuing, are able to access Skyward.

The email will be send out in the following languages:

- English
- Spanish
- Vietnamese
- Russian
- Amharic
- Arabic
- Korean
- Mandarin

Please let us know if you have any questions.

Happy Friday!



We look forward to welcoming our new and continuing students to the Edmonds School District in September! While we hoped to be back in-person, we made the difficult decision to begin the school year in the fully remote learning model of Continuous Learning 2.0 to keep students, staff and families safe.

We want to share with those of you new to the district (and remind those who have been here and may have forgotten) information about our student information system. We hope all families will get familiar with the important system as we prepare for the school year.



Please click the link above, sign in and double check contact information!

Skyward Family Access in our student information system that contains important information like grades, attendance and other important information for each family and student. We ask each parent/guardian to go to Skyward to set up or review your account.

We use the contact information within Skyward Family Access to connect families with different programs and software, which will be more important than ever as we begin school with learning completely online. Please double check that all contact information is correct. If you find any errors with your phone or email, please make updates directly in Skyward to update any other information please your student's school office to request updates.

It is important you set up/review your account now as we will be sending out information about a Student Intent Form to be completed within Skyward soon. We want to make sure all families are able to access accounts in order to make decisions for each student.

New or lost account access

Skyward login screen



Each parent/guardian attached to a registered student has been given a Skyward account. In order to access that account, we will need to make sure you are authorized. Do this by clicking the "Forgot your Login/Password?" link to have an email sent to you. The email address must be attached to a student's record on file. From there you can create a unique password for all future Skyward access.

For issues, please contact Student/Family Technology Support at techsupport@edmonds15.org.



Does your family need support to access the internet at home? Click on the above link for available options.



Based on household income, your family might be eligible for free or reduced meals during the 2020-21 school year. Families must apply every school year to receive benefits. Click on the above link for details.



Amanda Ralston

Communications Coordinator

425-431-7046

[@EdmondsSchools](#)

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Christine Pasek](#)
Cc: [Chris Bailey](#)
Subject: Re: Specially Formulated Mobile Device Sanitizing Wipes!
Date: Thursday, July 30, 2020 8:31:33 AM

I vote yes to give them a try!

On Thu, Jul 30, 2020, 8:27 AM Christine Pasek <pasekc619@edmonds.wednet.edu> wrote:
FYI, I just got this from one of our Chromebook parts vendors. Might be something to consider.

Christine Pasek
Technology Office Coordinator
Edmonds School District
425-431-7290

----- Forwarded message -----

From: **AGParts Education** <info@agpartseducation.com>
Date: Thu, Jul 30, 2020 at 7:49 AM
Subject: Specially Formulated Mobile Device Sanitizing Wipes!
To: <pasekc619@edmonds.wednet.edu>



image



Hi Christine,

Did you know that using hand wipes or other cleansers on your Chromebook devices could leave an unwanted residue on your screens, trackpads, and keyboards? Additionally, cleaners that lack the correct amount, or contain too much, of the agents needed to kill germs and viruses simply aren't sanitizing your devices in the best way possible.

We're here to help. We now offer mobile device wipes that are specially formulated for use on electronic devices. These wipes are safe and effective to use on all electronic devices and components including **LCD screens, keyboards, trackpads, and accessories**. Each container includes 85 thick material wipes measuring 15 x 20 cm, with a 70%, non-irritating, isopropyl alcohol solution.

Ensuring the health and safety of your teachers and students is our number one priority. [Contact](#) your dedicated AGParts Education Account Executive to place an order for our Mobile Device Sanitizing Wipes today. Together, we can stop the spread of COVID-19.

Contact Us

Download our COVID-19 Safety Products Guide!

We've expanded our product line to include essential COVID-19 supplies to support sanitation and social distancing efforts. This product line includes masks, gloves, sneeze guards, social distancing floor decals, sanitizer, dispensers, and more.

image



[Download COVID-19 Safety Guide](#)



[Unsubscribe](#)

AGI Inc, 220 Huff Avenue, Suite 400, Greensburg, Pennsylvania 15601 United States

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Christine Pasek](#)
Cc: [Chris Bailey](#)
Subject: Re: Specially Formulated Mobile Device Sanitizing Wipes!
Date: Thursday, July 30, 2020 9:03:47 AM

I haven't gotten too much feedback from the team yet, but so far so good. I have the feedback request on the agenda again for our weekly meeting on Tuesday.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Jul 30, 2020 at 8:33 AM Christine Pasek <pasekc619@edmonds.wednet.edu> wrote:
How did the other wipes that we ordered from Amazon recently work out?

Christine Pasek
Technology Office Coordinator
Edmonds School District
425-431-7290

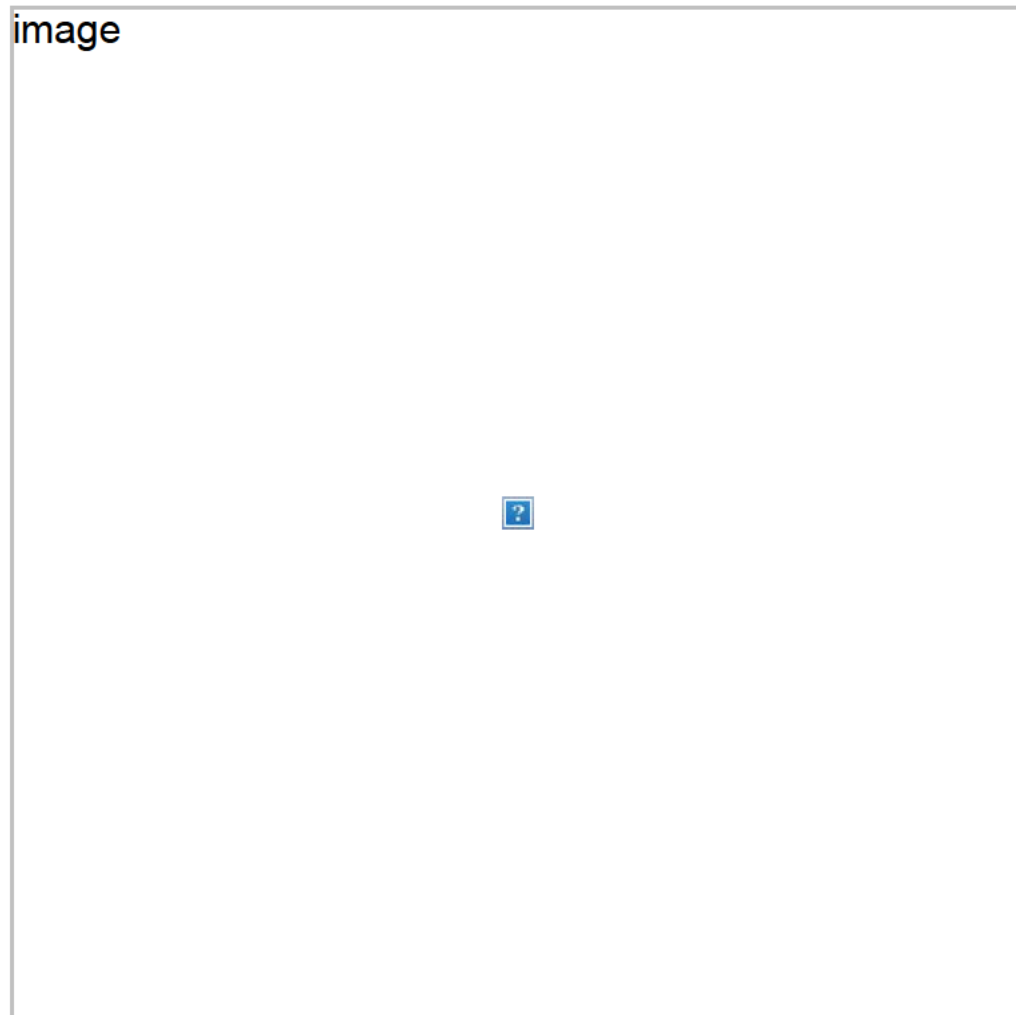
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Christine Pasek
Technology Office Coordinator
Edmonds School District
425-431-7290

----- Forwarded message -----

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Date: Thu, Jul 30, 2020 at 7:49 AM
Subject: Specially Formulated Mobile Device Sanitizing Wipes!
To: <pasekc619@edmonds.wednet.edu>



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image



Download COVID-19 Safety Guide



[Unsubscribe](#)

AGI Inc, 220 Huff Avenue, Suite 400, Greensburg, Pennsylvania 15601 United States

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Karen Mosman](#)
Cc: [Chris Bailey](#)
Subject: Re: Staff 65w Power Adapters
Date: Monday, September 28, 2020 11:41:32 AM

Karen,

Thank you for bringing this to my attention. I will follow up with Chris. In non-pandemic times we would charge students for this and I don't see a reason why we would not do the same for staff. That being said, those fees have been suspended during the pandemic and we may not introduce this until schools are open again. I will keep you all up to date on where we end up on this.

Thank you,
Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Sep 28, 2020 at 11:38 AM Karen Mosman <mosmank490@edmonds.wednet.edu> wrote:

Sarah,

When staff "lose" their power adapters or they have been eaten by their pet, along with damaged by pulling out the plug and it gets bent, can we charge them for replacement or continue to hand them out? Christine is asking about how to proceed too.

Chris (cc'd) mentioned that the two of you would discuss it.

Thank you.
Karen

Karen Mosman
Technology Department
Edmonds School District
425-431-7294

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Cynthia E Nelson](#)
Subject: Re: Staff Going to Student's house
Date: Wednesday, August 26, 2020 6:47:25 PM

Thank you, Cynthia!

On Wed, Aug 26, 2020, 6:46 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Thank you!

Chris Bailey
Manager - IT Operations
x7101

On Wed, Aug 26, 2020, 6:45 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

Just making sure you have all the info on this topic.

----- Forwarded message -----

From: Cynthia E Nelson <nelsonc@edmonds.wednet.edu>
Date: Wed, Aug 26, 2020 at 6:41 PM
Subject: Re: Staff Going to Student's house
To: Manuel Juzon <juzonm@edmonds.wednet.edu>

Yes. Chris Bailey is going to bring this up at the CER meeting tomorrow. All Cabinet members attend this meeting. Technology is now supervised by the Superintendent, so the final approval will come from him, after I share with him information from you and Lydia.

Right now we are thinking that we will have to hire more Temp Techs (hourly Prof Tech) to do this work. September will be a busy month, then the work will slow down.

On Wed, Aug 26, 2020 at 6:35 PM Manuel Juzon <juzonm@edmonds.wednet.edu> wrote:

Hi Cynthia-

I presume that if we go forward, it has the approval from the appropriate level. Would it be Cabinet level?

Manny

On Tue, Aug 25, 2020 at 8:19 PM Manuel Juzon <juzonm@edmonds.wednet.edu> wrote:

Sounds good. I am open to discussing if any of what I said seem restrictive. Once I have your input, I can then send it to the Pool for additional input, if that is the direction that Chris and Lydia wants to take.

On the "mandated reporting", I think a documented training is required, both for your staff and the district's protection.

Manny

On Tue, Aug 25, 2020 at 6:56 PM Cynthia E Nelson

<nelsonc@edmonds.wednet.edu> wrote:

Manny - Thank you so much for your detailed and quick response. I have a meeting with Chris and Sarah tomorrow so we will discuss this and then reach out to HR, then get back to you.

Cynthia

On Tue, Aug 25, 2020 at 6:10 PM Manuel Juzon <juzonm@edmonds.wednet.edu> wrote:

Hi Cynthia- thanks for asking the question. I think this is important enough to figure out, and formulate a plan first, before conferring with the Pool, so we do not paint ourselves in a corner if their initial answer is "no". My thinking is that if we do a good enough job in making a strong case, they can either agree, or tell us what part of the plan they disagree with or would like us reinforce.

My initial thoughts are as follows:

Having "a" staff member go to a student's home is OK, provided that:

- This is the only option available so the student can get internet access at home.
- A supervisor or manager will review each request for a home visit and needs to approve the visit. Supervisor is basically attesting that this is the only option available.
- One of the following will need to be at home and present during the entire time our staff person is in the home:
 1. One or both of the parents, or
 2. An immediate family member such as a grandparent. If the immediate relative is an uncle, aunt, cousin or sibling, that person must be over the age of 21.
 3. If (1) or (2) above cannot be arranged, we need to have two staff members go to the home. The assignment of the two staff members will be rotated; if it can be avoided, we don't want the same two staff members paired up all the time.
 4. A record will be created regarding each visit, to include: Date, staff member name/names, time arrived, time departed, work done, names of individuals present (and their relationship to the student) in the home when visit was made. If the "adult" present is not the parent or grandparents, our staff member should say "We are only allowed to provide assistance at home when someone 21 years of age or over is present." "May I please see a form of ID so I can verify your age?" Just like when someone buys cigarettes or alcohol, they must be "carded" even if they look over 21 years of age. There will be a "remarks" section in the log where our staff member will need to note anything out of the ordinary. The supervisor or manager that approves the visits will review the visit records on a daily basis.
 5. Please run this with HR to ensure that the type of background check we do for the staff that will do the visits is sufficient for what we intend to do. If something were to happen, we don't want to learn then that our staff member has a history of behavior that will expose us to negligent hiring.
 6. Staff will be informed that they have the option to cancel the visit or terminate the visit if they feel that the requirements above are not being met, or if there is anything that makes them uncomfortable.
 7. Please check with HR as well about "mandated reporting". If one of our staff members go into a home and find unsanitary or unsafe conditions, they need to know what their responsibilities are.

8. Our staff members will observe all health safety protocols and precautions, e.g. social distancing, wearing masks and gloves, etc.
9. Staff will "go in" to start and "get out" when done.
10. We need a way to know ahead of time if there are any pets in the home that could pose a danger to staff, and that this potential threat can be mitigated before we deploy staff to the home.

That is all I can think of for now. They are just initial thoughts so I am happy to discuss.

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On Tue, Aug 25, 2020 at 4:46 PM Cynthia E Nelson

<nelsonc@edmonds.wednet.edu> wrote:

Manny - With all of our students being so dependent on technology to do any learning, we have started a Student/Family Tech Support service. We respond to emails, phone calls and schedule some appointments for them to bring in their Chromebooks to be exchanged for one that works.

As we get into Continuous Learning 2.0 (remote learning) where we hold students more accountable for engaging in instruction, making sure all families have Internet Access is going to become a high priority. We are going to provide mobile hotspots and sponsor Comcast internet services.

There will be rare times, when the only way to get a family connected to the Internet is for us to send one of our tech staff to their homes to do troubleshooting and/or connection of devices. I have not seen anything from WSRMP on this topic, so am wondering if you have any thoughts about this. Is it a "don't do this" or "we will have to do research on this"?

Please let me know your thoughts.
Cynthia

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Cynthia E Nelson](#)
Subject: Re: Staff Going to Student's house
Date: Wednesday, August 26, 2020 6:55:47 PM

I am not but I am watching. I cheered when Brian mentioned the support team and gave the phone number!

On Wed, Aug 26, 2020, 6:54 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Agreed - yes, I am a panelist, but mainly there to reassure the Communications team.
Charell is driving tonight, but I think we'll release him from this "Community Task Force" after this evening.

Chris Bailey
Manager - IT Operations
x7101

On Wed, Aug 26, 2020 at 6:52 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

Are you both panelists on the webinar? I like that Brian told people about the Student Tech Support and Andrea encouraged people to update their info in Skyward.

On Wed, Aug 26, 2020 at 6:47 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Thank you, Cynthia!

On Wed, Aug 26, 2020, 6:46 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Thank you!

Chris Bailey
Manager - IT Operations
x7101

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Subject: Re: Staff Going to Student's house
To: Manuel Juzon <juzonm@edmonds.wednet.edu>

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Please let me know your thoughts.
Cynthia

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Staffing in Offices at Schools
Date: Monday, September 28, 2020 2:35:23 PM

Thank you. Sounds good.

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Sep 28, 2020 at 2:21 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
I've not circled back with them; wanted your take beforehand. :) I can let them know they can follow up if you like.

Chris Bailey
Manager - IT Operations
x7101

On Mon, Sep 28, 2020 at 2:19 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:
Yes, definitely. Will they send that message so they can escalate if needed?

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Sep 28, 2020 at 2:16 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Sarah,
Lori and Brandon had raised this question because a school Office Manager has been struggling with remote desktop for some time (4 iterations of support that they could recall). Do you agree that Mark's email plus the information below is enough to respond back with "because you've been directed to be on-site, we cannot continue to troubleshoot this remote issue" or something similar?

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Greg Schwab** <schwabg@edmonds.wednet.edu>

Date: Fri, Sep 4, 2020 at 8:56 AM

Subject: Staffing in Offices at Schools

To: @Elem. Principals <elem.principals@edmonds.wednet.edu>, @Middle Principals <middleprincipals@edmonds.wednet.edu>, @High Principals <highprincipals@edmonds.wednet.edu>

Good Morning All:

As we have reopened our offices to support staff coming into buildings and also to meet the needs of our community who may require to access someone at their schools, we have been working to identify what the minimum staffing levels are for our school offices. With that in mind, we have developed the following expectations for staffing on-site in offices at each level. Please keep in mind that as teachers access their classrooms for remote learning and as you work to develop your individual school's office staffing plans in alignment with the staffing levels we have identified, you **must** ensure that all staff who are on-site are following all of the following health protocols:

- **Wear face coverings at all times you are inside except behind closed office doors**
- Work on-site at the direction of your immediate supervisor
- While working on-site we expect staff to use email, Zoom, or phone for communications with others
- Work in your own given space and do not cross over into other departments/areas
- Do not congregate within workspaces or common areas
- Lunchrooms may be utilized to prepare food and store foods but not used for breaks or gatherings
- Complete the "Health Attestation Form" upon arriving online daily
-

Complete the "Building Access Tracking Form" upon departing online daily

- Adjacent or diagonal cubicles will not have people working in them at the same time
- Physical/social distancing of 6 feet or greater at all times from other humans
- Schedule use of conference rooms with direct supervisor and honor capacity restrictions
- Limit restroom capacity to two or less at any given time
- Practice proper hand hygiene
- One person in an elevator at a time

Following are the minimum expectations for staffing on-site for each level:

Staffing for Officers at Schools-- School offices are open and the expectation is that we will staff our schools to support them

- a. Each school is responsible for providing a minimum level of office staffing on-site in order to support the needs of staff and the school community

- i. Elementary Minimum Staffing

- 1. Principal

- 2. Assistant Principal (for those elementary schools with an AP)

3.
Office Manager

4.
Office Assistant

ii.
Middle School Minimum Staffing

1.
Principal

2.
Assistant Principal

3.
Office Manager

4.
Attendance Secretary

5.
Counseling Secretary/Registrar

iii.
High School Minimum Staffing

1.
Principal

2.
Assistant Principals

3.
Office Manager

4.
Attendance Secretary

5.
ASB Secretary

6.
Counseling Secretary/Registrar

b.

Additional staff may work on-site if necessary, provided that all guidelines are adhered to for staff access to buildings

Please do not hesitate to reach out to your supervisor if you have any questions about this.

Thank you,
Greg, Helen, Victor, and Dana

Greg Schwab, Assistant Superintendent (he/him/his)

Edmonds School District

425-431-7105



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Staffing in Offices at Schools
Date: Monday, September 28, 2020 2:19:57 PM

Yes, definitely. Will they send that message so they can escalate if needed?

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

On Mon, Sep 28, 2020 at 2:16 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Sarah,

Lori and Brandon had raised this question because a school Office Manager has been struggling with remote desktop for some time (4 iterations of support that they could recall). Do you agree that Mark's email plus the information below is enough to respond back with "because you've been directed to be on-site, we cannot continue to troubleshoot this remote issue" or something similar?

Chris Bailey

Manager - IT Operations

x7101

----- Forwarded message -----

From: **Greg Schwab** <schwabg@edmonds.wednet.edu>

Date: Fri, Sep 4, 2020 at 8:56 AM

Subject: Staffing in Offices at Schools

To: @Elem. Principals <elem.principals@edmonds.wednet.edu>, @Middle Principals

<middleprincipals@edmonds.wednet.edu>, @High Principals

<highprincipals@edmonds.wednet.edu>

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i.

Elementary Minimum Staffing

1.

Principal

2.

Assistant Principal (for those elementary schools with an AP)

3.

Office Manager

4.

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ii.

Middle School Minimum Staffing

1.

Principal

2.

Assistant Principal

3.

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4.

Attendance Secretary

5.

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High School Minimum Staffing

1.
Principal
2.
Assistant Principals
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Office Manager
4.
Attendance Secretary
5.
ASB Secretary
6.
Counseling Secretary/Registrar

b.

Additional staff may work on-site if necessary, provided that all guidelines are adhered to for staff access to buildings

Please do not hesitate to reach out to your supervisor if you have any questions about this.

Thank you,
Greg, Helen, Victor, and Dana

Greg Schwab, Assistant Superintendent (he/him/his)

Edmonds School District

425-431-7105



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Brandon Crader](#)
Cc: [Chris Bailey](#); [Lori Held](#)
Subject: Re: Staffing in Offices at Schools
Date: Monday, September 28, 2020 3:13:50 PM

Thank you Brandon. Please escalate to me if needed.

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Sep 28, 2020 at 3:08 PM Brandon Crader <craderb@edmonds.wednet.edu> wrote:
All,

Works for me. I will send a response in the ticket using what you drafted as well as adding to it.

I will CC you both on the closeout.

Thanks,

Brandon

On Mon, Sep 28, 2020 at 2:38 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Lori/Brandon,

Per the email below, school office managers are expected to be working in a district building. I think it is appropriate to respond to the office manager that we've attempted to resolve her remote issue, but that having been unable to do so, we recommend she do this work from her school office, which we understand aligns with the message that administrators have received. (or something along those lines)
Make sense? Please share any questions or concerns (with Sarah) (just kidding - with both of us). :)
Thanks,

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

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Date: Fri, Sep 4, 2020 at 8:56 AM
Subject: Staffing in Offices at Schools
To: @Elem. Principals <elem.principals@edmonds.wednet.edu>, @Middle Principals

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Greg Schwab, Assistant Superintendent (he/him/his)

Edmonds School District

425-431-7105



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Debby Carter](#)
Cc: [Nelson, Cynthia E. \(ESC\)](#); [Chris Bailey](#)
Subject: Re: Subs and Computers
Date: Thursday, September 10, 2020 3:24:31 PM

Debby,

I wanted to update you on the status of laptops for subs. We currently have a small inventory of 11 laptops that can be made available to subs. We are working on updating approximately 50 more. Subs that need a laptop should contact Karen Mosman to make an appointment to pick up a computer at the district office.

I will keep you updated as more inventory becomes available.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Sep 8, 2020 at 8:52 AM Debby Carter <carterd@edmonds.wednet.edu> wrote:

Sarah,

Thanks for the information. We do have about 20 classrooms who are starting with a sub. Merry is in the process of identifying those whose only option is remote subbing. On any given day we have about 185 subs, but I believe that will be a smaller number in remote learning. Currently we have 100 that went through the mandatory training and most of those used their own equipment. I appreciate the help you and Chris are doing to support our subs; we are responding to questions by subs and buildings as we can and will let them know that more information when be coming.

Thanks,
Debby

On Fri, Sep 4, 2020 at 3:43 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Debby,

Currently, all district classrooms have a Chromebox, wireless keyboard, and mouse for instruction. Chris and I have been discussing the need to purchase some loaner video conferencing equipment (webcam and mic) since the Chromebox does not have either. I will need to circle back with our techs to see how many computers we have available to subs after we distribute to new teachers. I would like to review options with Chris next week before finalizing a plan for subs. Would that time framework for you? In the meantime, is there any way to get an estimate on how many subs would need equipment to work remotely and how many would plan to work in schools? Having that information could help us develop a plan that meets the needs of the subs.

Thank you,
Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Fri, Sep 4, 2020 at 11:56 AM Debby Carter <carterd@edmonds.wednet.edu> wrote:
Sarah,

Thanks for your work on how to support subs, especially those in high risk category, with how to sub remotely. We have some subs who are in this category who are very dependable, daily subs but will not be able to come on site. In your earlier email you said there may be some older computers that we could use to support this. Merry and I are trying to answer all the sub questions coming our way and was wondering if there was the ability to have around 20 computers that our best subs could use to sub remotely when needed?

Also, can I have specific information about what is available at the buildings for subs to use. Are there certain rooms or areas that we need to work with building principals about making those available for subs? For many subs who have been with us, they probably know what to do when they went on site, but we have new subs and others who could benefit from a refresher.

Any help you can provide will be appreciated.

Thanks,
Debby

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Substitute Questions
Date: Friday, August 21, 2020 1:21:39 PM

Thank you, I will follow up with that question and copy you back in.

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

[LuczykS@edmonds.wednet.edu](mailto:luczyks@edmonds.wednet.edu)

On Fri, Aug 21, 2020 at 12:31 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

An estimate of the # needed per day would be a great start. I know HR has some laptops in the HR Conference Room. We could also ask Brandon about L440s available in schools. He pulled some of them back in the spring, but not 100% I believe. That's the most likely path to the solution that I can think of.

Chris Bailey

Manager - IT Operations

x7101

On Fri, Aug 21, 2020 at 12:17 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

----- Forwarded message -----

From: **Debby Carter** <carterd@edmonds.wednet.edu>

Date: Fri, Aug 21, 2020, 12:10 PM

Subject: Re: Substitute Questions

To: Sarah Luczyk <luczyks@edmonds.wednet.edu>

Sarah,

Thanks for the information. My understanding is that subs currently are using desktops at the schools as most teachers have their laptops at home when they need a sub. If these are not available for subs to access, the problem is going to be more significant since we will need subs and they will need to provide synchronous learning to students. Are there any options for subs to be able to get loaned a computer to use on the day they are subbing and returning at the end of the day? If this is an option, I can work on a proposed process. Or is our inventory such that we are not able to even consider this?

Thanks,
Debby

On Thu, Aug 20, 2020 at 1:52 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Debby,

I wanted to make sure to follow up with you regarding the request for computers for substitute teachers. We don't believe we have inventory to provide computers to substitutes that would need to teach remotely at this time. We believe an order placed now would likely be delayed due to the remote learning climate we are in. We do believe we can explore whether desktop computers in schools might be available, for subs to come into a district building to teach.

Thank you,
Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Aug 10, 2020 at 1:41 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Debby,

Thank you for your email. I will be transitioning to the temporary IT Support Supervisor role on August 18 and would definitely like to be included in problem-solving this challenge. I think that I would like to include Chris Bailey as well. Together I think we can determine a solution. Would you like to schedule some time to meet and provide us with more details or do you think the information provided in your email is sufficient for us to make a plan?

Thank you,
Sarah



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Pronouns: She/Her/Hers
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Technology Department
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Thanks,
Debby



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Debby Carter](#)
Cc: [Chris Bailey](#)
Subject: Re: Substitute Questions
Date: Thursday, August 20, 2020 1:52:25 PM

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I wanted to make sure to follow up with you regarding the request for computers for substitute teachers. We don't believe we have inventory to provide computers to substitutes that would need to teach remotely at this time. We believe an order placed now would likely be delayed due to the remote learning climate we are in. We do believe we can explore whether desktop computers in schools might be available, for subs to come into a district building to teach.

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Debby

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Debby Carter](#)
Cc: [Chris Bailey](#)
Subject: Re: Substitute Questions
Date: Friday, August 21, 2020 1:24:16 PM

Debby,

Could you provide an estimate of the number needed per day? We could probably put together a small inventory from the laptops in the HR Conference Room and some older laptops we pulled out of schools in the spring.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

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Thanks,
Debby

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Kimberlee Armstrong](#); [Cynthia Nelson](#); [Sarah Luczyk](#); [Lauren Wishkoski](#)
Subject: Re: Support for a student using Google Meet
Date: Thursday, June 11, 2020 9:16:13 AM

I am comfortable with making this exception. Wondering about parent/family support for this from a liability standpoint. Could be sensitive issue for student with family. Is family in the loop?

On Wed, Jun 10, 2020 at 9:16 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Rob,

See below. We have a hold on Google Meet, with the exception of a student in the DHH program. Can you help us to process whether this request should also be granted an exception?

Thanks in advance,

Chris Bailey
Manager - IT Operations
x7101

On Wed, May 20, 2020 at 9:59 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Kimberlee,

See below. We have a standing policy that Google Meet is not permitted for any of our students. This decision has been re-evaluated several times over the years, and we have reaffirmed it several times. We have one student, on an accommodation, who has access to this service, so there is a technical capability to override this policy.

We'd like to do that in the instance described below, allowing the student referenced to participate in the Lambert House meetings as requested.

Do you have any concerns with us making this policy change for this student?

Thanks in advance for your thoughts.

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Sarah Luczyk** <luczyks@edmonds.wednet.edu>
Date: Tue, May 19, 2020 at 3:57 PM
Subject: Fwd: Support for a student using Google Meet
To: Chris Bailey <baileym@edmonds.wednet.edu>, Cynthia Nelson <nelsonc@edmonds.wednet.edu>

FYI, for your consideration.

Sarah



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

----- Forwarded message -----

From: **Sarah Luczyk** <luczyks@edmonds.wednet.edu>
Date: Tue, May 19, 2020 at 3:56 PM
Subject: Re: Support for a student using Google Meet
To: @TechSupport <techsupport@edmonds15.org>
Cc: <brandon@lamberthouse.org>, @TechSupport <techsupport@edmonds15.org>

Hello Brandon,

Thank you for your email on behalf of Justin Graham. Currently, there is no plan for the district to enable Google Meet. The district selected Zoom for online distance learning and have been able to activate a myriad of security settings in the tool to prevent issues, such as Zoom bombing, from occurring for meetings initiated by our staff. As a district, we had to make a decision to enable just one tool during this time to best support the virtual, instructional needs of our students.

I will be sure to share your email with the Technology Department leadership team on behalf of Justin. If something changes, we will be sure to communicate that with district students and families.

Thank you for your understanding and take care.

Sarah

Pronouns: She/Her/Hers



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tuesday, May 19, 2020 at 3:37:23 PM UTC-7, Brandon Knox, Lambert House Program Manager wrote:

Hello,

I'm reaching out on behalf of a student at Meadowdale High School, Justin Graham, with their permission They are the President of their Pride Club and they are interested in participating in Lambert House programs that are being offered online during the COVID-19 pandemic. Student club officers often participate in Lambert House programs to meet students from other schools, learn from and support one another in meeting the missions of their school clubs. The only computer they have available is

their school-issued laptop, and they do not have a smartphone.

Some of our programs are offered using Google Meet, instead of Zoom, due to security concerns with Zoom (staff at similar organizations around the country are still reporting zoom bombing regularly). The student's school-issued laptop has Google Meet blocked, but not zoom. I was hoping that I could advocate for Google Meet being unblocked, at least for this student so they may participate in our programs.

I understand as I am not the student nor their parents I would have little to no ability to ask for this change, but I wanted to reach out anyway. I appreciate your consideration and if this student reaching out directly would result in having Google Meet unblocked, I can definitely pass that message on to them.

Thank you!

--

Brandon Knox, Program Director

Pronouns: He/Him/His

Lambert House: LGBTQ Youth Community Center

E: brandon@lamberthouse.org

P: 206-322-2515 ext. [*]817

F: 206-322-1285

<http://www.lamberthouse.org/>

<http://www.facebook.com/lamberthouse/>

Location: 1818 15th Ave, Seattle, WA 98122

Mailing: PO Box 23111, Seattle, WA 98102

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Chris Bailey](#); [Kimberlee Armstrong](#); [Cynthia Nelson](#); [Lauren Wishkoski](#)
Subject: Re: Support for a student using Google Meet
Date: Tuesday, June 16, 2020 2:36:51 PM

Hello Rob,

I have been communicating with Brandon from Lambert House and he informed me today that Justin's family does not want him to keep his Chromebook over the summer and, therefore, will not be needing an exception for Google Meet at this time. I will be sure to notify you if that changes over the summer.

Thank you,

Sarah

Pronouns: She/Her/Hers



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Jun 11, 2020 at 10:11 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Thank you, Rob. Would you like me to follow up directly or would you prefer I reach out to Justin's counselor at school? I want to make sure I am following the correct procedure for this.

Sarah



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Jun 11, 2020 at 9:54 AM Robert Baumgartner
<baumgartnerr@edmonds.wednet.edu> wrote:

We could always check with either Brandon or the student to know if the parents support this or even know of the issue. We want to be sensitive to the situation for sure, and wouldn't want to create a bad situation for the student. From a liability standpoint we are always better positioned when a family knows, so let's check on this before deciding.

On Thu, Jun 11, 2020 at 9:46 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

I did not ask for that information when I communicated with Brandon at Lambert House. I wasn't sure if that was appropriate to ask and I didn't want to risk outing the student to their parents/guardians if they were not in the loop. Would you like me to

follow up with Brandon or the student? Please let me know how you would like to proceed. I am happy to help.

Thank you,
Sarah



Sarah Luczyk
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See below. We have a hold on Google Meet, with the exception of a student in the DHH program. Can you help us to process whether this request should also be granted an exception?
Thanks in advance,

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x7101

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We'd like to do that in the instance described below, allowing the student referenced to participate in the Lambert House meetings as requested.
Do you have any concerns with us making this policy change for this student?
Thanks in advance for your thoughts.

Chris Bailey
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From: **Sarah Luczyk** <luczyks@edmonds.wednet.edu>
Date: Tue, May 19, 2020 at 3:57 PM
Subject: Fwd: Support for a student using Google Meet
To: Chris Bailey <baileym@edmonds.wednet.edu>, Cynthia Nelson
<nelsonc@edmonds.wednet.edu>

FYI, for your consideration.

Sarah



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To: @TechSupport <techsupport@edmonds15.org>
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I will be sure to share your email with the Technology Department leadership team on behalf of Justin. If something changes, we will be sure to communicate that with district students and families.

Thank you for your understanding and take care.

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Pronouns: She/Her/Hers

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Thank you!

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Brandon KNOX, Program Director
Pronouns: He/Him/His
Lambert House: LGBTQ Youth Community Center

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Location: 1818 15th Ave, Seattle, WA 98122
Mailing: PO Box 23111, Seattle, WA 98102

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To: [Robert Baumgartner](#)
Cc: [Chris Bailey](#); [Kimberlee Armstrong](#); [Cynthia Nelson](#); [Lauren Wishkoski](#)
Subject: Re: Support for a student using Google Meet
Date: Thursday, June 11, 2020 10:11:43 AM

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To: [Robert Baumgartner](#)
Cc: [Chris Bailey](#); [Kimberlee Armstrong](#); [Cynthia Nelson](#); [Lauren Wishkoski](#)
Subject: Re: Support for a student using Google Meet
Date: Thursday, June 11, 2020 9:46:02 AM

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I am comfortable with making this exception. Wondering about parent/family support for this from a liability standpoint. Could be sensitive issue for student with family. Is family in the loop?

On Wed, Jun 10, 2020 at 9:16 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Rob,
See below. We have a hold on Google Meet, with the exception of a student in the DHH program. Can you help us to process whether this request should also be granted an exception?
Thanks in advance,

Chris Bailey
Manager - IT Operations
x7101

On Wed, May 20, 2020 at 9:59 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Kimberlee,
See below. We have a standing policy that Google Meet is not permitted for any of our students. This decision has been re-evaluated several times over the years, and we have reaffirmed it several times. We have one student, on an accommodation, who has access to this service, so there is a technical capability to override this policy.
We'd like to do that in the instance described below, allowing the student referenced to participate in the Lambert House meetings as requested.
Do you have any concerns with us making this policy change for this student?
Thanks in advance for your thoughts.

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Sarah Luczyk** <luczyks@edmonds.wednet.edu>
Date: Tue, May 19, 2020 at 3:57 PM
Subject: Fwd: Support for a student using Google Meet
To: Chris Bailey <baileym@edmonds.wednet.edu>, Cynthia Nelson
<nelsonc@edmonds.wednet.edu>

FYI, for your consideration.

Sarah



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

----- Forwarded message -----

From: **Sarah Luczyk** <luczyks@edmonds.wednet.edu>
Date: Tue, May 19, 2020 at 3:56 PM
Subject: Re: Support for a student using Google Meet
To: @TechSupport <techsupport@edmonds15.org>
Cc: <brandon@lamberthouse.org>, @TechSupport <techsupport@edmonds15.org>

Hello Brandon,

Thank you for your email on behalf of Justin Graham. Currently, there is no plan for the district to enable Google Meet. The district selected Zoom for online distance learning and have been able to activate a myriad of security settings in the tool to prevent issues, such as Zoom bombing, from occurring for meetings initiated by our staff. As a district, we had to make a decision to enable just one tool during this time to best support the virtual, instructional needs of our students.

I will be sure to share your email with the Technology Department leadership team on behalf of Justin. If something changes, we will be sure to communicate that with district students and families.

Thank you for your understanding and take care.

Sarah
Pronouns: She/Her/Hers



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tuesday, May 19, 2020 at 3:37:23 PM UTC-7, Brandon Knox, Lambert House Program Manager wrote:

Hello,

I'm reaching out on behalf of a student at Meadowdale High School, Justin Graham, with their permission They are the President of their Pride Club and they are interested in participating in Lambert House programs that are being offered online during the COVID-19 pandemic. Student club officers often participate in Lambert House programs to meet students from other schools, learn from and support one another in meeting the missions of their school clubs. The only computer they have available is their school-issued laptop, and they do not have a smartphone.

Some of our programs are offered using Google Meet, instead of Zoom, due to security concerns with Zoom (staff at similar organizations around the country are still reporting zoom bombing regularly). The student's school-issued laptop has Google Meet blocked, but not zoom. I was hoping that I could advocate for Google Meet being unblocked, at least for this student so they may participate in our programs.

I understand as I am not the student nor their parents I would have little to no ability to ask for this change, but I wanted to reach out anyway. I appreciate your consideration and if this student reaching out directly would result in having Google Meet unblocked, I can definitely pass that message on to them.

Thank you!

--

Brandon KNOX, Program Director
Pronouns: He/Him/His
Lambert House: LGBTQ Youth Community Center

E: brandon@lamberthouse.org
P: 206-322-2515 ext. [*]817
F: 206-322-1285

<http://www.lamberthouse.org/>
<http://www.facebook.com/lamberthouse/>

Location: 1818 15th Ave, Seattle, WA 98122
Mailing: PO Box 23111, Seattle, WA 98102

From: [Robert Baumgartner](#) on behalf of [Robert Baumgartner <baumgartnerr@edmonds.wednet.edu>](#)
To: [Sarah Luczyk](#)
Cc: [Chris Bailey](#); [Kimberlee Armstrong](#); [Cynthia Nelson](#); [Lauren Wishkoski](#)
Subject: Re: Support for a student using Google Meet
Date: Thursday, June 11, 2020 9:54:25 AM

We could always check with either Brandon or the student to know if the parents support this or even know of the issue. We want to be sensitive to the situation for sure, and wouldn't want to create a bad situation for the student. From a liability standpoint we are always better positioned when a family knows, so let's check on this before deciding.

On Thu, Jun 11, 2020 at 9:46 AM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

I did not ask for that information when I communicated with Brandon at Lambert House. I wasn't sure if that was appropriate to ask and I didn't want to risk outing the student to their parents/guardians if they were not in the loop. Would you like me to follow up with Brandon or the student? Please let me know how you would like to proceed. I am happy to help.

Thank you,
Sarah



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

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Manager - IT Operations
x7101

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Subject: Fwd: Support for a student using Google Meet
To: Chris Bailey <baileym@edmonds.wednet.edu>, Cynthia Nelson <nelsonc@edmonds.wednet.edu>

FYI, for your consideration.

Sarah



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

----- Forwarded message -----

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Date: Tue, May 19, 2020 at 3:56 PM
Subject: Re: Support for a student using Google Meet
To: @TechSupport <techsupport@edmonds15.org>
Cc: <brandon@lamberthouse.org>, @TechSupport <techsupport@edmonds15.org>

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I will be sure to share your email with the Technology Department leadership team on

behalf of Justin. If something changes, we will be sure to communicate that with district students and families.

Thank you for your understanding and take care.

Sarah

Pronouns: She/Her/Hers



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

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Thank you!

--

Brandon KNOX, Program Director

Pronouns: He/Him/His

Lambert House: LGBTQ Youth Community Center

E: brandon@lamberthouse.org

P: 206-322-2515 ext. [*]817

F: 206-322-1285

<http://www.lamberthouse.org/>

<http://www.facebook.com/lamberthouse/>

Location: 1818 15th Ave, Seattle, WA 98122
Mailing: PO Box 23111, Seattle, WA 98102

From: [Sally Guzmán](#) on behalf of [Sally Guzmán <guzmanreyess@edmonds.wednet.edu>](#)
To: [Robert Baumgartner](#)
Cc: [Brandon Lagerquist](#); [Harmony Weinberg](#); [Chris Bailey](#)
Subject: Re: Survey for Intent for Fall
Date: Tuesday, August 4, 2020 4:53:36 PM

I think if we can keep this all. email, survey etc. to one page 12 pt font on google doc. from the point that is agreed on that would be one week to do the following:

- Translate into top 5 or more
 - Email/survey etc.
- Do robocall in top 5 or more

For the actual survey, we need a multitude of options. We also need a point person per school to communicate with specifically about this:

- Not just Skyward survey
 - A way for staff to see selection in Skyward <- if staff can change/update this even better
- Google survey option that Family support or any staff can fill out for family
- Can we use SchoolMessenger phone survey (if one question)

Based on these considerations I would hastily say 2 weeks? but I don't want to speak from technology...

Kind regards,
Sally Guzmán, MNPL
She/Her Pronouns

On Tue, Aug 4, 2020 at 4:16 PM Robert Baumgartner <baumgartnerr@edmonds.wednet.edu> wrote:

Brandon, Chris, Harmony & Sally,

Good afternoon. This warrants a meeting, but time is tight, so I wanted to get your thoughts on this right away.

I think we are at a critical point in determining what our families intend to choose if and when we return to school for some level of in-person instruction. The data we collected a couple of weeks ago were valuable for broad planning purposes, but we are at a stage where we need to know how to address the staffing needs running a hybrid option and a full remote option simultaneously will bring. We have to do some planning as soon as possible for how we might organize staff now so that we don't have to disrupt everything when we open for in-person instruction.

I know there was thinking and work done on this already, so I want to pick up from there and get moving forward.

- It's really one question--when we return for in-person instruction, will your child join the hybrid or continue with full remote learning?
- We will need a survey and system of follow-up to collect this information from all of

our families so we have a response on all of our students.

- We will include information about what the full remote option will look like..

What's your thinking on the best delivery for this survey, timeline, etc.?

Appreciated!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone

baumgartnerr@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](mailto:luczyks@edmonds.wednet.edu)
To: [Cindy-Lou Goergen](#)
Cc: [Chris Bailey](#); [Mara Marano-Bianco](#)
Subject: Re: Symptoms Screening Attestation Form (ESC Staff) - Invitation to edit
Date: Thursday, July 16, 2020 3:41:29 PM

Hi Cindy,

Thank you for your feedback. The following logic is already set up (it is hard to see without clicking on the question):

1. If someone selects 'Yes' for the close contact question it will take them to the Close Contact section and then the Not Cleared to Work section.
2. If someone selects 'Yes' for the COVID-19 diagnosis question it will take them to the Positive COVID-19 Diagnosis section and then the Not Cleared to Work section.
3. If someone selects 'No' for the close contact question it will take them to the COVID-19 diagnosis question and if they answer 'No' for that question it will take them to the Cleared to Work section.
4. Everyone has to complete the Confirmation section at the end.

I am not able to do what you are asking for the symptoms question, but maybe there is another way to cover symptoms/logic. I will try some things and let you know. It might not hurt to talk it through before we make it live too. Let me know what works for you.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Jul 16, 2020 at 3:28 PM Cindy-Lou Goergen <goergenc@edmonds.wednet.edu> wrote:

Hi Team!

Thank you Chris and Sarah for your help! I don't think this is possible, but you are the tech experts, so here it goes...

If someone checks a box other than "none of the above" in the symptom checklist in Section 1, can it automatically punt them to Section 5? Same for a "yes" answer to any of the other questions in Section 1? I am just wondering if there is a way to send them to the correct section of "cleared" or "not cleared" instead of going through each section.

If this is easier to talk about in a meeting, Mara will be back from vacation on Monday.

Thank you!
Cindy

Cindy Goergen, MSN, RN, NCSN
Certificated School Nurse
Student Health Services Department
20420 68th Ave W.
Lynnwood, WA 98036-7405

GoergenC@edmonds.wednet.edu
425-431-1711

Preferred pronouns: She/Her

Mondays: Out of District
Tuesdays: Meadowdale Middle School
Wednesdays: Meadowdale Middle School
Thursdays: Department Support
Fridays: Department Support

[Family Support Services - click here.](#)

[Supplemental Learning Resources - click here.](#)

[Mental Health Resources - click here.](#)

Special Education Parent and Student Rights (Procedural Safeguards):

Derechos de los padres y estudiantes de educación especial (garantías procesales): /

特殊教育家长和学生权利(程序保障):/ 특수 교육 학부모 및 학생의 권리(절차 상 안전 조치):/

: (حقوق الوالدين والطالب في مجال التعليم الخاص) الضمانات الإجرائية: / Права родителей и учеников в специальной образовательной программе (процессуальные гарантии): <http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

Notice: Public records, including e-mails, are available to the public as provided by the Washington State Public Records Act (RCW 42.56). Your e-mail and my response may be considered a public record under the Act and subject to disclosure upon request by a third party.

This email message (including any attachments) is for the sole use of the intended recipient(s) and may contain confidential information covered under the Family Educational Rights & Privacy Act (FERPA). If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this message (including any attachments) is strictly prohibited. If you have received this message in error, please destroy all copies of the original message (including attachments) and notify me immediately by reply email message or by telephone at the number provided above. Thank you.

On Thu, Jul 16, 2020 at 1:26 PM Chris Bailey (via Google Forms) <drive-shares-noreply@google.com> wrote:

Chris Bailey has invited you to edit the following form:



Symptoms Screening Attestation Form (ESC Staff)



Mara/Cindy,
Sarah put together this Google Form. Please look it over and let us know if you'd like to review/discuss together.
Thanks,

Chris

[Open in Forms](#)

Google Forms: Create and analyze surveys.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA



From: [Scott Anderson](#) on behalf of [Scott Anderson <scott.anderson@mobymax.com>](#)
To: baileym@edmonds.wednet.edu
Subject: Re: Tax Exempt Certificate
Date: Thursday, June 4, 2020 11:30:46 AM

Thank you Chris!

Thank you,
Scott Anderson
207-292-7297 | [Schedule on my calendar](#)

MobyMax is here to help during school closures! Check out our remote learning resources [here](#).

On Thu, Jun 4, 2020 at 12:37 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Scott,
See attached - thanks,



Chris Bailey, MBA, CETL
IT Operations Manager
Technology Department

425.431.7101 Phone
baileym@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Tech Staffing During Covid Closure - Invitation to edit
Date: Tuesday, July 28, 2020 2:34:13 PM

I made suggested edits. Take a look when you have time.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
[LuczykS@edmonds.wednet.edu](mailto:luczyks@edmonds.wednet.edu)

On Tue, Jul 28, 2020 at 2:14 PM Chris Bailey (via Google Docs) <drive-shares-noreply@google.com> wrote:

Chris Bailey has invited you to **edit** the following document:



[Tech Staffing During Covid Closure](#)



Can you help me to fill in the blanks on this document?

[Open in Docs](#)

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because baileym@edmonds.wednet.edu shared a document with you from Google Docs.



From: [Richie Bernal](#) on behalf of [Richie Bernal <bernalr@edmonds.wednet.edu>](mailto:bernalr@edmonds.wednet.edu)
To: [Allison Larsen](#)
Cc: [Chris Bailey](#)
Subject: Re: Tech equipment request
Date: Friday, July 24, 2020 1:52:23 PM

Thank you Allison for your quick reply.

I have created a ticket and assigned it to your field tech Steve and is set to pending.

The field techs are currently on break and will be back in Late August. When they return for the 20-21 school, Steve will re-evaluate the network ports in the office and make sure that Jake's needs will be met and ready to teach in the fall.

Again if you have any questions or concerns please feel free to contact us.

Richie Bernal
Technology HelpDesk Specialist
Technology Department
Phone: 425.431.7215
bernalr@edmonds.wednet.edu

On Thu, Jul 23, 2020 at 5:26 PM Allison Larsen <larsena@edmonds.wednet.edu> wrote:

Hi, Richie,

Thank you for asking. I checked with Jake. This request is in preparation for the fall, not for work during the summer. He is just thinking ahead about what he will need for instruction with remote learning. He has a need to be able to scan and send items to students.

Thanks,

Allison

[Allison E. C. Larsen](#)

Principal

Edmonds-Woodway High School

425-431-7900

larsena@edmonds.wednet.edu

The Edmonds-Woodway High School community empowers students to achieve educational excellence while demonstrating integrity and compassion through responsible citizenship.

On Thu, Jul 23, 2020 at 12:23 PM Richie Bernal <bernalr@edmonds.wednet.edu> wrote:

Hello Allison,

A request has come in from Jake Bergevin (Music) to have an Ethernet hub replaced in his office. He would like to connect his network printer and desktop to the network.

Has Jake been approved to be working in the building during this time?

We are just wondering what is the need when we are currently not working in the buildings.

We can certainly accommodate this request but would like to have our field tech work on this request when the time is safe and allowed.

If you have any questions please feel free to contact us at the helpdesk or Chris Bailey our supervisor.

Richie Bernal
Technology HelpDesk Specialist
Technology Department
Phone: 425.431.7215
bernalr@edmonds.wednet.edu

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Merry Senn](#)
Subject: Re: Tech in schools
Date: Wednesday, September 2, 2020 10:10:16 AM

Thank you Chris. I think one thing we need to consider for remote learning subs is what to do about Zoom sessions. If we agree that they should use the Chromebox in the classroom which indeed makes the most sense, then we may need to get webcam and mics to accomplish this. Let me know if I should look into a quote.

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

On Wed, Sep 2, 2020 at 9:56 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

Merry,

Looping in Sarah on this. There are a few options for subs:

- Each classroom has a Chromebox, which is the typical computer a sub would use.
- Some schools have desktop labs, though these are at every school. We'd probably want to engage with CTE to see if their labs are available for this purpose.

Sarah - other ideas?

Chris Bailey

Manager - IT Operations

x7101

On Wed, Sep 2, 2020 at 9:52 AM Merry Senn <sennm586@edmonds.wednet.edu> wrote:

Hello -

If you are not the right person to ask, please let me know.

There has been talk that cert subs will report to the buildings for any assignments so that they can have a functioning workstation. One of the OMs just told me that all of the computers were removed from her building and that there wouldn't be anywhere a sub could work.

Could you confirm if there are any work stations (like desktops in the classrooms)? If not, who would I talk to about getting them set up?

Thanks so much!


Merry Senn

Substitute Services - Human Resources

Edmonds School District

SennM586@edmonds.wednet.edu

 20420 68th Ave W Lynnwood, WA 98036

 425-431-7072

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Cc: [Cynthia Nelson](#)
Subject: Re: Tech support : COVID 2020-2021 - Invitation to edit
Date: Friday, September 11, 2020 5:42:15 PM

I looked the document over. I know we will talk more tomorrow but a couple parting thoughts for tonight:

1. I am happy to take the lead on the training. I assume with 25 people it will be Zoom but I can clarify if he was thinking in-person training. Honestly, I would not be as comfortable training a group that large in person. I also think this would be a great opportunity to involve our new Technology Projects Coordinator.
2. I see a note about extra Chromebooks for swaps and I do not advise that unless we are going to have a tech onsite. The downstream issues with DEO doing swaps would be 1) Skyward assignments would not be adjusted and 2) We would have a bunch of broken Chromebooks with no issues noted so it will be hard to create help desk tickets for repair. This was an issue we did to ourselves early on in the spring and why we added fields to the appointment to note barcodes and issues.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

[LuczykS@edmonds.wednet.edu](mailto:luczyks@edmonds.wednet.edu)

On Fri, Sep 11, 2020 at 5:24 PM Chris Bailey (via Google Docs) <drive-shares-noreply@google.com> wrote:

Chris Bailey has invited you to **edit** the following document:



Tech support : COVID 2020-2021



Victor just called me. His team has established locations, dates, and times for tech support events next week, and he asked me to look this document over. He also asked that we nail down a time where we can train the 25 or so individuals he believes will be available to provide this support.

[Open in Docs](#)

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because baileym@edmonds.wednet.edu shared a document with you from Google Docs.



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](mailto:luczyks@edmonds.wednet.edu)
To: [Chris Bailey](#)
Subject: Re: Technology Department Update
Date: Monday, September 21, 2020 5:37:15 PM

How's this:

Technology Staff,

We are working on an additional custom-made, parting gift for Cynthia, a kudos poster. Please [use this link](#) to submit a quick message to Cynthia to be printed on a poster for her to take with her on her new adventure. Submissions are due by the end of the day this Thursday.

Thank you!

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Mon, Sep 21, 2020 at 5:30 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:
No but I can throw something together quick if it would help.

Sarah Luczyk
IT Support Supervisor
Edmonds School District
luczyks@edmonds.wednet.edu
425-431-7165

On Mon, Sep 21, 2020, 5:27 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Awesome. Is there any draft language for an email about that yet?

Chris Bailey
Manager - IT Operations
x7101

On Mon, Sep 21, 2020 at 5:23 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:
Yes. Here is the link to the form: <https://forms.gle/YN9fcEd3pHm8r7W8A>

Sarah Luczyk
IT Support Supervisor
Edmonds School District
luczyks@edmonds.wednet.edu
425-431-7165

On Mon, Sep 21, 2020, 5:18 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
We were just going to target our department for that communication, right? Do you have a form ready to go for that yet?

Chris Bailey
Manager - IT Operations
x7101

On Mon, Sep 21, 2020 at 5:14 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Do you still want to use the Kudos form for the poster? Should I send that separately?

Sarah Luczyk
IT Support Supervisor
Edmonds School District
luczyks@edmonds.wednet.edu
425-431-7165

On Mon, Sep 21, 2020, 5:10 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

ESC and District Leadership Staff,
As was shared below, Cynthia's last day as our Technology Director will be October 2. If you're looking for a way to wish her well, here it is! You are cordially invited to a socially distancing-approved 2020 celebration activity, the Honk-and-Wave Retirement Party. Safe, Fun, Memorable, and no obligatory speeches!

- When: **Friday, October 2nd** - Staging starts at 2:30 pm for a **parade start of 3:00 pm.**
- Where: **Former Alderwood Middle School Parking Lot**

In addition to this fun celebration for Cynthia's retirement, we also wanted to give Cynthia a video compilation of farewell messages from her Edmonds SD family. If you would be willing to record a video (under 30 seconds) with a message for her, we'll be sharing this with her as well. Here are some ideas:

- A team of staff recording a "Gallery" style message in a Zoom meeting
- A cell phone recording sharing a special memory or funny story involving Cynthia
- A quick "Congratulations"

Deadline is **Monday, September 28**. [Please use this form to upload your video](#). If you would like assistance with this, please let me know.

Lastly, if you would like to contribute to a gift for Cynthia, we will be putting together a gift basket with some items we know Cynthia will appreciate. You can contribute in person in the Tech Department - Karen Mosman and Christine Pasek are collecting contributions. If you'd prefer to contribute digitally (Paypal/Venmo), please let me know and we can make arrangements for that too.

If none of these feels quite right - please consider reaching out to Cynthia directly (but don't share the items above with her - she's not in the know!). I know she'd appreciate hearing what her time and efforts mean to you all! Also, please share this information as appropriate. Thanks for your consideration,

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Communications Department** <communications@edmonds.wednet.edu>
Date: Tue, Sep 15, 2020 at 8:46 AM
Subject: Technology Department Update
To: @District Leadership Team <dlt@edmonds.wednet.edu>

*****This message is being sent on behalf of Superintendent Dr. Gustavo Balderas*****

Dear staff,

I want to share with you an update on the Technology Department and changes in leadership.

After more than 26 years serving as the Technology Director for the Edmonds School District, Cynthia Nelson, is retiring. Her last day with the district will be Oct. 2, 2020. We are grateful for her many years of service. Cynthia originally planned to retire at the end of June, however, when COVID-19 hit, she decided to stay on and continue to support our Technology Department.

I have named Chris Bailey as Interim Technology Director. Chris has been with the district since 2007 and has been the Operations Manager for the Technology Department since 2013.

Best,

Gustavo

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Technology Department Update
Date: Monday, September 21, 2020 5:30:55 PM

No but I can throw something together quick if it would help.

Sarah Luczyk
IT Support Supervisor
Edmonds School District
luczyks@edmonds.wednet.edu
425-431-7165

On Mon, Sep 21, 2020, 5:27 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Awesome. Is there any draft language for an email about that yet?

Chris Bailey
Manager - IT Operations
x7101

On Mon, Sep 21, 2020 at 5:23 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:
Yes. Here is the link to the form: <https://forms.gle/YN9fcEd3pHm8r7W8A>

Sarah Luczyk
IT Support Supervisor
Edmonds School District
luczyks@edmonds.wednet.edu
425-431-7165

On Mon, Sep 21, 2020, 5:18 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
We were just going to target our department for that communication, right? Do you have a form ready to go for that yet?

Chris Bailey
Manager - IT Operations
x7101

On Mon, Sep 21, 2020 at 5:14 PM Sarah Luczyk <luczyks@edmonds.wednet.edu> wrote:

Do you still want to use the Kudos form for the poster? Should I send that separately?

Sarah Luczyk
IT Support Supervisor
Edmonds School District
luczyks@edmonds.wednet.edu
425-431-7165

On Mon, Sep 21, 2020, 5:10 PM Chris Bailey <baileym@edmonds.wednet.edu>

wrote:

ESC and District Leadership Staff,

As was shared below, Cynthia's last day as our Technology Director will be October 2. If you're looking for a way to wish her well, here it is! You are cordially invited to a socially distancing-approved 2020 celebration activity, the Honk-and-Wave Retirement Party. Safe, Fun, Memorable, and no obligatory speeches!

- When: **Friday, October 2nd** - Staging starts at 2:30 pm for a **parade start of 3:00 pm.**
- Where: **Former Alderwood Middle School Parking Lot**

In addition to this fun celebration for Cynthia's retirement, we also wanted to give Cynthia a video compilation of farewell messages from her Edmonds SD family. If you would be willing to record a video (under 30 seconds) with a message for her, we'll be sharing this with her as well. Here are some ideas:

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From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Technology Department Update
Date: Monday, September 21, 2020 5:23:25 PM

Yes. Here is the link to the form: <https://forms.gle/YN9fcEd3pHm8r7W8A>

Sarah Luczyk
IT Support Supervisor
Edmonds School District
luczyks@edmonds.wednet.edu
425-431-7165

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Edmonds School District
luczyks@edmonds.wednet.edu
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Subject: Technology Department Update

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Best,

Gustavo

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Technology Department Update
Date: Monday, September 21, 2020 5:14:26 PM

Do you still want to use the Kudos form for the poster? Should I send that separately?

Sarah Luczyk
IT Support Supervisor
Edmonds School District
luczyks@edmonds.wednet.edu
425-431-7165

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x7101

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Best,

Gustavo

From: [Sarah Schumacher](#) on behalf of [Sarah Schumacher <schumachers@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Technology Department Update
Date: Tuesday, September 15, 2020 9:16:17 AM

That's cool! I love mine! Haven't been on it as much as I'd like to lately, but I do love it. I'm twigsdaughter on there.

Have a good one!

On Tue, Sep 15, 2020 at 9:09 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Thanks, Sarah. I appreciate it. Yes - doing well. We recently got a Peloton so joining your ranks of the mildly insane. :)
Hope you and the family are well also!

Chris Bailey
Manager - IT Operations
x7101

On Tue, Sep 15, 2020 at 9:06 AM Sarah Schumacher
<schumachers@edmonds.wednet.edu> wrote:
Congratulations! Very well deserved.

Hope you and the family are well!

----- Forwarded message -----

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Department since 2013.

Best,

Gustavo

--

Sarah Schumacher
Assistant Principal and Athletic Director
Meadowdale Middle School
(425) 431-7709

Website: <https://mms.edmonds.wednet.edu/>

Facebook: <https://www.facebook.com/MMSVikings>

Instagram: mms_vikings

--

Sarah Schumacher
Assistant Principal and Athletic Director
Meadowdale Middle School
(425) 431-7709

Website: <https://mms.edmonds.wednet.edu/>

Facebook: <https://www.facebook.com/MMSVikings>

Instagram: mms_vikings

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Christine Pasek](#)
Cc: [Chris Bailey](#); [Jenn Madsen](#); [Debbie Erickson](#); [Karen Mosman](#)
Subject: Re: Technology Department Update
Date: Thursday, September 24, 2020 10:05:06 AM

Thank you!

Sarah



Sarah Luczyk

Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Sep 24, 2020 at 9:06 AM Christine Pasek <pasekc619@edmonds.wednet.edu> wrote:
FYI: I told Chris, but I should mention to you too, if anyone wants to contribute to Cynthia's gift pool via Paypal, they can to my Paypal account: christinepasek@comcast.net.

Christine Pasek

Technology Office Coordinator
Edmonds School District
425-431-7290

On Mon, Sep 21, 2020 at 5:10 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:

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Manager - IT Operations
x7101

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Best,

Gustavo

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: The DLT News - Chromebook swaps
Date: Wednesday, August 5, 2020 1:03:25 PM

She already emailed me separately, probably after getting your out of office message. This is taken care of.

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Wed, Aug 5, 2020 at 1:00 PM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
Can you please assist Andrea? Thanks,

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Andrea Collins** <collinsa@edmonds.wednet.edu>
Date: Wed, Aug 5, 2020, 1:35 PM
Subject: Fwd: The DLT News - Chromebook swaps
To: Chris Bailey <baileym@edmonds.wednet.edu>

Hi Chris,

It's an Elementary question.....which I am a parent ...for 2 children at the Elem level...so the chromebooks that were just issued to my boys last week as new to ESD (so we are on the same parent/kid calendar and schedule) are Gen2....according to the barcodes:

- 1) Mason: 0147128FXA - Lenovo 300e 2nd Gen
- 2) Jackson: 0144142FXA - Lenovo 300e 2nd Gen

So according to this plan, we will return these devices at their Edmonds Elementary site, to obtain the Phase 1: 300e Gen 3 for all grades at select schools (see list below), correct?

Thank you,
Andrea

Andrea B. Collins
Principal
College Place Middle School
[Home of the Cougars!](#)



Edmonds School District Contacts during school closure due to COVID-19
[Edmonds School District FamilyResources & Supplemental Resources for Learning](#)
Chromebook Support Line: (425) 431-1211 or techsupport@edmonds15.org
Family Support Office Number: 425-431-1454
Family Support Email: familysupport@edmonds.wednet.edu
For updates on Closure: [CLICK HERE](#)
Additional Resources: <http://bit.ly/ESDfamilysupport>

----- Forwarded message -----

From: **Shelley Roehl** <roehls@edmonds.wednet.edu>
Date: Mon, Aug 3, 2020 at 8:30 AM
Subject: The DLT News 8-3-20
To: @District Leadership Team <dlt@edmonds.wednet.edu>, @Office Mgrs.
<officemgrs@edmonds.wednet.edu>

Here is the [8-3-20 edition of the DLT News!](#)

Shelley

Shelley Roehl | Administrative Assistant

Superintendent's Office | Edmonds School District
roehls@edmonds.wednet.edu | ph: 425-431-7176
fax: 425-431-7182

20420 68th Ave W Lynnwood WA 98036



From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Allyn Turner](#)
Cc: [Shannon Rasmussen](#); [Scott Morrison](#); [Dana Marsden](#); [Gay, Jamie E. \(BTM\)](#); [Nicole Longworth](#); [Chris Bailey](#)
Subject: Re: Touchscreen computers for 8th graders?
Date: Thursday, September 24, 2020 11:53:30 AM

Allyn,

Sorry for my delayed response. We are working to gather some information to answer your question on a timeline. I will be back in touch as soon as I know more.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

On Wed, Sep 23, 2020 at 2:47 PM Allyn Turner <turnera@edmonds.wednet.edu> wrote:

Sarah, Were you aware that our Math Department staff attended hours of training this summer to use touchscreens as part of their instructional program?
Can you let us know how long until we have touchscreen CBs to distribute?

On Wed, Sep 23, 2020 at 2:44 PM Shannon Rasmussen

<rasmussens@edmonds.wednet.edu> wrote:

Do any of you have an update on when our 8th graders will be receiving touchscreen computers? We were told on numerous occasions last spring that our 8th graders would be getting touchscreens this year and as a math department, we have been relying on that information in our planning. Many of us have been planning on using kami for kids to do their math work, but without a touchscreen, that is not really possible. I just found out that the 8th graders aren't getting touchscreens today when they exchange their chromebooks.

For many of our math classes, we don't have textbooks to send home so we are limited in resources we can provide our students. Having touchscreens for our kids and using kami is a necessity for us to be able to teach our students.

--

Shannon Rasmussen

Math Teacher

Dog Squad Coordinator

Head Softball Coach- BTM and MTHS

--

Allyn Turner

Assistant Principal

Brier Terrace Middle School

Home of the Bulldogs!

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For updates on Closure: [CLICK HERE](#)

Additional Resources: <http://bit.ly/ESDfamilysupport>

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Chris Bailey](#)
Subject: Re: Updated return to work guidelines for Supervisors regarding Paras and OPs
Date: Tuesday, September 1, 2020 9:53:52 AM

Thank you. Does this also mean Karen will need to come in daily after 9/21?

Sarah



Sarah Luczyk
Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Tue, Sep 1, 2020 at 9:50 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
FYI...a change in reporting status for Paras (though apparently a temporary one). Let's assume we can keep doing what we are doing with the Para-Tech team.
Thanks,

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Mark Roschy** <roschym141@edmonds.wednet.edu>
Date: Tue, Sep 1, 2020 at 9:48 AM
Subject: Updated return to work guidelines for Supervisors regarding Paras and OPs
To:
Cc: Annette Gahan <gahana@edmonds.wednet.edu>

Principals and Supervisors

Updated return to work expectations were released today in regards to the Paraeducators and Office Personnel that you supervise. As their supervisor, you should be communicating and maintaining these expectations with employees. An email will also be going out to each employee group.

As of 9/1/20 Office Personnel are expected to report to their work location for their assigned hours and calendar or to request the appropriate leave of absence. Accommodations due to an employee's high-risk status may be requested as described below.

Paraeducators are expected to begin work on 9/8/20 per their calendar and the schedule you designed for them. Paraeducators can work in the building as needed. Paraeducators will also be allowed to work remotely, if appropriate, through 9/21/20. This will provide additional time to work out the details of daily schedules and associated duties. This will also allow paraeducators to request the appropriate leave if they are not able to return to work on or after 9/21/20. The District will continue to assess the situation between 9/8 and 9/21, but knowing that some students will be returning to the district over the coming weeks, the ability for paraeducators to work remotely will continue to diminish.

Employees requesting leave have access to all contractual leave options as well as the following leave options that have been added due to COVID19:

- Emergency Paid Sick Leave Act (EPSLA) - will provide up to 80 hours of paid sick leave for employees depending on their full-time or part-time status who are unable to work (including remote work) and meet one or more of five conditions specified by the federal legislation.
- Emergency Family and Medical Leave Act (EFMLA) - grants employees up to 12 weeks of job-protected leave to care for a son or daughter whose school or place of childcare is closed due to a declared public health emergency related to COVID-19 and are unable to work (including remote work).

In addition, there has been clarification around employees who qualify as “high risk” under the CDC guidelines and the Governor’s proclamation 20-46. For those employees who have been verified as high risk by Human Resources AND request accommodations (such as an alternative assignment or to work remotely), their request for accommodation must be considered and accommodated if possible. You and I will need to review their duties and determine if an accommodation can be made. Please do not interpret this as blanket permission to allow these employees to work remotely. Each case will have to be reviewed by you and me to determine if an accommodation is feasible and appropriate. In addition, if any portion of duties is approved to be accommodated, that accommodation would likely have to be maintained even while students return to the worksite, which makes our collaboration essential. Duties that cannot be done remotely, would need to be done on-site. This consideration applies only to employees who have been determined to meet the high-risk qualification per CDC guidelines. Employees who are not verified in the high-risk category would not be given such consideration unless qualifying under a different requirement (like ADA).

This communication is a change from what we have communicated with some employees early on (last week). I will reach out to you if one of your employees has sought such an accommodation due to their high-risk status. If an employee asks you directly about such an accommodation, you are to guide them to Annette Gahan in HR.

If you have any questions or concerns, please share them with me.

Mark Roschy
Human Resources Director - Classified
Edmonds School District
425-431-7025

From: Stephen McCandless on behalf of Stephen McCandless <smccandless@gsd404.org>
To: Tom Alexander
Cc: Lester Brown; Mark Finstrom; Garren Shannon; Welton Keith; ACPE
Subject: Re: [EXT] : Re: [acpe] OSPI Internet Service for Those in Need
Date: Wednesday, August 26, 2020 12:49:00 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Does that mean we won't have to manage hotpots out of the schools. They will just need to sign up through an available service provider?

On Wed, Aug 26, 2020 at 12:10 PM Tom Alexander <tom_alexander@enumclaw.wednet.edu> wrote:

Here's what I heard from Dennis Small at OSPI when I inquired to learn more:

OSPI has now received authorization by the Office of Financial Management (OFM) to spend \$8.8 million in CARES Act funding to help pay for broadband Internet access during the 2020-21 school year for families who do not have Internet access and could not otherwise afford it, in places where broadband is available. We just released an RFQ on August 7 (you can view it at the OSPI website, RFQ - 2021-02, at <https://www.k12.wa.us/about-ospi/contracting-ospi/competitive-procurements>), and met with Internet providers on August 9 to answer questions about it, and we are encouraging responses ASAP (and have received 7 thus far). From the RFP, here is a high-level description of the plan:

"OSPI intends to award contracts to multiple Internet service providers ("Providers") who can provide home internet service to families of students who (1) are eligible for FRPL and (2) do not currently have a broadband subscription. The number of identified students in Washington who qualify for FRPL is in excess of 475,000; however, it is unknown how many of those students would take advantage of this service.

OSPI will publish a list of Providers and their area(s) of service. End-users will contact Providers directly to set up services.

Prior to the service being delivered, Provider must ask end-users (students) if they are FRPL-eligible and then, with the user's consent, confirm eligibility with OSPI. After confirmation, OSPI will remit payment to the Provider on behalf of each end-user who signs up for broadband services. Providers must be willing and able to work with OSPI to confirm FRPL status of end users. End-users must consent to OSPI confirming their eligibility for FRPL.

Providers must agree to provide Internet access at no cost to each end-user or the state for the first two (2) months of service. Starting in the third month, OSPI would agree to use federal Coronavirus Aid, Relief and Economic Security (CARES) Act dollars to pay providers directly for the monthly access fee for students as long as funds allow. OSPI would assume payments through the 2020-21 school year (June 2021).

Agreements with Providers will cover connectivity within existing area(s) of service only, not new access.

Providers are prohibited from entering into separate financial contracts/agreements with the end-users, and may not bind any end-users to any follow-on vendor contracts past the end date of this contract "

=====

it will likely be a week or so before we have specifics available to share with schools about how the program will operate. Once that information is available, we will definitely share it widely, and we are excited to see this moving forward!

Thanks!

Tom Alexander
Technology Operations Leader
Enumclaw School District
2929 McDougall Ave.
Enumclaw, WA 98022
360.802.7131 | tom_alexander@enumclaw.wednet.edu

On Wed, Aug 26, 2020 at 10:46 AM Lester Brown <les@washougalsd.org> wrote:

I think the [press release by OSPI](#) said that this program would be funded with CARES funds, so I think they have money, and will eventually be ready to do this. I agree that the timeline they've set doesn't work given that many districts are starting school in the next two to three weeks, and their RFP process is likely way behind if they wanted to have this in place.

Quoted from the link above:

"...the Legislature and the Office of Financial Management (OFM) released \$8.8 million of OSPI's share of the funds so OSPI could coordinate and pay for getting students connected to their coursework online.

"With these funds, we will be able to connect up to 60,000 students and their families to online learning," said Chris Reykdal, Superintendent of Public Instruction. "This was my number one priority for CARES Act funding, and I know this will make a huge difference for a lot of students and their families."

If your district didn't do the survey, (and I think only about a third did), you can find a link to it here, quoted in the email sent by SPI Reykdal to all WA superintendents.

Dear Superintendents:

As many school districts decide to take their instruction and supports online, OSPI is collecting information on student access to devices and internet connectivity to facilitate remote learning. As you know, we are entering into agreements with providers where [we will pay for internet connectivity](#) (where available) for low-income students who do not currently have access.

OSPI is collecting this detailed information to inform a request for qualifications (RFQ) to allow interested internet providers to enter into agreements with OSPI. Longer term, we expect to build these data into the CEDARS collection, and this survey approach is an interim solution. It is critical to get accurate and detailed information to advocate for additional supports for school districts as they navigate this and future years. However, OSPI understands some districts will only have estimates right now. Please report the information your district can currently provide.

Please note that we expect to repeat the collection of this information, potentially including additional information at the school level, later this fall, prior to the legislative session.

Please submit your information through [this survey](#) by Monday, August 24, 2020. The attached PDF provides the survey questions.

Additional information on best practices for collecting this information can be found in EducationSuperHighway's [Home Access Needs Assessment Playbook](#), which contains the following resources for school districts:

- A data collection tool
- A question bank for school districts (aligned with data elements outlined in this blueprint)
- Call scripts and email templates (available in English or Spanish), and
- Case studies of local education agencies that have successfully collected home digital access data.

Thank you for your efforts to ensure all students have access to the devices and internet connectivity essential to fully participate in remote learning opportunities. If you have questions about this collection, please contact OSPI's data team at student.information@k12.wa.us.

Please submit your data using this online survey: <https://www.surveymoz.com/s3/5751200/Home-Digital-Access-Data-Collection>

On Tue, Aug 25, 2020 at 9:02 PM Mark Finstrom <Mark.Finstrom@highlineschools.org> wrote:

As Chris stated, the RFP process by OSPI seems too late to the party and with conditions. So, if it works, great. If not, well, that's the breaks.

Mark Finstrom

Chief Technology Officer

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

John Quincy Adams



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From: Garren Shannon <GShannon@psd267.org>

Date: Tuesday, August 25, 2020 at 8:48 PM

To: Mark Finstrom <Mark.Finstrom@highlineschools.org>, "Welton, Keith" <weltonk@monroe.wednet.edu>, "acpe@acpenw.org" <acpe@acpenw.org>

Subject: RE: [EXT] : Re: [acpe] OSPI Internet Service for Those in Need

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

This email was originally sent by: GShannon@psd267.org

I sensed the same thing Mark... I didn't see any indication that there would be a program or funding behind it but I did complete their survey. Seemed a bit lacking in my opinion. But I am likewise hopeful that some time... in some distance future, rural America will actually have access to solid Internet. ☺

Garren Shannon



Director Information Services

240 SE Dexter Dr
Pullman WA, 99163

garren@psd267.wednet.edu

Cell: 509.432.4010
Desk: 509.336-7220

From: Mark Finstrom [mailto:Mark.Finstrom@highlineschools.org]
Sent: Tuesday, August 25, 2020 7:51 PM
To: Welton, Keith <weltonk@monroe.wednet.edu>; ACPE <acpe@acpenw.org>
Subject: [EXT] : Re: [acpe] OSPI Internet Service for Those in Need

STOP and VERIFY - this message came from outside the district

You had to fill out the survey, by yesterday. I think that there are a lot of holes in their program. Maybe I'll be surprised.

Mark Finstrom
Chief Technology Officer

*"If your actions inspire others to dream
more, learn more, do more and become
more, you are a leader."*

John Quincy Adams 

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From: "Welton, Keith" <weltonk@monroe.wednet.edu>
Date: Tuesday, August 25, 2020 at 7:48 PM
To: "acpe@acpenw.org" <acpe@acpenw.org>
Subject: [acpe] OSPI Internet Service for Those in Need

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

This email was originally sent by: acpe+bncBDCJVONI3APRB6E2S75AKGOEGU2HFLI@acpenw.org

Good evening all,

Is anyone aware of Internet Service being supplied through OSPI yet for our needy students for a year free? I received the same flyer that many of you received but never saw anything after that. I want to make sure I didn't miss anything. Thanks!

--

-Keith Welton
Director of Technology Services
Monroe School District

D 360.804.2688

200 E. Fremont St. Monroe, WA 98272

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To view this discussion on the web visit

https://groups.google.com/a/acpenw.org/d/msgid/acpe/CALV_GSbz2TPDVYBMfjUeV9W31b3GeSB3JODhsrA-1A7Cf_KLPO%40mail.gmail.com.

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Lester Brown
Pronouns He, Him, His
Director of Communications and Technology
Washougal School District 112-6
www.washougal.k12.wa.us
p. 360-954-3037

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Stephen McCandless
Technology Director
Goldendale School District
P 509-773-6937
C 509-261-0826
smccandless@gsd404.org
www.goldendaleschools.org
[Technology Help Desk](#)

"Until one has loved a dog,
a part of one's soul
remains unawakened"
-Anatole France

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From: [Robert Pohl](#) on behalf of [Robert Pohl <rpohl@asd103.org>](#)
To: [Wilson, Zachary](#)
Cc: [ACPE](#)
Subject: Re: [acpe] 1:1 Check-Out Process/Information
Date: Friday, July 17, 2020 10:49:24 AM

When we checked out devices to our elementary students (due to COVID closure) here was our plan for getting them out in three days to all families.

<https://docs.google.com/document/d/1TotHLrJSHLYeiKk0hGNA23pbXEqWJZPKAPW2tr3kV5Y/edit?usp=sharing>

RP

--

Robert Pohl, Executive Director
Technology | Transportation | Food and Nutrition Services
Anacortes School Distr ct, 2200 M Avenue, Anacortes, WA 98221
C: 206.604.0064 | O: 360.503.1222

Technology Support

M-F, 9:00a-3:00p, by Phone: 360.503.1220
24/7 by Ticket: [Incident IQ](#)

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On Fri, Jul 17, 2020 at 10:45 AM Wilson, Zachary <wilsonz@csdk12.org> wrote:

We are looking to start a 1:1 next fall due to the uncertainty of what school will look like. Our potential plan is to checkout/assign Chromebooks to grade 3 – 12 students (~2000 students). I am hoping to get as much information from this collective to help us make this process as smooth as possible. Questions I have:

- What was the device checkout process like? Did students/parents sign a document or fill something out online? Would you mind sending us the form or workflow you use for your checkout process?
- How did you insure your devices from damage? 3rd party insurance plan or self-insurance?
- If you self-insured your devices, what were the terms of repair? Parents cover full cost of damage/replacement or did everyone pay a yearly fee to help offset repairs, replacement and to help with yearly cost of replacing devices?
- If you charged a yearly device fee, how much did you charge and why? We are a 50%+ Free and Reduced lunch district so we are trying to plan for waivers, reduced fees, etc.
- Did you have set times throughout the year that devices were brought back to the school to verify they were still in a good condition or did students only report when devices were damaged/destroyed?
- How did you document the condition that the devices were in when they were checked out? We are going to checkout our Chromebook fleet devices which range in age from 1 – 5 years old.
- What lessons did you learn that you would do different and which processes worked great from the start?
- Any other thoughts that you think would be beneficial.

Thank you all for your insight. This is a great group and I appreciate the help you all have provide myself, and our district, over the years.

Thanks,

Zach Wilson

Technology Director

Clarkston School District

509.769.6333 – Office

208.503.6291 – Cell

Honor the Past. Be the Future.

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From: [Robert Pohl](#) on behalf of [Robert Pohl <rpohl@asd103.org>](#)
To: [Anspacher, Gil](#)
Cc: [ACPE](#)
Subject: Re: [acpe] Body temperature scanning panels
Date: Thursday, June 11, 2020 11:15:45 AM

I read this article that review options from different manufacturers; we're on the hunt too.

<https://www.qsrweb.com/blogs/temperature-check-kiosks-tackle-covid-19/>

:)

RP

--

Robert Pohl, Director of Technology

Anacortes School District, 2200 M Avenue, Anacortes, WA 98221

C: 206.604.0064 | O: 360.503.1222 | GV: 702.900.7645

Technology Support

M-F, 9:00a-3:00p, by Phone: 360.503.1220

24/7 by Ticket: [Incident IQ](#)

On Tue, Apr 28, 2020 at 9:54 AM Anspacher, Gil <gil.anspacher@corvallis.k12.or.us> wrote:

Looking towards some form of a return to school in a building, I am working with our Facilities Department on infrastructure supports. Body temperature scans are on the list of potential needs. Has anyone been looking into body temperature scanning devices such as the [VitalSign | BODY TEMPERATURE CHECK KIOSK](#)?

Thanks!

Gil

Gil Anspacher, CETL
Technology Services Director
Corvallis School District 509J
Phone: (541) 757-5714
www.csd509j.net



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From: "Rachel Wenten-Chaney" via ACPE on behalf of "Rachel Wenten-Chaney" via ACPE <acpe@acpenw.org>
To: HAGEL, KRIS J
Cc: ACPE
Subject: Re: [acpe] Digital Signature Protocols
Date: Wednesday, September 2, 2020 9:04:06 AM

Hi, Kris.

Woo-woo timing. I just finished a literature review for our attorneys as we think about our region's policies for continued remote work and learning, with a specific focus on special education documents.

(Our Oregon CDL guide recommends: Develop policies and procedures for obtaining parental consent by electronic signature. Electronic signatures are allowed by FERPA provided certain conditions are met. For more information: [34 CFR 99.3\(d\)](#) and [34 CFR 300.154](#). The statutes do not reference the platform to be used to obtain consent; that decision is up to district policy and security protocols.)

Here are my links:

1. Ironically, we're using the WA State Archives as a key source: <https://www.sos.wa.gov/archives/recordsmanagement/managing-school-district-records.aspx> (second column under Electronic Records...)
2. Bethel SD, WA (August 2020): <https://go.boarddocs.com/wa/bethel/Board.nsf/Public#>
3. University of Oregon's policy: <https://policies.uoregon.edu/vol-4-finance-administration-infrastructure/ch-4-business-affairs/electronic-signatures>
4. Multnomah ESD's (2016) document on e-signatures for Medicaid billing: https://or.med.mesd.k12.or.us/documents/esignature_policy
5. Alexandria City Schools (VA): <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Shared/documents/school-board-policies/joh.pdf> (same policy template used across most of Virginia K-12)
6. Arlington (VA): [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/B5GSZ5718377/\\$file/G-1%20Policy%20J-15.8%20Acceptance%20of%20Electronic%20Signatures%20and%20Records.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/B5GSZ5718377/$file/G-1%20Policy%20J-15.8%20Acceptance%20of%20Electronic%20Signatures%20and%20Records.pdf)
7. Kenston OH: <https://files.neola.com/kenston-oh/search/policies/po6107.htm>
8. Lancaster PA: <https://go.boarddocs.com/pa/lanc/Board.nsf/goto?open&id=9V5JS84E8CD5>

You'll see pretty quickly they're mostly standardized around the UETA language and terminology. Our current thinking is we will follow the same standards. And we'll build additional processes using the University of Oregon model (#3, above), which I like the best of all the list.

Cheers,
Rachel

Rachel Wenten-Chaney
Chief Information Officer
High Desert Education Service District
541.693.5636 office
541.777.0019 cell
rachel.wenten-chaney@hdesd.org



On Tue, Sep 1, 2020 at 2:51 PM 'HAGEL, KRIS J' via ACPE <acpe@acpenw.org> wrote:

Good Afternoon -

Last spring at the start of COVID we purchased a unlimited district license for DocuSign to just get us through the spring/summer. It is really a great product and we're very happy with it, and it is now time to expand it out to way more areas of the district. But before we do, we need to write some guidelines/protocols on what things are appropriate for a digital signature, and what aren't. We are thinking even possibly a board procedure to accompany it. Do any of you have something already written that we could "borrow"? We'll start the work if no one else does, but would love to work off of something any of you may already have.

Thanks!

—

Kris

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From: "Rachel Wente-Chaney" via ACPE on behalf of "Rachel Wente-Chaney" via ACPE <acpe@acpenw.org>
To: HAGEL, KRIS J
Cc: ACPE
Subject: Re: [acpe] Digital Signature Protocols
Date: Wednesday, September 9, 2020 6:24:16 PM

Circling back on this, following a final recommendation by our attorneys (in-house; regional service we provide and I am thankful for it every week!).

Their recap: "We do not see a particular need for a formal policy on electronic signatures, including in the SpEd world. FERPA, IDEA, HIPAA, etc. all allow e-signatures, provided identity authentication measures are taken. Also, while we don't always love OSBA sample policies, now that Spencer Lewis is leading their policy department, I feel comfortable following their lead on this one [no policy template; UETA is well established]."

So, no new board policy for us. (Always a good thing.)

We will, however, create a tech+policy process doc (like #3 in the list from U of O) for the identity and authentication measures; and software, retention, and other concerns.

Washington's laws may require you to think differently, but this is where we landed.

Cheers,
Rachel

Rachel Wente-Chaney
Chief Information Officer
High Desert Education Service District
541.693.5636 office
541.777.0019 cell
rachel.wente-chaney@hdesd.org



On Wed, Sep 2, 2020 at 9:03 AM Rachel Wente-Chaney <rachel.wente-chaney@hdesd.org> wrote:

Hi, Kris.

Woo-woo timing. I just finished a literature review for our attorneys as we think about our region's policies for continued remote work and learning, with a specific focus on special education documents.

(Our Oregon CDL guide recommends Develop policies and procedures for obtaining parental consent by electronic signature. Electronic signatures are allowed by FERPA provided certain conditions are met. For more information [34 CFR 99.3\(d\)](#) and [34 CFR 300.154](#). The statutes do not reference the platform to be used to obtain consent; that decision is up to district policy and security protocols.)

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3. University of Oregon's policy: <https://policies.uoregon.edu/vol-4-finance-administration-infrastructure/ch-4-business-affairs/electronic-signatures>
4. Multnomah ESD's (2016) document on e-signatures for Medicaid billing: https://ormed.mesd.k12.or.us/documents/esignature_policy
5. Alexandria City Schools (VA): <https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Shared/documents/school-board-policies/joh.pdf> (same policy template used across most of Virginia K-12)
6. Arlington (VA): [https://go.boarddocs.com/vsba/arlington/Board.nsf/files/B5GSZ5718377/\\$file/G-1%20Policy%20J-15.8%20Acceptance%20of%20Electronic%20Signatures%20and%20Records.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/B5GSZ5718377/$file/G-1%20Policy%20J-15.8%20Acceptance%20of%20Electronic%20Signatures%20and%20Records.pdf)
7. Kenston OH: <https://files.neola.com/kenston-oh/search/policies/po6107.htm>
8. Lancaster PA: <https://go.boarddocs.com/pa/lanc/Board.nsf/goto?open&id=9V5JS84E8CD5>

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Cheers,
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On Tue, Sep 1, 2020 at 2:51 PM 'HAGEL, KRIS J' via ACPE <acpe@acpenw.org> wrote:
Good Afternoon -

Last spring at the start of COVID we purchased a unlimited district license for DocuSign to just get us through the spring/summer. It is really a great product and we're very happy with it, and it is now time to expand it out to way more areas of the district. But before we do, we need to write some guidelines/protocols on what things are appropriate for a digital signature, and what aren't. We are thinking even possibly a board procedure to accompany it. Do any of you have something already written that we could "borrow"? We'll start the work if no one else does, but would love to work off of something any of you may already have.

Thanks!

—
Kris

--

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From: Susan Barnard on behalf of Susan Barnard <sbarnard@ttssd.k12.or.us>
To: Lauren Gallegos
Cc: acpe@acpenw.org
Subject: Re: [acpe] Help desk for families
Date: Saturday, August 8, 2020 5:50:24 PM

Hi Lauren

We offered a parent/student helpdesk phone number in the spring. We will continue this fall with some modifications we will add this fall...

- hours (8-5pm, m-f)
- after hours voicemail going into ticket system ("tier 1" listen to VM and update ticket with pertinent info for tech to troubleshoot or calls back if they can handle it —lib asst., IAs, secretaries, BILINGUAL)

- main number during open hours rings to a call group (it staff with Jabber soft phone software on)
- implementing a call tree with language support options, two-three topics to choose from
- leveraged Jabber group call feature to call translator (TTSD staff or paid translation services for some languages)
- created Slack channel specific to live #helpdesk calls/issues so group could make suggestions (some of our SIS staff or others were not as familiar with student device support and this helped a TON)
- created a Google drive of quick tips for help desk calls - common software, login patterns, how to remote to student screen (using G Meet), etc

This should give you an idea of what we had in place. If helpful and you would like to hear more pls let me know!

Susan

On Sat, Aug 8, 2020 at 9:49 AM Lauren Gallegos <lgallegos@vashonsd.org> wrote:

Hello,

We are planning to offer a dedicated help desk phone number or email for families/staff that need tech support during remote learning. It might be routed to a librarian first or rotated between IT staff.

Back in March it sounded like several districts were implementing something similar with various ways of triaging calls/emails. Does anyone have words of wisdom to offer regarding what worked and what didn't?

What other expanded help desk services are people considering?

Thank you for your time!

Lauren Gallegos
Vashon Island School District

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--

Susan Barnard

Technology Director
Tigard-Tualatin School District

P: 503-431-4054

E: sbarnard@ttssd.k12.or.us

6960 SW Sandburg Street
Tigard, OR 97223



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From: [Stephen McCandless](#) on behalf of [Stephen McCandless <smccandless@gsd404.org>](#)
To: [Lauren Gallegos](#)
Cc: [acpe](#)
Subject: Re: [acpe] Help desk for families
Date: Saturday, August 8, 2020 5:38:58 PM

We use spiceworks cloud and will add probably add a live chat called [tawk.to](#)

On Sat, Aug 8, 2020, 9:49 AM Lauren Gallegos <lgallegos@vashonsd.org> wrote:

Hello,

We are planning to offer a dedicated help desk phone number or email for families/staff that need tech support during remote learning. It might be routed to a librarian first or rotated between IT staff.

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Vashon Island School District

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From: [Scott McDaniel](#) on behalf of [Scott McDaniel <mcdaniel.scott@battlegroundps.org>](#)
To: [Allen Miedema](#)
Cc: [Ron Cone](#); [Robert Pohl](#); [ACPE-Membership](#)
Subject: Re: [acpe] Reopening WA Schools - What about Technology?
Date: Friday, June 12, 2020 9:20:58 AM

Did anyone catch the continued expectation of 180 days and 1027 hours? So stage classes, social distancing, shifts, but you still have to somehow have face to face with kids for 5.5 hours every one of those days.

On Fri, Jun 12, 2020 at 9:12 AM Allen Miedema <amiedema@nsd.org> wrote:
I would describe my reaction as “unsurprised, yet still disappointed.”

Sort of like the reaction when they “enhanced” the original Star Wars movies.

Allen Miedema amiedema@nsd.org
Executive Director 425-408-7752
Technology Department
Northshore School District

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<https://mailfile.nsd.org/filedrop/amiedema@nsd.org>

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On Jun 12, 2020, at 9:07 AM, Ron Cone <ron.cone@ksd.org> wrote:

CAUTION: THINK BEFORE YOU CLICK! This email originated from outside of Northshore School District (not @nsd.org). If you do NOT recognize the sender, do not click links or open attachments. For more information, view our [video on how to detect spam and phishing emails](#).

Where you really? 126 person committee usually produces the finest selection of off colored white paint, I think that is what we got.

Ronald L. Cone, [CPA](#), [CETL](#)
Executive Director of Information Technology
[Kennewick School District](#)
ron.cone@ksd.org
509-222-5173

From: Scott McDaniel <mcdaniel.scott@battlegroundps.org>
Sent: Friday, June 12, 2020 8:59 AM
To: Allen Miedema <amiedema@nsd.org>
Cc: Robert Pohl <rpohl@asd103.org>; ACPE-Membership <acpe@acpenw.org>
Subject: Re: [acpe] Reopening WA Schools - What about Technology?

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Were we expecting something mind blowing out of the state?

On Thu, Jun 11, 2020 at 6:03 PM Allen Miedema <amiedema@nsd.org> wrote:

Oh yes, I saw that immediately.

Some good folks I recognize on that list ... but nobody I would look to for guidance around remote learning, instructional technology, or related topics.

Allen Miedema amiedema@nsd.org
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Technology Department
Northshore School District

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On Jun 11, 2020, at 5:36 PM, Robert Pohl <rpohl@asd103.org> wrote:

If you had a chance to review the state's District Planning Guide, anyone else recognize that there didn't seem to be anyone at the table to represent the Information/Instructional Technology needs of students and teaching staff?

What happened? Oversight?

RP

--

Robert Pohl, Director of Technology
Anacortes School District, 2200 M Avenue, Anacortes, WA
98221
C: 206.604.0064 | O: 360.503.1222 | GV: 702.900.7645

Technology Support

M-F, 9:00a-3:00p, by Phone: 360.503.1220
24/7 by Ticket: [Incident IQ](#)

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<Reopening Washington Schools 2020 Planning Guide.pdf>

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From: [Scott McDaniel](#) on behalf of [Scott McDaniel <mcdaniel.scott@battlegroundps.org>](#)
To: [Allen Miedema](#)
Cc: [Robert Pohl](#); [ACPE-Membership](#)
Subject: Re: [acpe] Reopening WA Schools - What about Technology?
Date: Friday, June 12, 2020 9:01:05 AM

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On Thu, Jun 11, 2020 at 6:03 PM Allen Miedema <amiedema@nsd.org> wrote:

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Some good folks I recognize on that list ... but nobody I would look to for guidance around remote learning, instructional technology, or related topics.

Allen Miedema amiedema@nsd.org
Executive Director 425-408-7752
Technology Department
Northshore School District

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From: Scott McDaniel on behalf of Scott McDaniel <mcdaniel.scott@battlegroundps.org>
To: kjohnson@naselleschools.org
Cc: Lester Brown; ACPE-Membership
Subject: Re: [acpe] Reopening WA Schools - What about Technology?
Date: Friday, June 12, 2020 9:44:57 AM

ALE requires a student learning plan (with documented monitoring) for each and every student and also has a lower \$ for education funding

On Fri, Jun 12, 2020 at 9:40 AM Karl Johnson <kjohnson@naselleschools.org> wrote:

The hard part is the 180 Days and 1027 hours are RCW's that need to be changed or waived by the state or all of our "hybrid" will have to somehow qualify as an ALE I'll admit my ignorance here on what qualifies as an ALE's If it is possible for us to create our hybrid system where the "continuous 2 0" part of the Hybrid (or the entire design) were to qualify as an ALE then it sounds like it's ok But this is getting above my pay grade to comprehend at the moment

Karl

Lester Brown

June 12, 2020 at 9:28 AM

Right, and that it's an expectation that it's face-to-face, with no indication that they're actually providing a way to do the hybrid model or continuous learning 2 0 unless there's a spike in cases, which just seems like very poor planning

"OSPI will work with legislators to determine if day and hour waivers and alternative learning experience (ALE) will remain the only tools available to address those districts that cannot meet the 180-day/1,027 hour framework by design as they begin their school year "

Reykdal talked about providing ways for students and families who are not able to attend due to health conditions or concerns, but it seems like the students would get marked absent (since taking daily attendance is required) and would eventually have to be dropped for non-attendance unless there's a home-hospital type arrangement or agreement in place

This all just feels very much like "OK, back to normal "

Oh, and then there's this statement from the Governor via the [proclamation on K-12 re-opening](#) within hours, that appears to say OK, but remember that this is all subject to change without notice, and we *want* to return, but we might not, so be ready

from Governor's statement:

"Today we are setting a path for moving forward with school activities in the summer and school reopening in the fall We have been working closely with Superintendent Reykdal and his staff at OSPI, state Department of Health, the Department of Labor and Industries and a wide range of stakeholders across the state to ensure the health of all students and educators," Gov Jay Inslee said "We all want students back in educational settings, but we must continue to monitor health data carefully, and proceed with caution This virus is unpredictable and has upended our regular ways of doing everything **Therefore, if COVID cases spike or spread, we may need to reassess this plan. We cannot guarantee that school will open in fall.** But for now, this guidance provides a path that schools, educators and families need to plan for the coming months and the fall and we hope it will succeed Kids need to be learning but they also need to be safe and healthy "

--

Lester Brown
Pronouns He, Him, His
Director of Communications and Technology
Washougal School District 112-6
www.washougal.k12.wa.us
p. 360-954-3037

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Scott McDaniel

June 12, 2020 at 9:18 AM

Did anyone catch the continued expectation of 180 days and 1027 hours? So stage classes, social distancing, shifts, but you still have to somehow have face to face with kids for 5 5 hours every one of those days

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Allen Miedema

June 12, 2020 at 9:12 AM

I would describe my reaction as "unsurprised, yet still disappointed "

Sort of like the reaction when they "enhanced" the original Star Wars movies

Allen Miedema
Executive Director
Technology Department
Northshore School District
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'Ron Cone' via ACPE

June 12, 2020 at 9:07 AM

Where you really? 126 person committee usually produces the finest selection of off colored white paint, I think that is what we got

Ronald L. Cone, [CPA](#), [CETL](#)

Executive Director of Information Technology

[Kennewick School District](#)

ron.cone@ksd.org

509-222-5173

From: Scott McDaniel <smcdaniel.scott@battlegroundps.org>

Sent: Friday, June 12, 2020 8:59 AM

To: Allen Miedema <amiedema@nsd.org>

Cc: Robert Pohl <rpohl@asd103.org>; ACPE-Membership <acpe@acpenw.org>

Subject: Re: [acpe] Reopening WA Schools - What about Technology?

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Were we expecting something mind blowing out of the state?

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Scott McDaniel

June 12, 2020 at 8:58 AM

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Karl Johnson
Technology Director
Naselle-Grays River Valley Schools
360-484-7121 x 2111
[kjohson@naselleschools.org](mailto:kjohnson@naselleschools.org)

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From: "Robert Silva" via ACPE on behalf of "Robert Silva" via ACPE <acpe@acpenw.org>
 To: Anspacher, Gil; Thomas (Tom) Howley
 Cc: Jeff Kottong; ACPE-Membership
 Subject: Re: [acpe] Zoom quote
 Date: Monday, July 20, 2020 12:36:48 PM
 Attachments: image.png

Anyone know (roughly) how much GEFE licensing costs?

From: Anspacher, Gil <gil.anspacher@corvallis.k12.or.us>
 Sent: Monday, July 20, 2020 12:22:36 PM
 To: Thomas (Tom) Howley <thomas.howley@rentonschools.us>
 Cc: Jeff Kottong <jkottong@warden.wednet.edu>; ACPE-Membership <acpe@acpenw.org>
 Subject: Re: [acpe] Zoom quote

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Susan,

The moving target between Meet (with new functionality coming), Zoom and extended dates for increased functionality (Meet is now extending that availability to September 30, 2020) is a challenge.

We have been working with Anessa at Zoom. It seems to take a bit to get in the queue. Our pricing is in line with what James @ LakeO have received. Though note that cloud recording adds the need for storage at a significant cost.

Anessa noted that ODE decided to not move forward with a state contract and push that to districts. Has anyone heard of the ODE perspective on this conversation?

Anessa expressed an interest in connecting with Thomas at OETC. In process.

On the Zoom vs. Meet conversation, we are looking at cost of GSuite Enterprise and the new [GSEFE Meet functionality](#):

The graphic is a green rectangular box with white text and icons. At the top, it says "Google Meet updates for remote learning" and "Manage video calls with your students with these features". Below this, there are two rows of features. The first row is for "standard G Suite for Education (roll-out later in 2020)" and includes: 1. Raise hand to signal you want to share, 2. 7x7 tile view to see up to 49 students at once, 3. Closed captions in additional languages. The second row is for "G Suite Enterprise for Education (roll out later in 2020)" and includes: 4. Track attendance with a participant record, 5. Breakout rooms for small group work, 6. New Q&A that's less obtrusive to class flow, 7. Polling tool to let student share their voice. There is also a small box that says "More info on Google Meet for remote learning: [DitchThatTextbook.com/google-meet-learning](https://ditchthattextbook.com/google-meet-learning)".

Gil Anspacher, CETL
 Technology Services Director
 Corvallis School District 509J
 Phone: (541) 757-5714
www.csd509j.net

On Tue, Jul 7, 2020 at 8:25 AM Thomas (Tom) Howley <thomas.howley@rentonschools.us> wrote:

Hi Jeff,

Zoom licensing is based on the number of accounts that will use the service to host a meeting. In our district only staff are able to host a meeting. Students are attendees so they do not need to be licensed to join.

Under the WA agreement, the per-host rate is a yearly rate so if a staff member needs to host one meeting in the coming year, they would either need to be licensed specifically at the one year rate, or use a shared account which could be a bear to coordinate.

Tom Howley PMP, MBA, CETL | Technology Services - Infrastructure Director

425 204 2481 V 425 204 2463 F | Thomas.Howley@RentonSchools.us

Renton School District | 300 SW 7th Street, Renton, WA 98057-2307

Open a Helpdesk Case: <http://helpdesk.rentonschools.us>



Certified Education
Technology Leader (CETL)™



From: Jeff Kottong <jkottong@warden.wednet.edu>
Sent: Tuesday, July 7, 2020 8:15 AM
To: James Miller <millerj2@loswego.k12.or.us>; Susan Barnard <sbarnard@ttsd.k12.or.us>
Cc: ACPE-Membership <acpe@acpenw.org>
Subject: Re: [acpe] Zoom quote

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I too am waiting for a quote from Zoom. Thank you for the information. What I'm not sure of is licensing based on staff count or staff and students?

Jeff

From: James Miller <millerj2@loswego.k12.or.us>
Sent: Monday, July 6, 2020 5:10 PM
To: Susan Barnard <sbarnard@ttsd.k12.or.us>
Cc: ACPE-Membership <acpe@acpenw.org>
Subject: Re: [acpe] Zoom quote

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This is what I got for a quote last month

he zoom pricing is a little complex but here is their explanation:

As we discussed during our meeting, our price points range in tiers, the higher the license count the better the savings:

From 20-149 licenses = \$90/lic per year

150-499 licenses = \$50/lic per year

500-999 licenses = \$36/lic per year

1000-1999 licenses = \$25/lic per year

2000-2999 licenses = \$18/lic per year

3000-4999 licenses = \$15/lic per year

5000 and above = \$11/lic per year or custom

Within these tiers, there are tipping points at a certain license count

For example, you originally requested 640 lic, but at 695 lic that falls into the \$25/lic range and it will be better to move to the next tier to get more licenses for the same \$ investment

Ie, 695 lic x \$36/lic = \$25,020 annually vs 1000 lic x \$25/lic = \$25,000 annually

So as you see, going with 1000 licenses in the next tier pricing is actually less costly than staying with 695 licenses

Zoom's Education plan provides the above capabilities and more at a low cost, including:

- Up to 300 participants in every meeting
- Single Sign-on (SSO) through other platforms
- LTI integration to support most LMS platforms
- Enhanced user management to add, delete, and assign add-on features
- Advanced admin controls for enabling/disabling recording, chat, and notifications
- 500 MB of cloud recording per host license
- Cloud recording & free transcription
- Usage reports to track participation and reports for ONLINE attendance
- Dashboard for meeting quality and troubleshooting
- Full Technical Support and Phone Support
- Dedicated Customer Success Manager - to assist with deployment, onboarding and training

We are a district of about 7300 with 650+ staff Let me know if you need any additional assistance

On Mon, Jul 6, 2020 at 4:59 PM Susan Barnard <sbarnard@ttsd.k12.or.us> wrote:

Hi all,

We have been using G Meet and are considering Zoom (grid view for iOS and Breakout rooms, white board, etc) I'm familiar with the new enhancements coming down the pike for Meet and if Google releases these in time for reopening, that may keep us in the Google world

However, I've been trying to get a quote from Zoom for our district use, and for the life of me, I cannot seem to get one from them We are ~12,500 students with ~1400 staff Can someone give me a sense of what you have received as far as cost for an annual license for Zoom and your district size for budgeting? (assuming they go back to paid in Sept)

Thank you!

Susan

Susan Barnard

Technology Director
Tigard-Tualatin School District

P: 503-431-4054

E: sbarnard@ttsd.k12.or.us

Virtual Office Hours (for staff) (M, W, F 12pm-1pm): [Google Meet](#)

6960 SW Sandburg Street
Tigard, OR 97223



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--
James T. Miller Jr.

Director of CNS
Lake Oswego School District
503-534-2316 (office)
662-313-3077 (mobile)

--
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From: "Rachel Wente-Chaney" via ACPE on behalf of "Rachel Wente-Chaney" via ACPE <acpe@acpenw.org>
To: Katherine Livick
Cc: Ervin Miller; ACPE
Subject: Re: [acpe] discord, virtual events winners, and new events on the horizon
Date: Saturday, August 29, 2020 6:10:12 PM

Thank *you*, Katherine. And thank *you*, Ervin. It was a fun week (that seems like a lifetime ago now)!

The lack of dance challenge entries was #not-a-surprise. :)

(I should have made a bet with someone on it.)

Cheers,
Rachel

Rachel Wente-Chaney
Chief Information Officer
High Desert Education Service District
541.693.5636 office
541.777.0019 cell
rachel.wente-chaney@hdesd.org



On Thu, Aug 27, 2020 at 5:41 PM Katherine Livick <katherine.livick@esd112.org> wrote:

Wow! Just saw this. Thanks for the prize! You know I am always happy to ham it up in the spirit of community (or for any other excuse)! Missed seeing everyone - hope we make it to the mountain next year :)

Katherine Livick (she/her)
Integrated Learning Coach
ESD112

From: Ervin Miller <miller@nclack.k12.or.us>
Sent: Wednesday, August 26, 2020 5:15:05 PM
To: Rachel Wente-Chaney <rachel.wente-chaney@hdesd.org>
Cc: ACPE <acpe@acpenw.org>
Subject: Re: [acpe] discord, virtual events winners, and new events on the horizon

Thanks for the virtual fun back in May (also known as "the early days"), Rachel and friends.

I love that there were no entries for the virtual Dance Challenge. So ACPE.
Just like the almost empty dance floor for most of the night !

Lawn Games ? Sure !
Photo Archive Challenge ? You bet !
Trivia ? Why not ?
Karaoke ? Of course !
Dance Challenge ?
...
Dance Challenge ?
...
<crickets>

We do have our standards to maintain :)

Ervin Miller, Systems Analyst
Technology & Information Services
North Clackamas School District
miller@nclack.k12.or.us

On Tue, Aug 25, 2020 at 4:53 PM 'Rachel Wente-Chaney' via ACPE <acpe@acpenw.org> wrote:

Hi, again!

Thanks to everyone who has already joined our ACPE Discord community. It's lively and professional both, with great sharing happening from the very first hours on Sunday evening. (If you lost Sunday's invitation, here's the link: <https://discord.gg/JbTbRGE>.)

I owe everyone a big apology for hitting a COVID+lots-of-work-all-at-once skid right as we were finishing our week of virtual events in May. We're celebrating belatedly and you can see the list of winners here: <https://acpenw.org/winners-acpe2020-virtual-events/>. Social media appreciation will follow, for all of the submissions. (And JB is showering the winners with gift cards!)

***Teaser:** We are finalizing our fall and winter schedule of virtual learning. The first few sessions will be distance-learning and pandemic-management related. Cheri Rhinhart and Bob Silva will kick us off. Stay tuned for details and additional information about the technical and security sessions that will follow.*

Cheers,
Rachel

Rachel Wente-Chaney
Chief Information Officer
High Desert Education Service District
541.693.5636 office
541.777.0019 cell
rachel.wente-chaney@hdesd.org



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From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](mailto:luczyks@edmonds.wednet.edu)
To: [Chris Bailey](#)
Cc: [Debbie Erickson](#)
Subject: Re: iPads
Date: Thursday, September 3, 2020 9:22:04 AM

Hi Chris,

I worked out a process with Amy where the student support team manages the pick up appointment. Only the AT department can issue the link to a family to schedule the appointment: <https://calendly.com/esdtechsupport/at-pickup>.

Here is the process we agreed on:

Student Services has some assistive technology equipment that may need to be picked up, swapped, or dropped off by families. The equipment could be large screen Chromebooks, monitors, and iPads. The inventory is very small so this will not overwhelm our system.

New, hidden Calendly event: AT Library, <https://calendly.com/esdtechsupport/at-pickup>, will only be sent to families by Student Services staff

Here is our process:

1.

Student Services will prep equipment, attach note with student's name on it, and put at AT Pick-Up area



2.

Onsite tech will go upstairs to Amy Fleischer's desk and collect any equipment in the tech pick up bin daily at 5PM

3.

Onsite tech will add AT equipment to daily appointment pick up prep

4.

For any AT equipment appointments that involve a swap or drop off ONLY please bring the AT equipment given to you to the upstairs location where we pick up AT equipment

Sarah

| Sarah Luczyk



Pronouns: She/Her/Hers
IT Support Supervisor
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Sep 3, 2020 at 8:24 AM Chris Bailey <baileym@edmonds.wednet.edu> wrote:
See below. Any insights on this? Regardless, this may be a good time to discuss how we would prefer iPads be checked out to students moving forward.
Thanks for all,

Chris Bailey
Manager - IT Operations
x7101

----- Forwarded message -----

From: **Heidi Brislin** <brislinh633@edmonds.wednet.edu>
Date: Thu, Sep 3, 2020 at 8:18 AM
Subject: iPads
To: Chris Bailey <baileym@edmonds.wednet.edu>

Hi Chris,

I know you are swamped. I have a quick question. It seems like I recall Amy mentioned that since the school closure/remote learning that iPads had been checked out through technology like Chromebooks. Is that correct? Melissa and I are wanting to come up with a process for this and don't want to reinvent the wheel. When life calms down for you, I would love to chat more.

Thanks so much!

--

Heidi Brislin, MS-OTR/L (she/her)
Assistive Technology Specialist
425-431-1933



Remote learning resources: [For Families](#) / [Staff](#) / [Student Services](#)
Special Education Parent and Student Rights (Procedural Safeguards):

Derechos de los padres y estudiantes de educación especial (garantías procesales): /

特殊教育家长和学生权利(程序保障): / 특수 교육 학부모 및 학생의 권리 (절차 상 안전 조치): /

: (حقوق الوالدين والطالب في مجال التعليم الخاص) الضمانات الإجرائية : / Права родителей и учеников в специальной образовательной программе (процессуальные гарантии):

<http://www.k12.wa.us/SpecialEd/Families/Rights.aspx>

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Katie Shook](#)
Cc: [Chris Bailey](#); [Jessica Asp](#)
Subject: Re: para chromebooks
Date: Monday, September 28, 2020 1:42:01 PM

Hi Katie,

We have been hearing from Paraeducators about this. A couple of factors that could lead to issues include being on the most current version of Zoom (5.0.0) and being on the most current version of Chrome on the Chromebook (v85).

We are seeking guidance from district leadership on what the job responsibilities are for Paraeducators during remote learning so that we can determine what equipment is needed for them to successfully support students. Unfortunately, we do not currently have inventory or funding to provide newer Chromebooks to Paraeducators. We are still bringing all of our inventory back from the schools so that we can determine how much more we need to order. We are hopeful that we will be able to upgrade Paraeducator Chromebooks later this year. This need was not identified in the spring so we will need some time to determine what actions need to be taken and provide a timeline to do what is needed. In the meantime, if their Chromebook performance is not functioning they can make an appointment with the help desk to troubleshoot and/or get a replacement (same model) as needed.

Let me know if there is anything else I can do to help.

Thank you,
Sarah



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

On Mon, Sep 28, 2020 at 1:02 PM Katie Shook <shookk@edmonds.wednet.edu> wrote:

Hi Chris and Sarah,

We're having an issue with connectivity and capacity of zoom with our paraeducators' chromebooks. I have been trying to troubleshoot the problem with no luck.

They are issued an older version of the chromebooks, is it possible that is part of the issue? If so, I am wondering, is it possible to upgrade them to the version of student chromebooks that we just exchanged in our phase 2 process? My understanding is that the old student chromebooks would be used as spares if secondary students had an issue. It is a newer version than what the paras currently have.

I don't think this is an issue with just the paraeducators at Oak Heights, but I wanted to see if there was anything that we could do. It's hard to have them support small groups when they can't connect properly, even with their video off.

Thanks so much!

Katie Shook

Assistant Principal

Oak Heights Elementary

she/her

shookk@edmonds.wednet.edu

425-431-1960

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Cynthia E Nelson](#)
Cc: [Chris Bailey](#)
Subject: Re: returned chromebooks for students moving
Date: Thursday, June 18, 2020 12:36:31 PM

Hi Cynthia,

We collect contact name, contact email, student name(s), student(s) school(s), student(s) grade(s), Chromebook barcode(s), hotspot number, and why they are dropping off the equipment. I exported the drop off data through today, cleaned it up, and have attached it for you. The Google sheet is saved in our Tech-LIT Share Drive under Covid-19>Chromebooks. I can plan to update it on a regular basis and share it with office staff if you think that would be helpful.



Thank you,

Sarah

Pronouns: She/Her/Hers



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Jun 18, 2020 at 12:04 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:
Sarah and Chris - What information are we collecting when Chromebooks get dropped off because they are moving?

----- Forwarded message -----

From: **Lisa Mills** <millsl505@edmonds.wednet.edu>
Date: Thu, Jun 18, 2020 at 11:52 AM
Subject: Re: returned chromebooks for students moving
To: Leslie Anderson <andersonl@edmonds.wednet.edu>, Cynthia E Nelson <nelsonc@edmonds.wednet.edu>

Yeah in a perfect world. We didn't know the 8 kids who turned in chromebooks were moving.

Oh boy i hope tech can send something.

Lisa

On Thu, Jun 18, 2020 at 11:46 AM Leslie Anderson <andersonl@edmonds.wednet.edu> wrote:

The families should be contacting school first to withdraw and then the school instructs how to return Chromebook and/or material.

I know that might not necessarily happen. I am not able to speak to how Tech logs incoming student Chromebooks, but Cynthia can.

Kind regards,

Leslie

Leslie Anderson | Administrative Assistant
Superintendent's Office
Phone: 425-431-7094
Fax: 425-431-7182
Andersonl@edmonds.wednet.edu

JPEG Image



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On Thu, Jun 18, 2020 at 11:26 AM Lisa Mills <millsl505@edmonds.wednet.edu> wrote:

Leslie and Cynthia,

When i was here (at MMS) and we were returning items to students and collecting books. We collected some chromebooks of student that were moving. Then we stopped and started telling them to return them to the ESC but it got me thinking, how will i know that student is moving so i can withdraw them? I need to be able to do this by Tuesday 6/23 so that the file doesn't get sent to the wrong school, etc. It will really mess things up if I don't know what students are moving. Is there a way someone can send me a list of students who attend our school that have returned chromebooks because they are moving?

Let me know
thanks

--

Lisa Mills
Registrar
Meadowdale Middle School
425-431-4394

--

Lisa Mills
Registrar
Meadowdale Middle School
425-431-4394

From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <luczyks@edmonds.wednet.edu>](#)
To: [Cynthia E Nelson](#)
Cc: [Chris Bailey](#)
Subject: Re: returned chromebooks for students moving
Date: Thursday, June 18, 2020 4:53:02 PM

Thank you, Cynthia. I just emailed Mary asking for the list of middle and high school registrars. I will share the Google sheet with the registrars once I receive the list and plan to update it daily at least until the end of the month.

Sarah

Pronouns: She/Her/Hers



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Jun 18, 2020 at 4:46 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:
Here is what I got from Leslie. She helps the secondary schools. If you need to get a list of registrars, reach out to Mark Kikikis.

I haven't heard from Shelley yet but suspect that she will have a similar response

Good work!

----- Forwarded message -----

From: **Leslie Anderson** <andersonl@edmonds.wednet.edu>
Date: Thu, Jun 18, 2020 at 4:39 PM
Subject: Re: returned chromebooks for students moving
To: Cynthia E Nelson <nelsonc@edmonds.wednet.edu>
Cc: Roehl, Shelley L. (ESC) <RoehlS@edmonds.wednet.edu>

This is fantastic information please share with middle and high school registrars. They will be done working next week, a few are working until the 30th but they can update Skyward now and review again in August on their return.

This is very beneficial.

Kind regards,

Leslie

Leslie Anderson I Administrative Assistant
Superintendent's Office
Phone: 425-431-7094
Fax: 425-431-7182
Andersonl@edmonds.wednet.edu

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On Thu, Jun 18, 2020 at 2:42 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

Leslie and Shelley- Here is the info that I got from Sarah about the information that they are collecting when Chromebooks are returned to the ESC. How do you think we should communicate this information to the schools? I don't want to fill their Inbox by sending them emails, but if they don't know that a student is leaving, that isn't good either.
We could do a weekly email.

thoughts?

Cynthia

----- Forwarded message -----

From: **Sarah Luczyk** <luczyks@edmonds.wednet.edu>

Date: Thu, Jun 18, 2020 at 12:36 PM

Subject: Re: returned chromebooks for students moving

To: Cynthia E Nelson <nelsonc@edmonds.wednet.edu>

Cc: Chris Bailey <baileym@edmonds.wednet.edu>

Hi Cynthia,

We collect contact name, contact email, student name(s), student(s) school(s), student(s) grade(s), Chromebook barcode(s), hotspot number, and why they are dropping off the equipment. I exported the drop off data through today, cleaned it up, and have attached it for you. The Google sheet is saved in our Tech-LIT Share Drive under Covid-19>Chromebooks. I can plan to update it on a regular basis and share it with office staff if you think that would be helpful.



2020 Student Tech Drop Offs

Thank you,

Sarah

Pronouns: She/Her/Hers



Sarah Luczyk
Technology Projects Coordinator
Technology Department
425.431.7165 Phone
LuczykS@edmonds.wednet.edu

On Thu, Jun 18, 2020 at 12:04 PM Cynthia E Nelson <nelsonc@edmonds.wednet.edu> wrote:

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Date: Thu, Jun 18, 2020 at 11:52 AM

Subject: Re: returned chromebooks for students moving

To: Leslie Anderson <andersonl@edmonds.wednet.edu>, Cynthia E Nelson <nelsonc@edmonds.wednet.edu>

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On Thu, Jun 18, 2020 at 11:26 AM Lisa Mills <millsl505@edmonds.wednet.edu> wrote:

Leslie and Cynthia,

When i was here (at MMS) and we were returning items to students and collecting books. We collected some chromebooks of student that were moving. Then we stopped and started telling them to return them to the ESC but it got me thinking, how will i know that student is moving so i can withdraw them? I need to be able to do this by Tuesday 6/23 so that the file doesn't get sent to the wrong school, etc. It will really mess things up if I don't know what students are moving. Is there a way someone can send me a list of students who attend our school that have returned chromebooks because they are moving?

Let me know
thanks

--

Lisa Mills
Registrar
Meadowdale Middle School
425-431-4394

--

Lisa Mills
Registrar
Meadowdale Middle School
425-431-4394

From: [SmartBrief on Cybersecurity](#) on behalf of [SmartBrief on Cybersecurity <cyber@smartbrief.com>](#)
To: baileym@edmonds.wednet.edu
Subject: Recordings, data on domestic violence incidents exposed
Date: Friday, June 26, 2020 7:14:34 AM



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June 26, 2020

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Security and risk management news that matters to the C-Suite

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TOP STORY

Recordings, data on domestic violence incidents exposed

More than 4,000 voice recordings of domestic violence survivors, as well as personal details such as home addresses, were left unsecured on a cloud server used by an app that lets users send a secret call for help when a domestic crisis occurs. Amazon Web Services took the database offline shortly after being informed by security researchers. **Full Story:** [SiliconAngle](#) (6/25), [Information Security Buzz News](#) (6/26)





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DATA BREACHES

Maze group posts code stolen from smartphone-maker LG

South Korea's LG Electronics has been attacked by the Maze ransomware group, which stole what it says totals 40 GB of code. The company isn't talking, but Maze has begun posting screenshots of the code, which appears to be for LG mobile devices sold by AT&T. **Full Story:** [Forbes](#) (6/25)



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SECURITY TIPS AND TOOLS

Yahoo breach settlement deadline nears

Free credit monitoring, identity restoration services and \$1 million in identity theft insurance are among the options being offered to people affected by Yahoo data breaches. The deadline to file for



(Pixabay)

benefits is July 20, and while \$117.5 million has been set up as a settlement fund, how much money each claimant might receive, and when, isn't known, with Yahoo's settlement page suggesting approval might not come this year. **Full Story:** [The Oregonian \(Portland\)](#)/[Nerd Wallet](#) (6/24)



Researchers detail new Windows malware

Vulnerabilities in Windows are being exploited by Lucifer, a new malware that can self-propagate and is capable of denial-of-service attacks and Monero cryptojacking.

Researchers at Palo Alto Networks say the hackers behind Lucifer also use credential brute-forcing and take advantage of an "exhaustive list" of exploits. **Full Story:** [Health IT Security](#) (6/25)



Cybercriminals are returning to the office too

Workers are starting to return to their offices, and cybercriminals are in hot pursuit. Check Point has discovered phishing campaigns involving fake COVID-19 workplace safety training classes and fake surveys about the Black Lives Matter

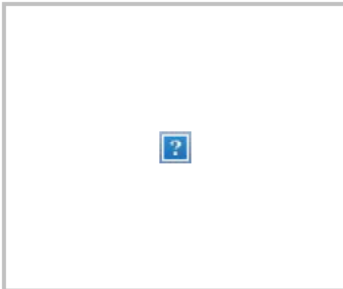
movement. **Full Story:** [TechRepublic](#) (6/25)



HOW IT CAN HELP DRIVE EMPLOYEE ENGAGEMENT

Sponsored content from ADP

Leveling up your contingent workforce



If you are using a greater number of independent workers during this time, you may be facing some unique challenges. Learn more about optimizing your contingent workforce, keeping them engaged and productive, and getting the most out of your organization's relationship with these valuable workers. [Read the article.](#)

What CIOs need to know about HR

ADP executives Sreeni Kutam and Sugi Venkatesh say



greater collaboration between IT and HR can help create a better experience for employees throughout your organization. [Read the article.](#)

GOVERNMENT SECURITY AND POLICY

Bill aims to ban government use of facial recognition tech



(Pixabay)

Democratic lawmakers in the House and Senate plan to introduce a bill that would ban law enforcement, both federal and local, from using facial recognition and other biometric tools, such as voice recognition. In recent weeks, IBM, Microsoft and Amazon have suspended the sale of such technology to law enforcement

agencies. **Full Story:** [CNBC](#) (6/25)



House bill would create cybersecurity directorship

Bipartisan legislation to create a national cybersecurity director was introduced in the House on Thursday on the recommendation of the Cyberspace Solarium Commission. The director would serve as a White House adviser on tech issues and would be responsible for creating a national cybersecurity strategy. **Full Story:** [The Hill](#) (6/25)




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The best of minds would be volunteers.

Harold Washington,
lawyer, politician





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From: [Sarah Luczyk](#) on behalf of [Sarah Luczyk <Luczyks@edmonds.wednet.edu>](mailto:Luczyks@edmonds.wednet.edu)
To: [Gustavo Balderas](#)
Cc: [Cynthia Nelson](#); [Chris Bailey](#)
Subject: Remote Temp Tech Staffing: Budget Estimate
Date: Thursday, August 27, 2020 4:05:56 PM

Dr. Balderas,

Chris Bailey shared that you would like to review a draft budget of what it would cost to have Temporary Field Techs on staff to provide in-home technical support during remote learning. [This document](#) (also attached) represents what we've come up with. As this is not a service we've provided before, we made some assumptions which are shared on the sheet under 'Notes'.

I have also attached the [job description](#) you reviewed with them for your reference. Please let me know if you have any questions.

Thank you for your consideration,
Sarah



[2020-21 Remote Temp Tech Budget Estimate](#)



[2020-21 Temp Field Tech Ad](#)



Sarah Luczyk

Pronouns: She/Her/Hers

IT Support Supervisor

Technology Department

425.431.7165 Phone

LuczykS@edmonds.wednet.edu

From: [SC Webcasts](#) on behalf of [SC Webcasts](#) <webcasts@events.scmegiaglobal.com>
To: baileym@edmonds.wednet.edu
Subject: Remotely managing security teams
Date: Sunday, June 7, 2020 3:10:25 PM

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[Managing remote workers](#)



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The COVID-19 pandemic has resulted in an increase of remote workers, and therefore a shift in company collaboration. From a cybersecurity standpoint, that means CISOs need to invest in applications that are compliant with the multitude of privacy and data management laws.

This webcast looks at the decisions security teams need to make in order for business operations to continue unimpeded — be it electronic or video — while workers are remote, including the hard questions that need to be asked in order to put all the pieces together.

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To: baileym@edmonds.wednet.edu
Subject: Report: Analytics, collaboration platforms aid equity
Date: Friday, August 21, 2020 11:22:14 AM



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Report: Analytics, collaboration platforms aid equity

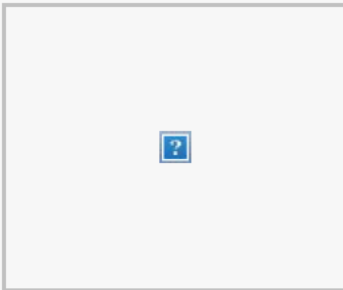


(Pixabay)

Technology is an important element of promoting equity and addressing learning gaps in schools, especially during crises, a Consortium for School Networking report says. The consortium points to digital collaboration platforms, mobile devices, cloud infrastructure, online privacy and safety tools, as well as analytics and adaptive technologies, as innovations that can further those

objectives. **Full Story:** [Education Week \(tiered subscription model\)](#) (8/19)

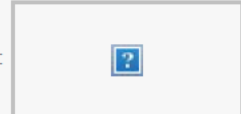




Need an easier way to teach remotely?

In light of the current COVID-19 pandemic, we want to help enable teachers to continue instructing while maintaining visibility over who's doing what. Get access to the easiest remote learning platform for \$9 - lifetime access! [Get Offer Now](#)

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ELEARNING

Ideas on using the flipped-classroom model virtually



(Pixabay)

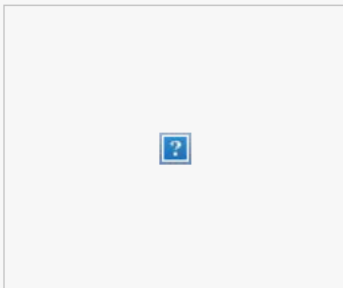
When moving to remote teaching, middle-school learning and support coordinator Kait Gentry tapped into her experience with the flipped-classroom model, which she says particularly benefited students who are introverted or who have learning differences. In this blog post, she explains how she assigns a topic to read and

digest before the camera is turned on and then utilizes small groups for discussion. **Full Story:** [Education Week Teacher \(tiered subscription model\)](#) (8/19)



▪ Opinion: 4 questions to ask about tech integration

Edutopia (8/20)

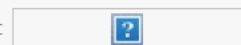


The Speed of Change: How Fast Are You?

This spring, 2,200 IT leaders responded to an OutSystems survey asking them about their ability to adapt to change. The survey results show that addressing change at top speed is a big concern in IT. Many are struggling.

[Download the report](#) that explains how your business can win the race for speed and adaptability.

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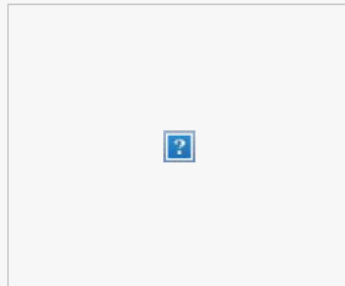
SYSTEMS MANAGEMENT**Schools work to bridge internet access gaps**

Legislation to support the technology access needs of students has stalled in Congress, and schools are scrambling to bridge the gaps with Wi-Fi-enabled buses and personal hot spots. An estimated 17 million students live in households without internet access at home, which is expected to exacerbate learning gaps for students if the matter is not resolved. **Full Story: [The 74](#)** (8/19)



- **Hackers crash online classes at 2 Calif. schools**

The Press-Enterprise (Riverside, Calif.) (tiered subscription model) (8/20)

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■ Why the path to student success is different for Gen Z



MANAGING BUDGETS

COVID-19 relief funds for schools running out

About 5% of the \$30.6 billion included in federal coronavirus relief funding for education approved in March has not been committed, according to spending data. The findings come as lawmakers appear stalled on a vote for another relief package, which could include more funds for schools. **Full Story:** [Education Week](#) (tiered subscription model)

(8/20)



SCHOOLS AND SOCIAL MEDIA

College campuses put contact tracing apps to the test



(Ulises Ruiz/Getty Images)

College campuses are contained environments where students can be mandated to download and use contact tracing apps, making campuses prime testing grounds for coronavirus contact tracing apps. But college students might hesitate to report contacts and participation in parties, and some campuses have already begun

sending students home after outbreaks. **Full Story:** [Politico](#) (8/19)



LAST BYTE

Google fast tracks job-skills education

Google's new Career Certificates, which can be earned in six months, can help students learn employable skills and come with scholarships and job-placement assistance. The program is being launched with three specialties: data analysis, UX designer and project manager. **Full Story:** [Inc.](#) (8/18)



EDITOR'S NOTE

[On-demand Webinar] Getting to September, Part II: The

First Four Weeks

Get ideas on managing the first few weeks of the year in this [free, on-demand webinar](#) with SmartBrief Education. Tune in to hear veteran educators discuss:

- Removing the fear and frustration of online instruction.
- Improving student attendance and engagement.
- Helping students, teachers manage their social and emotional wellness.
- Managing relationships and communication with parents, families.

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We live in such extreme times that I think we all have a responsibility to be aware of what's happening and talk about it.

Ezra Koenig,
musician, singer-songwriter,



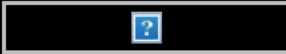


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Subject: Report: How states can support digital learning
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Report: How states can support digital learning



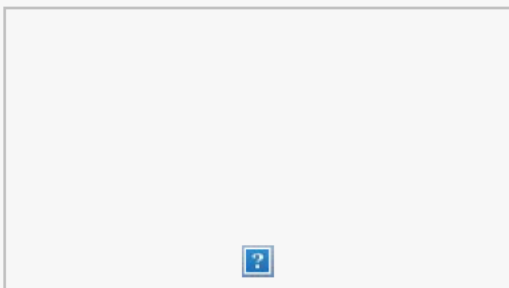
(Hazem Bader/Getty Images)

The State Educational Technology Directors Association released a report offering guidance for states to help schools deliver digital instruction. Guidance includes enacting annual state digital learning plans, encouraging districts to develop digital learning plans and working toward equitable access to digital devices and the

internet. **Full Story:** [T.H.E. Journal](#) (6/1)

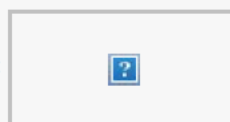


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ELEARNING

Space helmet designed by S.C. high-schoolers



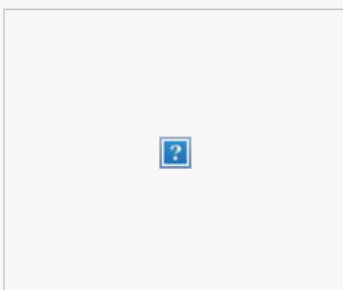
A SpaceX Falcon 9 rocket carrying the company's Crew Dragon spacecraft launched on Saturday from Kennedy Space Center in Florida. (Nasa/Getty Images)

A team of students from a South Carolina high school have earned a finalist spot in the national NASA competition for their efforts in designing a polyethylene space helmet that blocks solar radiation. For the final round of the competition, the team will build a prototype of the helmet, which will likely incorporate sewing materials and 3D printing. **Full Story:** [The Post and Courier \(Charleston, S.C.\)](#) (tiered subscription model) (5/30)



▪ Guide offers recommendations for designing online courses

EdSurge (5/29)



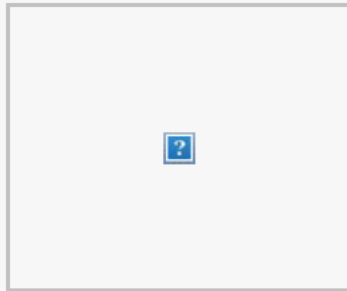
Grammar Instruction Using Real Texts

Patterns of Power Plus, Grades 1–5 by Jeff Anderson and Whitney La Rocca shows us that teaching grammar doesn't have to be about correcting worksheets. Instead, it is about developing the craft of writing—using real texts to teach real writing.

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**SYSTEMS MANAGEMENT****How IT can contribute to student success programs**

University IT professionals are critical now more so than ever in figuring out how to enhance the measuring of student success rates, writes Pete Koczera, senior manager of education strategy and transformation at CDW. IT teams need to focus on gathering and updating student profiles with new data to help aid in instructional design so that courses can be based on the needs of the students, he writes. **Full Story:** [EdTech online](#) (5/29)

**Meet the demand for expanded reading options**

During scheduled breaks and amid unexpected closures, homebound students need access to reading materials that keep them independently engaged in their learning.

Download this SmartFocus to discover how the Sora reading app's Public Library CONNECT feature helps keep students learning.

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■ Video marketing is the future of content marketing



TECH TIPS

3 keys to reading comprehension



(Unsplash)



Reading comprehension is about more than just skill, asserts Douglas Fisher, professor of educational leadership at San Diego State University. In this blog post, he writes that students also must have the "will to read" and be inspired by what they are reading. **Full Story:** [SmartBrief/Education](#) (6/2)

MANAGING BUDGETS

Khan Academy Kids sees rise in usage -- but also costs

The nonprofit Khan Academy Kids has seen an explosion in use during the school shutdowns, but that comes at a financial cost, says founder Sal Khan. The widely used free learning platform is not in immediate danger but Khan says corporate sponsors could help fund costs including data storage, educational programming and software development. **Full Story:** [Fast Company online](#) (6/1)



SCHOOLS AND SOCIAL MEDIA

7-year-old plans backyard prom for babysitter

Seven-year-old Curtis Rogers threw a backyard senior prom, with social distancing precautions, for his nanny, Rachel Chapman, who he hadn't seen in two months due to the pandemic. A [tweet from Rachel's mom](#) showing photos of the special event has attracted more than 64,000 likes and been shared over 11,000 times. **Full Story:** [TIME online](#) (5/29)



LAST BYTE

Google launches AR social distancing tool

Google launched a "Sodar" tool that uses augmented reality to project a six-foot circle around mobile users to help them practice social distancing. The WebXR-powered tool is available for Android phones using the Chrome browser. **Full Story:** [Fast Company online \(5/29\)](#), [TechCrunch \(tiered subscription model\) \(5/29\)](#)



EDITOR'S NOTE

Call for Proposals: SmartBrief Education's 7th Annual STEM Pathways Summit

What effect will the coronavirus have on STEM and STEAM education? We want to explore this topic at STEM Pathways Summit 2020. [We are seeking sessions from educators](#) demonstrating ways to develop students' STEM and STEAM skills in this new reality. What are you doing to foster creativity, risk-taking, problem-solving, communication and collaboration among your learners? How are you teaching them to think differently about STEM and STEAM and how they can use these skills to contribute to the world? Tell us about your practices and programs that are redefining STEM and STEAM education in a COVID-19 world. [Submit your proposal.](#)



Submit your TechTip to SmartBrief

Have a TechTip you'd like to submit? On Tuesdays, SmartBrief runs original content from educators on the topic of connected teaching and learning. Each piece should be between 450 and 650 words and include an author bio.

You can view [past examples here](#). Email your pitch or piece to katie.parsons@futurenet.com with TechTip in the subject line.



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Never trust a computer you can't throw out a window.

Steve Wozniak,
co-founder of Apple, electronics engineer, programmer, philanthropist, entrepreneur



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Subject: Report: Mobile device orders up in US edtech market
Date: Thursday, July 2, 2020 8:21:42 AM



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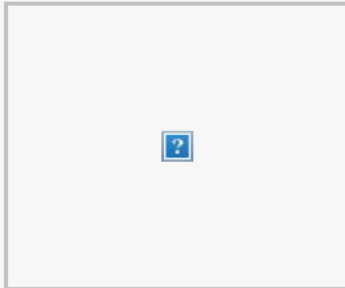
Report: Mobile device orders up in US edtech market



(John Moore/Getty Images)

Demand for mobile devices in the US education market is growing following a period of remote learning, according to a report from FutureSource Consulting, which predicts a 27% rise in shipments of laptops, tablets and Chromebooks. Similar demand is being seen globally and "shows no signs of slowing," writes Michael Boreham,

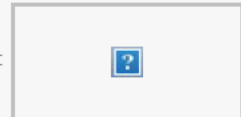
a senior consultant at the firm. **Full Story:** [Education Week \(tiered subscription model\)/Market Brief \(6/30\)](#)



The latest COVID-related regulatory and legislative updates

Check out the latest state and federal updates on payroll, leaves of absence, and time and labor – and learn how they impact your business – in [Eye on Washington](#).

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ELEARNING

How should algorithms, big data be used in teaching?



(Pixabay)

(6/26)



Academics are raising red flags about the use of big data, machine learning and algorithms in education and how the use of such technology could reshape teaching. Among the concerns is that curriculum will have to fit into a platform and that student performance will be judged on data analysis. **Full Story:** [EdSurge](#)

▪ La. partnership brings math education videos to students

KADN-TV (Lafayette, La.) (7/1)

SYSTEMS MANAGEMENT

A look at how schools around the world have reopened



Students and a teacher maintain social distancing at a school in London. (Justin Setterfield/Getty Images)

Some schools in China, Belgium, the Netherlands and elsewhere have reopened after closing for months because of the coronavirus pandemic. In most cases, safety precautions were in place, such as temperature checks, masks, alternating schedules and additional cleaning, but schools in Beijing closed again after an outbreak of the virus. **Full Story:** [EdSource](#) (6/30)

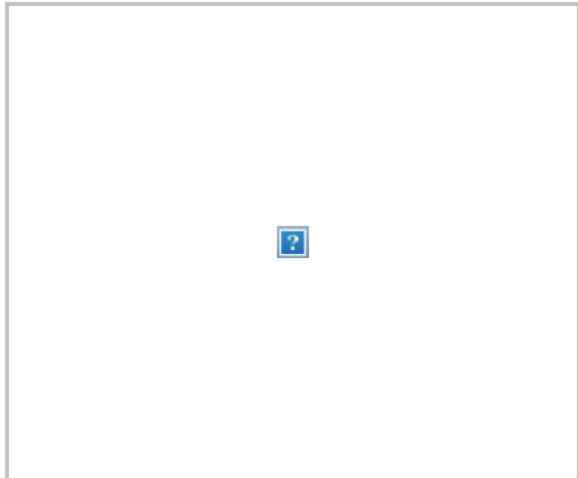


■ Jaime Casap exits Google

EdSurge (7/1)

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MANAGING BUDGETS

N.C. bill to pay for reduced-price school meals



(Charly Triballeau/AFP/Getty Images)

Students who qualify for reduced-price meals in North Carolina will have the meals covered by the state under a coronavirus relief bill passed by state lawmakers, pending Gov. Roy Cooper's signature. The legislation also includes a provision for the North Carolina Department of Public Instruction to analyze the amount of unpaid meal debt accrued in schools statewide. **Full Story:** [The News &](#)

[Observer \(Raleigh, N.C.\)](#) (tiered subscription model) (7/2)



SCHOOLS AND SOCIAL MEDIA

Report: Trust, reliance in top social platforms waning

A recent study conducted by OpenX and The Harris Poll points to shifting consumer sentiment regarding social platforms. The study found 61% of respondents first use the open web to discover "high-quality content," while 31% first turn to major platforms like



(Pixabay)

Facebook, Instagram and YouTube. Compared to last year, 31% say they use Facebook less, while 26% say they'll decrease their Facebook time going forward. **Full Story:** [The Drum \(free registration\)](#) (6/30)



LAST BYTE

Ransomware distributors return to email



(Nicholas Kamm/AFP via Getty Images)

Email-based phishing attacks are rising again, Proofpoint researchers report, after several years in which remote ports, public-facing servers and other enterprise weak spots were the primary focus of ransomware distributors. Avaddon, a fresh ransomware, this month was distributed in more than 1 million emails in a single week, mostly aimed at US

organizations. **Full Story:** [ZDNet](#) (6/29)



EDITOR'S NOTE

On-demand: What it Will Take to Reopen Schools

Get tips, insights and ideas for reopening schools this fall in this [on-demand webinar](#) featuring Valerie Truesdale of The School Superintendents Association and Ronn Nozoe of ASCD. These two experts offer practical direction on logistical challenges, delivering instruction (and making up for lost time), supporting all students and addressing gaps in teacher training. [Tune in now!](#)



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A different world cannot be built by indifferent people.

Rev. Peter Marshall,
pastor, US Senate chaplain



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How districts can prevent "Zoombombings"



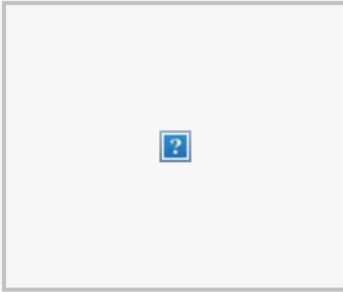
(Pixabay)

Interruptions on videoconferencing platforms -- called "Zoombombings" or "Zoom raids" -- could be occurring in a majority of school districts, asserts Doug Levin, founder and president of the K-12 Cybersecurity Resource Center. This article includes tips to help districts thwart such attempts, including requiring students to

display their names and ensure they know they cannot invite outside people to the

class.**Full Story:** [Education Week \(tiered subscription model\)](#) (9/22)





Supportive Curriculum in any Environment

Having a curriculum supporting the **Universal Design for Learning (UDL)** keeps students engaged and motivated to learn via various avenues, regardless of location. UDL practices give educators the flexibility to teach all students and embrace changes that may arise in an uncertain school year.

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ELEARNING

Report: US lags in online learning capability



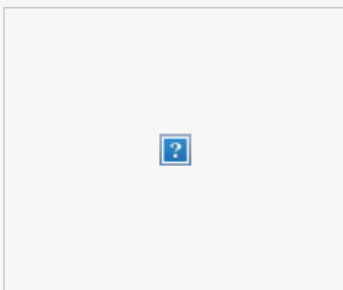
(Frederic J. Brown/AFP/Getty Images)

The US ranks 12th in digital infrastructure, according to an analysis of 30 countries by Preply -- falling behind Norway, Denmark, Switzerland, Luxembourg and others. Analysis show 72% of students in the US have access to a computer at home -- compared to 91.7% in the UK. **Full Story:** [District Administration magazine online](#) (9/22)



▪ Strategies to make the most of edtech

KQED-TV/FM (San Francisco) (9/25)



[Webinar]: Boosting social-emotional learning through hands-on play

The shift to virtual learning environments has limited the in-person contact between teacher and student, and has made social-emotional check-ins more important than ever. In this webinar, SEL experts will discuss tangible ways to engage students in hands-on activities, even in remote settings.

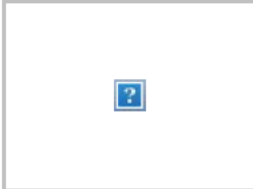
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SYSTEMS MANAGEMENT

Report: Teachers report remote learning challenges



(Michael Loccisano/Getty Images)

Thirty-one percent of teachers say providing remote instruction is challenging during the coronavirus pandemic, according to a report released Thursday by RAND Corporation. Twenty percent reported technology problems, including students who lack internet access or devices. **Full Story:** [Education Week \(tiered subscription model\)](#)

(9/24)



New dashboard tracks virus spread in US schools



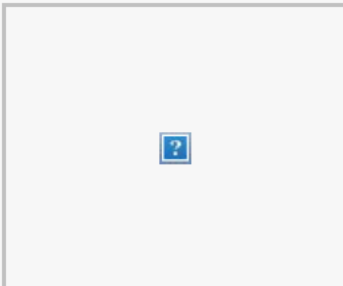
(Pixabay)

There are 230 cases of coronavirus per 100,000 students in the US and 490 cases per 100,000 staff members, according to the new COVID-19 School Response Dashboard. The dashboard, created by several education organizations, compiles data reported voluntarily by K-12 public, private and charter schools in 47

states. **Full Story:** [National Public Radio](#) (9/23)



Webinar: Continuous quality and testing to accelerate application development with AWS



Join expert presenters from the DevOps Institute and AWS to learn about best practices for implementing continuous quality and testing across the development life cycle using elastic cloud infrastructure. You'll take away a maturity model you can use to self-assess and improve your current approach to quality and testing to get better apps to market faster. [Register now](#)

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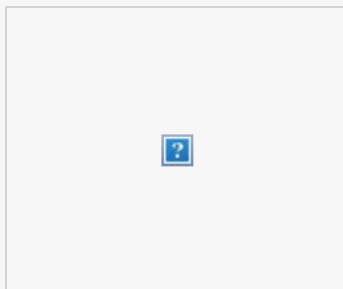


- **Why the path to student success is different for Gen Z**

**MANAGING BUDGETS**

Cybercriminals attack school districts

With remote learning, school districts are reporting more ransomware attacks. Brett Callow, a threat analyst for Emsisoft, says the cybercriminals are changing tactics, threatening to publish employee information online and demanding more than \$150,000 instead of just a few thousand dollars. **Full Story:** [Stateline/Pew Charitable Trusts \(9/22\)](#)



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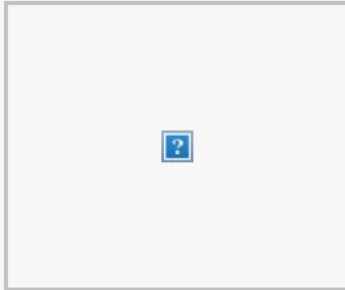
Ohio math teacher bases lessons on telephone pole



(Pixabay)

Ohio high-school math teacher Chuck DeRee is teaching in a hybrid environment and says that it is a challenge to find creative ways to engage students online. Recently, he noticed a telephone pole near his house and he quickly began crafting YouTube videos that explore the geometry and trigonometry of its relation to the

surrounding environment.  **Full Story:** [WBNS-TV \(Columbus, Ohio\)](#) (9/24)



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LAST BYTE

Student's unity drawing wins Google contest

Texas fifth-grader Sharon Sara won the Doodle for Google contest for her drawing, "Together as One." Besides seeing her work displayed on the Google home page, Sharon will be awarded a college scholarship and her school will receive \$50,000 worth of equipment. **Full Story:** [The Washington Post](#) (tiered subscription model) (9/23)



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Amit Ray,
writer, spiritual teacher



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Subject: Reports finds soaring number of malicious Android apps
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Security and risk management news that matters to the C-Suite

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TOP STORY

Iran, China attempting to hack presidential campaigns



(Pixabay)

The campaigns of President Donald Trump and challenger Joe Biden are being targeted by hackers working for Iran and China, respectively, Google security executive Shane Huntley tweeted Thursday in an unusually public attribution. Charming Kitten, the group said to be targeting the Trump campaign, has also recently attempted cyberattacks on pharmaceutical company Gilead Sciences. **Full Story:** [Reuters](#) (6/4)



DATA BREACHES

Maze ransomware hits IT services provider Conduent

Ransomware group Maze posted what appear to be data taken from a cyberattack on Conduent, an IT services company serving Fortune 100 companies and more than 500 governments. The May 29 attack was quickly identified by Conduent, and systems were mostly restored within eight hours, the company said. **Full Story:** [Computer Business](#)

[Review online \(UK\)](#) (6/5)



Ransomware uses obscure Java image format

BlackBerry and KPMG's UK Cyber Response Services have uncovered a new ransomware strain they call Tycoon, which uses a Java image file, or JIMAGE, to deploy malware on networks from educational facilities, software companies, and small and mid-sized enterprises. Anti-malware programs rarely scan JIMAGE files, which in this case carry code that enables the hacker to attack Windows and Linux

systems. **Full Story:** [TechCrunch \(tiered subscription model\)](#) (6/4), [TechRepublic](#) (6/4)



SECURITY TIPS AND TOOLS

Report finds soaring number of malicious Android apps



(Pixabay)

More than 29,000 malicious Android apps were in use in the first quarter, mobile security company Upstream reports -- double the number found a year earlier. Nine of the 10 most malicious apps still appeared in the Google Play Store, indicating that bad actors are finding ways to slip dangerous apps through the vetting

process. **Full Story:** [TechRadar \(UK\)](#) (6/4)



How to build resistance to ransomware attacks

Ransomware poses an enduring threat to operational technology systems, but there are several steps to mitigate that risk, including employee training, writes James McQuiggan of KnowBe4. "The employee is an organization's last line of defense and with new-school security awareness training, they can be trained, assessed and analyzed to decrease the risk of a phishing attack," he writes. **Full Story:** [Automation](#) (6/1)



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SPOTLIGHT ON ENERGY AND UTILITIES

Making chips more tamper-resistant

Chips going into vital infrastructure must be protected against software-based and physical cyberattacks, Bryon Moyer writes. Scott Best of Rambus says, "The goal is to insert at least one more countermeasure into a product than your adversary is willing to overcome." **Full Story:** [Semiconductor Engineering](#) (6/4)



SPOTLIGHT ON EDUCATION

Online test platforms a tempting target for student hackers



(Pixabay)

A cyberattack on the online test platforms at a major university in the Northeast was traced to another university, and its timing suggested "typical student cyber activities," security company Netscout Systems reports. Schools have been told to expect an increase in cyberattacks as remote learning expands, and Netscout executive Carlos Morales notes that student-instigated attacks often involve "internet-

based botnets for the purpose of test cancellation/delay."Full Story: [Campus Technology](#)

(6/3)



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Rudyard Kipling,
writer, poet, journalist



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TOP NEWS

Research: In-person teaching is most effective



(Pixabay)

Two reviews of nearly 300 studies comparing remote and in-person learning found that students generally learn more when a teacher is physically present, matching anecdotal narratives surrounding forced remote learning during the coronavirus pandemic. However, students who have access to an instructor during remote learning

perform at the same level or higher. **Full Story:** [The New York Times](#) (tiered subscription model) (6/13)



ELEARNING

Teachers offer solutions to online learning problems

More than 100 teachers and students shared their reflections in this period of remote learning, offering in this blog post several problems they identified and potential solutions. Casey Chon, a fifth-grade English and social studies teacher in California, says she made online instructions easier to follow by scheduling live sessions for students to ask questions, for example. **Full Story:** [Edutopia](#) (6/12)



- **Schools reimagine student performances**

National Public Radio (6/13)

SYSTEMS MANAGEMENT

Dashboard offers early-learning data resource

Sorenson Impact Center, part of the David Eccles School of Business at the University of Utah, has developed an online hub for community information about children from birth through kindergarten. The Early Childhood Data Dashboard could be a resource for school leaders interested in learning more about the students who will enroll. **Full Story:** [Education Dive](#) (6/12)



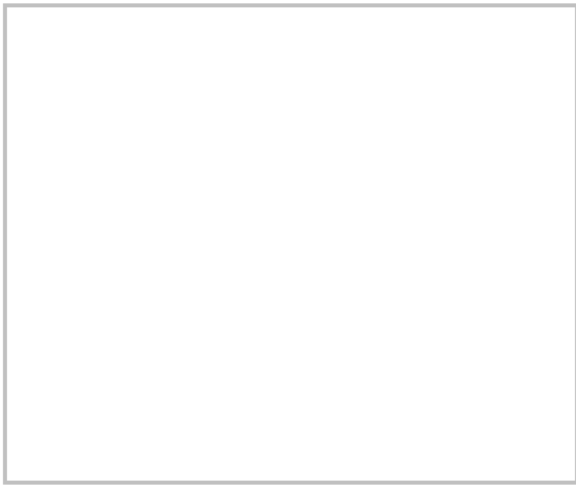
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MANAGING BUDGETS

Schools urge Senate to back remote learning programs

Educators made their case before a Senate committee to secure billions of government dollars in order to provide broadband connectivity to unserved homes in case the coronavirus outbreak forces schools to close again. The group said states lack the resources to supply equipment to homes and schools as well as build the networks needed if schools need to move to a mix of classroom and remote learning. **Full Story:** [Multichannel News](#) (6/10)



▪ Survey: Schools' plans vary for CARES Act funds

Education Week (tiered subscription model) (6/11)

SCHOOLS AND SOCIAL MEDIA

Student campaign spotlights social inequality



(Pixabay)

Crystal Lyons, a rising senior at Baconton Community Charter School, started the Stop the Hate online campaign to address social inequality in her school and the local community. Students, staff, alumni and community members have submitted photos of inspirational messages written on their palms for inclusion in Lyons' website. **Full Story:** [WALB-TV \(Albany, Ga.\)](#) (6/14)



LAST BYTE

Tech giants unite to fight online child abuse

The Technology Coalition, which includes Facebook, Google, Microsoft, Twitter and other tech giants, has launched Project Protect, an effort to combat online child sexual exploitation and abuse. The initiative's five goals include establishing a research and innovation fund to build tools to fight the problem and holding an annual forum for experts to share best practices and drive collective action. **Full Story:** [CNBC \(6/12\)](#), [The Verge](#)

(6/11)



EDITOR'S NOTE

Call for proposals: How will coronavirus affect STEM, STEAM education?

We want to explore this topic at STEM Pathways Summit 2020. [We are seeking sessions from educators](#) demonstrating ways to develop students' STEM and STEAM skills in this new reality. What are you doing to foster creativity, risk-taking, problem-solving, communication and collaboration among your learners? How are you teaching them to think differently about STEM and STEAM and how they can use these skills to contribute to the world? Tell us about your practices and programs that are redefining STEM and STEAM education in a COVID-19 world. [Submit your proposal.](#)



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Be real. Try to do what you say, say what you mean, and be

what you seem.

Marian Wright Edelman,
children's rights activist, founder of the Children's Defense Fund



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TOP NEWS

Rubric evaluates remote learning effectiveness



(Ethan Miller/Getty Images)



Twenty education associations and education technology companies have developed a rubric to help school districts identify improvements needed for effective remote instruction this year. The guide helps districts evaluate 29 areas, including goals, governance and schedules. **Full Story:** [T.H.E. Journal](#) (8/31)



The Speed of Change: How Fast Are You?

This spring, 2,200 IT leaders responded to an OutSystems survey asking them about their ability to adapt to change. The survey results show that addressing change at top speed is a big concern in IT. Many are struggling.

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ELEARNING

Tech dominates district's first week of school year



(Ethan Miller/Getty Images)

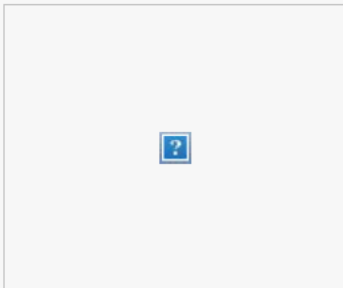
Teachers and students in the Juneau School District in Alaska focused on tech literacy as the educators practiced their online teaching methods and students settled into the first week of school. Many teachers said teaching in bite-size segments online is a challenge, but they want to make remote learning as engaging as

possible for students. **Full Story:** [Juneau Empire \(Alaska\)](#) (8/30)



▪ How to build students back up this fall

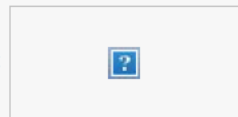
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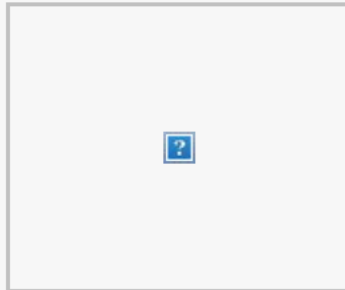
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SYSTEMS MANAGEMENT

Can AI ensure proper air circulation in schools?

Artificial intelligence could help prevent the spread of the coronavirus in schools by automatically ensuring that air is circulated within buildings as needed. AI solutions can be deployed quickly, boast energy-saving benefits and ensure fresh air is brought into indoor environments, writes Omar Tabba of BrainBox AI. **Full Story:** [Campus Security & Life Safety](#) (8/28)



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TECH TIPS

How virtual learning supports rural education

Online instruction could benefit students in rural areas, according to Jim Dachos, vice president of educational partnerships for the nonprofit VHS Learning. He shares five challenges remote learning helps rural schools address, including teacher shortages, curriculum imbalances and access to advanced courses. **Full Story:** [SmartBrief/Education](#)

(9/1)



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MANAGING BUDGETS

Teachers, parents sue over school reopening plans



(Octavio Jones/Getty Images)

Teachers unions have sued over school reopening plans in states, including Florida and Texas, arguing that employee safety is at risk during the coronavirus pandemic. Meanwhile, parents in states such as Massachusetts and New York have filed litigation seeking an expedited return to in-person teaching, and Maria Ferguson of George Washington University says "a legal storm is brewing as safety and social distancing requirements for a physical return to school begin to take shape around the country." **Full Story:** [The Hill](#) (8/30)



SCHOOLS AND SOCIAL MEDIA

Teachers offer PD, support via social media

A grassroots group of teachers in a Florida district worked together to train each other on the My School Online platform they are using to resume online lessons this week. They offered guidance and support for each other via social media, Facebook groups, WhatsApp chats and even a TikTok instructional video. **Full Story:** [Miami Herald \(tiered subscription model\)](#) (8/31)



LAST BYTE

ASL storytelling resources for students who are deaf



(Pixabay)

Storytelling apps and other tools that use American Sign Language can be essential for boosting literacy among students who are deaf and learning remotely, says Melissa Malzkuhn, founder and creative director of Gallaudet University's Motion Light Lab. This article lists resources from the Motion Light Lab and other sources that use

ASL. **Full Story:** [KQED-TV/FM \(San Francisco\)](#) (8/31)



EDITOR'S NOTE

Submit your TechTip to SmartBrief

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Lorraine Hansberry,
playwright, writer



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TOP NEWS

Rural Va. districts work to expand internet access



(Pixabay)

The sudden closure of schools in the spring was challenging for rural school districts in Virginia, where officials report broadband internet access is lower than other parts of the state and nation.

One district reports as many as 40% of students lack at-home internet, and officials have worked to offer wireless hotspots and

other solutions to fill the gap. **Full Story:** [Charlottesville Tomorrow \(Va.\) \(8/27\)](#)





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ELEARNING

Should students have webcams turned on?



(Pixabay)

School districts in California are considering whether webcams should be turned on for students and teachers during online lessons. One superintendent, Andy Johnsen, says that face-to-face interaction is critical, and when students have their cameras off, Morelia Rivas, a fourth-grade teacher, says it is more challenging to gauge if students are engaged and paying attention. **Full Story:** [EdSource](#) (8/26)

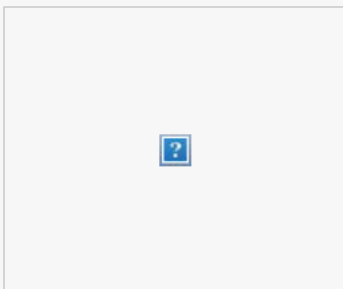


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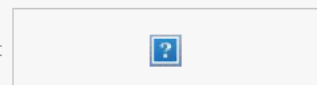
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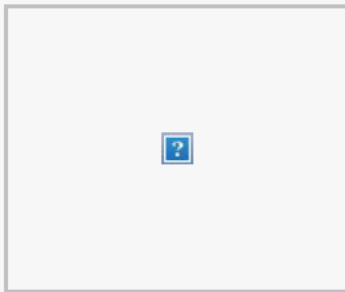
Report: More rural districts to open in person



(Olivier Douliery/Getty Images)

Twenty-six percent of school districts will begin the school year virtually, and 12% are planning to follow a hybrid model -- combining remote and in-person learning -- according to a report released Thursday by the Center on Reinventing Public Education.

Data shows 41% of the highest-poverty districts in the US will begin the year fully online, while 25% of the lowest-poverty districts will do the same; and 65% of rural districts will offer in-person instruction, compared with 9% of urban districts. **Full Story:** [Education Week \(tiered subscription model\)](#) (8/27)



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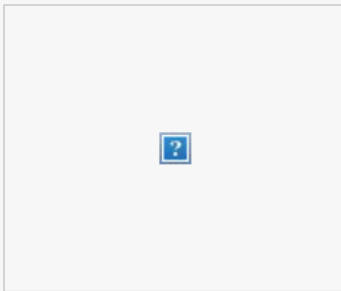
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MANAGING BUDGETS

GOP could propose slimmer coronavirus aid bill

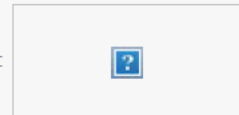
Republican leaders are reportedly drafting a \$500 billion coronavirus relief bill that would authorize more small-business loans, enhanced unemployment insurance, funding for schools, and money for coronavirus testing, treatment and vaccines. The bill would not provide for direct payments to Americans. **Full Story:** [CNBC](#) (8/26)



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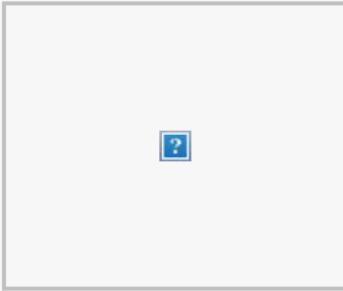
Students want freshman expelled over social media posts



(Pixabay)

Some students at Cornell have started an online petition to get freshman TikTok star Jessica Zhang expelled over private social media posts that show her partying and not complying with public safety measures. Zhang says that the posts were taken out of context -- and that she was with people who had tested negative for the virus -- but that she was nonetheless sorry for her actions. **Full Story:** [The Washington Post](#) (tiered subscription model) (8/26)





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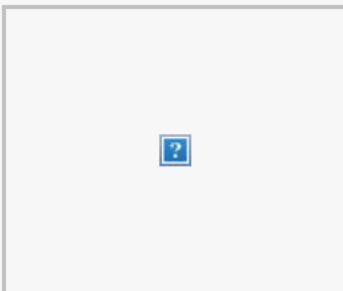
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LAST BYTE

League of Legends esports finds new home on Spotify

Esports fans can now find League of Legends audio content on Spotify after the streaming platform signed a multiyear deal with Riot Games. The hub will feature exclusive podcasts and music playlists. **Full Story:** [The Verge](#) (8/24)



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The only way to save yourself is to endeavor to save others.

Nikos Kazantzakis,
writer



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Subject: Russians didn't steal Mich. voter data, FBI says
Date: Thursday, September 3, 2020 6:17:55 AM



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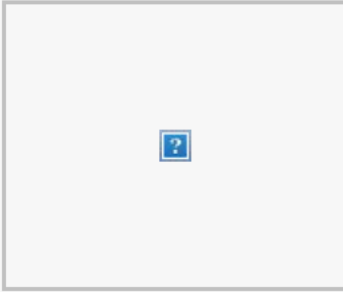


TOP STORY

Russians didn't steal Mich. voter data, FBI says

A report that personal voter information on a Russian hacker platform was stolen from the Michigan voter database is false, the FBI and the Cybersecurity and Infrastructure Security Agency say. The agencies say the information on the database is publicly available and that no voter registration databases in the US have been breached this year. **Full Story:** [United Press International](#) (9/2)





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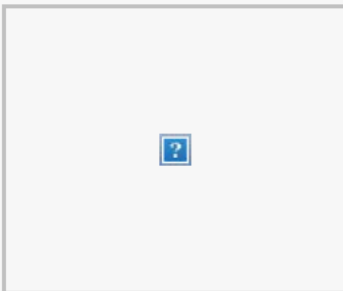
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SECURITY TIPS AND TOOLS

Google removes 6 Joker malware-containing apps

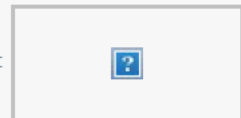
Six apps were removed from the Google Play Store after cybersecurity firm Pradeo discovered they harbor the infamous Joker malware, which fraudulently bills users. The apps -- which include Convenient Scanner 2, Separate Doc Scanner and Safety AppLock -- have a total of more than 200,000 downloads, and users are urged to uninstall them. **Full Story:** [ZDNet](#) (9/2)



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SPOTLIGHT ON EDUCATION

Miami-Dade virtual classes disrupted by DDoS attack

More than 200,000 students using the My School Online distance learning platform in Miami-Dade County, Fla., were affected by a



(Pixabay)

distributed-denial-of-service attack as the school year began this week. The FBI and Secret Service are investigating, and the district is asking teachers to consider using Microsoft Teams as an

alternative if problems persist. **Full Story:** [The Hill](#) (9/2), [WPLG-TV \(Miami\)](#) (9/2)



British university closed by cyberattack

A British university was shut down after an apparent ransomware attack caused "significant operational disruption." The deputy vice chancellor said Northumbria University would be closed for the rest of the week so it could restore systems. **Full Story:** [Infosecurity \(U.K.\)](#) (9/3)



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- **Grocers, CPG producers take on a new era of safety concerns**



- **COVID-19 changed consumer behavior and marketing strategy**



- **4 keys to make online learning work**



GOVERNMENT SECURITY AND POLICY

EU officials targeted by China in phishing campaign

Phishing emails purportedly from the World Health Organization were sent to European Union officials by hackers from the China-backed group APT TA413 in effort to steal state secrets and economic data, cybersecurity firm Proofpoint reports. The hackers used

Sepulcher malware, which was also used in an attack on Tibetan dissidents.**Full Story:** [South China Morning Post \(Hong Kong\)/Bloomberg](#) (9/2)



Indian prime minister's Twitter account hacked



Modi (Drew Angerer/Getty Images)

Hackers identifying themselves as John Wick gained control of a Twitter account belonging to Indian Prime Minister Narendra Modi, asked the account's 2.5 million followers to donate bitcoin to a coronavirus relief fund, and said they wanted to clear their names after accusations that they had breached Paytm Mall. The messages were deleted by Twitter, which said the attack was

unrelated to July's hack of multiple high-profile accounts.**Full Story:** [The Next Web](#) (9/3)



Gartner: CEOs will be liable in cybersecurity incidents

CEOs will be held personally liable for cyber-physical security incidents within the next four years as governments tighten regulations in reaction to serious incidents, Gartner predicts. The research firm sees CPS attacks resulting in casualties that affect human lives hitting more than \$50 billion by 2023.**Full Story:** [ZDNet](#) (9/2)



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Joseph Conrad,
writer



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To: baileym@edmonds.wednet.edu
Subject: SDWAN + Cloud Strategy
Date: Thursday, August 27, 2020 1:14:59 PM

Hello Chris,

Rolling out a new Cloud Strategy but getting bottle necked by low bandwidth circuits and legacy network model? Silver Peak further enables cloud investment to see through the promise of the cloud by improving application performance and improving cost efficiency

American Foods Group were able to realize these results with Silver Peak:

- Optimizes performance and reliability to support company's cloud-first strategy
- Enables local breakout at branches for direct access to Azure and Microsoft Office 365
- Facilitates rapid adoption of work-from-home model during a global pandemic
- Consolidates the edge, retiring legacy branch routers and instead using routing interoperability built into EdgeConnect
- Lowers costs with projected cost savings of \$10,000 per month with an ROI of 30 months from consolidation and reduced dependence on MPLS
- Assures network uptime for business, eliminating downtime due to brownouts or outages on any one circuit
- Accelerates bringing new locations online from weeks to days

Case Study: <https://www.silver-peak.com/resource-center/customer-success-stories/american-foods-group>

If this resonates with on going transformation or an upcoming SDWAN project we would appreciate the chance for a discussion.

Best,
Robert Reinhardt
Business Development
Office: (408)-935-1827
rreinhardt@silver-peak.com

www.silver-peak.com

-

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To: baileym@edmonds.wednet.edu
Subject: SINC Virtual Executive Briefing – Securing Impactful information while supporting your local community at your convenience
Date: Monday, September 21, 2020 1:36:22 PM

Hi Chris,

I hope you are doing well staying safe out there in the PAC NW.

At SINC we believe that at this time it is more important than ever to keep information flowing for IT Executives. We are partnering with RingCentral to host a series of sessions designed to be informative, impactful, and relevant to current challenges for professionals like you.

We're calling these conversations Virtual Executive Briefings (VEBs) and the discussion will be centered around:

- Responding to the Pandemic and beyond — enabling employees for remote work
- Addressing the new IT requirements for a distributed, mobile workforce
- Empowering employees with messaging, video, and phone in a single solution
- Ensuring business continuity and reliability
- Learning how to improve employee engagement and productivity

Would you be interested in participating in a 30-minute discussion at a time of your convenience over the next week or two?

In return for 30 minutes of your time, we will be providing you with your choice of a \$150 gift card to Amazon or GrubHub, or alternatively a donation to the charity of your choice as a thank you.

If you are open to the conversation, please take a few seconds to register through this link:

<https://sincusa.com/event/ringcentral-washington-oregon-virtual-executive-briefing/>

I am available if you have any questions about the engagement, and I hope you take a chance to learn more about how RingCentral and SINC are working to ensure we are solving problems for IT leaders.

Regards,

Shannon

Shannon Spanglo

Event Manager, [SINC USA](#)

E: Shannon.spanglo@sincusa.com

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Subject: Safe schools are focus of new Salesforce initiative
Date: Friday, August 14, 2020 9:09:39 AM



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News for Education Technology Leaders

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TOP NEWS

Salesforce platform aims to support safe schools



(Pixabay)

Salesforce is rolling out a platform to aid contact tracing and use of health data among schools. The platform, Work.com for Schools, also is intended to help manage campus safety, including capabilities to help determine whether students and teachers can safely return to campus. **Full Story:** [Education Week \(tiered](#)

[subscription model\)/Market Brief \(8/12\)](#)





How To Deliver Internet To Students

The biggest problem with distance learning is that there are many students who lack affordable, reliable Internet access. Did you know that school districts can build their own private LTE networks to provide Internet access for their communities? Tune in on August 18th to learn how.

[Register Now](#)

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ELEARNING

How to rethink teaching, learning this year



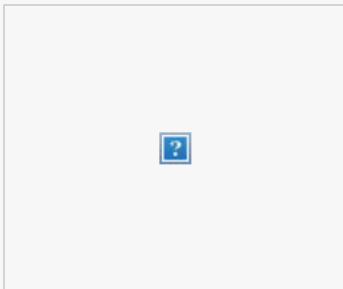
(Pixabay)

As teachers prepare for an uncertain school year, Gene Kerns, chief academic officer at Renaissance Learning, shares strategies to help teachers support students in the first few weeks of the year. Kerns suggests first determining what learning students may have missed due to the coronavirus and then partnering them with peers who missed the same skills the previous year. **Full Story:** [SmartBrief/Education](#) (8/13)



▪ Teachers in Alaska report disengaged remote students

[Alaska Public Media](#) (8/13)



Five Communication Pitfalls

Recent global events are shining a spotlight on the need for organizations to adopt mobile, flexible, and reliable communication systems. When staff members cannot be in the office, they need a way to connected. **Here are five** communication pitfalls you can avoid by leveraging a mobile app.

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SYSTEMS MANAGEMENT

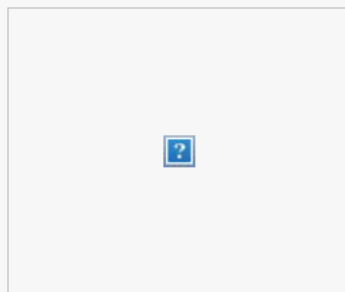
School leaders face new student data challenges

As schools prepare for the upcoming year, they are facing enhanced focus on safeguarding student data, such as sensitive medical information -- coronavirus test results or daily temperature checks, for example -- or videos of online lessons that include students' faces. Consortium for School Networking CEO Keith Krueger said school leaders will need to balance "state reporting requirements and privacy laws" while taking anti-discrimination laws, labor laws and other matters into consideration. **Full Story:** [Education Week \(tiered subscription model\)](#) (8/11)



- **Students at half of DOD schools will learn remotely**

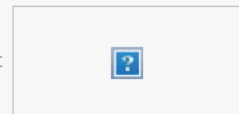
The Associated Press (8/13)



Want to Lead with Purpose?

Steve Lanchak, executive MBA career coach at Northwestern University's Kellogg School of Management, says that looking at the larger life picture of individuals really matters in career coaching. For executives to remain competitive and satisfied in their careers, coaching must take a holistic approach. [Download the SmartFocus.](#)

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- **4 keys to make online learning work**



SCHOOLS AND SOCIAL MEDIA

Remote learning has some teachers seeing benefits



(Arun Sankar/AFP/Getty Images)

Some teachers in Half Moon Bay, Calif., have spent the summer working on how to better engage students online when school starts. High-school English teacher Theresa Janzen says remote instruction could help some students "come out of their shells," while elementary-school teacher Tyler Elliott says he changed his

"mindset" about remote learning and that fall "could be really cool." **Full Story:** [Half Moon Bay Review \(Calif.\)](#) (8/12)



LAST BYTE

Facebook expands hateful content classification



(Pixabay)

Facebook is removing 1,000 ad targeting selections that are underutilized or echo other options for marketers. The social platform also has expanded its banned racist and bigoted content classification to include negative Jewish stereotypes and blackface depictions. **Full Story:** [Social Media Today](#) (8/12), [MediaPost](#)

[Communications](#) (8/12)



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*You can't do sketches enough. Sketch everything and keep
your curiosity fresh.*

John Singer Sargent,
artist



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School Safety Matters

August 2020

- Coronavirus Courses
- Reentry Resources
- Title IX in Schools

back to school



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coronavirus image-2



New Coronavirus (COVID-19) Training Resources for Schools

Ensuring the health and safety of your school community has never been more important or more complex. Our new [SafeSchools Training Staff and Student COVID-19 Courses](#) can help you provide the essential training your staff and students need to help them understand and follow the CDC recommendations to keep themselves and others healthy as you return to school, and throughout the year.

Staff Course Bundle

1. [Coronavirus Awareness](#)
2. [Coronavirus: CDC Guidelines for Making and Using Cloth Face Coverings](#)
3. [Coronavirus: Cleaning and Disinfecting Your Workplace](#)
4. [Coronavirus: Managing Stress and Anxiety](#)
5. [Coronavirus: Preparing Your Household](#)
6. [Coronavirus: Reopening Your Organization](#)
7. [Coronavirus: Transitioning to a Remote Workforce](#)

**Staff courses are already available for existing SafeSchools Training Customers.*

Student Course Bundle

These courses are specifically designed for students in grades 6-12 and feature peer presenters

and engaging graphics so they are easy to understand.

1. *COVID-19 Awareness*
2. *Face Coverings*
3. *Handwashing*
4. *Social Distancing*

Training Management & Policy Acceptance

The new COVID-19 courses are delivered within the [SafeSchools Online Training System](#), making it easy to assign this important training and track completions.

You can also easily customize any of the staff or student courses with your own state, local, or district-specific information and resources. Do you have new COVID-19 or reentry policies you need to distribute to your staff? Upload your policies to our system, and assign them to staff. The system automatically documents users' review and acceptance.

Implementation of SafeSchools Training is fast and easy and your subscription-based system can be set up in just a few hours.

[Request Demo](#)

EDU - SS - SSM Student Courses Ad

No Matter What Your Reentry Plan Is, TeachPoint Can Help



Whether you're offering professional development in-person, remotely, or a combination of both, [TeachPoint](#) can help you efficiently schedule and manage your PD in one easy to use and affordable system.

Help your educators and staff enter this school year with confidence by providing PD on how to build relationships with students in a virtual world and training parents to better support students at home.

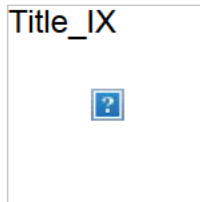
TeachPoint's PD Tracking Solution:

- Manages the sign-up process.
- Provides the event URL for attendees.
- Takes attendance and gathers feedback.
- Includes a custom course tool and seven COVID-19 courses.

Customize Your PD & Provide COVID Prevention Training

As districts reopen, they might be requiring staff to review policies and procedures related to reopening, distance learning, and COVID-19. Our Custom Course Tool allows you to create courses that are relevant to your needs and track completions in one place. You can add text, images, YouTube videos, policies, assessments, and more. **Our Custom Course Tool comes with seven customizable COVID-19 courses including *Cleaning and Disinfecting Common Spaces*, *Managing Stress and Anxiety*, and *Reopening Your Organization*.**

Contact us at info@goteachpoint.com for more information today. Your system can quickly be set up in just a few days.



Implementing New Title IX Regulations in K-12 Schools

The U.S. Department of Education announced a [new Title IX enforcement initiative](#), led by the Department's Office of Civil Rights (OCR) to fight the rise of sexual assault in K-12 public schools. [New regulations](#) were announced in May, and districts now face a compliance deadline of August 14, 2020. The Association of Title IX Administrators (ATIXA) has published a [Title IX Coordinator's Roadmap for Developing an Implementation Plan for the 2020 Regs by August 14, 2020](#).

[Click here to read key steps in ATIXA's recommended roadmap.](#)

How SafeSchools Can Help

SafeSchools Training includes a variety of courses to help schools increase the awareness and understanding of issues related to sexual harassment, sexual misconduct, and sexual assault for both staff and students. **Our training management system makes it easy to assign and track training to help ensure compliance, and deliver and track your new policies with our built in policy acceptance tool.**

Staff Courses

- [Dating Violence: Identification and Prevention](#)
- [Sexual Harassment: Staff-to-Staff](#)
- [Sexual Harassment: Student Issues & Response](#)
- [Sexual Misconduct: Staff-to-Student](#)
- [Title IX Compliance Overview \(NEW!\)](#)

Student Courses

- [*Sexual Harassment \(Grades 6-8\)*](#)
- [*Sexual Harassment \(Grades 9-12\)*](#)

Contact us at 1-800-434-0154 or info@safeschools.com to learn more about how our Staff or Student Training can help you address sexual harassment and assault in your district.

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School Safety Matters

July 2020

- Student Mental Health
 - Chemicals in Schools
 - Reopening Schools
 - School Safety News
-

Group of Students



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Student Mental Health a Growing Concern Amid COVID-19 Pandemic

A [recent survey](#) of 3,300 teenagers (ages 13-19) conducted by America's Promise Alliance found that teens are more concerned than usual about their health and their family's health, as well as concerned about the financial impacts of the COVID-19 pandemic on their families. According to the survey report, "30% of young people say they have more often been feeling unhappy or depressed, and nearly as many say they are much more concerned than usual about having their basic needs met. More than one-quarter of students (29%) say they do not feel connected at all to school adults. A similar percentage do not feel connected to classmates or to their school community." **Survey results indicate that teens are experiencing collective trauma caused by the changes in their immediate circumstances, combined with the uncertainty about the future.**

In the report, America's Promise Alliance recommends that students should be provided support as soon as possible to help address their mental health needs. Recommendations include:

- **Understand young people's evolving concerns.** Even during the summer, school administrators, counselors, coaches, health care providers, and others should listen to what young people are saying about their concerns, so that they can provide timely, personalized supports.
- **Strive toward equity.** The survey indicates that all young people are suffering during this time, but the COVID-19 pandemic is exacerbating pre-pandemic racial and economic

inequities. As a result, supports need to be tailored to meet those unique needs.

- **Prioritize social and emotional well-being.** The survey findings highlight the need for a renewed focus on ensuring students (and the teachers and families who support them) have resources to address their social, emotional, and cognitive well-being.

How SafeSchools Can Help

SafeSchools Training's [courses for students](#) cover essential safety and wellness topics and help educators facilitate important discussions with their students. The expert-authored, video-based course modules are highly relatable and focus on the impact the topics can have on students personally or the people they care about. Peer presenters, animations, and live-acted scenarios help students visualize and apply what they're learning. Each module comes with a lesson plan, discussion questions to help you talk with students about these important topics, and facilitated group activity ideas. Courses are customized for grades 6-8 and 9-12 to ensure age-appropriate content.

New Student Wellness Courses for Back-to-School

The new collection of courses for grades 9-12 will be available in time for back to school and includes the following courses focused on student emotional and mental well-being: ***Stress & Anxiety; Depression; Good Decision Making; Healthy Relationships; and Resolving Disagreements***. Similar courses for grades 6-8 will be available in 2021.

Other courses currently available for both grades 6-8 and 9-12 include: ***Alcohol, Drugs, and Vaping; Bullying & Cyberbullying; Digital Citizenship; Sexual Harassment; and Youth Suicide Awareness***.

In addition to student course modules, we also provide [staff training](#) on many of these topics to help prepare staff to better address student needs, as well as new [Trauma-Informed Practices](#) courses available within our Exceptional Child course library.

To learn more about our student or staff training, please contact us at info@safeschools.com, 1-800-434-0154, or [request a demo](#) online.

Title IX Webinar

COVID-19: Cleaning and Disinfecting Chemicals in Your Schools



As states and communities in the U.S. begin to reopen from COVID-19 restrictions, schools are planning for how they can best help protect students, teachers, administrators, and staff and slow the spread of COVID-19 when they reopen in the fall.

According to information published by the [CDC](#), COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. In response, the CDC is providing schools with a variety of [guiding principles](#) to help reduce the

spread of COVID-19, including providing adequate supplies of soap and hand sanitizer that include at least 60% alcohol and an increased routine of [cleaning and disinfecting](#) frequently touched surfaces.

[Read our latest blog post](#) for tips on ensuring the safe use of cleaning and disinfecting chemicals, and how SafeSchools SDS can help.

back to school



CDC Releases Guidelines for Reopening Schools

Last month, the Centers for Disease Control and Prevention (CDC) released [guidelines](#) for schools on how to reopen amidst the coronavirus pandemic.

To even consider opening, the CDC asks schools three important questions:

1. *"Will reopening be consistent with applicable state and local orders?"*
2. *"Is the school ready to protect children and employees at higher risk for severe illness?"*
3. *"Are you able to screen students and employees upon arrival for symptoms and history of exposure?"*

The chart then continues to go over health and safety actions and ongoing monitoring.

[Campus Safety Magazine](#) also put out a reopening checklist.

How SafeSchools Can Help

The [SafeSchools Online Training System](#) features a **Custom Course Tool** that lets schools/districts build their own courses with customized content or resources. Administrators can easily upload **COVID-19 policies and/or reopening guidelines** and assign to all staff. Custom courses and policies are tracked right alongside regular SafeSchools Training courses. Users automatically receive email notification of assignments and helpful reminders. Completions are tracked in real-time and compliance reports can be downloaded in just a few clicks.

For more information on how SafeSchools Training can help your school or district during the coronavirus pandemic, contact us at 1-800-434-0154 or info@safeschools.com.

School Safety News

- [54% of Public School Districts Need to Update or Replace Multiple Infrastructures](#)
- [Schools to Make All Playgrounds ADA-Compliant](#)
- [Protecting Children from the Scourge of Cyberbullying](#)

- [With School Buildings Closed, Children's Mental Health is Suffering](#)

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School Safety Matters

June 2020

- Safety Alert
- National Tip Line Study
- Special Education PD
- Just Published
- School Safety News



Safety Alert: Coronavirus (COVID-19) and Cybercrime



During this stressful time of the coronavirus pandemic, hackers and cybercriminals are taking advantage of people's fears by using coronavirus-related phishing email schemes. [Read our latest blog post](#) for tips on how to spot and prevent a phishing attack.



School Tip Lines Seen as an Effective School Safety Strategy

School tip lines, or anonymous tip reporting systems like [SafeSchools Alert](#), are designed to help school leaders receive information about potential school safety threats, bullying, or concerns related to student well-being. Tip lines provide students, who are often reluctant to report information, with an opportunity to submit information anonymously to their school leaders about potential threats of violence, bullying, drug and substance abuse, self-harm, and other safety concerns.

RTI International, a non-profit research institution, recently published a report, [Tip Lines for School Safety: A National Portrait of Tip Line Use](#), which summarized findings from their 2019 research that set out to understand the implementation and use of school tip lines around the country.

Read our full blog post for important highlights from the study, including key benefits administrators see from their tip lines.

SDS Ad version 2



**How Online Special Education
Professional Development Can
Complement Your Current
Compliance Training**



How is your school or district currently training employees and staff on special-education related topics? Many schools and districts are effectively using online training to help automate their safety and compliance training while saving both time and money. But online courses can also offer districts an affordable and efficient way to provide scalable professional development on key special education topics to a wide range of staff across multiple locations. And, there are many ways that online courses can complement what you're already doing for professional development:

Support Professional Growth Plans

Assign courses to a group of staff as part of ongoing professional learning plans around a particular initiative, or assign as part of an individual's professional growth plan.

Try a Flipped Classroom Approach to Onsite PD

Assign online courses as "homework" and use onsite (or online) PD days for discussion and collaboration around real-life application.

New Hire Training

Create a custom training plan to ensure all new hires get the same information as existing staff to get them up to speed.

Paraeducator Training

Anytime, anywhere access makes it easier to provide paras with important training on their roles and responsibilities, behavior management, and specific disabilities.

On Demand, Personalized Professional Development

Give teachers more choice and autonomy in choosing courses that meet their individual needs.

[Exceptional Child](#) is our online professional development system that includes over 50 evidence-based courses on a wide range of special education topics, written by leading experts. The system includes full length courses 30-45 minutes and a series of 15-20 minute micro-courses to help provide paraeducators and other support staff with a basic understanding of their roles and responsibilities and some foundational information about special education, behavior management, and specific disabilities they may encounter.

We've recently added courses for principals and on dyslexia and trauma.

Exceptional Child can be implemented as a stand-alone solution, or SafeSchools Training customers can add the Exceptional Child course library to their SafeSchools Training System. Multi-product discounts available! Interested in learning more?

[Request a Demo](#)

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We recently published

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School Safety News

- [Two Special Education Teachers to Share Teacher of the Year Award](#)
- [Ready to Face These School Security and Safety Concerns When Students Return?](#)
- [Schools Adopt Anti-Fraternization Policy After 2 Sexual Harassment Scandals in 5 Years](#)
- [All Teachers Recognized as Indiana's 'Teacher of the Year'](#)
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School Safety Matters

September 2020

- Student Sexual Abuse
- Customer Spotlight
- Safety Alert

Employees in Masks

- School Safety News



This newsletter will soon be coming from educationnews@vectorsolutions.com. Please add this email address to your address book to ensure delivery.



Mitigating the Risk of Student Sexual Abuse Amidst a Pandemic

As the coronavirus began to advance across the country earlier in the year, almost every state ordered or recommended schools close to mitigate the spread of the virus. Educators quickly turned to technology as the new vehicle to deliver classes, but this urgency created safety and security exposures with little time and few resources to assess and mitigate the potential risks.

While the coronavirus demanded a quick response and continues to demand attention as the new school year begins, it's crucial to proactively review the risks distance learning created. An effective risk assessment and mitigation process for student sexual abuse and molestation through distance learning should look at both external and internal risks.

Diane Cranley, child sexual abuse prevention expert and SafeSchools Training author, has provided helpful steps districts can take to mitigate risk and limit liability. Read the full article for Diane's tips, plus more helpful information on sexual abuse prevention.

[Read More](#)

EDU - SS - SSM Child Sexual Abuse Prevention Webinar AD



Large District Streamlines Staff Professional Development with Online Courses

PGCPS LOGO



Located just minutes away from Washington, D.C., Prince George's County Public Schools (PGCPS) is one of the nation's 25 largest school districts, serving more than 136,500 students and 20,000 employees in 206 schools and centers.

The district began using Vector Solutions' [SafeSchools Online Training System](#) in 2017 for all of its employees to provide staff safety and compliance training. Before adopting SafeSchools Training, PGCPS did not have a uniform way to assign and track safety training for several thousand employees across hundreds of locations. District administrators knew they needed to

find a training solution that would be **efficient, convenient, and cost-effective**. In their first year of using SafeSchools Training, staff members completed almost 335,000 courses. **To date, PGCPs has over 1 million course completions.**

After a successful first year of utilizing SafeSchools Training, the district's Department of Special Education added the [Exceptional Child](#) course library to their SafeSchools Training subscription to provide online special education-related training to 1,400 paraprofessionals. The Exceptional Child course library provides online, evidence-based special education-related training to all staff who support students with exceptionalities, and **can be used as a stand-alone solution or added to SafeSchools Training.**

PGCPS paraprofessionals completed almost 8,000 **Exceptional Child** courses during the **2018-2019 school year!** The district expanded their Exceptional Child subscription for the 2019-2020 school year to provide **access to the courses for nearly 11,000 instructional staff.**

As the district heads into their fourth year partnering with Vector Solutions, they are again expanding the use of the Exceptional Child content by extending their subscription to include the new **Parent Course Collection**. A parent is an important part of the special education team, which includes school staff. These courses are designed to help parents and guardians understand the special education process.

[Read the Full Case Study](#)



Safety Alert: Cyberbullying a Growing Concern

Cyberbullying has been a growing concern for educators and parents for quite some time. Due to the current pandemic, millions of kids are most likely spending an unprecedented amount of time online. This raises a lot of safety concerns from both parents and educators. According to Natasha Tiwari, a psychologist, these unique times ***“are ripe for encouraging cyberbullying.”***

A 2018 study from [Pew Research](#) found that **59% of teens had experienced some form of cyberbullying** (42% offensive name-calling, 32% spreading false rumors, and 25% receiving unsolicited explicit images).

Read our [full blog post](#) for more alarming statistics, and how SafeSchools can help.

EDU - SS - SSM COVID Student Courses Ad



School Safety News

- [Will Cyberbullying Rise Alongside Online Learning?](#)
- [CDC Releases Updated School Reopening Guidelines](#)
- [New Title IX Rules Are About to Take Effect. Is Your K-12 District Ready?](#)
- [6 Steps K-12 Schools Must Take to Meet CDC Reopening Guidelines](#)

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News for Education Technology Leaders

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T-Mobile seeks to boost schools' connectivity



(Alastair Pike/AFP via Getty Images)

Wireless carrier T-Mobile is adding services aimed at providing internet access to large organizations and schools. Besides providing districts with 100 gigabytes of free wireless data per student annually, the company also is offering two low-cost, paid plans that would increase connectivity for schools. **Full Story:** [The Associated Press](#) (9/13)





Digital learning is noisy for students

Learn how a student-centered approach to design produced an award-winning tool that simplifies Google Classroom and reduces the distraction of notifications and alerts to create a manageable learner workflow. [Download the white paper to learn more.](#)

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ELEARNING

Teacher shares history-themed road trip on YouTube



Gettysburg National Military Park
(Chip Somodevilla/Getty Images)

Cathy Cluck, an Advanced Placement US history teacher in Texas, used the nontraditional school year format to share a virtual road trip with her students, where she visited places she teaches about, such as Gettysburg and the Lincoln Memorial. Cluck's 15-day journey -- #greatamericanhistoryroadtrip -- was chronicled on YouTube. **Full Story:** [National Public Radio](#) (9/11)



- **Middle-school club repairs, updates student computers**

Minnesota Public Radio (9/11)



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SYSTEMS MANAGEMENT

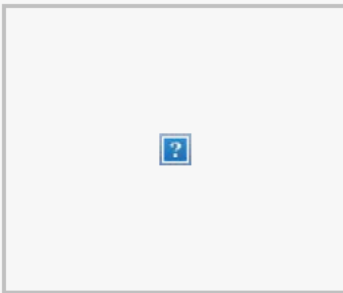
Commentary: Partner with parents on cybersecurity



(Pixabay)

The pandemic has forced school cybersecurity to encompass a much wider landscape than school campuses, and education leaders should get all the help they can, security expert Evan Francen writes. He recommends enlisting parents' cybersecurity help through workshops, informational resources and

contests. **Full Story:** [ElearningInside News](#) (9/11)



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- **4 keys to make online learning work**


MANAGING BUDGETS

Dollars for driving: Districts pay parents to nix buses



(Paul J. Richards/AFP/Getty Images)

The Watertown, S.D., school district is offering to reimburse parents 42 cents per mile if they transport their kids to school instead of relying on a school bus. Education leaders in Pennsylvania, Ohio, California and other states are trying similar tactics to provide enough room for social distancing on buses, and reduce pandemic-related transportation costs. **Full Story:** [Education Week \(tiered](#)

[subscription model\)](#) (9/10)



District makes learning pods for students in need

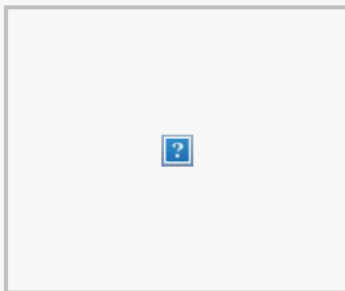
An Indiana school district that began the school year remotely has established four learning pods for students who are homeless or have special needs. Indianapolis Public Schools' Superintendent Aleesia Johnson said the program has been a "herculean" effort that has included a lot of outreach to families. **Full Story:** [Chalkbeat/Indiana](#) (9/11)



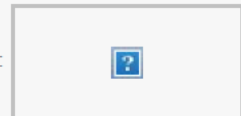
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SCHOOLS AND SOCIAL MEDIA

Facebook courts college crowd with Campus platform

In an attempt to connect with college students, Facebook has unveiled its Campus

platform that requires a college email address to access -- a move that goes back to Facebook's roots as a college-student exclusive site. The Campus section has its own News Feed and is ad-free for now. **Full Story:** [Ad Age \(tiered subscription model\)](#) (9/10)



- [Zoom now has 2-factor authentication](#)

TechRadar (9/11)

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So much of life is what you roll and where you land.

Mark Hamill,
actor



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School leaders collaborate on reopening guidelines

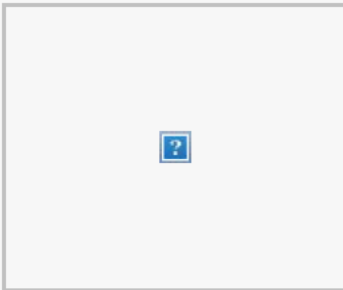


(Pixabay)

It is not possible to create the perfectly safe learning environment amid the coronavirus pandemic, according to school leaders nationwide who recently helped develop a guide for reopening schools. In the guide, the American Federation of School Administrators note that even with safety protocols, "children and adults will get sick," so schools should have closure procedures in

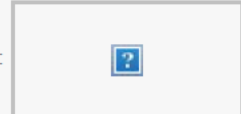
place. **Full Story:** [T.H.E. Journal](#) (8/10)



**Need an easier way to teach remotely?**

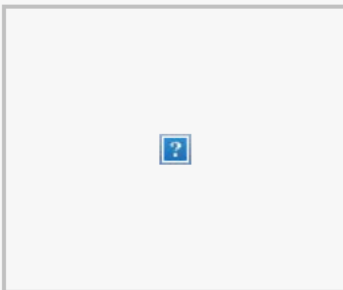
In light of the current COVID-19 pandemic, we want to help enable teachers to continue instructing while maintaining visibility over who's doing what. Get access to the easiest remote learning platform for \$9 - lifetime access! [Get Offer Now](#)

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**ELEARNING****Teacher shares how 1st-graders learn to read on Zoom**

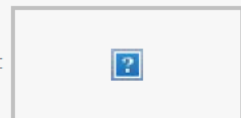
(Philippe Francois/AFP/Getty Images)

First-grade teacher Susan Lavelle says teaching students to read through the Zoom videoconferencing platform has been challenging and rewarding. In this interview, Lavelle explains her approach to teaching reading in a remote environment and says she has been surprised by how engaged her young students are with learning from home. [Full Story: KGO-TV \(San Francisco\)](#) (8/4)

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**SYSTEMS MANAGEMENT**

Educators concerned about ventilation in NYC schools

Building ventilation is a key topic as New York City schools prepare to reopen amid the coronavirus pandemic, with one analysis from 2019 showing many school buildings lacking upgraded heating ventilation and air conditioning systems. Educators at some schools also have expressed concerns about broken equipment and inoperable windows, but city education officials say they are working to upgrade equipment and make necessary repairs ahead of reopening, adding that "rooms without adequate ventilation will not be occupied." **Full Story:** [Gothamist \(New York\)](#) (8/6), [Daily News \(New York\)](#) (tiered subscription model) (8/9)



- **Ga. school shifts to remote learning following coronavirus outbreak**

National Public Radio (8/10)

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TECH TIPS

3 steps to a more cybersecure remote learning space

Teachers, students and parents in remote learning environments have plenty to juggle -- including cybersecurity. Ryan Cloutier of SecurityStudio walks through three steps everyone can take to create a more cybersecure learning



(Scott Olson/Getty Images)

environment.**Full Story:** [SmartBrief/Education](#) (8/11)

MANAGING BUDGETS

Senate bill seeks \$100M for minority broadband programs

A pair of Senate Republicans proposed legislation that would earmark \$100 million to speed the building of broadband services to underserved minority communities. The bill would codify existing federal efforts within an Office of Minority Broadband Initiatives as well as start a pilot program to support minority colleges access to community broadband programs.**Full Story:** [Multichannel News](#) (8/5)



SCHOOLS AND SOCIAL MEDIA

Student-athletes virtually read books to children



(Pixabay)

High-school student-athletes in a Kentucky community are reading to children virtually as part of Indy's Book Club, organized through a partnership between an area bank and magazine. The books that were selected for the program reinforce messages of self-love, confidence and bravery.**Full Story:** [Owensboro Times \(Ky.\)](#) (8/4)



LAST BYTE

N.J. teen creates app to record police encounters

A New Jersey teenager has created an Android app, Pulled Over, to record encounters with police, post them on social media and alert an emergency contact. Aaditya Agrawal said he was inspired by Black Lives Matter and the experience of a Black friend.**Full Story:** [Yahoo](#) (8/9)



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*If I've got one thing that I really believe about fiction and life,
it's that there are no minor characters.*

Jane Gardam,
writer



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TOP NEWS

Schools work to track down loaned laptops



(Glenn Chapman/AFP/Getty Images)

Many school districts are working to recover laptops and other devices that were provided to students for the spring semester so they can be inspected, repaired, sanitized and redistributed with clearer guidelines on liability. Spokane Public Schools in Washington discovered some of its laptops posted for sale online, and officials in Greenville County Schools in South Carolina say they are hoping to recoup losses through insurance claims. **Full Story:** [Education Week](#)

(tiered subscription model) (7/23)



ELEARNING

How teachers can boost online connections with students



(Unsplash)

Teachers can support and improve relationships with students in remote settings, educators say. In this article, various approaches are shared by educators, including Jamie Ewing, an elementary-school science teacher in New York who says online class participation increased when he started using the humor, costumes and characters that students were used to seeing in his class at school.

 **Full Story:** [Education Week \(tiered subscription model\) \(7/22\)](#)



- **Teachers: Resources to support anti-racist lessons**

[Edutopia \(7/23\)](#)

SYSTEMS MANAGEMENT

More testing waivers appear unlikely

The US Department of Education is leaning toward not granting waivers for state assessments in the upcoming school year, says Jim Blew, an assistant secretary at the department. The department granted testing waivers in the previous school year after many schools abruptly shifted to remote instruction because of the coronavirus outbreak. **Full Story:** [Education Week \(tiered subscription model\) \(7/24\)](#), [Chalkbeat \(7/24\)](#)



- **District adopts hybrid learning plan**

[KMGH-TV \(Denver\) \(7/26\)](#)

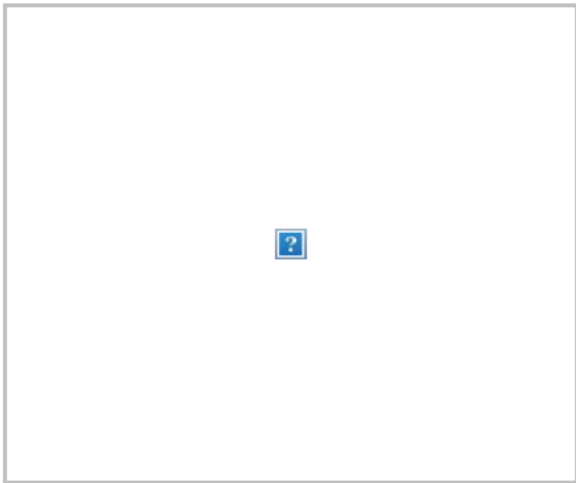
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MANAGING BUDGETS

Virtual learning varies based on district's wealth



(John Moore/Getty Images)

The type of instruction students received during remote learning varied between low-income and higher-income schools, according to early results of a national survey by the American Institutes for Research. Data shows that students in lower-income schools spent more time reviewing content taught earlier in the year, while those in higher-income schools were more likely to cover new material. **Full Story:** [The Hechinger Report](#) (7/27), [Chalkbeat](#) (7/23)



SCHOOLS AND SOCIAL MEDIA

Senate bill targets schools that use 1619 Project



(Sergei Supinsky/AFP via Getty Images)

Sen. Tom Cotton, R-Ark., has introduced legislation that would make schools that adopt the New York Times Magazine's 1619 Project into their curriculum ineligible for federal grants to support teaching the material. The project, which examines slavery as part of US history, has drawn criticism from some conservatives, while opponents of the bill have taken to social media to express their views. **Full Story:** [The Washington Post \(tiered subscription model\)](#) (7/27), [The Hill](#) (7/23), [Forbes](#) (7/23)



LAST BYTE

Could TikTok become an American app?



(Joel Saget/AFP/Getty Images)

(7/23)



To try to avoid a ban in the US, a group of American investors are reportedly looking at buying TikTok from its China-based parent company, ByteDance. However, some speculate the move to make US-based investors majority owners in TikTok may not satisfy security concerns by the federal government. **Full Story:** [CNN](#)

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The only way you can know where the line is, is if you cross it.

Dave Chappelle,
comedian, actor, writer, producer



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Providing students and staff mobile access to campus networks multiplies exposure points and vastly expands your network's attack surface.

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This **brief** looks into the challenges that organizations face, including the need to access both internal and SaaS resources, and offers suggestions for how to support your remote workforce on a lean budget.

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LIVE WEBCAST

Maintaining Endpoint Security for a Long-Term Remote Workforce

3 Steps to Regain IT Control and Secure Remote Endpoints Post-COVID Shutdown

SAVE YOUR SEAT

This 30-minute discussion will cover:

- Proven endpoint management strategies for hardware-diverse, hybrid remote/in-office work environments
- Top security threats for WFH users and how to reduce corporate risk
- Important infrastructure updates to make *now*
- Must-make changes to the technology section of your employee handbook

Supporting WFH users isn't temporary

With companies like Twitter and Amazon already extending work from home policies into 2021 or even announcing permanent work from home policies, IT needs to recover from the security issues related to the haphazard scramble to remote work earlier this year. For many companies, the focus was to get workers home, productive, and safe. Now is the time for IT to refocus on the long-term strategy to support a remote workforce.

How the digital transformation of endpoint management is impacting IT

SmartDeploy CEO and co-host of Petri's *Enterprise Dish* podcast, Aaron Suzuki, will lead a live discussion on the digital transformation of endpoint management and how it supports hybrid working styles of modern end users. Attendees will also walk away with 3 critical steps IT must take to regain control, avoid unnecessary expenses, and improve endpoint security, without sacrificing end user productivity.

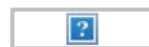
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TOP STORY

"Black hat" becomes point of contention



(Pixabay)

The term "black hat" has become a point of contention in the cybersecurity industry, with Google Vice President David Kleidermacher withdrawing from the annual Black Hat USA event, saying "black hat" and "white hat" are terms that "perpetuate harmful associations of black = bad, white = good." Not everyone

agrees with Kleidermacher, and some critics are arguing that energy would be better spent making substantive changes to increase inclusiveness. **Full Story:** [Infosecurity](#)

(U.K.) (7/6)



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DATA BREACHES

U. of Mich. advises students to reset email passwords

University of Michigan students are being urged to change their passwords after university email user information was exposed. The school said the exposed data was the result of breaches of third-party vendors such as LinkedIn, Zynga and Chegg, an online textbook site. **Full Story:** [Detroit Free Press](#) (7/4)



Study: Q1 DDoS attacks rose 278% year-to-year



(Pixabay)

Nexusguard reports that distributed-denial-of-service cyberattacks increased 278% during the first quarter of this year, compared with the same period of 2019. The attacks also got bigger, the report reveals. **Full Story:** [Bitdefender Business Insights](#) (7/1)



SECURITY TIPS AND TOOLS

Serious vulnerability plagues major bitcoin wallets

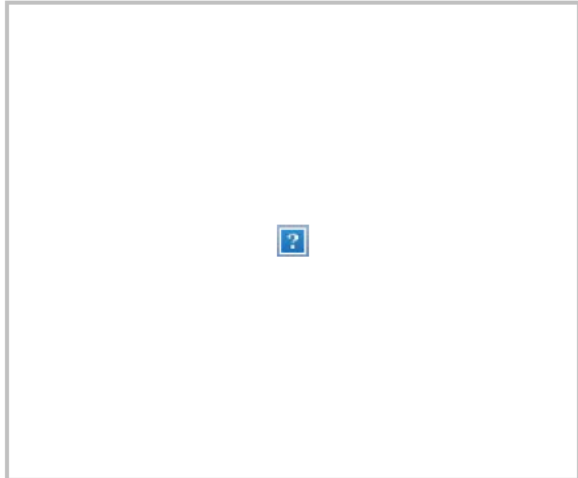
Digital wallet firm ZenGo has discovered a vulnerability, which it calls BigSpender, in popular cryptocurrency wallets such as Ledger Live, Breadwallet and Edge that can allow scammers to trick owners of cryptocurrency wallets into believing they have received

payment even if the transaction hasn't been confirmed. Breadwallet and Ledger have issued fixes for some variants of the vulnerability, while Edge has yet to release one. **Full Story:** [Decrypt Media](#) (7/2), [TechCrunch](#) (tiered subscription model) (7/2)



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SPOTLIGHT ON EDUCATION

Duke to offer master's degree in cybersecurity

Duke University is establishing a Cybersecurity Master of Engineering degree program in fall 2021 aimed at students or professionals with backgrounds in computer science or engineering. The courses can be completed on campus or online in as little as three semesters. **Full Story:** [Security Magazine](#) (7/6)



MANAGING DATA

Could Apple software someday replace IDs and passports?



(Pixabay)

Apple's recent series of patent applications titled "Providing Verified Claims of User Identity" reveals the company is working on technology in which a device can be used to store, verify and transmit a user's personal identification, which in theory could make physical IDs such as passports and driver licenses obsolete. The

system would work by verifying the user through biometric sensors on devices, such as an Apple Watch, and then securely transmitting the ID.**Full Story:** [AppleInsider](#) (7/2)



Professionals urge attention to OT security needs

Operational technology is a growing source of concern for cybersecurity professionals in the midst of a pandemic when companies have diverted their attention. Looking ahead, experts advise on how to address any OT security gaps, beginning with a hard look at ad hoc connections made during the pandemic rush.**Full Story:** [Dark Reading](#) (free

registration) (6/30)



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Martha Grimes,
writer

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TOP NEWS

Students' digital footprint shows virus' mental toll



(Pixabay)

When schools abruptly closed and shifted to remote instruction in the spring, Paget Hetherington, vice president of marketing at Gaggle, said the company's digital platform found changes in students' behavior stemming from increased stress and hardship from the coronavirus pandemic. In this interview, Hetherington says the platform detected increased activity after hours and a 21% increase in explicit content among minors. **Full Story:** [SmartBrief/Education](#) (9/10)





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Eye strain a concern as students learn online

Students are at risk of digital eye strain during remote instruction, says Dr. Steven Rhee of Hawaiian Eye Center. Rhee suggests that every 20 minutes, students take a screen break for at least 20 seconds.  **Full Story:** [KITV-TV \(Honolulu\)](#) (9/8)



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How to make virtual school board meetings productive

School boards faced with holding their meetings virtually can still make the time productive, according to Mark Willis, assistant executive director of the Georgia School Boards Association. In this commentary, he shares 10 tips, including testing connections

ahead of time, recording the meeting and setting up a registration page and password.**Full Story:** [eSchool News \(free registration\)](#) (9/9)



Survey highlights school access deficiencies

Eighty-six percent of respondents to a June survey say their K-12 schools check IDs before letting visitors on campus and nearly half use video intercoms at entrances, according to Campus Safety. Nearly half of the K-12 respondents say their schools' threat-prevention hardware is too slow to ensure safety, the survey found.**Full Story:** [Campus](#)

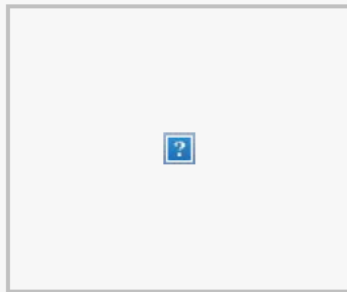
[Safety magazine](#) (9/8)



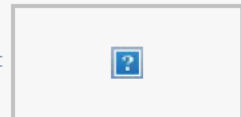
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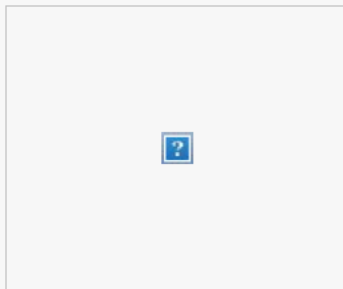
MANAGING BUDGETS

Remote learning shines light on connectivity gap



(Pixabay)

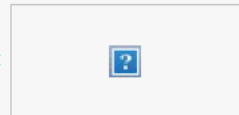
There are 9.7 million students nationwide who lack reliable internet service at home, says Digital Bridge K-12, an initiative from the nonprofit EducationSuperHighway. Evan Marwell, the nonprofit's CEO and founder, said that absent federal investment, some school districts are taking action during remote learning by distributing hot spots and developing public-private partnerships to expand broadband access. **Full Story:** [The Hechinger Report](#) (9/9)



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SCHOOLS AND SOCIAL MEDIA

Teacher's Instagram offers resources, support

Peromiss, an Instagram account created by middle-school teacher Angelica Rodriguez, offers tools and suggestions for peers who are remote teaching, including suggestions for reference books. A language arts and Spanish teacher, Rodriguez says she created the account to help teachers who may be overwhelmed and struggling with teaching online.

 [Full Story: KING-TV \(Seattle\) \(9/8\)](#)



- [Teacher's approach to remote lessons becomes a TikTok hit](#)

 [ABC News \(9/8\)](#)

LAST BYTE

Facebook survey data might predict next COVID-19 surge

More than 30 million Facebook users worldwide have responded to a Carnegie Mellon University survey about their SARS-CoV-2 test results, symptoms and prevention tactics, as well as demographic information. Carnegie Mellon has posted the aggregated data, and a multi-institution team of epidemiologists and infectious disease experts is challenging data scientists and researchers to determine whether the data can be used to help predict the next surge in cases, with prize money funded by

Facebook. [Full Story: CNBC \(9/4\)](#)



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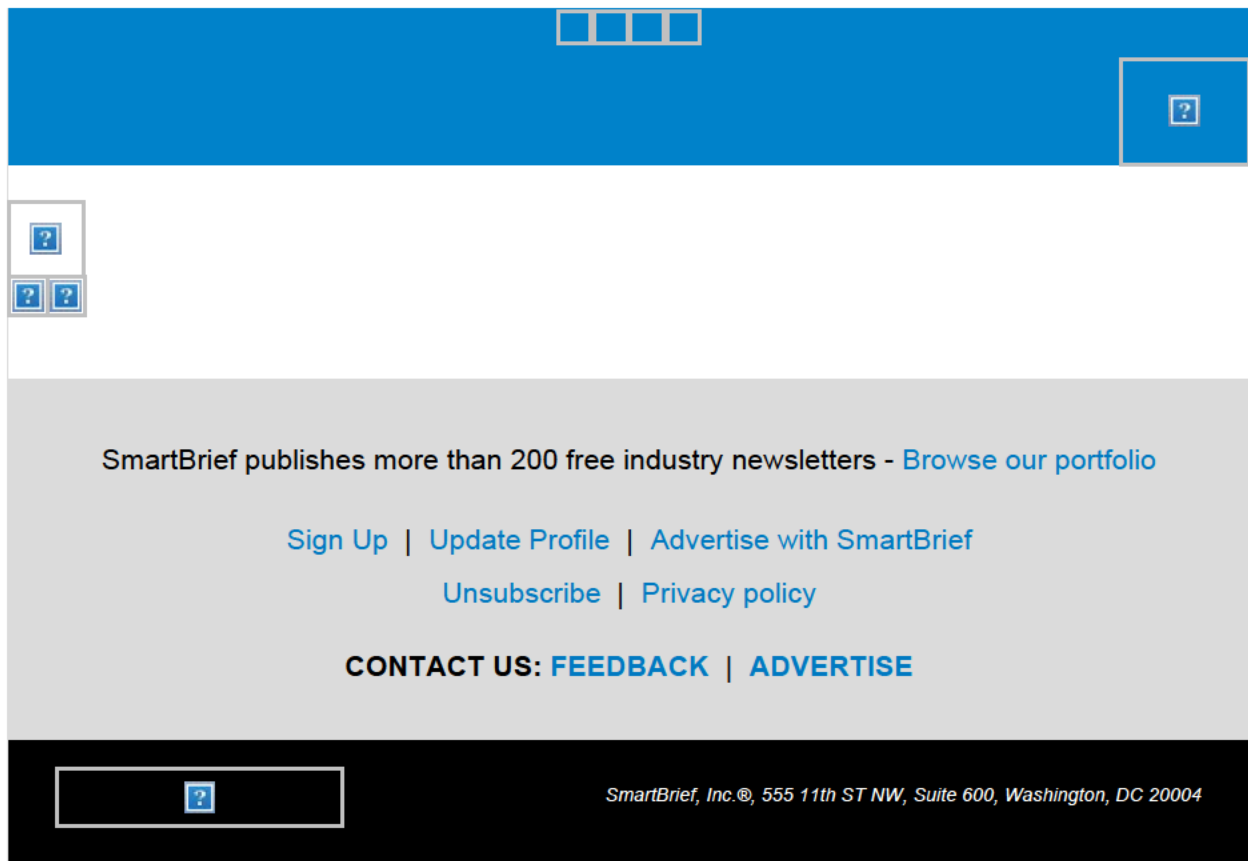
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Normality is a paved road: It's comfortable to walk, but no flowers grow on it.

Vincent van Gogh,
artist



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District's IT team meets remote learning challenge



(Pixabay)

Ken Thompson, chief IT officer in the San Antonio Independent School District in Texas which has 48,000 students, was alongside his team to field 1,400 support requests on the first day of the school year. He says his priority at the start of the school year is to help students connect and ensure they are

engaged. **Full Story:** [The 74](#) (9/7)





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ELEARNING

Studies consider effects of screen time

More screen time may have negative psychological effects on children, while more time spent outdoors can help improve well-being, according to a review of data from 186 published studies. One study found a connection between screen time and reduced achievement in math and reading. **Full Story:** [United Press International](#) (9/4)



Wash. district offers online tech help for families



(Pixabay)

The instructional technology staff and student support members from the Edmonds School District in Washington offered a community forum last week for parents and students to learn how to use school-issued laptops and online learning platforms. The district also is working with Comcast to provide underserved families with

internet access. **Full Story:** [My Edmonds News \(Wash.\)](#) (9/7)



Grammar instruction ideal for remote or classroom learning

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SYSTEMS MANAGEMENT

Blackboard, more platforms crash on first day of school



(Ethan Miller/Getty Images)

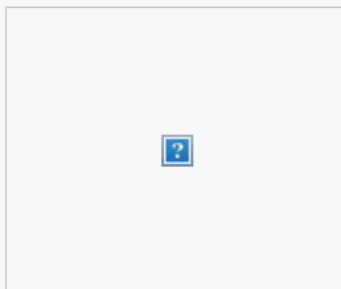
The remote start to the school year in some parts of the US Tuesday was marred by technical glitches and outages, including on heavily used platforms such as Blackboard, Microsoft Teams and Google Drive. Blackboard attributed the outage to a surge in usage that was higher than anticipated. **Full Story:** [The Associated Press](#) (9/9)

Press (9/9)



Remote instruction in Maryland meets mixed reviews

The Washington Post (tiered subscription model) (9/6)



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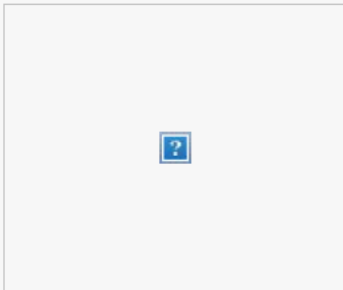
■ **COVID-19 changed consumer behavior and marketing strategy**



MANAGING BUDGETS

Texas district pays \$2M in fraudulent email scheme

The San Felipe Del Rio Consolidated Independent School District in Texas made payments of more than \$2 million, allegedly to a man from Georgia posing as a bank employee. The man, who has been indicted, allegedly told the district's comptroller via email that the money was needed to pay down the district's debt. **Full Story:** [Education Week \(tiered subscription model\)/Market Brief \(9/8\)](#)



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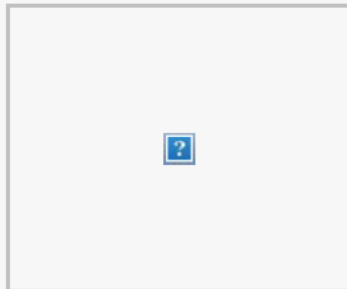


SCHOOLS AND SOCIAL MEDIA

College students' feelings vary on handling of pandemic

Some college students are using their social media platforms to complain about how their schools are responding to the coronavirus pandemic, but students who are influencers are less likely to disparage them, according to Steve App of Campus Sonar. For example, Brooklyn and Bailey McKnight, who have 6.9 million YouTube subscribers, said their

school, Baylor University, was not responsible for them contracting the virus. **Full Story:** [Inside Higher Ed](#) (9/9)



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LAST BYTE

Virtual school goes cool at Disney Four Seasons Orlando



(Pixabay)

Students and their families can leave home and pursue remote learning in style via special accommodations at Four Seasons Resort Orlando at Walt Disney World. Supervised "schoolcations" at the five-star property are followed by a wide array of recreation activities including the Explorer Island water

park. **Full Story:** [People](#) (9/4)



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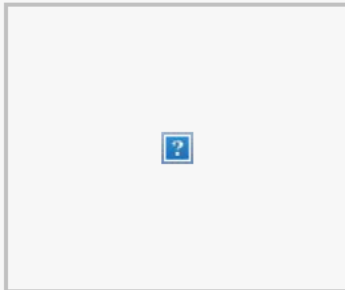
Study: Up to 11M elementary students missed live lessons



(Oli Scarff/Getty Images)

As many as 11 million elementary school students -- concentrated in low-income, special-education or English language-learning populations -- had no livestreamed virtual lessons last spring, thus missing out on the crucial, direct teacher-student engagement, according to a University of Nebraska at Lincoln survey. Study

author Michael Hebert says schools this fall should ensure targeted interventions with such students. **Full Story:** [Lincoln Journal Star \(Neb.\) \(tiered subscription model\)](#) (9/20)



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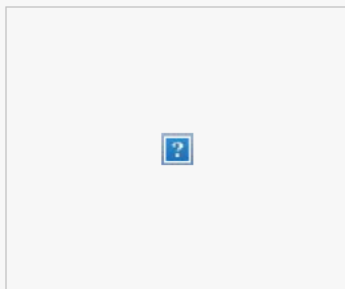
Ind. teachers balance in-school, virtual learning

Teachers in Indiana share how they are mixing virtual and in-person learning based on students' family preferences on how their children will attend due to the coronavirus pandemic. In Mishawaka, for example, 23% of students will remain in virtual learning, even though the in-person option is offered. **Full Story:** [South Bend Tribune \(Ind.\)](#) (tiered subscription model) (9/20)



▪ How mobile apps can support writing instruction

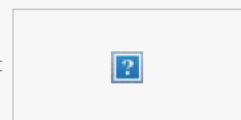
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Data shows digital gap in Cleveland neighborhoods

High-speed internet is disproportionately unavailable in some Cleveland, Ohio, neighborhoods whose residents are largely lower-income people of color, which puts students in those neighborhoods at a distinct disadvantage during distance learning. In Cleveland, more than a quarter of households have no access to the internet, and in some cities that number is higher, census data shows. **Full Story:** [WKYC-TV \(Cleveland\)](#) (9/20)



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TECH TIPS

5 strategies to support hybrid learning



(Pixabay)

(9/22)



Some teachers will be operating under hybrid learning -- combining teaching students at home and in the classroom. Wyman Khuu, a science teacher at KIPP Infinity Elementary, and Jane Chavez, a science teacher at KIPP NJ Seek Academy, share five strategies to support this style of teaching. **Full Story:** [SmartBrief/Education](#)

MANAGING BUDGETS

Interactive map shows school-level spending



DeVos (Alex Wong/Getty Images)

US Education Secretary Betsy DeVos has released an online tool to show how education funding is being spent at the school-building level nationwide. Data from more than half of states are not yet included in the Per Pupil Expenditure Transparency interactive map, but officials say to check back for updates. **Full Story:** [Education Week \(tiered subscription model\)](#) (9/17)



SCHOOLS AND SOCIAL MEDIA

Survey: Kids using social media more amid coronavirus

Parents are concerned about an uptick in social media use among children during the coronavirus pandemic, according to a survey by Lurie Children's Hospital in Chicago. More than half of the 2,900 parents surveyed said they think social media negatively affects children. **Full Story:** [WGN-TV \(Chicago\)](#) (9/21)



LAST BYTE

Google tool can be used to execute phishing campaigns

Google App Engine's subdomain generator can be abused to bypass security controls and funnel victims to malicious landing pages, researcher Marcel Afrahim says. The tactic involves the creation of multiple invalid subdomains that redirect automatically to a central malicious app -- a vulnerability that researcher Yusuke Osumi says is already being exploited in the wild. **Full Story:** [BleepingComputer](#) (9/20)



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TOP NEWS

Can higher education close the digital divide?



(Matt Cardy/Getty Images)

The coronavirus pandemic has spotlighted the challenge of the digital divide among students, according to Mordecai Brownlee, vice president of student success at St. Philip's College in San Antonio, Texas. Brownlee shares two ways institutions of higher education can help close the digital divide -- by restructuring tuition and fees to provide technology for students and creating a technology loan

program. **Full Story:** [EdSurge](#) (7/13)





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ELEARNING

Teacher team to film instructional videos



(Getty Images/Getty Images)

A California school district is forming a virtual learning team -- comprised of six to eight teachers -- to create instructional videos for use in remote instruction. Superintendent Ayinde Rudolph says the videos, which will also be produced in Spanish, will allow teachers to offer remediation for students. **Full Story:** [District](#)

[Administration magazine online](#) (7/10)



▪ UNESCO helps launch digital mentorship program

[CIO.co.ke](#) (East Africa) (7/2020)



Kubernetes was born to go big

The open source container orchestration platform was made for enterprise-scale workloads. Production use of Kubernetes is up 20 percentage points, according to a Cloud-Native Computing Foundation survey. [Read more.](#)

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SYSTEMS MANAGEMENT

More districts plan for all-online learning



Beutner (Alberto E. Rodriguez/Getty Images)

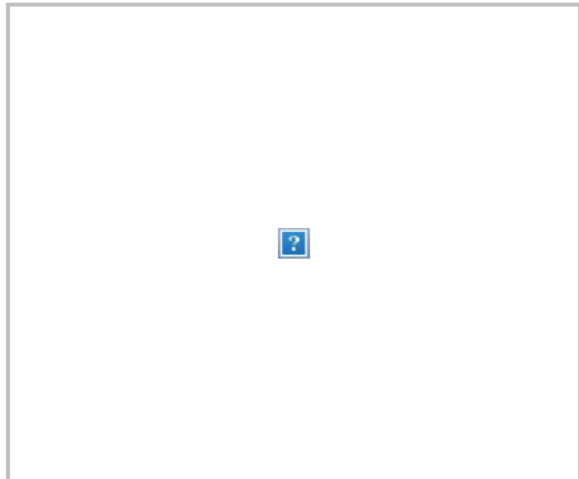
While the number of coronavirus cases is spiking in California, the Los Angeles and San Diego school districts have announced plans to begin the school year with 100% virtual instruction, following similar moves in other California cities as well as in Atlanta; Nashville, Tenn.; and Phoenix. Los Angeles Superintendent Austin Beutner pledged that remote instruction would be improved and

would include "daily, live interaction." **Full Story:** [Chalkbeat](#) (7/13), [National Public Radio](#) (7/13), [U.S. News & World Report](#) (7/13)



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TECH TIPS

Superintendent: Platform helps keep students safe



(Pixabay)

A California school district adopted the Gaggle student-safety platform about 18 months ago, which provided some reassurance during remote instruction, suggests Adrian Palazuelos, superintendent at Fillmore Unified School District. In this blog post, Palazuelos shares several lessons learned from using Gaggle,

including flagged incidences of students discussing self-harm and the importance of having timely information to keep students safe. **Full Story:** [SmartBrief/Education](#) (7/14)



MANAGING BUDGETS

Why districts are slow to spend virus relief funds

States have spent less than 1% of federal coronavirus relief funds, including money earmarked for K-12 and higher education, according to a report from the Government Accountability Office. The Council of Chief State School Officers said the report is "reflective of the technicalities and timing on how districts draw down funds," and Noelle Ellerson Ng, associate executive director of AASA, The School Superintendents Association, said districts may be slow to spend in case future federal funding comes up short. **Full Story:** [Education Week \(tiered subscription model\)](#) (7/13)



SCHOOLS AND SOCIAL MEDIA

Students target racist social media posts

Students in Colorado say they are working to be "anti-racist," in part, by calling out racist comments and behavior on social media. They are also requesting curriculum educating students about racial oppression and circulating petitions demanding the ouster of certain school district leaders. **Full Story:** [The Colorado Sun \(Denver\)](#) (7/14)



LAST BYTE

4-year-old's pandemic rant resonates with Twitter

A video shared on Twitter of a four-year-old girl called [Blake venting her frustrations about the pandemic](#) has resonated with social users and attracted 7.8 million views. In the clip, Blake tearfully talks about not being able to go to McDonald's or the ice cream truck and shouts, "The only thing that is open is nothing!" **Full Story:** [TIME online](#) (7/10)



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come to our real work.*

Wendell Berry,
poet, writer, environmental activist, critic, farmer



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TOP NEWS

Survey finds most schools plan for blended learning



(Dominique Faget/Getty Images)

Eighty-seven percent of K-12 schools expect to use more technology in instruction, and 61% anticipate they will at least start the school year with some form of blended learning, according to a survey by Microsoft. Anthony Salcito, vice president of Microsoft Education, says feedback indicates that "blended hybrid learning will become the new normal for schools." **Full Story:** [The 74](#) (7/6)



ELEARNING**Mass. high-schooler teaches coding classes online**

(Pixabay)

Fifteen-year-old Jade Nair, a rising high-school junior in Massachusetts, fought the pandemic monotony of being at home by starting online coding classes that have continued during summer. Nair and peers from the school robotics club teach classes in Java, Python, web design and computer-aided design. **Full Story:** [The](#)

[Eagle-Tribune \(North Andover, Mass.\)](#) (tiered subscription model) (7/4)



- **Tulsa district's virtual academy will now start in pre-K**

[Tulsa World \(Okla.\)](#) (7/5)

SYSTEMS MANAGEMENT**US sets new rules for student visas**

International students who are pursuing degrees in the United States will have to leave the country or risk deportation if their universities switch to online-only courses, Immigration and Customs Enforcement announced Monday. US data show more than 1.1 million international students hold active student visas. **Full Story:** [U.S. News & World Report](#)

(7/6)

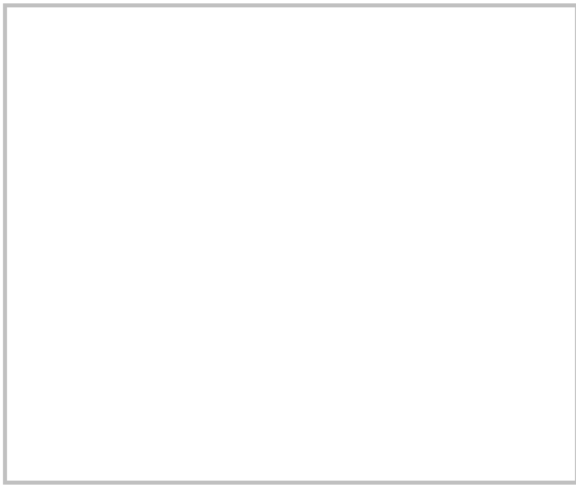
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TECH TIPS

Deputy principal offers tips for remote instruction



(Manan Vatsyayana/Getty Images)

As a life sciences teacher, Jenny Woolway, deputy principal at Bracken High School in Alberton, South Africa, says most of her lessons are hands on. In this blog post, she shares several ways she has transitioned to distance learning, including developing hyperdocs, using Boclips for Teachers to create explanatory videos and maximizing virtual learning groups for tips and

resources. **Full Story:** [SmartBrief/Education](#) (7/7)



MANAGING BUDGETS

Calif. needs 765K devices for remote learning

California is looking to provide at least some in-person instruction in the fall, but officials also are focused on ensuring all students have access to distance learning opportunities. Many students this spring lacked resources needed to access online lessons, and the state still needs 765,000 more devices and 416,000 more Wi-Fi hot spots for students, the state reports. **Full Story:** [CALmatters \(Sacramento, Calif.\)](#) (7/6)



SCHOOLS AND SOCIAL MEDIA

Pompeo: US to scrutinize TikTok, other apps



Pompeo (Nicholas Kamm/Getty Images)

The US government is examining TikTok and considering banning the app for US users amid concerns the Chinese-backed firm is being used by the government to surveil individuals and spread propaganda, says Secretary of State Mike Pompeo during a Fox News interview. TikTok was recently banned from India over national security and privacy concerns. **Full Story:** [The Hollywood](#)

Reporter (7/6), **TechCrunch** (tiered subscription model) (7/7)



LAST BYTE

Facebook ad sales dropped 18% on boycott launch day



(Olivier Douliery/Getty Images)

The top 100 US Facebook advertisers spent roughly \$11.2 million on platform promotions on July 1, the first day of the Stop Hate for Profit campaign boycott, an 18.3% drop from the same day in 2019, according to Pathmatics, which noted the absence of leaders such as Starbucks, Target and PepsiCo. Rich Greenfield of LightShed Partners called the dip "minimal in the grand scheme of Facebook's global ad revenue," while Shamsul Chowdhury, Jellyfish's vice president of paid social, noted some clients are considering increasing their spend amid "reduced costs." **Full Story:** [Ad Age](#) (tiered

subscription model) (7/2)



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Vidal Sassoon,
hairstylist, businessman, philanthropist



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To: [Brandon Lagerquist](#); [Harmony Weinberg](#); [Chris Bailey](#); [Sally Guzmán](#)
Subject: Survey for Intent for Fall
Date: Tuesday, August 4, 2020 4:16:33 PM

Brandon, Chris, Harmony & Sally,

Good afternoon. This warrants a meeting, but time is tight, so I wanted to get your thoughts on this right away.

I think we are at a critical point in determining what our families intend to choose if and when we return to school for some level of in-person instruction. The data we collected a couple of weeks ago were valuable for broad planning purposes, but we are at a stage where we need to know how to address the staffing needs running a hybrid option and a full remote option simultaneously will bring. We have to do some planning as soon as possible for how we might organize staff now so that we don't have to disrupt everything when we open for in-person instruction.

I know there was thinking and work done on this already, so I want to pick up from there and get moving forward.

- It's really one question--when we return for in-person instruction, will your child join the hybrid or continue with full remote learning?
- We will need a survey and system of follow-up to collect this information from all of our families so we have a response on all of our students.
- We will include information about what the full remote option will look like..

What's your thinking on the best delivery for this survey, timeline, etc.?

Appreciated!



Rob Baumgartner, Ed.D.
he/him/his
Executive Director of Student Learning

425.431.7350 Phone
baumgartnerr@edmonds.wednet.edu

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TOP NEWS

Survey identifies challenges to remote learning



(Unsplash)

(7/22)



As schools consider plans for remote instruction to continue into the fall, a survey highlights the obstacles students may face. The BrightBytes survey found students have inconsistent access to technology and devices and are less likely than teachers to report having a quiet place to complete their work. **Full Story:** [EdSurge](#)

ELEARNING

Analysis: "Homework gap" challenges remote learning



(Mahmud Turkia/Getty Images)

About 17 million school-age children -- including one-third of students in Black, Latino and American Indian/Alaska Native households -- do not have at-home internet access, and 7.3 million lack access to a computer at home, according to an analysis from the Urban League, UnidosUS, the National Indian Education Association and the Alliance for Excellent Education. The groups are calling for \$6.8 billion from the federal E-rate program to be directed to close the "homework gap." **Full Story:** [Bloomberg Government \(free content\)](#) (7/22), [Education Week \(tiered subscription model\)](#) (7/22)



SYSTEMS MANAGEMENT

1M student records exposed on college recruitment site



(Pixabay)

CaptainU, a college recruitment website, has left a database with nearly 1 million student records unsecured. The data include unofficial transcripts, GPAs, college admissions exam test scores, photos and contact information, and the data continue to be publicly accessible, which CaptainU says is part of its service -- though parents and students apparently were unaware of this. **Full Story:** [CyberNews](#) (7/22)



▪ Largest Ga. district announces plan for all-virtual learning

National Public Radio (7/22)

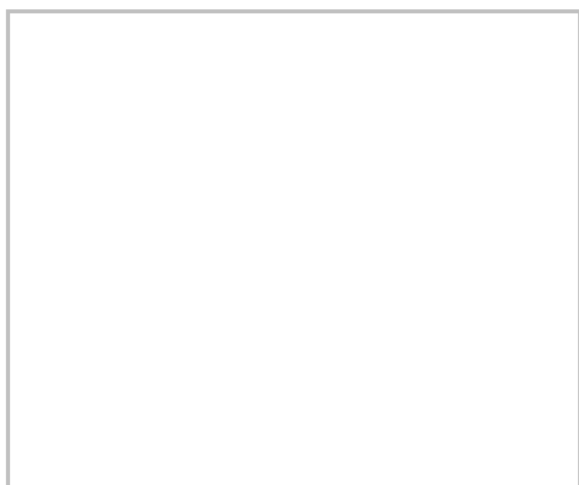
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MANAGING BUDGETS

Senators introduce School Choice Now Act



Scott (Chip Somodevilla/Getty Images)

Federal legislation introduced Wednesday by Sens. Lamar Alexander, R-Tenn., and Tim Scott, R-S.C., would direct "one-time" emergency funding to families for "direct educational assistance," including private-school tuition or homeschooling costs. The School Choice Now Act aims to "ensure that all children have access to the necessary resources and opportunities -- education included -- to

live a successful life," Scott said. **Full Story:** [Education Week \(tiered subscription model\)](#)

(7/22)



SCHOOLS AND SOCIAL MEDIA

N.J. district hosts online aviation camp

A New Jersey school district this year transitioned its Aviation Summer Program for middle-grades students to an online experience. The camp was first offered last year to introduce students to aviation before high school. **Full Story:** [The Press of Atlantic City \(N.J.\) \(tiered subscription model\)](#) (7/22)



- [Neb. teacher uses streaming service to raise money for school meal debt](#)

 [WOWT-TV \(Omaha, Neb.\) \(7/21\)](#)

LAST BYTE

U. of Fla. to build supercomputer with Nvidia

The University of Florida will build a \$70 million supercomputer powered by artificial intelligence with a \$25 million gift from Nvidia Corp., which includes the hardware, software and training. The school's current supercomputer, HiPerGator, will be retrofitted with new chips from Nvidia, which was co-founded by alumnus Chris Malachowsky. **Full Story:** [Reuters](#) (7/21)



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The secret of success is to do the common thing uncommonly well.

John D. Rockefeller,
business magnate, philanthropist



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Survey: Cybersecurity lessons lacking in US

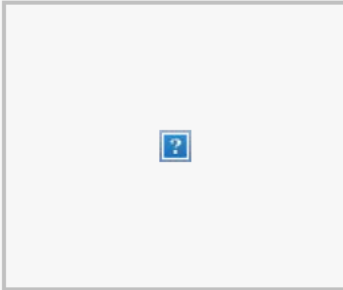


(Pixabay)

Fewer than half of K-12 students in the US are learning about cybersecurity, according to a survey by the nonprofit Education Week Research Center of 912 teachers in 50 states and Washington, D.C. Kevin Nolt, academic outreach director for the nonprofit Cyber.org, which commissioned the survey, said the

findings highlight potential challenges for the future of the country's cybersecurity workforce. **Full Story:** [The Washington Post \(tiered subscription model\)](#) (6/25)





Digital Payments: A Roadmap for the Future

Join experts from Rapyd, Santander InnoVentures and Accenture for a webinar on June 30th as they discuss trends and technologies driving digital payment during and following the pandemic. Learn which factors to consider when upgrading or instituting online payment options, as well as opportunities to navigate recovery and expand both customer loyalty and revenue streams. [Register now](#)

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ELEARNING

Group to review material for remote learning capability

EdReports is adding to its evaluations by rating materials on accessibility and compatibility during remote learning. Courtney Allison, EdReports' chief academic officer, says the resource, which reviews curricula against Common Core State Standards, is intended to help schools and educators choose materials that will work in remote and hybrid teaching environments. **Full Story:** [Education Week Teacher \(tiered subscription model\)](#) (6/25)

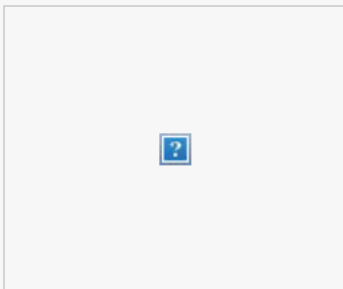


- [Strategies to support online science lessons](#)

Edutopia (6/25)

- [Tool brings whiteboard experience to remote lessons](#)

Tech & Learning (6/24)



Webinar: School Districts' New Purpose for Tomorrow

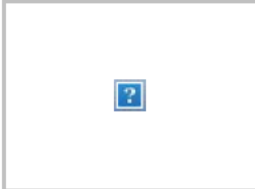
What should school districts consider for returning to school this fall? Join a discussion with superintendents and districts leaders as they share lessons learned from school closures and what the experience has exposed about prioritizing student learning for the future. [Register Now](#)

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SYSTEMS MANAGEMENT

Hybrid model could be key to reopening schools



(Cesar Manso/Getty Images)

A hybrid model in which students learn part of the time at school and part of the time at home is emerging as the likeliest approach to reopening schools in the fall. Scott Muri, superintendent of a Texas district, said flexibility will be key to reopening, while Sharon

Contreras, superintendent of a district in North Carolina, said hybrid models will not address the equity issues that emerged during remote

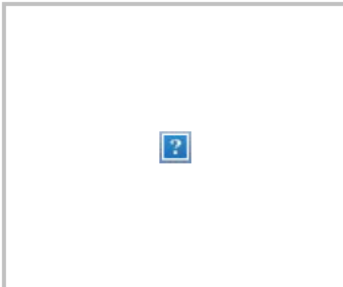
learning. **Full Story:** [Education Week \(tiered subscription model\)](#) (6/24)



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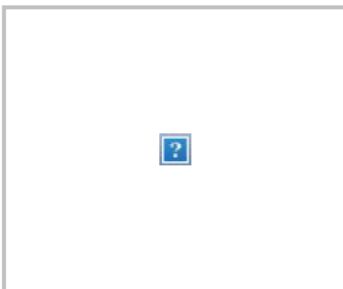
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Using technology to drive career development



Today's workers want more ownership of their career goals. Sreeni Kutam, CHRO at ADP, shares how employers who support employee development can see significant returns on that investment and how your HR and IT teams can jointly support vital employee growth. [Read the article.](#)

Return to work checklist



How can you best prepare to address the variety of health, safety, employment and legal questions as your organization prepares its path forward to adjust workforce operations to the new world of work? For help in developing a return-to-work plan that works for your organization, [download our checklist.](#)

MANAGING BUDGETS

DeVos releases final rule on CARES Act funds



DeVos (Alex Wong/Getty Images)

US Secretary of Education Betsy DeVos on Thursday released an interim final rule that gives school districts the option to provide a portion of federal coronavirus relief funding to private schools. Districts have options on how to distribute the funds with consideration for Title I schools, but the rule could still face a legal challenge. **Full Story:** [National Public Radio \(6/25\)](#), [Education Week](#)

(tiered subscription model) (6/25)



SCHOOLS AND SOCIAL MEDIA

Ideas on teaching formal writing with emails, texts



(Pixabay)

Teachers can incorporate professional email and text writing into the curriculum so students learn to write without colloquialisms and abbreviations, educator Benjamin Barbour writes. In practice exercises, teachers should emphasize salutations, proper grammar and the need to come off as professional and accurate, he

notes. **Full Story:** [Edutopia \(6/25\)](#)



LAST BYTE

Building named for NASA pioneer Mary W. Jackson

The name of NASA's first African American female engineer will now grace the agency's Washington, D.C., headquarters. Mary W. Jackson joined NASA in 1958 and became a key player helping the US forge ahead in space. **Full Story:** [CBS News \(6/24\)](#), [USA Today](#)

(6/25)



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Harold Washington,
lawyer, politician



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TOP NEWS

Survey: Students faced online learning challenges



(Unsplash)

(7/7)



Only 39% of students reported learning a lot daily during remote instruction, according to a survey by YouthTruth of 20,000 students in nine states. About half of students reported feeling depressed or stressed, and many students said they had obstacles to remote learning, such as distractions at home. **Full Story:** [Education Dive](#)

ELEARNING**Student teachers get crash course in e-learning**

Teachers who graduated this year are the first wave of educators to earn their credentials during this period of remote instruction. Cesar Palafox, who hopes to teach in Chicago Public Schools in the fall, said his remote student teaching experience taught him a lot about technology and e-learning. **Full Story:** [WBEZ-FM \(Chicago\)](#) (7/6)

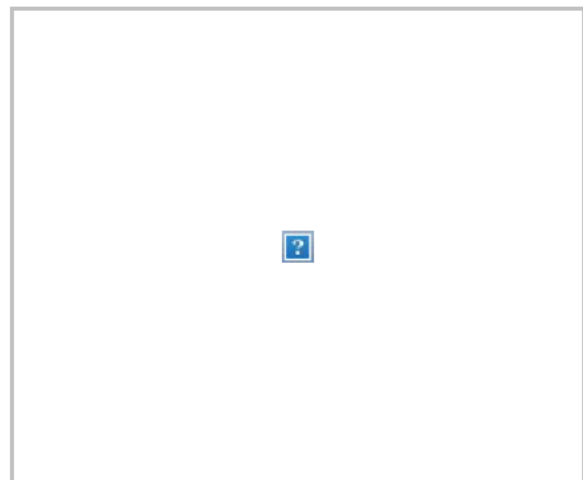
**SYSTEMS MANAGEMENT****Trump calls for schools to reopen**

Trump (center) speaking about reopening schools. (Chip Somodevilla/Getty Images)

President Donald Trump called on state and local leaders to fully reopen schools in the fall during a roundtable event with health and education leaders Tuesday at the White House. Trump said families and students want to return to school and need access to meals and other services provided there, but Lily Eskelsen Garcia, president of the National Education Association, cautioned that while teachers want to return, they want to do so safely. **Full Story:** [U.S. News & World Report](#) (7/7), [The New York Times](#) (tiered subscription model) (7/7), [Education Week](#) (tiered subscription model) (7/7), [The Associated Press](#) (7/7)

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MANAGING BUDGETS

States, D.C., sue DeVos over relief funds

California, the District of Columbia, Maine, Michigan, New Mexico and Wisconsin are suing US Education Secretary Betsy DeVos over a federal rule that would direct a share of coronavirus relief funds to private schools. The Education Department estimates the funding would affect as much as 8% of the \$13 billion in federal aid earmarked for schools. **Full Story:** [Education Week \(tiered subscription model\) \(7/7\)](#), [National Public](#)

[Radio \(7/7\)](#)



- **Federal bill would direct more funds to low-income students**

[Education Week \(tiered subscription model\) \(7/7\)](#)

SCHOOLS AND SOCIAL MEDIA

Social media accounts address campus racism

"Black At" accounts are springing up on Instagram as students share experiences of racism on campus while also highlighting ways people can learn to be anti-racist. Some of the sites, like the one at Cornell University, also raise funds for social justice groups. **Full Story:** [The Hechinger Report \(7/6\)](#)



- **Facebook aims to prepare students in India for careers**

[TechCrunch \(tiered subscription model\) \(7/5\)](#)

LAST BYTE

20-year-old's TikTok video catches eye of Disney

20-year-old Julian Bass created a TikTok video that shows him using visual graphics to become his favorite superheroes and [shared it via a tweet](#) saying, "If y'all can retweet this enough times that Disney calls, that'd be greatly appreciated." The video has attracted 22.2 million views, 1.4 million likes and more than 574,000 retweets, and caught the attention of not only actors and directors but Disney Executive Chairman Bob Iger who replied saying, "The world's gonna know your name!" **Full Story:** [TIME online \(7/6\)](#)



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A master can tell you what he expects of you. A teacher, though, awakens your own expectations.

Patricia Neal,
actress



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Simpplr-Covid-19-Survey-Oculus-Go-1200x540.png



Hello Chris,

Simpplr Research regularly tracks employee communications trends and challenges. Our State of Internal Comms During COVID-19 study was a huge success, and we want to follow-up.

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And enter to win an Oculus Go

Additionally, all participants will receive a complimentary copy of the 2020 State of the Internal Communications research report to benchmark their programs.

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Cheers,

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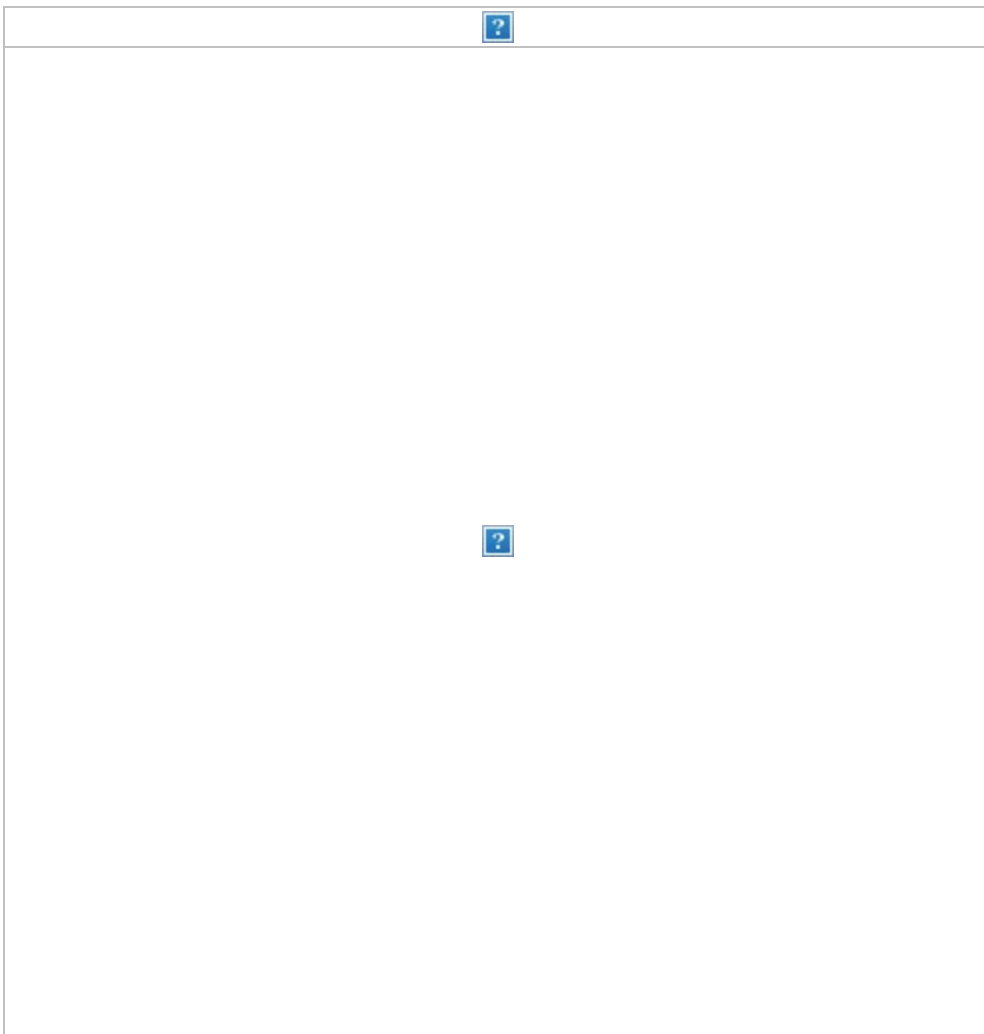
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Subject: Talkdesk Webinar: Guest Art Schoeller shares strategies for managing and engaging remote contact center staff
Date: Thursday, June 18, 2020 9:10:56 AM



Hi Chris,

When your contact center staff feel valued, engaged and empowered to succeed, it can have a transformational impact on operational efficiency and the customer experience.

However, driving meaningful workforce engagement in the contact center has always been challenging, and the recent shift to remote work models due to COVID-19 has only made these challenges more complex.

Meanwhile, many CX leaders are weighing the all important question: "What comes next?"

Join Talkdesk, along with Forrester Featured Speaker, Vice President and Principal Analyst Art Schoeller, on **June 25th at 10am PT | 1pm ET | 6pm GMT+1** for an in-depth discussion about best practices to effectively manage, engage, and develop your remote contact center staff, and key factors to consider as you create a long term operational plan.

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Best,
Sammy Leo, Talkdesk



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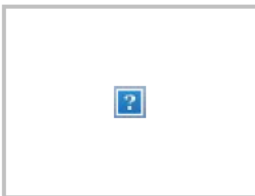
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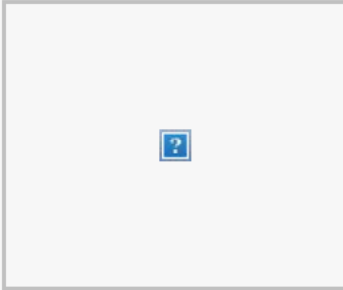
Study cautions against facial recognition in schools



(Frederick Florin/AFP/Getty Images)

Schools should ban facial recognition technology on campus, according to a study by researchers at the University of Michigan. Researchers found that the technology has the potential to display racism and other prejudice, as the facial recognition is less accurate for people of color, children, women and other groups. **Full Story:** [T.H.E. Journal](#) (8/12)

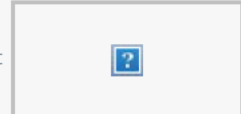




The Role of Edtech Coaches during COVID-19

COVID-19 has challenged schools to keep students engaged in learning remotely. In response, many turned to instructional technology coaches for support. [Digital Promise's new report](#) examines the results of a survey of edtech coaches on how their role changed when schools closed.

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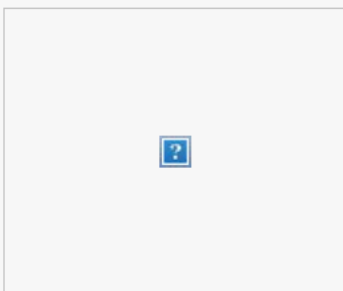
Teacher shares one-to-one virtual learning lessons

The shift to remote instruction in the spring led a Tennessee school district -- where 85% of students receive meal assistance -- to invest in a structured virtual learning program to ensure all students have access to the internet and tools to learn, writes Greg Smedley-Warren, a kindergarten teacher in Metro Nashville Public Schools. In this article, Smedley-Warren shares lessons learned, including the importance of providing food for students and connecting with families. **Full Story:** [The Hechinger Report](#) (8/13)



▪ Classroom app aims to improve digital learning

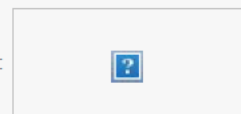
TechRepublic (8/11)



Want to Lead with Purpose?

Steve Lanchak, executive MBA career coach at Northwestern University's Kellogg School of Management, says that looking at the larger life picture of individuals really matters in career coaching. For executives to remain competitive and satisfied in their careers, coaching must take a holistic approach. [Download the SmartFocus.](#)

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SYSTEMS MANAGEMENT

US students lag in online learning, report shows



(Pixabay)

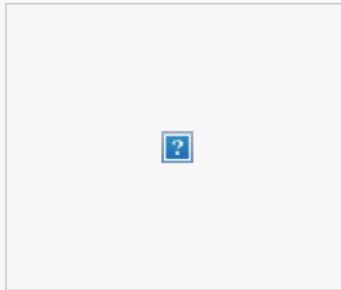
Students from more affluent households are logging on to study more than their poorer counterparts, Quizlet reports, likely as a result of differing access. The company also says US students were less engaged when the pandemic hit, while counterparts in Brazil, South Korea and Poland showed eagerness to learn

online. **Full Story:** [ZDNet](#) (8/12)



- **Survey: Willingness to learn online rises**

Campus Technology (8/12)

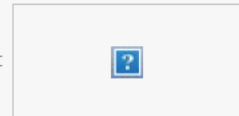


Your Back-to-School 2020 Toolkit

Create a flexible plan for supporting students' academic and social-emotional behavior needs throughout the coming year—whether in a remote, onsite, or blended environment.

Download your toolkit for specific action steps with aligned resources.

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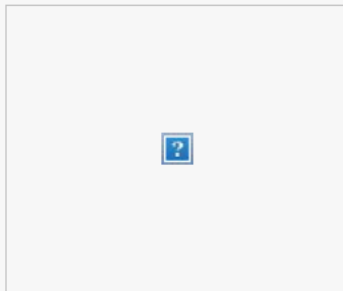
White House event centers on school reopening



DeVos (Alex Wong/Getty Images)

President Donald Trump and Education Secretary Betsy DeVos held an event at the White House Wednesday focused on reopening schools to in-person instruction. A special-education teacher who has asthma stated she felt safe resuming in-class learning, given her district's safety practices, and an education researcher warned about the learning losses that can come from

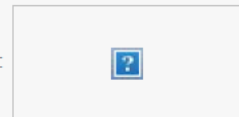
closed campuses. **Full Story:** [Chalkbeat](#) (8/12)



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SCHOOLS AND SOCIAL MEDIA

Black Gen Z can feel hurt, wants more positivity via social

The vast majority of Black Generation Z social media users say the frequent depiction of racial violence they encounter online makes them upset, feel hopeless or otherwise causes some hurtful emotion, according to a study conducted by VSCO and JUV Consulting. Most want to see and celebrate joy more frequently online and many say social media needs more excitement and comfort. **Full Story:** [Forbes](#) (8/12)

**LAST BYTE****UK working on tech for ammonia-powered airplanes**

Researchers at Oxford University, in collaboration with Reaction Engines, are developing technology to power airplanes with ammonia, which would be safer than kerosene and allow for emission-free air travel. The new fuel could still be placed in the wings, so current aircraft could be adapted rather than needing to be overhauled or replaced.

Full Story: [Simple Flying](#) (8/11)



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Maybe words, like potions, were also capable of magic.

Pete Hamill,
journalist, writer, editor
1935-2020



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Schools increasingly targets of cyberattacks

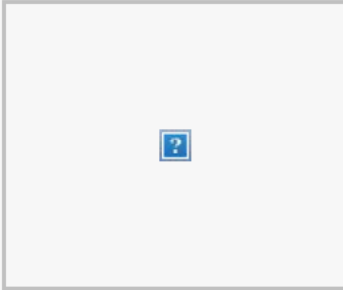


(Pixabay)

Sixteen school districts in the US have been victims of cyberattacks since late July. Before the coronavirus pandemic, ransomware already was increasingly targeting education, says Doug Levin, a cybersecurity expert who runs EdTech Strategies, adding that "cybercriminals have been getting more savvy about how to target

school districts." **Full Story:** [The Pew Charitable Trusts/Stateline](#) (9/22)



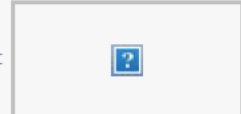


Easing the Digital Divide

Educators are faced with more challenges than ever this school year — and having a curriculum that supports UDL (Universal Design for Learning) should not be one of them.

Read this [whitepaper](#) to give your students the flexibility to learn via various avenues, regardless of technology or location.

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ELEARNING

Teacher shares the perks of teaching online



(Pixabay)

Teacher Susan Shapiro, a self-professed technophobe, shares the unexpected perks she discovered when the pandemic forced her to teach online. Asking her students how they are doing in an online environment serves both to improve class engagement and adds a personal touch even in-person classes sometimes lack, Shapiro

says. **Full Story:** [Wired](#) (tiered subscription model) (9/22)

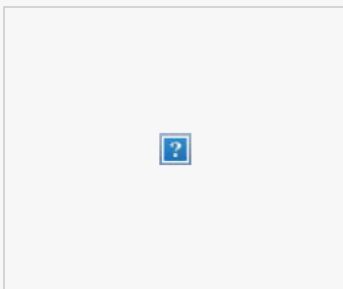


- **Baltimore teachers aim for more students logging on**

CNN (9/21)

- **Class for Zoom seeks teachers to test tool for education**

T.H.E. Journal (9/23)



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SYSTEMS MANAGEMENT

Study unveils best practices for remote instruction



(Pixabay)

(9/23)



There is no "right" way to adopt remote instruction, according to a study from Bellwether Education Partners and Teach For America. Its review of 12 schools revealed several best practices, including innovative instruction, support for students with special needs and a focus on social and emotional learning. **Full Story:** [Education Dive](#)

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- **5 ways teachers can connect with students during COVID-19**



- **How to manage anxiety in 4 simple ways**



MANAGING BUDGETS

Should education funds "follow students"?

US Education Secretary Betsy DeVos and others are advocating to alter the way schools are funded to have money more closely "follow students." This blog post highlights five arguments urban and rural schools have used against that policy, including student

mobility and difficulties taking attendance. **Full Story:** [Education Week \(tiered subscription model\)](#) (9/23)



SCHOOLS AND SOCIAL MEDIA

How to begin a dialogue about online habits



(Nicholas Kamm/AFP via Getty Images)

With remote learning underway in many districts, students are spending an increasing amount of time online, asserts Megan Collins, a former teacher and current educational consultant. In this commentary, Collins advises how teachers can speak with students about their online habits and work to use technology in deliberate ways. **Full Story:** [EdSurge](#) (9/23)



LAST BYTE

Lego CEO on what makes those bricks so unique



(Johannes Eisele/AFP via Getty Images)

Lego CEO Niels Christiansen discusses the dual challenge of creating a toy that encourages children's creativity while meeting high standards for interoperability, design and durability. "The safety level and quality level is unbelievably high, much higher than you would normally find in a toy or anything else," he says. **Full Story:** [TIME magazine](#) (9/20)



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harmony is better.*

Victor Hugo,
writer, poet, dramatist



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TOP NEWS

Most families satisfied with remote instruction



(Pixabay)

Seventy-two percent of parents report being satisfied with the remote education their students received during prolonged school closures, according to an Education Next survey released Wednesday. Yet, about 75% also believe their children learned less during this period, and an Education Trust-New York report shows that low-income families were less likely than higher-income families to view online learning as a success. **Full Story:** [Education Week \(tiered subscription model\)](#) (7/8)



ELEARNING

Teacher takes language lessons online



(Pixabay)

Teachers and students may not prefer virtual instruction, but there are ways to use technology to support meaningful, effective lessons, writes Elena Spathis, a high-school Spanish teacher in New Jersey. In this blog post, Spathis shares how she used technology to offer interpersonal, interpretive and presentational

tasks. **Full Story:** [SmartBrief/Education](#) (7/8)



- **Many camps are going remote this year**

Tech & Learning (7/7)

SYSTEMS MANAGEMENT

Low retention seen as biggest risk of online classes

The more online classes a student takes, the greater the chance -- as much as 35% -- that they will drop out or fail, writes Rebecca Glazier, a professor at the University of Arkansas at Little Rock. This puts more pressure on teachers to engage with students by finding ways to give personal feedback, Glazier notes. **Full Story:** [EdSurge](#) (7/6)



- **Cafe connects college students to academic counseling**

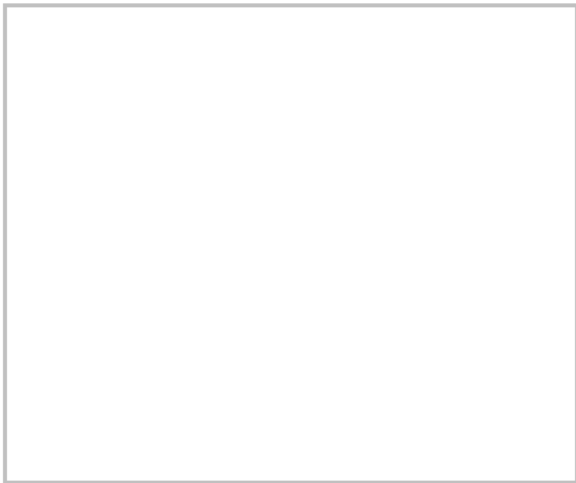
Tech & Learning University (7/8)

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MANAGING BUDGETS

CDC expected to amend school reopening guidance



Pence (Alex Wong/Getty Images)

The CDC plans to amend its guidance for schools to reopen, Vice President Mike Pence announced Wednesday. President Donald Trump called the initial recommendations "very tough and expensive" and "very impractical" and said he may look to tie funding to reopening plans. **Full Story:** [Education Week](#) (tiered subscription model) (7/8), [The Washington Post](#) (tiered subscription

model) (7/8), [USA Today](#) (7/9)



SCHOOLS AND SOCIAL MEDIA

How to use social media as a teaching resource

The coronavirus pandemic necessitates social distancing, but educators can use social media to connect and share resources and strategies, suggests Danielle Mancinelli, director of professional development. In this blog post, Mancinelli shares several ways to build a remote personal learning network, including joining Facebook groups and participating in Twitter education chats. **Full Story:** [Edutopia](#) (7/7)



LAST BYTE

Microsoft seizes coronavirus scam domains

A federal court has allowed Microsoft to take control of domains used in phishing operations against Office 365 customers. The cybercriminals used coronavirus-related lures in phishing emails sent to millions of business users in 62 countries to gain access to emails, contact lists and personal data in OneDrive and SharePoint storage systems. **Full Story:** [Forbes \(7/7\)](#), [Dark Reading \(free registration\) \(7/7\)](#)



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Me, I write all alone, from the first note to the last.

Ennio Morricone,
composer, orchestrator, conductor
1928-2020



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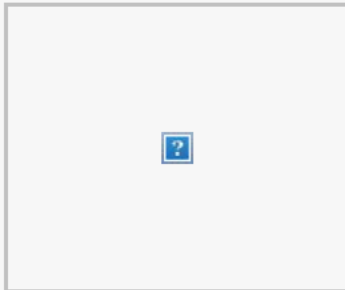
Teacher: 5 tips for remote lessons



(Lisa Maree Williams/Getty Images)

Teachers should consider letting students turn their video off during online lessons to allow further comfort and less distractions, according to Mark Gozonsky, a high-school English teacher. He shares other lessons learned during this period of remote instruction, including that educators should limit the number of tabs open on screen and should connect with other teachers for

resources and support. **Full Story:** [Chalkbeat](#) (8/3)



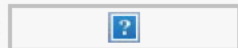
The Speed of Change: How Fast Are You?

This spring, 2,200 IT leaders responded to an OutSystems survey asking them about their ability to adapt to change.

The survey results show that addressing change at top speed is a big concern in IT. Many are struggling.

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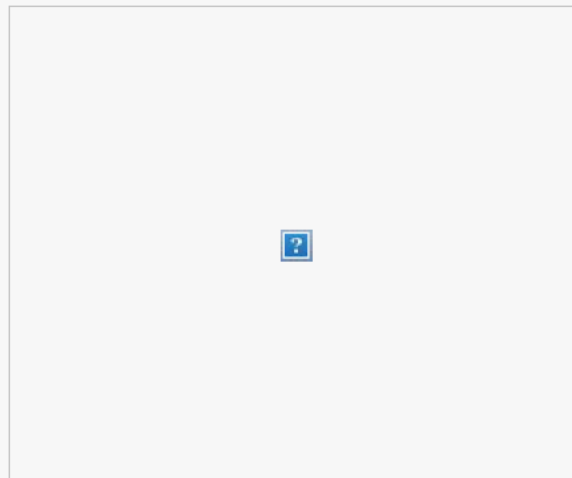
Virtual summer school lacking, some NYC students say

Some New York City students who struggled through spring classes enrolled in the district's virtual summer school to get caught up on classes. Designed to support more than 100,000 students, the virtual summer school is reportedly leaving students overwhelmed by lessons and the limited interactions with teachers, especially those they have never met. **Full Story:** [The Daily News \(Batavia, N.Y.\)](#) (8/3)



- **Calif. schools try out hands-on programs from a distance**

[Antelope Valley Press \(Palmdale, Calif.\)](#) (8/3)



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SYSTEMS MANAGEMENT

Pandemic puts bus-routing tech to the test



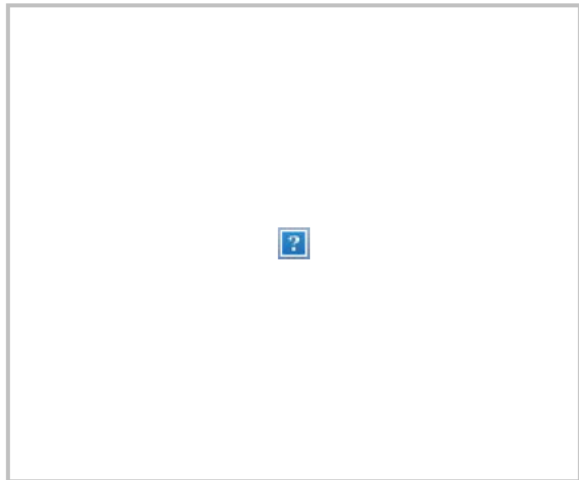
(Pixabay)

The coronavirus pandemic and the resulting social distancing and other safety measures have school districts wondering how they'll transport students in buses that weren't built to keep them 6 feet apart. Dynamic Ideas Routing, which solved Boston Public Schools' routing problem a few years ago, is helping districts plan transportation using algorithms that take into account tiered start times, staggered scheduling and priorities such as in-person instruction for students with special needs. **Full Story:** [Route Fifty](#) (7/30)



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TECH TIPS

How to make remote learning work in special education

Lee-Ann Mertzlufft, assistive technology specialist at the City School District of Albany in New York, offers suggestions to help teachers support students with special needs during remote instruction. She suggests working with parents to foster a "mindset" of going to school -- a list of daily responsibilities and a regular morning routine -- and creating a one-stop library where teachers can curate content and resources. **Full Story:** [SmartBrief/Education](#) (8/4)



MANAGING BUDGETS

Nev. draft bill would provide liability shield

Nevada state lawmakers are working on legislation that would provide coronavirus-related liability protections for businesses, schools, governmental entities and nonprofits. Health facilities reportedly have not been included in the draft bill, which lawmakers are expected to file during a special session. **Full Story:** [The Nevada Independent](#) (8/2)



SCHOOLS AND SOCIAL MEDIA

College students' site addresses loneliness of pandemic

Quarantine Buddy is a website created by two Cornell University students that links lonely students with a pen pal to remotely socialize with based on self-reported interests.

Besides one-on-one interactions, the site holds weekly events online for groups of users.

 **Full Story:** [WHDH-TV \(Boston\)](#) (8/2)



LAST BYTE

Can a software program be more literate than humans?

New software called GPT-3 uses artificial intelligence to read and write in styles ranging from poetry to computer code, writes columnist Farhad Manjoo. In this column, Manjoo writes that the program can convincingly mimic human speech and presents both opportunities and challenges. **Full Story:** [The New York Times](#) (tiered subscription model)

(7/29)



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A good example has twice the value of good advice.

Albert Schweitzer,
theologian, organist, writer, humanitarian, philosopher, physician



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TOP NEWS

NWEA MAP Growth assessment tool experiences glitches



(Robyn Beck/AFP/Getty Images)

Students and teachers in several states have been dealing with intermittent glitches when using the MAP Growth assessment from NWEA. About 10,000 schools and education agencies use the service, which assesses learning in math, reading, science and language. **Full Story:** [Education Week \(tiered subscription model\)](#)

(9/16)





Free resources to support remote learning

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How students can explore career pathways virtually



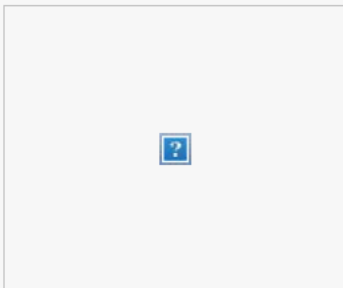
(Pixabay)

Even while social distancing because of the coronavirus pandemic, there are four ways students can get a head start on their careers from home, asserts Renee Breur, a high-school counselor at Destinations Career Academy of Colorado. Breur suggests students explore career options, join career-focused clubs and complete a virtual internship. **Full Story:** [eSchool News \(free registration\)](#) (9/17)



▪ Supporting refugee students during remote, in-person learning

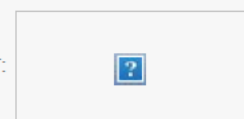
The Hechinger Report (9/17)



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SYSTEMS MANAGEMENT

Reopening of NYC schools delayed for most students



De Blasio (Spencer Platt/Getty Images)

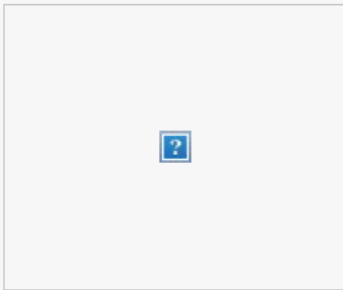
New York City Mayor Bill de Blasio has announced another delay in reopening the city's schools to in-person learning, scrapping plans for a full opening on Monday. While some of the youngest students and students with special needs will start school as planned on Monday, De Blasio said he pushed the reopening for elementary schools to Sept. 29, and middle and high schools will open on Oct.

1. **Full Story:** [WNBC-TV \(New York City\) \(9/17\)](#), [The New York Times \(tiered subscription model\) \(9/18\)](#), [The Wall Street Journal \(tiered subscription model\) \(9/17\)](#)



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T.H.E. Journal (9/17)



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MANAGING BUDGETS

Fla. district struggles to make desk shields work

A Florida school district purchased 42,000 desk shields -- totaling \$693,000 -- to prevent students from passing the coronavirus to each other and to teachers in classrooms. Yet, teachers say the dividers easily fall off desks and don't fit in some cases. **Full Story:** [Sarasota Herald-Tribune \(Fla.\)](#) (tiered subscription model) (9/17)



SCHOOLS AND SOCIAL MEDIA

Teacher: Pros, cons of Zoom breakout rooms



(Vittorio Zunino Celotto/Getty Images)

Sarah Cooper, an eighth-grade US history teacher and dean of studies at Flintridge Preparatory School in La Canada, Calif., says she is starting to rethink how she uses Zoom breakout rooms in her virtual instruction. She shares what is working -- such as checking homework -- and what's not, including addressing controversial topics. **Full Story:** [MiddleWeb](#) (9/17)



LAST BYTE

Sources: TikTok, US government reach tentative deal



(Olivier Douliery/Getty Images)

The US government has given TikTok tentative approval to sell a majority stake of its US operations, with Oracle holding 20% and Walmart, Sequoia Capital, General Atlantic and other firms rounding out the list of US investors, report various sources. The US Treasury Department's revised terms, which reportedly require the newly dubbed TikTok Global to be headquartered in the US and to file for an IPO in 2021, still need to be approved by President Donald Trump and the Chinese government. **Full Story:** [Business Insider](#) (9/17), [Social Media Today](#) (9/17), [The Wall Street Journal](#) (tiered subscription model) (9/17)

