

**Renton Technology Coordinating Council (RTCC)**

Meeting Minutes

April 3, 2024

**ATTENDING**

Dr. Ellen Dorr, Susan Talley, Dr. Bob Ettinger, Jennifer Farmer, Kristine Farwell, Barbara Folmer, Jay Gray, Emrie Hollander, Kelly Jones, Keith Peck, Woody Sobey, Kerrie Thornton, and Carlito Umali

**Special Guest:** Rena Clark and Luke Shannon-Hill

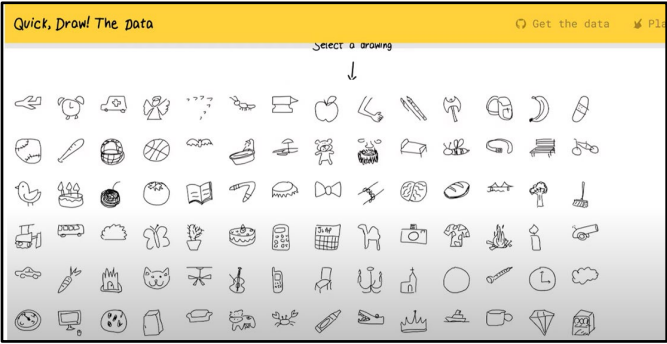
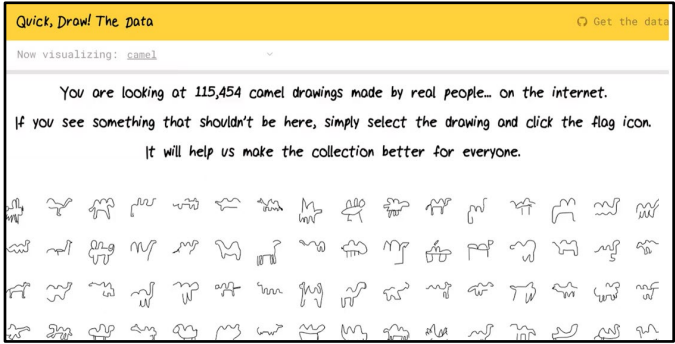
**AGENDA**

- [Welcome and Introductions](#)
- [Project Updates](#)
- [AI Exploration/Guidance](#)
- [Celebrations](#)

**WELCOME AND INTRODUCTIONS**

Ellen welcomed the council and thanked them for their attendance. She reminded them that the role of RTCC is to serve as a forum to review the technology plan and how it supports the overall vision/mission of the district; to ensure technology decisions maximize student performance and achievement.

Ellen went over the agenda and then invited Bob to lead the connector. He demonstrated how to play [Google Quick Draw](#), which is an activity where the participant is given a prompt and they must draw it in under 20 seconds while the program tries to guess what it is. Bob gave the council time to try it on their own. When they were finished, he shared the data from Google Quick Draw that detailed all the ways people have attempted to draw each prompt. He then selected a single prompt (camel) and highlighted how the program shows you different ways people have attempted to draw it; not just the different shapes they make, but the full view of what they start with and how they complete it. Bob explained that Google is taking all these details into account to learn and make predictions. This is a form of Artificial Intelligence (AI), which will be the primary focus of the meeting tonight.

Quick Draw Data	Data Specific to the Prompt: Camel
 <p>The screenshot shows the 'Quick, Draw! The data' interface. At the top, it says 'Select a drawing' with a downward arrow. Below is a large grid of 100 small, simple line drawings representing various objects and animals, such as a hand, a bird, a car, a house, a tree, a cat, a dog, a wheel, a clock, a camera, a pencil, a crown, a cup, and a diamond.</p>	 <p>The screenshot shows the 'Quick, Draw! The data' interface for the prompt 'camel'. It displays the text: 'Now visualizing: camel'. Below that, it says: 'You are looking at 115,454 camel drawings made by real people... on the internet. If you see something that shouldn't be here, simply select the drawing and click the flag icon. It will help us make the collection better for everyone.' At the bottom, there is a grid of many small, hand-drawn camels in various styles and colors.</p>

Ellen thanked Bob for leading the connector and noted how it was an excellent way to get us in the right mindset for the meeting topic tonight.

## Core Values and Strategic Framework

Ellen grounded the meeting with a reminder that our work is in service of students: to ensure they have the resources they need for learning. She noted how Technology Services (TS) aligns their work with the [District Core Values and Strategic Framework](#) and outlined how that alignment looks for the department.

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

## Focus for the Year

Ellen reviewed the areas of focus RTCC determined for the year, and showed the council what they can expect for today's meeting and in the future.

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

## Minutes Review

Ellen gave the council time to review the [February 6, 2024 minutes](#), and asked for questions, corrections, clarifications, or additions. There were none.

## PROJECT UPDATES

- **Gym/Commons Update:** We are in the 2nd phase of the Elementary Gym/Commons project. We have been finalizing this work in schools and getting the new equipment up and running. We should be wrapping up this project by early May, and then we will do secondary schools next year. Tomorrow, we will be reviewing some of the secondary school designs with our research and design team. People are pretty pleased with the set-up so far. Emrie, have you had an opportunity to see the new Gym/Commons display in action at Honey Dew?
  - **Emrie:** I have just received a basic overview on functionality. I have not seen it in full action, but I have seen it on, and it looks beautiful. We had an author visit today and I could have used it, but I wasn't ready.
  - **Ellen:** Keep reaching out to our team for support. We have been doing morning-of training with PE teachers, so they are ready for the day. We are also doing follow-up training with other staff so that everyone feels really comfortable with it.
- **Classroom Monitoring Software Update:** At the last RTCC meeting we spent time talking about Classroom Monitoring Software and considering the pros and cons of a tool like this. We also looked at the same inputs and materials at the District Instruction Leadership Team meeting. Based on the level of interest indicated by the data, we decided to move forward with a pilot, which was launched Monday (April 2nd). We have asked teachers at the piloting locations (Honey Dew, McKnight, and Hazen) to try out the software, see what they think about it, and share any guidance they have. Ellen will do follow-up surveys and interviews with both teachers and students regarding their experience.

Ellen opened the floor for any questions or feedback. With Honey Dew being one of the piloting schools, Ellen checked in with Emrie to see if she had heard anything from her teachers yet.

- **Emrie:** No, I haven't heard anything about teacher use yet.
- **Ellen:** It is brand new. We will check in about it after spring break, but teachers seem excited about it.

- **Emrie:** I am excited too. I am glad to know that my teachers are in and active with the software.

### AI EXPLORATION / GUIDANCE

Ellen introduced RTCC guest, Rena Clark (STEM Facilitator), to lead the council in discussion regarding AI. Before beginning discussion, Rena invited the team to play a game where they gave a thumbs up if they have used or experienced any of the following:

- |  |   |
|--|---|
| ● Facial recognition                       | ● Lane or parking assistance                |
| ● Recommendation from a streaming platform | ● Customer service chat bots                |
| ● Suspicious emails flagged in their inbox | ● Alexa or Google                           |
| ● Autocorrect or predictive text           | ● ChatGPT or Open AI                        |
| ● Google Maps or location mapping          | ● MagicSchool                               |
| ● Internet searches with predictive text   | ● MagicSchool for Students                  |
| ● Speech-to-text                           | ● Canva                                     |
| ● Text-to-speech                           | ● Curipod - Lesson Slide Creation           |
| ● Auto-captioning                          | ● Khanmingo - AI Powered teaching assistant |

Rena explained that all these things are a form of AI, and asked the council to consider how often they actually use AI on a day-to-day basis without really noticing. She defined the different types of AI:

- **General AI Definition:** The theory and development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.
- **Generative AI Definition:** A type of artificial intelligence that is capable of creating or generating new content, such as text, images, or videos, based on patterns and examples from which it has learned.
- **Large Language Models (LLM):** A sophisticated computer program that uses artificial intelligence techniques to understand and generate human language. These models are trained on massive amounts of text data and learn to predict the next word or phrase based on learned patterns and the context of associated words.

Rena explained that a lot of the conversation happening now (especially in education), is around LLM (like ChatGPT) because it is actually used to generate human language. Rena emphasized that while this particular type of AI has become a topic of interest, AI itself has been around for a long time and is integrated into much of what we do.

Rena shared some of the work that has been done in the district regarding AI:

- **AI Professional Learning:** Rena held a couple of introductory sessions about AI, which looked at how educators and staff could use AI to support them in their workflow.
  - Intro to AI professional learning at Kohlwes Education Center
  - Intro to AI professional learning for non-classroom teachers at Cascade Elementary
- **AI task force at Risdon Middle School:** A task force was created at Risdon to look more in-depth at the use of AI, the impact on students, and communication with families.
- **AI task force at Hazen High School:** This group had a similar focus where they also looked at impact on students and family communication. Rena asked if anyone had more specific information about this task force.
  - **Ellen:** I think part of what Hazen did was hold a professional development around some pieces of AI. Kelly, can you talk more about this?
  - **Kelly:** Yes! Earlier this year, we had a group of teachers dig into AI. It was partially to get information about what is out there that students might be using, but also to help teachers create better questions and prompts that would push students beyond what AI can do. The teachers created prompts, put them

into ChatGPT, reviewed the information they got in response, and then discussed how they could increase the rigor of what kind of questions were asked until they reached an instance where the bot couldn't answer or that the answer was easily identified as a bot. It was very well received by the staff.

Ellen thanked Kelly for her clarification and emphasized that one thing to remember when it comes to new technology is: how it is used matters more than the technology itself. For this reason, it is important to think about how we will teach the responsible use of any technology we are introducing. Ellen framed for the council that it was important to have some specific context for AI, so that we can consider it in relation to the district's current philosophy and resources. She invited Bob to speak further on this subject.

Bob began by sharing the slides to talk about existing resources.

- [Responsible Use Policy](#) (RUP)
  - While this policy was written before the advent of AI, it may be applicable to the use of AI.
- [Digital Citizenship Resources for Families](#)
- [Digital Citizenship Lessons in Curriculum Center 2.0](#) (*link only accessible to RSD staff*)
  - These digital citizenship lessons are more robust than people realize, and it is worthwhile for teachers and school leaders to dig into them. Bob shared that the word that is most used when people try these lessons is: "actually." For example: "these are actually pretty good" or "these were actually helpful."

Bob opened the floor for any questions or comments regarding these resources:

- **Emrie:** We did some of these lessons in advance of the implementation of the 1:1 program at our school (one device per student). In addition, our librarian is active in building those lessons into the library curriculum.
- **Carlito:** Our Connections classes use some of these lessons, as well as our school librarian. She does lessons in different subjects, but primarily in collaboration with the social studies teachers. Sometimes we end up covering the lessons twice because they are relevant to what we are working on.

In consideration of these resources, Bob emphasized that we are not starting from scratch when it comes to building policies around AI. However, these resources were not written with AI in mind. So, he shared a resource that was: [Human Centered AI Guidance from OSPI](#).

Bob split the council into groups and asked them to independently read an assigned section of the policy.

- **Group 1:** Pages 8-10: Definitions, Principles, and Values
- **Group 2:** Pages 11-12: Guidance
- **Group 3:** Pages 13-15: Policy and PD

When they were done reading the information, he put each group in a breakout room to discuss what they read and to answer the following questions on a [Google Document](#).

- What is this saying? (in clear language)
- What might this mean for RSD?

While the groups were in breakout rooms, Ellen welcomed the second RTCC guest, Luke Shannon-Hill, Computer Science Teacher at Lindbergh High School (LHS).

After the groups completed their discussion and recorded their thoughts, Bob invited the council to go on a "Gallery Walk" through the Google Document to see what each group wrote.

## Open Discussion

Bob invited the council to discuss what they thought was most relevant and what our next steps might be based on the information we gathered.

- **Luke:** Some of my most engaged and advanced students are very vocal about their use of AI. On the other hand, some of my students who could use the individualized tutelage AI can provide, are not using it. In fact, they are not aware of it. I think that the equity piece is really crucial here. From my perspective, a lack of a systemic solution and global availability of these tools, compounds the deficits and gaps that I think we ideally want to close.
  - **Ellen:** Thank you! Everybody, this is Luke! Luke is joining us from Lindbergh because he has a particular interest in AI guidance and can provide us feedback from the high school lens. Thank you for joining us, Luke.
  - **Luke:** Thank you for the warm introduction, and my apologies to the group for arriving late. Thank you for having me.
- **Bob:** What else comes up for people?
- **Emrie:** As an Elementary Administrator, I am very aware of how much I don't know, and after reading this, how much I need to know. Simple tools that could automate our processes feel very tempting in terms of ease and efficiency. However, I had not considered the data privacy impacts of AI use. It seems a little dangerous and poses risks to student/family information, and yet the forward-facing part of the AI looks so clean and simple. This initial exposure of things to think about is pretty eye opening.

Bob noted that one of the things he noticed is that each of the three groups had a next step that referenced existing policies but in different ways:

- **Group 1:** Focus on the RUP.
- **Group 2:** Consider how this intersects with the Academic Honesty Policy.
- **Group 3:** Make a plan to update the RUP.

Bob asked the council for their thoughts about this.

- **Emrie:** The reading made an explicit statement not to create a new policy, but to build AI guidance into an existing policy.
- **Bob:** I guess another way to pose the question is: Does our RUP need updating and if so, in what ways?
  - **Woody:** The policy is pretty good as it is right now. It covers things like not sharing passwords and confidential information. It also looks at copyright law, which is a little unusual with AI generated content, but I don't think we are going to do better than following copyright law with anything we create here. I think it is good.
  - **Emrie:** That's an interesting question. I didn't even look at the current policy with consideration of whether or not it could encompass AI guidance.
  - **Kelly:** At HHS, we were looking into how we integrate this into the Academic Honesty Policy which is a little different from the RUP. However, the goal is to have something clear to say to students so that they understand the expectation around the use of AI. We want something to point to, that demonstrates that we understand these tools exist and we have expectations about them.
    - **Ellen:** Kelly, to your point of wanting to identify that we are aware of these tools and having some philosophy around it: it makes me wonder if we think the OSPI guidance is worth adopting or referencing in some way in our existing policy? We wanted to get a sense of that. Did anything in the guidance feel like it was not in alignment with our existing policy? If it aligns well

enough, maybe we don't need to have something new, but use it as a reference in different places.

- **Kerrie:** Explicitly naming AI and referencing policy around it within the existing guidance would be helpful. That way there is something to point to that says: these rules about responsible use of technology also apply to the use of AI.
- **Ellen:** Carlito, I am curious about your opinion on this. Your group talked about conversations with families, and I am wondering if this solution would support that in some way.
  - **Carlito:** The language in one of the things we read states that parents and families have a responsibility to discuss appropriate use of AI with their students. In terms of the existing RUP, it does provide the right guidance without explicitly naming this new technology that is hard to define and people think is everywhere and nowhere all at once. I think updating it to name AI within the guidance is important, even if it is just a line that states “the above policies apply to the use of AI.” Because, if you look at the RUP, there is stuff about family responsibility, not sharing personal data, keeping passwords secret, and following copyright laws just like in the OSPI AI Guidance. So, like Kerrie said, it doesn't hurt to just name it.
- **Emrie:** When I think about what the RUP encompasses, such as “following copyright law,” it is taking a great deal of information and compiling it into a digestible document that we can reference and use to educate. I think it will be useful to include something that gives specificity to responsible use with AI. Also, there was a section in the OSPI guidance about teachers needing to be explicit with their students on when they can and cannot use AI, and for what kinds of things.
  - **Ellen:** In the pilot training for GoGuardian Teacher (classroom monitoring software), we discussed the importance of teachers being transparent with their students about how they will be using monitoring software in the classroom, let them know what it will look like, and give them an opportunity to provide feedback regarding their experience. That level of transparency is useful in the introduction of most new tools we use with students. I'm also hearing the need for some professional development for teachers around this.

To be mindful of time, Ellen summarized that it seemed like the council felt comfortable using the OSPI policy as a guiding document that we could link into our RUP as a reference. It also sounded like the council agrees that the existing policies apply to the use of AI. She recommended that our next steps be to work on drafts for the places on the website that we would want to include this information and to add it to our RUP.

She asked the council to indicate their agreement with this summary and approach by giving a thumbs up. The council agreed.

Ellen thanked the council for their robust discussion and shared note taking.

## **CELEBRATIONS**

Before closing the meeting, Ellen opened the floor to celebrations and appreciations. She started by thanking Rena for presenting and Luke for attending and sharing his thoughts. She also welcomed Director Talley to her first RTCC meeting and thanked her for her participation.

- **Kelly:** The teachers at my school who are participating in the GoGuardian Teacher pilot are really excited. They have also been having really good conversations about the ethical use of monitoring software. So, thank you for supporting the idea.
- **Luke:** I know Becca L'Amour is not on the call, but I wanted to give her a shoutout. I am a second-year teacher and still supported through the BEST (Beginning Educator Stakeholder Team) Mentorship Program, and she just

---

does phenomenal work. I feel incredibly supported by her. It is difficult to imagine not having that support. So, go Becca!

- **Carlito:** We have an all-virtual school at Talley, and we are really struggling with AI and academic honesty. So, I am glad other folks are seeing and discussing this. Thank you for the visibility into this topic and the thoughtful discussions.

**MEETING ADJOURNED**

Ellen thanked everyone again for their participation. She invited folks to continue to share their ideas. At the next meeting, she will provide updates regarding the pilot and share the draft language for the AI guidance.

5:46pm