FCCPS AI Advisory Committee Minutes

Date of Meeting: Friday, February 20, 2026
Location of Meeting: FCCPS School Board Office (Multi-Purpose Room)
Time of Meeting: 8:30–9:30 AM (in-person). Transcript began ~8:38 AM; discussion extended beyond scheduled end.
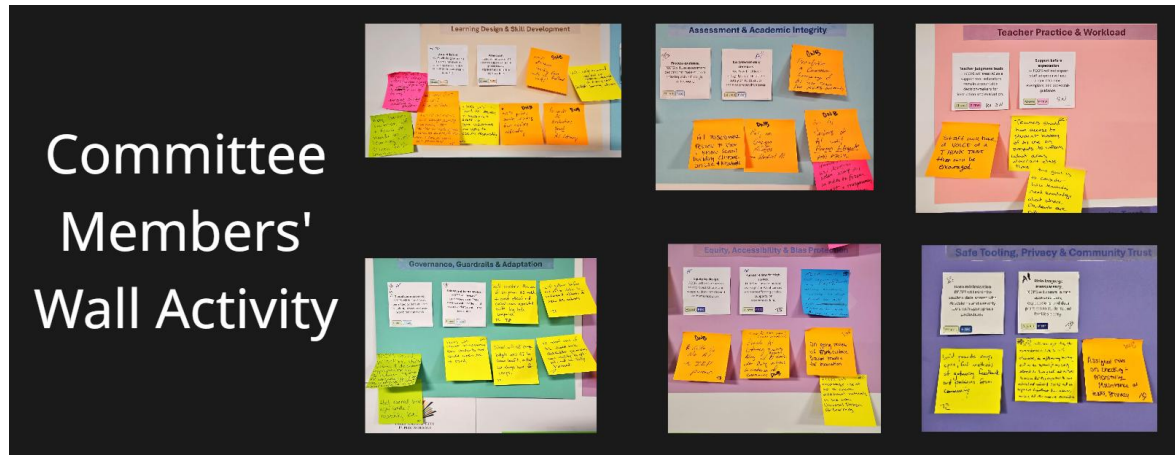
Members Present: Members Absent:	Members Present: Co-Chairs: John Black (Chair); Tina Beaty (Vice Chair) School Board Liaisons (non-voting): Jillian Burkley Jerrod Anderson; Bethany Henderson **Committee Members:** David Berol; Elizabeth Chua; Thomas Colvin; Susan Nelson; Adriana Palacios; Tom Sabo; Anubav Vasudevan; Additional participants: John (last name not captured) Members Absent: None
Item:	**Notes:**
Adoption of the Agenda	Agenda followed as published; no objections noted (agenda adoption occurred before transcript start).
Approval of Prior Minutes	Meeting 2 minutes (Feb 6, 2026) reviewed and approved (occurred before transcript start).
Public Comments	Public comment period held (occurred before transcript start). No public comment content captured in recorded portion.
School **Board / Staff Liaison Updates**	Bethany Henderson shared upcoming School Board AI Town Hall dates and invited committee participation. Reminder: public input will be captured and routed for committee consideration.
Topic/Action Item: Shared Baseline (status check-in)	Tom Colvin and Elizabeth Chua re-grounded the committee in the shared baseline outputs and how they should inform policy principles and recommendations. Key framing: uncertainty persists; policy should emphasize lower-risk patterns with guardrails; staff and student access will occur regardless of policy, requiring practical guidance and review cadence.

Topic/Action Item: Focus Block — Values & Principles (F1 Inputs)	Reviewed synthesized risk/opportunity themes as inputs for principle drafting (learning design & skill development; assessment & integrity; teacher practice & workload; governance/guardrails; equity/accessibility; safe tooling/privacy/trust). Members were asked to add missing items only if they would change principle direction.
Topic/Action Item: Focus Block — Values & Principles (F2 Principle Candidates)	Completed F2: reviewed sponsored seed principle candidates; added additional nominations; retained sponsor initials to preserve intent and accountability.
Topic/Action Item: Focus Block — Values & Principles (F3 Quality Filter)	Completed a first-pass quality filter to triage principle candidates into Pass / Revise / Park based on clarity, decision-usefulness, and fit with FCCPS constraints. No final merge/cap completed in-session.
Discussion of Future Action Items / Next Steps	Action items captured below (kept in-table for traceability): • Chair (John Black): circulate consolidated list of nominated principle candidates and first-pass Pass/Revise/Park set for asynchronous review (before next meeting). • Chair (John Black): draft F4 Merge + Cap proposal (8–12 principles) and circulate for review (before next meeting). • Chair (John Black) + volunteers: draft initial F5 tradeoff statements (principle collisions/tensions) for committee decision-making (bring draft to next meeting). • WS-Communications/Community Input (Tina Beaty coordinating): implement a simple, consistent public-input capture + triage plan for town halls and inbound emails/notes; ensure comments are logged as committee input (ready before first town hall). • Jerrod Anderson / Bethany Henderson: forward resident inquiries received via central channels to Tina Beaty for triage (cc Chair). • All members: submit any missing risks/opportunities, evidence, and use cases that would materially affect principles or guardrails (before next meeting).
Adjournment	Meeting adjourned at 8:53 AM.

Appendix A — Focus Block Outputs (Values & Principles)

Meeting 3 outcomes:

• **F2 completed:** sponsored seed principles reviewed; additional nominations captured.

Committee Members' Wall Activity

• **F3 (first-pass) completed:** candidates triaged into Pass / Revise / Park.

Learning Design & Skill Development

Candidate	Type	Initials/Tags	F3 call	Notes + what to do
Deep skills first. "Design learning requiring reasoning/reflection even when AI available."	Seed	(TB/SN noted); AI seed; P-LSD	**PASS**	Strong north star. Optional tighten: reference "visible thinking."
AI as coach. "Use supports learning processes, not replacement of student work products."	Seed	—; AI seed; P-LSD	**PASS**	Clear and durable.
"Allow students to dive deeper into interest areas… love of learning…"	Write-in	—	PARK	Valuable vision, but too broad/not AI-policy specific. Keep as supporting narrative, not a principle.
"Keep learning human… hands-on learning not screen-first."	Write-in	—	**REVISE**	Good human-centered constraint; link to AI. **Rewrite:** "FCCPS will keep learning human-centered, balancing AI with hands-on, collaborative, and offline learning."
"Educators will design learning experiences that require visible student reasoning and reflection even when AI tools are permitted."	Write-in	AP	**REVISE (merge)**	This is essentially **Deep skills first** with better testability—merge as the refined wording.
"Build AI literacy in students + staff… skills to use AI responsibly."	Write-in	(initial unclear)	**PASS (light revise)**	This is a missing pillar—worth elevating. Optional tighten: "grade-banded AI literacy."
"Protect learning objectives from cognitive offloading."	Write-in	DNB	**REVISE (merge)**	Good concept, but abstract. Merge into **Deep skills first / AI as coach** as rationale + examples.
"Reasonable AI restrictions. Teach AI literacy."	Write-in	DNB	**REVISE (split/ merge)**	Two ideas: restrictions → Governance; literacy → LSD. Don't keep as-is.
"FCCPS discourages faculty from outsourcing feedback to AI."	Write-in	DNB	**REVISE**	Clear intent, but wording needs K-12 role clarity ("faculty" → "educators/teachers") and an operational boundary (avoid blanket ban). Frame as "AI may assist drafting; educator remains responsible; AI not sole source of evaluative feedback."
"Only recommend uses that are evidence-informed to show positive learning outcomes."	Write-in	(initial unclear)	**REVISE (merge)**	Strong, but overlaps with **Evidence-driven updates**. Merge there: "Scale only evidence-supported uses."

Assessment & Academic Integrity

Candidate	Type	Initials/Tags	F3 call	Notes + what to do
Process evidence. "FCCPS will use assessment designs that make student thinking visible for high-stakes work."	Seed	JB; AI seed; P-AAI	PASS	Board-ready. Optional tighten later: define "high-stakes" + examples (drafts/oral defense/in-class checkpoints).
No detector-only decisions. "FCCPS will not base integrity determinations solely on AI detection tools or probability scores."	Seed	AP; AI seed; P-AAI	PASS	Strong, clear constraint. Optional add: "use multiple evidence sources + due process."
"Pre-define a common language of AI use cases for FCCPS community."	Write-in	DNB	REVISE (merge)	Good need, but belongs with transparency/permissioning. **Rewrite:** "FCCPS will publish clear, grade-banded examples of allowed/limited/prohibited AI uses."
"AI assessment review to view + know school building climate on use + knowledge." *(handwriting partially unclear)*	Write-in	—	PARK	Too unclear + reads like an internal program activity (survey/review). Park for "Implementation ideas / metrics."
"Rely on design factors + restrict AI."	Write-in	DNB	REVISE (merge)	Directionally right but incomplete. **Merge into Process evidence:** "Prefer assessment design patterns over blanket bans to protect validity."
"No AI detectors until proven adequate AND FAIR."	Write-in	DNB	REVISE (merge)	Too absolute; conflicts with "not detector-only." **Rewrite:** "Detector outputs are advisory only; validate for accuracy/bias before use; never sole evidence."
"Students will disclose when using AI... to foster trust + transparency."	Write-in	—	REVISE (merge)	Good principle, but needs grade-banding + scope. **Rewrite:** "FCCPS will set grade-banded AI attribution/disclosure expectations, especially for high-stakes work."

Teacher Practice & Workload

Candidate	Type	Initials/Tags	F3 call	Notes + what to do
Teacher judgment leads. "AI as support tool; educators remain accountable decision-makers..."	Seed	(AV/SN); AI seed; P-TPW	PASS	Strong professional-responsibility anchor.
Support before expectation. "No staff adoption expectation without training, exemplars, accessible guidance."	Seed	SN; AI seed; P-TPW	PASS	Board-ready and implementable.
"Staff will have a voice / a THINK TANK that will be encouraged."	Write-in	—	REVISE	Convert from org idea to policy direction. **Rewrite:** "FCCPS will include educator voice in AI governance, evaluation, and guidance updates."
"Teachers should have access to student history of AI use on projects..."	Write-in	—	PARK	Collides with **data minimization**, surveillance concerns, and practicality. Park pending DPS/EQA analysis; consider replacing with **process-evidence artifacts** (drafts/reflections) rather than "AI-use histories."

Governance, Guardrails & Adaptation

Candidate	Type	Initials/Tags	F3 call	Notes + what to do
Tiered permissioning. "Permitted by default / requires review / prohibited…"	Seed	(JB/AP noted); AI seed; P-GGA	**PASS**	Board-ready governance backbone.
Evidence-driven updates. "Revise guidance on a defined cadence using evidence of impact and incidents…"	Seed	(JB); AI seed; P-GGA	**PASS**	Strong, durable.
"Prioritize student safety & developmental appropriateness… protected from harmful content… tools that exceed age/grade/maturity."	Write-in	(initial unclear)	**PASS (light revise)**	Keep—high-value. Optional tighten: "developmentally appropriate by design."
"Consider use of on-prem AI models to avoid ethical/control issues…"	Write-in	TC/TS	**PARK**	Solution choice, not a principle. Keep for later **options analysis** in tooling/procurement section.
"Gather before and after data to understand effects of new AI actors."	Write-in	TC	**REVISE (merge)**	Good evaluation posture. **Merge into Evidence-driven updates:** "Define success metrics; evaluate pre/post before scaling."
"Require transparency from students and staff when AI is used."	Write-in	—	**REVISE (merge)**	Duplicate of disclosure ideas; consolidate into one cross-cutting "Attribution/Transparency" principle.
"School will not change budgets until AI has shown benefit… off ramps."	Write-in	TC	**REVISE**	Principle is "pilot before scale + reversibility," not budgets. **Rewrite:** "FCCPS will pilot before scaling and maintain off-ramps if benefits do not materialize."
"All school uses… seek stakeholder permission, opt-out, fully disclosed."	Write-in	TC	**REVISE**	Important but needs feasibility language (opt-out not always possible). **Rewrite:** "FCCPS will provide advance notice and, where feasible, consent/opt-out options; approved uses and data practices will be disclosed."

Equity, Accessibility & Bias Protection

Candidate	Type	Initials/Tags	F3 call	Notes + what to do
Equity by design. "Access… does not depend on home resources."	Seed	AP; AI seed; P-EAI	PASS	Clean, policy-level, durable.
Human review for high-stakes. "Require human oversight for AI-influenced decisions affecting grades, supports, or accommodations."	Seed	AP/TS; AI seed; P-EAI	PASS	Strong safeguard; also helps SPED/504/ELL contexts.
"FCCPS will not require the use of AI to achieve academic success…"	Write-in	TS	REVISE (merge)	Good equity guardrail; make it enforceable. **Rewrite:** "FCCPS will provide non-AI pathways and will not penalize students for choosing not to use AI when optional."
"Little to no AI in IEP process."	Write-in	DNB (+TS mark)	REVISE (merge)	Too blunt; but the risk is real. **Merge into Human review** with a clearer constraint: "AI will not replace required human decision-making for IEP/504; any AI support must be assistive, documented, and supervised."
"Provide AI literacy training along w/ access to AI tools when doing outreach to underserved communities."	Write-in	DNB	REVISE (merge)	Good but reads like a program plan. **Merge into Equity by design:** "FCCPS will pair equitable tool access with supports (training, language access, caregiver guidance)."
"Ongoing review of evidence-based practice for innovation."	Write-in	DNB	PARK	**Redundant with Evidence-driven updates** (GGA). Keep as supporting rationale, not a separate principle.
"Encourage use of AI to create additional materials in line with UDL."	Write-in	(initial unclear)	REVISE	Strong accessibility angle—needs guardrails. **Rewrite:** "FCCPS will use AI to expand accessible, UDL-aligned materials with human review and accessibility checks."

Safe Tooling, Privacy & Community Trust

Candidate	Type	Initials/Tags	F3 call	Notes + what to do
Data minimization. "Minimize student data shared… use only tools with appropriate protections."	Seed	JB; AI seed; P-TPC	PASS	Excellent policy anchor for DPS workstream.
Plain-language transparency. "Communicate approved uses, expectations, and data practices…"	Seed	AP/JB; AI seed; P-TPC	PASS	Clear + family-facing.
"Provide easy, open, fast methods of gathering feedback and problems from community."	Write-in	TC	REVISE (merge)	Good, but convert to principle: **Rewrite**: "FCCPS will provide simple channels to report AI concerns and will publish how input is reviewed and acted on."
"Encourage thoughtful experimentation… monitoring and review systems… responsive to feedback…"	Write-in	(initial unclear)	REVISE (merge)	Too long/implementation-heavy. **Merge into Evidence-driven updates + Tiered permissioning:** "Support responsible pilots with monitoring, guardrails, and feedback loops."
"Assigned roles on checking + monitoring… leaks, privacy."	Write-in	DNB	REVISE (merge)	Implementation detail, but principle underneath is accountability. **Rewrite:** "FCCPS will assign accountable owners for AI privacy/security monitoring and incident response."

- **F4–F6 deferred:** Merge + Cap, Tradeoff Statements, and Ratification to be completed in advance of (and/or during) the next noticed meeting.

Primary capture location: Miro board frame "Values & Principles" (F1–F6).

Appendix B — Shared Baseline Reference

The shared baseline remains a living artifact used to justify and stress-test principles and recommendations. The following is a snapshot of a summary of the baseline document.

Shared Baseline (Working): AI Definitions, Assumptions, Misconceptions

Rapid-adoption one-pager (non-binding, living baseline) • v0.1a • 20 Feb 2026

Purpose. Lock shared language and "baseline realities" so the committee can move into Values & Principles without re-litigating definitions each meeting.

Working definitions (plain-language)

AI: Systems that perform tasks commonly associated with human intelligence; what counts as AI shifts over time.

LLM: Current generation of language models trained on large datasets; outputs reflect statistical patterns in training data.

GenAI: Tools built on LLMs (and related models) that generate text, images, audio, video, or code.

AI literacy: Skills to understand AI, evaluate it responsibly, and use it effectively as a human-centered tool.

Baseline assumptions / realities to plan around

- Access is inevitable. Students/staff will have GenAI access regardless of school policy; governance must manage use, not assume prevention.
- Detection is weak. Policy should emphasize process evidence, transparency, educator judgment, and assessment design.
- Benefits are uncertain. Outcomes will vary by context; policy should be evidence-informed and iterative.
- Risks are real. Privacy, integrity, harmful content, and over-reliance require guardrails, training, and monitoring.

High-salience claims and "what we say instead"

Claim	Working corrective framing (policy posture)
"AI replaces teachers."	AI may automate tasks; policy should preserve human judgment, relationships, and non-delegable educator responsibilities.
"AI hurts learning / makes us dumber."	Unstructured use can undermine learning; policy should require learning-centered use (scaffolds, reflection, limits on full automation).
"AI use is cheating."	Use depends on intent + transparency; policy should define allowed, conditional, and prohibited uses by task type and grade band.
"We can tell when someone used AI."	Often not reliably; policy should avoid "forensic detection" and focus on authentic assessment + process evidence.

Adoption language: Adopt as a non-binding, living shared baseline for the remainder of the committee's work; revise as evidence and district context evolve.