



FCCPS AI Advisory Committee Agenda

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)

- Adoption of the Agenda
- Welcome & Introductions
- Adoption of the Minutes from the Previous Meeting (Meeting 2 — Feb 6, 2026)
- Public Comments
- Review of the School Board Charge
- School Board Liaison Report
- Topic/Action Item: Shared Baseline — Ratify/confirm key outputs
 - Definitions + Assumptions (one-page)
 - Priority “claims/concerns we must address” list
 - Draft grade-band structure (confirm working approach / note open items)
- Topic/Action Item: Values & Principles Focus Block
 - Acknowledge Risks & Opportunities survey themes (as available)
 - Draft principle candidates
 - Converge on 8–12 principles and corresponding tradeoff statements (board-ready direction)
- Discussion of Future Action Items
 - Meeting 4 (Mar 6) decision gates + pre-work
 - Workstream check-ins (what’s needed before next meeting)
 - Town hall capture plan + inbound community inquiry triage (Communications & Community Input)
- Adjournment

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.

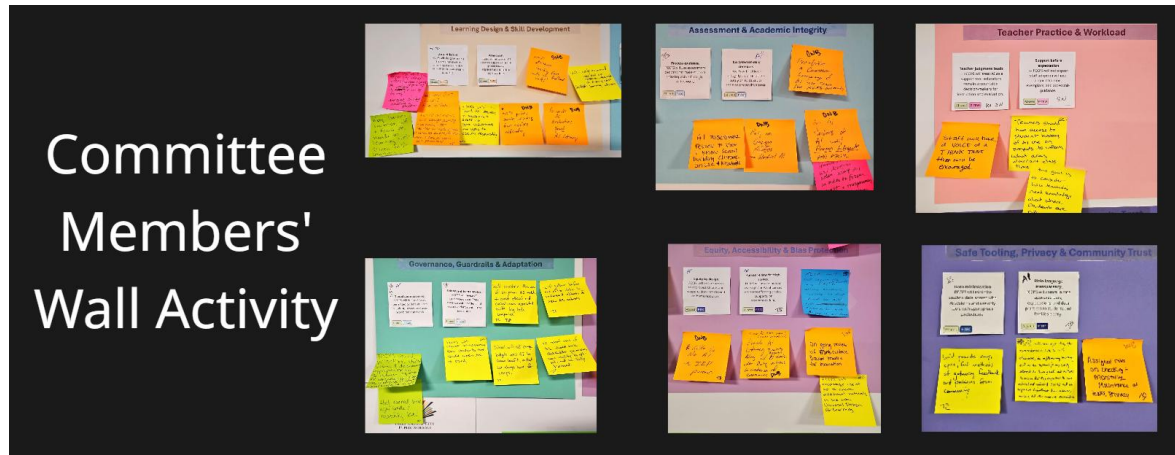
Members Present: Members Absent:	Members Present: Co-Chairs: John Black (Chair); Tina Beaty (Vice Chair) School Board Liaisons (non-voting): Jillian Burkley Jerrod Anderson; Bethany Henderson Committee Members: David Berol; Elizabeth Chua; Thomas Colvin; Susan Nelson; Adriana Palacios; Tom Sabo; Anubav 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	<p>Action items captured below (kept in-table for traceability):</p> <ul style="list-style-type: none"> • 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.



- **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.