



## FORUM TOPIC REQUEST

*Each Board Member may request two forum topics per meeting; use this form for one topic.*

---

**TOPIC:** Creation of the Educational Technology Review Committee

---

**TIME SENSITIVE:**  Yes  No

---

### DESIRED DATE/TIME FRAME AND REASON:

Please schedule this Forum Topic discussion at the Board's earliest convenience to ensure timely and proactive engagement on the use of educational technology, including artificial intelligence, in Fairfax County Public Schools (FCPS). As these tools continue to evolve and are increasingly integrated into teaching and learning, establishing a structured advisory process now will help guide consistent, thoughtful decision-making, support clear expectations for staff and families, and position the division to respond effectively and quickly to emerging opportunities and challenges.

---

**BOARD MEMBER NAME/S:** Karl Frisch & Tom Dannan **SUBMITTED:** 04/21/2026

---

### FORUM TOPIC DETAILS:

*Specify Topic's Relation to Student Achievement Goal, Operational Expectation, Policy:*

The creation of an Educational Technology Review Committee (ETRC) aligns directly with the FCPS Strategic Plan's goals and pillars, particularly those related to preparing students for a rapidly evolving, technology-driven future. The Strategic Plan underscores that "education is evolving at a rapid rate" and calls on FCPS to continuously adapt its practices to meet changing environments, a principle embedded in "Pillar C: Culture of Equity, Excellence, & Accountability," which emphasizes data-driven continuous improvement and innovation in how the division delivers instruction and supports students. Establishing a formal process to review and guide the use of educational technology, including artificial intelligence, directly supports this expectation by ensuring that innovation is implemented thoughtfully, transparently, and aligned with division priorities.

This work also advances "Goal 3: Academic Growth and Excellence," which commits FCPS to ensuring that every student develops critical and creative thinking skills and meets high academic standards, as well as "Goal 5: Leading

for Tomorrow's Innovation," which focuses on preparing students to "navigate, adapt, and innovate for a sustainable future," including the development of digital literacy and future-ready competencies. Educational technology is deeply tied to these goals, but its effectiveness depends on intentional selection, evaluation, and implementation. A structured review process ensures that technology used in classrooms meaningfully supports student learning, expands access to rigorous opportunities, and reinforces core human-centered instructional practices.

Equally important, this proposal supports "Pillar B: Vibrant Home, School, and Community Partnerships," which emphasizes shared responsibility and proactive collaboration with families and community members built on trust, transparency, and engagement. The Strategic Plan's equity commitments further call for authentic partnerships with families and stakeholders through collaborative decision-making that contributes to each student's success. By creating a formal committee that includes parents/caregivers, students, and community representatives alongside educators and staff, the school division will establish a consistent and meaningful structure for engaging those most impacted by decisions about technology use in schools. This approach strengthens transparency, improves communication, and ensures that implementation decisions reflect the lived experiences and needs of students and families across the division.

*Objective of the Topic/Conversation:*

Educational technology is embedded in many aspects of teaching and learning across the school division, from classroom instruction and assessment to communication, student supports, and professional collaboration. At the same time, the pace of change, particularly with the emergence of artificial intelligence, has outstripped the structures traditionally used to evaluate, implement, and monitor these tools. Decisions about what technologies are used, how they are deployed, and how their impact is measured carry significant implications for student achievement, staff workload, data privacy, and equitable access.

To ensure these decisions are made with a consistent, division-wide process for vetting tools, incorporating stakeholder perspectives, and evaluating outcomes over time, the Superintendent must establish an ETRC modeled, at least in part, on the Instructional Resource Review Committees used to evaluate, select, and recommend (basal) teaching materials. Such a committee would provide a clear, reliable structure for bringing together educators, families, students, and subject-matter experts to inform decisions about educational technology. A formal, data-driven review process ensures that technology choices are developmentally appropriate, grounded in instructional value, aligned with division priorities, and responsive to the experiences of those most affected. It also provides a mechanism for evaluating new tools before they are widely adopted, supporting effective implementation through professional learning and

communication, and identifying when tools should be renewed, improved, or discontinued altogether.

This work is also essential to maintaining trust with families and staff. As technology becomes more visible and more consequential in students' daily experiences, families and caregivers expect transparency, clear expectations, and meaningful opportunities to engage in decisions that affect their children. A structured committee creates that pathway for engagement while helping the division communicate consistently and clearly about how and why technology is being used.

At its core, this effort is about ensuring that when technology is needed, it is used intentionally, and only in ways that enhance and support effective teaching and meaningful student learning. By creating a deliberate, inclusive, and transparent process, the school division can better harness innovation in the service of student success while maintaining the central role of educators and the relationships with families that drive learning.

---

**DESIRED OUTCOME:**

- Forum Discussion Only
- Superintendent Action / Report
- Other:
- Refer to Committee
- Refer to Work Session

While the Governance Committee is currently developing an Innovation in Instructional Technology Policy that contemplates a technology-related advisory structure, that work remains underway and should not be rushed for the sake of expediency at the expense of thoughtful development.

However, given the urgency and importance of this topic, the Board should move forward concurrently to ensure timely progress and allow an ETRC to begin informing decisions, strengthening engagement, and guiding the responsible use of educational technology without delay.

Accordingly, the desired outcome of this forum topic is twofold:

1. **Direct the Superintendent to establish an ETRC** consistent with the purpose, charge, scope, structure, and membership outlined below, and to begin convening the ETRC at the earliest practicable time; and
2. **Direct the Governance Committee to incorporate and formalize these expectations into Board policy** as part of its ongoing work, ensuring the

ETRC's purpose, charge, scope, structure, and membership are codified as detailed below.

This approach allows the Board to act with urgency to meaningfully address the growing role of educational technology, including artificial intelligence, without rushing policy development to ensure thoughtfulness, long-term governance alignment, and policy clarity.

## **EDUCATIONAL TECHNOLOGY REVIEW COMMITTEE**

### **PURPOSE**

The Educational Technology Review Committee (ETRC) provides a structured, transparent process for community engagement on the use of educational technology, including artificial intelligence.

As digital tools increasingly impact teaching, learning, assessment, communication, academic integrity, and student support, the division will benefit from a committee that brings together students, families, teachers, school-based leaders, central office staff, and community voices on best practices.

The ETRC will serve as an advisory body to division leadership and will help ensure that decisions related to educational technology are educationally sound, aligned to division priorities, equitable, accessible, secure, developmentally appropriate, and responsive to educator, student, and family experiences.

### **CHARGE**

The ETRC will be responsible for reviewing the division's current practices and emerging needs in educational technology, including artificial intelligence, device use, and other key areas.

Through research, data analysis, and engagement, the ETRC will provide recommendations to division leadership on the responsible, effective, equitable, safe/secure, and developmentally appropriate use of educational technology to support student learning and staff effectiveness.

The ETRC's work will focus on the instructional, ethical, and operational implications of educational technology use, including guidance for implementation, communication, professional learning, and continuous improvement.

Particular emphasis, at least initially, will be given to artificial intelligence as a rapidly evolving technology that requires clear expectations, human oversight, and alignment with the division's academic, equity, privacy, safety, and accessibility commitments.

## **SCOPE OF RESPONSIBILITIES**

The ETRC will:

- Advise on division guidelines, practices, and implementation models related to educational technology and digital learning platforms, including expectations for privacy, accessibility, and developmental appropriateness.
- Advise on criteria and processes for evaluating, piloting, scaling, and sunsetting educational technology tools, with attention to educational value, implementation readiness, and impact on affected constituencies.
- Advise on professional learning priorities and implementation support for staff related to educational technology and artificial intelligence.
- Advise on approaches to student, family, and staff communication to ensure expectations for educational technology use are clear, understandable, and consistently implemented across the division.
- Advise on measures the division can take to monitor the impact of educational technology and artificial intelligence on student outcomes, staff workload, digital citizenship, and system effectiveness.

## **MEMBERSHIP AND STRUCTURE**

Under the direction of the Superintendent, the ETRC will be co-chaired by the Chief Academic Officer and the Chief Technology Officer. They will establish agendas, facilitate meetings, and appoint workgroups as needed to ensure that recommendations are brought forward to division leadership in a timely manner.

Membership should reflect a diverse set of constituencies with a broad range of perspectives and experiences. Parents/caregivers, students, teachers, and school-based administrators should be representative of elementary, middle, and high school levels. Additional members should represent central office functions that are essential to effective and responsible technology implementation.

The ETRC should meet monthly during the school year, with additional workgroup meetings scheduled as needed. Members should generally serve a one school year term and will be appointed in alignment with membership practices for other school division advisory committees, as detailed below. Members may be reappointed.

Committee Members:

- School Board Member-Appointed Positions - Each Fairfax County School Board Member may appoint one person to the ETRC. Each magisterial district-level School Board Member shall select a resident from their district, while each at-large member shall select a resident of Fairfax County. The City of Fairfax School Board shall appoint one resident of the City of Fairfax to the ETRC.
- Co-Chair - Chief Academic Officer
- Co-Chair - Chief Technology Officer
- Chief of Schools
- Chief Equity Officer
- Senior Leader for Curriculum and Instruction
- Senior Leader for Information Security, Data Privacy, or Cybersecurity
- Senior Leader for Special Education or Student Services
- Senior Leader for Multilingual Learners, Accessibility, or Equity
- Representative for Research, Assessment, or Program Evaluation
- Representative for Professional Learning and Leadership Development
- Elementary School Principal/s
- Middle School Principal/s
- High School Principal/s
- Elementary Classroom Teacher/s
- Secondary Classroom Teacher/s (Core Academic Content)
- Special Education Teacher/s or Related Instructional Specialist/s
- Library Media Specialist/s or Digital Learning Specialist/s
- School-Based Technology Specialist/s (SBTS)
- Parent/Caregiver Representative/s – Elementary School
- Parent/Caregiver Representative/s – Middle School
- Parent/Caregiver Representative/s – High School
- Parent/Caregiver Representative/s – Perspective on Accessibility, Disability Support, or Digital Inclusion
- High School Student Representative/s
- Higher Education Representative with Expertise in Artificial Intelligence, Digital Ethics, or Future-Ready Skills

## **BOARD OVERSIGHT**

Through the Executive Limitations process, the School Board will provide governance oversight of the ETRC to ensure its work remains aligned with the Strategic Plan, Board policies, and the division’s instructional priorities.

The Board will also receive periodic updates from the Superintendent on the ETRC’s work, including summaries of key findings, recommendations, and emerging issues related to educational technology and artificial intelligence.

As appropriate and in alignment with Board policy, the Board may review and consider recommendations that have division-wide implications, including those related to resource allocation, instructional practice, student outcomes, data privacy, and equity.

In its oversight role, the Board will monitor the impact of educational technology on student achievement, staff workload, and equitable access to high-quality, developmentally appropriate learning experiences.

The Board will also ensure that community engagement, as reflected through the ETRC, is meaningful, transparent, and responsive to the needs of educators, students, and families.