

EPLC

Educational Programs Leadership Council - The Grosse Pointe Public School System

Meeting Minutes
Date: May 6, 2026
8:30-10:30
Barnes PLS

PRESENT: Sara Delgado, Katy Vernier, Courtney Dykstra, Taylor Barczyk, Brian Levinson, Ryan Boyd, Cindy Parravano, Jessica Bryan, Natalie Vassel, Lillie Loder, Taryn Loughlin, Emily Rennpage, Deb Redlin, Kevin Shubnell, Lesley Graham, Beth Walsh-Sahutske

Meeting commenced at: 8:35 a.m.

I. INTRODUCTION OF GUESTS:

Andrew Taylor, Mandy Grattan, Jacquelyn Davis, Nancy Rieth

II. ACTION ITEMS

A. Approval of Agenda for May 6, 2026

Motion to approve: Taylor Barczyk; 2nd: Taryn Loughlin; No discussion; All Approved

B. Review of Proposed Minutes from April 8, 2026 [EPLC April Minutes](#)

Motion to approve: Taryn Loughlin; 2nd: Beth Walsh-Sahutske; No discussion; All Approved

C. [Seal of Biliteracy](#) - World Language Teachers (Mandy Grattan, Jacquelyn Davis)

Proposal brought to committee. Discussed in the World Lang and ELL depts in the fall. Discussion: Very few colleges are currently giving students credit for this seal at this time. Concern that there might be additional pressure for students to get this seal so they can keep up with other students. Are there study guides that we can give these kids so they can succeed? There are lots of resources on the state website. Will other departments want to get seals for their high-level students? This is a state-certified organization that actually exists. Will other groups want stickers for their diplomas? We are voting on the actual award, not how the award is presented. It makes more sense to give them a digital certificate or something on their transcript.

Motion to approve: Brian Levinson; 2nd: Lesley Graham; All in favor; none opposed.

D. Elementary Program of Studies

1. Strikethrough Edition [Strikethrough Edition](#)

2. Suggested Changes [Suggested Changes](#)

Motion to approve Taryn Loughlin; 2nd: Katy Vernier, Thank you's given to Emily Rennpage and Courtney Dykstra for all of their work; All Approved

III. INFORMATION AND DISCUSSION

A. [AI Guidelines](#) - Andrew Taylor (Digital Learning Coordinator)

AI Policy has been approved by the board, so now we are looking at guidelines

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for teachers to use in the classroom. We are looking for feedback on the guidelines.

Feedback:

- What resources are teachers being given to review AI? (Because the reality is that students are not disclosing.) Answer: right now we have not found a completely reliable and consistent resource.
- Whose responsibility is it to train the students about this? English teachers? Librarians?
- The time it takes for teachers to go through each essay to check for AI is exhausting.
- Teacher practices are not aligned across grade levels.
- Give teachers specific examples of how to use it.
- Students are afraid to use it because it might negatively affect their grade. Depends on the type of student you are.
- Parents could benefit from training as well to get their support

Small Group Noticing/Wondering/Next Steps:

Noticing:

- Great for grammar and mechanics, but not content
- No Voice - Can't be taught
- Correcting AI to make it right
- The prompt used matters - must be specific with details
- Must be the experts to fact-check content
- Kids don't know what is acceptable/useful
- Most of the document is geared towards core content - what about picture creation, music, art, PPT?
- Teacher autonomy - based on teacher or assignment
- Value in student idea evident in document
- Concerns about academic honesty
- Concerns about building foundational understanding, structures, and critical thinking skills
- Concern that AI robs students of learning opportunities
- Positives: differentiation, feedback uses, study uses, individualized support
- 0-4 scale is a good guideline.
- Students who are already using AI are just going to continue using it.
- Setting students up to transition to college/career understanding appropriate use
- The levels support all stakeholders to understand the expectations.

Wondering:

- Do students need to learn AI through each discipline?
- Do students know how to use this well?
- How do we create a district-wide overview to address viewpoints
- How do we train teachers and parents on how to effectively use AI
- How does the chart apply to math and other subjects?
- How do we teach students to critically think through this?
- What will the consequences be if the students violate the policy?

- Will there be progressive discipline?
- How do we change the punitive message?
- How does this play into IEP Goals? (Student accommodations or teacher use)
- AI is always changing. How do we keep up?
- Is there a plan for alignment across departments and department members?
- When/where are we teaching kids how to use it? At the beginning of the year?
- How can we be proactive instead of reactionary?
- Tech etiquette as far as AI? Where is it embedded in the curriculum?
- Has something been added to the code of conduct?
- How do we integrate AI in a way that supports and expands on our traditional methods?
- How will we view this 10 years from now? Pondering our findings on phones and 1 to 1.
- How do we ensure academic integrity while still building students with a 21st century skill set?
- AI is a time saver, but when is it acceptable to “save time?” Organizing main ideas is different from “Write my essay.”
- How will this impact test scores? (SAT, AP)
- Policy includes prohibited use but not penalty - is that up to teacher discretion or building/department?
- How does this look in a middle school setting with academics and behavior in mind?
- Do we need a modified elementary scaffold for 4th grade?

Next Steps

- Provide devices to everyone
- Using Lockdown browser
- Teaching the usage in every area and subject
- Orientation - creation of video so that the same message is presented or universal message provided by departments.
- Staff properly oriented/trained - engage staff throughout the process.
- Figure out how we are going to teach kids the approved way to use AI.
- PD for staff on specific uses and guidelines - what does it look like by subject area?
- Teach students specific uses to aid in studying - podcasts, anchor charts, mapping, practice study guides, identifying key concepts, quizzes, etc. Can we create a database of tutorials/lessons/ideas?
- Parent education! We do tutorials on Schoology, etc. - can we do this?
- Show teachers how to educate students on how to use AI.
- Middle school: how to support students around tech use.

B. MICIP Updates

1. Aligning MICIP and Strategic Plan

C. Curriculum Updates

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1. PE/Health/AHE/FCS
 - a) EPLC Presentations early Fall 2026
2. Performing Arts/Drama
 - a) Next Meeting date - TBD - Maybe Fall
3. Math
 - a) Elementary
 - (1) Professional Learning - Next week
 - b) HS Pilots (Fall)
4. Report Card Committee
 - a) First meeting in April
 - b) One more meeting this year

Next meeting - September, Date TBD

IV. ADJOURNMENT

Motion to adjourn: Taryn motion, 2nd: Lillie Loder; All approved; adjourned at 10:39 am.