

From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: articles
Date: Wednesday, May 21, 2025 1:20:09 PM
Attachments: [3677045.3685493.pdf](#)
[retrieve \(1\).pdf](#)
[Generative AI, Teacher Knowledge and Educational Research.pdf](#)
[Bringing Communities In,.pdf](#)

Hi all,

I've been going back and forth on the research—because the deeper I dig, the more I uncover. Many of the articles are quite dense and comprehensive, and I want to make sure we don't get stuck in the weeds while also honoring the depth of this work.

Since the larger GenAI Steering Committee is eager to move forward and has requested our input soon, I'd like to share a key piece for your review:

Below you will find a draft tool designed to support subcommittees in making equity-centered decisions throughout their work. It's intended to surface questions around access, bias, stakeholder voice, and policy alignment in a practical, usable format.

I've also attached several optional readings that informed the development of this prompt sheet. These are here for you to explore as your time and interest allow—no pressure to read them all. Feel free to focus on one or two that resonate with your focus area.

Please take a few moments to review the prompt sheet and share your initial thoughts or suggestions by Friday May, 23, 2025. You're also welcome to flag any ideas you'd like to see reflected in the AI Equity Policy toolkit as we move forward.

Thank you for the thoughtfulness, and care you bring to this process. Let me know if you have any questions or want to meet to discuss.

Warmly,
Ayanna

GenAI Equity Prompt Sheet for ACPS Subcommittees

This tool supports school and division leaders, subcommittees, and project teams in navigating critical equity questions when making decisions about GenAI integration. Drawing from ACPS policy (ACC, IGAK, JBA) and current research, these prompts are designed to surface unintended consequences, prevent equity oversights, and center human dignity in the midst of rapid digital transformation.

✦ Purpose

Use these prompts when:

- Evaluating new GenAI tools, programs, or pilots
- Developing policy, procurement, or communication strategies
- Facing tension between innovation, equity, and efficiency

Each prompt is intended to spark reflection, dialogue, and action.

Reflective Prompts

1. Who is most likely to be impacted by this decision?

- Are the needs of historically marginalized students explicitly considered?
- How will this affect students with disabilities, multilingual learners, LGBTQ+ youth, or those in high-poverty areas?

2. Whose voice shaped this plan?

- Were students, families, or educators engaged in the design or evaluation process?
- Have community or affinity groups raised concerns we haven't yet addressed?

3. What historical inequities might this unintentionally reinforce?

- Does this decision replicate past patterns of exclusion, tracking, surveillance, or cultural erasure?
- Are there any data patterns that signal disproportionate impacts?

4. Does this tool or policy reflect the values in ACC, IGAK, and JBA?

- Anti-racism, cultural responsiveness, and gender inclusivity?
- Student agency, safety, and identity affirmation?

5. What assumptions are built into this technology or policy?

- Who is assumed to be the "average" learner?
- Are cultural norms, language use, or behavior expectations embedded in ways that might exclude some students?

6. If we proceed, what safeguards are in place?

- How will we monitor bias, access, and student experience over time?
- Do educators know how to respond when something goes wrong?

7. What alternatives have we considered?

- Could we reach our goal without technology?
- Are we selecting a tool because it is available, or because it is equitable and effective?

8. How will we explain this to families and students?

- Does our communication reflect transparency, respect, and accessibility?
- Will students and caregivers understand how AI is being used, and their rights within that system?

9. Are we prioritizing equity or convenience?

- Is this solution equitable for all students, or only easy for the system?
- Where are we trading justice for speed?

10. What evidence will we collect?

- How will we know this decision advances equity?
- What indicators, stories, or data will we track and share?

Tips for Use

- Pair these prompts with team meetings, rubrics, or checklist reviews.
- Assign prompts to different team members in a meeting to spark wide-ranging dialogue.
- Use answers to shape action items, adjustments, or documentation.

Note: These prompts are not intended to slow innovation, but to **anchor it in justice, empathy,**

and accountability. They should guide Albemarle County Public Schools in becoming not just users of GenAI but leaders in equitable digital transformation.

From: [REDACTED] k12albemarle.org>
Sent: Wednesday, May 21, 2025 10:40 AM
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When you have a second, can you share the articles with us that we are supposed to read about AI for our team meeting this week?

(she/her/hers)

Equity Coordinator

CRT Certified Educator (2020)



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DEFENDING
EDUCATION

Our Vision: Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

Our Mission: Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children’s success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student.

Our Values: ► Equity: We will provide every student with the level of support necessary to thrive. ► Excellence: We will mitigate barriers and provide opportunities for every student to be academically successful. ► Family and Community: We will engage with and share the responsibility for student success with families and community partners. ► Wellness: We will support the physical and emotional health of our students and staff.