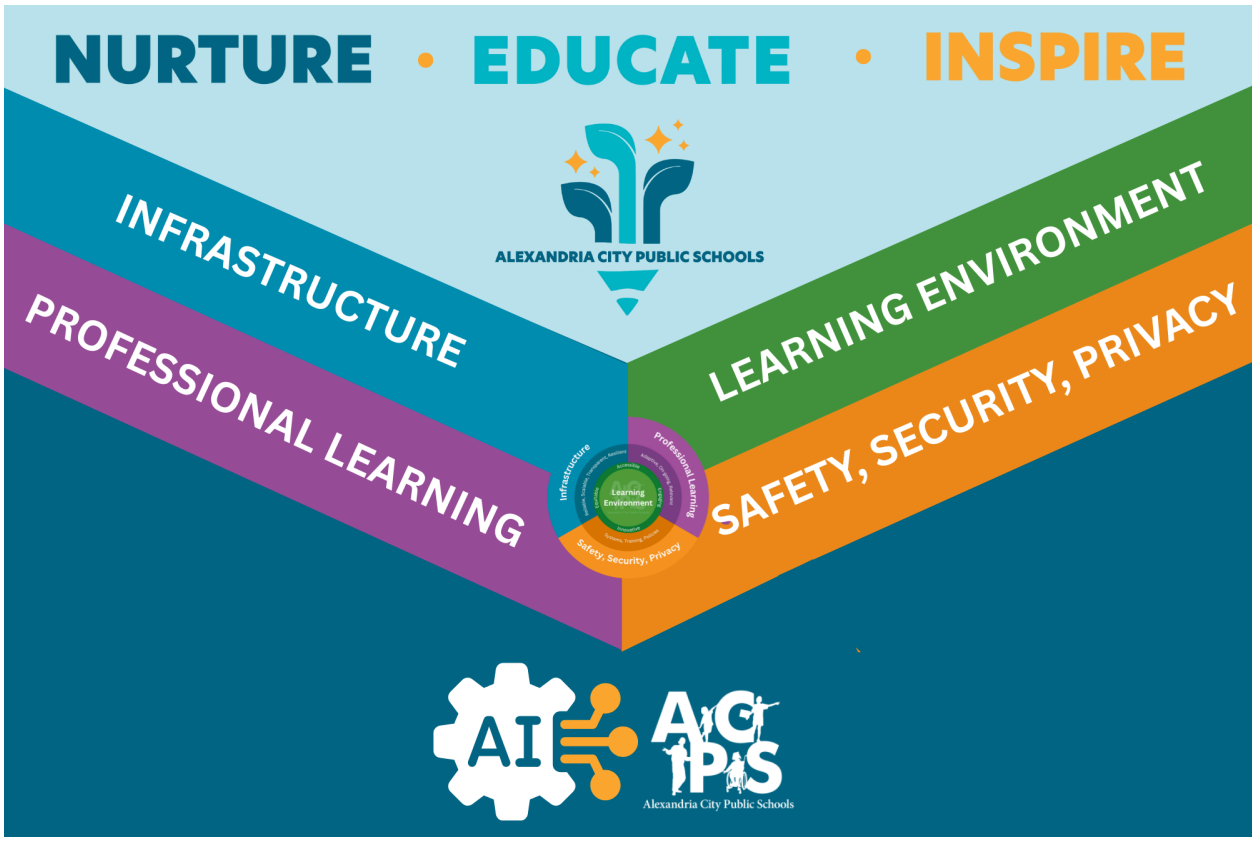


Technology Plan Supplement

Artificial Intelligence

2026-2028

Executive Summary

Purpose

The purpose of this document is to formalize Alexandria City Public Schools' (ACPS) continued approach to artificial intelligence (AI) to strengthen teaching, learning, communication and division operations, while protecting student data and maintaining community trust. This supplement is an extension of the 2023-2028 ACPS Technology Plan and aligns with the ACPS 2030 Strategic Plan, ACPS AI Guiding Principles and guidance from the Consortium of School Networks (CoSN), the International Society for Technology in Education (ISTE) and the Virginia Department of Education (VDOE).

Policy Framework: Virginia Legislative Mandates

Pursuant to Senate Bill 394 / House Bill 1186 and Virginia Department of Education (VDOE) guidance, this supplement establishes the policy directives guiding ACPS' ongoing operational compliance across the 2026–2028 Technology Plan implementation cycle:

Data Governance and Vendor Restrictions

Mandatory Data Privacy Agreements (DPAs) prohibiting providers from using division or student data to train external AI models.

Audit Oversight and Transparency

Provision of division-managed platforms featuring administrative dashboards, real-time safety logging and student interaction transcripts.

Human Agency and Safeguards

Explicit policy banning the use of AI as the sole decision-maker in grading, discipline, or Individualized Education Plan (IEP)/504 accommodation determinations.

Instructional Alignment

Direct integration of classroom AI tools with Virginia Standards of Learning (SOLs) and High-Quality Instructional Materials.

What We Have Already Built (2023–2026)

- Required AI introduction for all schools.
- Required August 2025 secondary teacher training.
- AI in ACPS Canvas Course found within the division's central hub.
- "AI in July" leadership Series (optional for principals and assistant principals).
- Student AI advisory lessons (Year 1).
- Playlab partnership.
- Early pilots (NotebookLM, Gemini, Security AI Chat).
- Strengthened data governance and tool vetting (Veracity TMS).

Six Priority Areas (2026–2028)

1. AI Fluency for Staff and Students

Share foundational understanding, role-based professional development, student literacy lessons, safety, transparency and ethical use.

2. Teaching and Learning

Create innovative opportunities for all learners to build AI fluency, dynamically transforming how they approach complex problem-solving and personalized learning to meet their academic and professional goals.

3. Division Operations and Standard Operating Procedures Modernization

AI-assisted drafting, communication support, scheduling, workflows and updated, clearer procedures.

4. Family and Community Engagement

Improve translation, readability, consistency and transparency in school-to-home communication.

5. Safety, Privacy and Security

Strong data protections, responsible-use expectations, tool vetting and alignment with CoSN's Trusted Learning Environment guidelines.

6. Governance and Continuous Improvement

Cross-functional oversight team, annual review cycle, policy updates and community-facing transparency.

Roadmap (2025–2028)

Phase 1: Build (2025)

Baseline training, guidance, student lessons, leadership readiness, Canvas hub.

Phase 2: Integrate (2025–26)

Instructional use cases, Standard Operating Procedures (SOP) draft, translation workflows, Playlab prototypes.

Phase 3: Apply (2026–27)

Scaling best practices, school leader toolkits, expanded student learning, updated professional learning.

Phase 4: Deepen (2027–28)

Annual reviews, refreshed Standard Operating Procedures (SOPs), community reporting, drafting of the next Technology Plan.

Our Guiding Principles

The use of AI in ACPS is grounded in the following guiding principles:

Teaching, Learning and Leadership

Alexandria City Public Schools (ACPS) is committed to harnessing the potential of artificial intelligence (AI) to enhance teaching, learning and leadership, while upholding high ethical standards.

Human-Centered Design

ACPS values human expertise and responsible decision-making, positioning AI as a thought partner while continuing to prioritize human-centered interaction.

Privacy and Security

AI tools supported in ACPS are compliant with federal, state and local laws, as well as ACPS policies which ensure privacy, security and data protection for students, staff and division systems.

Transparency

The ACPS community is aware of the division's philosophy on AI, how tools can be used and when/how the tools impact them.

Respect

ACPS uses AI tools in ways to support a high-quality education that is respectful and accessible to all students.

Continuous Improvement

ACPS commits to fostering a culture of innovation and continuous improvement in its use of AI tools, encouraging creativity while evaluating educational impact and adapting the role of AI use in the division over time.

ACPS Policy Impacts

ACPS has identified ACPS policies that may be impacted by the inclusion of AI technologies. This includes generative AI and other types of AI, such as recommendation systems and computer vision. As we complete the formal process for reviewing and updating these policies, changes will be updated in this document.

Policy GAB/IIBEA

Responsible Computer System Use

Policy GAB-R

Staff Responsible Computer Use

Policy IIBEA- R

Student Responsible Computer Use Regulation

AI Maturity Matrix

Modeled after CoSN, Council of the Great City Schools (CGCS) and the Virtual Learning Leadership Alliance, ACPS will evaluate progress across:

- Governance and Policy
- Data Privacy and Security
- Staff AI Fluency
- Student AI Literacy
- Instruction
- Operations
- Communication
- Innovation

Provides a structured progression:
Foundational → Developing → Integrated → Sustained

I. Introduction and Purpose

Alexandria City Public Schools (ACPS) has entered a new chapter in the manner in which we approach artificial intelligence (AI). Over the last several years, AI has become an increasingly significant part of the educational landscape, shaping how school divisions across the country think, work, communicate and plan for the future. In ACPS, our commitment is to leverage AI in ways that strengthen teaching and learning, support operational excellence, and uphold the highest standards of safety, transparency and community trust.

This AI Supplement expands our ACPS Technology Plan through 2028 and aligns closely with the ACPS 2030 Strategic Plan. It reflects our belief that AI is not about replacing human judgment. Rather, it is about increasing our capacity to serve students, families, and staff more effectively. Our work is grounded in national guidance from Consortium of School Networks (CoSN), the International Society for Technology in Education (ISTE) and the Virginia Department of Education (VDOE), ensuring that ACPS implements AI responsibly, ethically, and in line with current and emerging expectations in K–12 education.

Across the division, educators and school leaders have already started to engage with AI in thoughtful ways. Teachers are leveraging AI to design accessible materials more efficiently. School administrators are using AI to improve family communication and streamline operational tasks. Department teams are exploring AI to support the analysis and drafting of procedures and workflow improvements. These early steps demonstrate both the promise of AI and the importance of governance and consistent expectations.

This supplement serves four core purposes:

1. **To establish a clear, shared vision** for how AI will support student learning, staff efficiency, operational systems and organizational health.

2. **To outline expectations and guiding principles** rooted in safety, data privacy, transparency, equity and responsible use, with direct alignment to CoSN privacy frameworks, ISTE AI readiness guidelines, and Virginia Department of Education (VDOE) standards for digital learning and computer science integration.

3. **To articulate a roadmap** demonstrating how ACPS will continue to implement AI through 2028, managing risk while building capacity and maintaining trusted relationships with families and the community.

4. **To document the work ACPS has already completed**, including staff training, school leader development, governance structures, advisory lessons, pilots and the creation of the AI in ACPS Canvas course as the division's primary hub.

The goal is responsible adoption, rather than rapid adoption. Our community expects us to communicate clearly, evaluate tools thoroughly, and maintain guardrails that protect students and staff from harm, misuse and unintended consequences. This is especially important as generative technologies evolve more quickly than traditional policies or instructional frameworks. As we continue this work, ACPS remains committed to building a culture where thoughtful innovation and responsible use go hand-in-hand.

II. Background and Context

Artificial intelligence is becoming a significant part of the K–12 landscape. For ACPS, our approach is grounded in responsible innovation, transparency and the trust our community places in us to protect student data and support high-quality instruction. As we extend our Technology Plan and advance the ACPS 2030 Strategic Plan, we will adopt AI in ways that strengthen teaching and learning, improve efficiency and reduce risk of misuse. ACPS' approach is aligned with national and state guidance, particularly from organizations shaping the field:

National Organizations

- **CoSN** emphasizes strong data governance, privacy protections, cybersecurity readiness and the need for clear expectations and responsible use.
- **ISTE** reinforces AI literacy, computational thinking, digital citizenship and preparing students to understand and critique AI, rather than simply consume.

State Context

- The **Virginia Department of Education (VDOE)** continues to prioritize computational thinking, digital safety, equitable access and responsible technology use through the Virginia Computer Science Standards of Learning and the Digital Learning Integration Standards of Learning.

Local Drivers

- Staff are interested in using AI responsibly to improve efficiency and instructional quality.
- Families expect transparency about how AI tools are used.
- School leaders are eager to align on clear processes, procedures, and division expectations as we move forward.
- Departments are looking for ways to modernize workflows and reduce manual processes.
- Students are curious about how AI will shape their lives, careers and learning experiences.

This supplement helps ensure that as interest grows, our approach remains consistent, equitable and clearly guided by policy and best practices. This supplement establishes the shared framework ACPS will use to guide AI implementation through 2028, ensuring alignment with ACPS values, national and state expectations and our commitment to maintaining community trust.

III. ACPS Mission, Vision and Core Values

The ACPS Mission and Vision anchor our work with artificial intelligence. AI is not a destination. It is a set of tools that reinforces who we are as a division and what we believe every student deserves. Our approach to AI is grounded in the commitments our community has affirmed through the ACPS 2030 Strategic Plan.

Mission

We nurture, educate and inspire each student for success.

AI should expand our capacity to meet each student's needs, remove barriers and support high-quality instruction. Any use of AI must strengthen, not detract from, the individualized attention and professional expertise that define ACPS.

Vision

Each student prepared to thrive in college, career and community.

AI must help us create learning environments where students develop the critical thinking, creativity, collaboration skills and digital literacy required to thrive beyond graduation. Tools and practices should reinforce readiness for a world where AI will play an increasing role across industries and civic life.

Core Values

Our approach to AI is rooted in ACPS' core values:

- **Welcoming:** AI tools must enhance communication, accessibility and relationships with families to ensure stakeholders feel safe and welcomed.
- **Equity-Focused:** AI should reduce barriers to educational access, while being examined for bias and fairness.
- **Empowering:** Students and staff should build the confidence and skills to use AI responsibly, creatively and effectively to support and enhance their abilities.
- **Innovative:** AI supports thoughtful modernization of instruction, operations and problem-solving across the division.
- **Results-Driven:** AI must support measurable improvements in learning, efficiency, communication and staff capacity.

These values ensure that as AI evolves, ACPS remains grounded in what matters most: student well-being, strong relationships, equity, learning, and community trust.

IV. Strategic Plan Alignment

Artificial intelligence must reinforce, not replace, the commitments ACPS has set through the 2030 Strategic Plan. Each of the following goals outlines what our community expects for students, staff and families. AI tools can help us move toward these outcomes more consistently, efficiently and equitably when used purposefully with transparency and human oversight. The lists of potential AI opportunities to each goal is representative, though not exhaustive.

Strategic Plan Goal	AI Alignment	In Action
Safe, Caring, Inclusive Environments *Create a safe, caring and inclusive school environment where students feel connected, supported and respected.*	AI can strengthen communication, accessibility and connection when implemented responsibly. It can help teachers and school leaders: • Translate communications for multilingual families. • Provide alternative formats such as audio versions, visual supports and text at various reading levels. • Identify trends in climate or attendance (with human oversight) to support student belonging. • Draft clear expectations and restorative communication materials. • Streamline documentation so staff can spend more time building relationships with students.	Consistent with CoSN and ISTE guidance, ACPS will use AI tools transparently and with strong privacy protections to support, rather than replace, the human connections that create safe learning environments.
Academic Excellence for Every Student *Engage and challenge each student, every day, to achieve academic excellence.*	AI can help educators design rigorous, differentiated instruction aligned to the ACPS Profile of a Learner model. When paired with high-quality curriculum and strong professional judgment, AI may support: • Differentiation for multilingual learners and students with disabilities. • Scaffolds and enrichment tailored to individual student needs. • More accessible learning materials aligned with VDOE Standards and ACPS Curriculum. • Time-saving planning so teachers can focus on critical thinking, discourse,	AI will never determine student learning pathways. However, it can be used to support educators in doing so, as well as aid in delivering engaging, equitable, high-quality instruction every day.

	Social Emotional Learning (SEL) integration and real-world learning opportunities for students. • Tools for feedback, student reflection and inquiry-based tasks that increase student voice and agency.	
Diverse, Talented, Supported Professionals *Recruit, develop and retain a diverse team of talented professionals by fostering a supportive and growth-oriented workplace.*	Supporting our staff is one of the most important uses of AI in ACPS. Aligned with CoSN recommendations for organizational efficiency and ISTE's Educator Standards, AI can help: • Streamline drafting tasks for principals, teachers and department staff. • Improve clarity and consistency in onboarding, communication and orientation materials. • Provide differentiated professional learning for instructional and non-instructional staff. • Reduce administrative burden so teachers can focus on relationships and planning. • Support leaders in gathering feedback, planning agendas and summarizing data.	AI gives time back to the people who matter most in classrooms—our educators. It can also streamline routine tasks so staff are able to focus more of their time on solving challenges rather than on administrative work.
Community Trust and Clear Communication *Cultivate trust by engaging and communicating clearly with our community to achieve our vision.*	Trust is essential to this work. ACPS is committed to using AI in ways that are transparent, ethical and easy for families to understand. AI may support: • Draft family-facing messages that are clear and accessible. • Translate communication quickly and consistently. • Improve readability and tone while retaining human oversight. • Create summaries of school and division communication for clarity. • Maintain consistency across school-to-home communication.	AI serves as a communication support, not a substitute for personal connection.

College, Career and Life Readiness *Prepare each student for life after high school by providing the guidance, skills and support they need for college, careers and other future goals.*	AI literacy is emerging as a foundational future-ready skill. In alignment with ISTE's student standards and VDOE expectations for computational thinking and digital citizenship, AI can support: • Exposure to real-world uses of AI across industries. • Tools for research, planning and reflective learning. • Writing resumés, preparing for interviews and exploring career pathways. • Opportunities to analyze and evaluate AI-generated content as part of digital citizenship. • Student-facing lessons (already underway) that build understanding of bias, accuracy, safety and ethical use.	ACPS will ensure students build the skills needed to navigate an AI-influenced world with confidence and critical awareness.
Division Conditions for Success *Ensure ACPS operates efficiently, collaboratively and equitably, providing staff and schools with the resources, systems and culture necessary to support student success and continuous improvement.*	AI can help modernize and streamline ACPS operations in alignment with Division Conditions. AI may support: • Updating and simplifying Standard Operating Procedures (SOPs). • Drafting and revising internal processes for consistency. • Improving ticket routing. • Understanding of Return On Investment (ROI) for ACPS tools and programs. • Enhancing accuracy and clarity in cross-departmental workflows. • Supporting data analysis for decision-making. • Reducing repeated manual tasks across offices. • Predictive modeling for school operations.	These tools build internal coherence and efficiency, enabling staff to spend more time supporting students.

V. ACPS AI Work to Date

Over the last two years, ACPS has taken deliberate steps to build foundations for artificial intelligence. This work was grounded in innovation, data privacy, transparency and national/state guidance from CoSN, ISTE, and VDOE. The official 2024–25 timeline graphic anchors the following progress:

2024: Exploration and Early Capacity Building

Spring 2024 — Research and Discovery

- ACPS began examining AI's potential and risks using national frameworks from CoSN and ISTE.
- The departments of Technology Services and Teaching, Learning and Leadership (TLL) partnered to identify early instructional and school-based uses.

Summer 2024 — Leadership Learning

- School and central office-based leaders engaged in foundational AI learning during the Leadership Institute.
- ACPS formed its first AI Impact Team, later participating in the Virginia Association of School Superintendents' (VASS) AI cohort to shape early recommendations.
- Draft ACPS AI Guiding Principles were created with a focus on safety, transparency and respect.

Fall 2024 — Division Input and Early Pilots

- Staff, leaders and students contributed feedback through focus groups and workshops.
- Early pilots explored how AI might support planning, feedback, communication and accessibility.
- ACPS strengthened data governance and tool vetting through the Veracity Technology Management System.

2024–25: Building Foundations, Training and Governance

Fall 2024– Spring 2025 — Developing Guidance

- The departments of Technology Services and Teaching, Learning and Leadership (TLL) refined expectations for responsible AI use.
- Privacy and security practices were aligned with CoSN's Trusted Learning Environment and VDOE expectations.
- ACPS clarified divisionwide definitions of responsible AI use.
- ACPS launched the AI in ACPS Canvas Course as the division's primary hub for AI resources, guidance, tools and examples.

2025: Divisionwide Training, Leadership Readiness and Student Learning

Spring 2025 — Required AI Introduction for ALL Schools

- Every school completed the divisionwide introductory training to establish a consistent baseline for staff.

Summer 2025 — "AI in July" Leadership Series

- Principals and assistant principals participated in a four-part series designed to support communication, school operations and leadership-ready use cases.

August 2025 — Required Secondary Teacher Training

- Secondary teachers completed required training focused on instructional practice, differentiation, accessibility and ethical use aligned to ACPS AI Guiding Principles.

2025 — Student Advisory Lessons Begin at High School Level

- Advisory lessons were introduced to build student AI literacy, digital citizenship and critical evaluation skills, reinforcing ACPS commitments to safety and community trust.

Spring 2026- AI Design Fellowship

- ACPS engaged 39 staff members in a design fellowship with Playlab, and AI nonprofit.

Early Highlights

- **Pilot Programs:** Teachers tested early tools, including Gemini and Gemini Notebook, for planning, reflection and research.
- **Central Office Workflow Improvements:** Teams began exploring how AI can support clear communication, SOP drafting, Helpdesk triage and consistent documentation.
- **Student and Staff Voice:** Focus groups, including a 23-student cohort at Alexandria City High School Minnie Howard and King Street campuses, shaped staff training, student lessons and divisionwide AI expectations.
- **Securly AI Chat Implementation:** Students are redirected to Securly AI Chat as a secure, monitored environment to explore safe AI interaction, support classroom learning, and guide responsible student use.

VI. Innovation Spotlight: Playlab Partnership

The Playlab partnership represents an important step in how ACPS approaches innovation: collaborative, educator-driven and grounded in real instructional and operational needs. This partnership brings together teachers, Technology Integration Specialists (TISs), staff from Teaching, Learning and Leadership (TLL) and school-based leaders, including principals and assistant principals, to explore how AI can meaningfully support teaching, learning and school operations.

Purpose of the Partnership

The Playlab collaboration was designed to strengthen AI literacy and build a divisionwide ecosystem for chatbots. This work supports ACPS' efforts to:

- Use technology appropriately to drive innovation and efficiency.
- Support the ACPS 2030 Strategic Plan.
- Strengthen internal capacity across roles.
- Build shared understanding of responsible, instructional and school-based uses of AI.
- Elevate creativity and problem-solving in ways that reflect ACPS core values.

This initiative directly aligns with Division Condition #3: *"Use technology appropriately to drive innovation, support efficiency and help achieve our mission."*

What the Partnership Includes

Cohort-Based Professional Learning

Participants engage in hands-on workshops focused on responsible AI use, problem identification, prototyping and equitable design. The cohort model ensures that teachers, technology integration specialists (TISs), TLL staff and school leaders learn together and build shared practices.

Identification of High-Impact Use Cases

Cross-role teams analyzed challenges in instruction, school operations, and student support to identify potential AI-enabled solutions. Examples include:

- Reducing manual planning tasks.
- Improving translation and communication.
- Enhancing accessibility supports.
- Streamlining building-level workflows.
- Supporting student reflection and feedback processes.

Co-Development and Prototyping

Teams designed and tested early prototypes of AI-supported tools or workflows in real settings. This hands-on problem-solving technique encouraged practical design thinking and helped ACPS better understand what works and what needed refinement.

Cross-Role Collaboration

A key strength of the partnership is the diversity of perspectives. By bringing together classroom educators, TISs, TLL staff and school leaders, ACPS ensures that solutions are realistic and grounded in actual needs of the school division.

Showcase and Knowledge Sharing

The partnership culminated in a divisionwide showcase where teams share tools, experiences, prototypes and lessons learned. This created a knowledge base for future AI integration across schools.

Anticipated Outcomes

- **Improved AI Literacy Across Roles:** Educators and leaders build the skills needed to use AI safely, ethically and effectively.
- **Prototype Tools Developed in Real Contexts:** Solutions are tested by ACPS staff.
- **Stronger Collaboration Across Departments:** The partnership deepens communication among Technology Services, TLL and school leaders.
- **Use Cases Identified:** ACPS develops a clearer understanding of where AI can improve instruction and school operations.
- **Foundation for Scalable Innovation:** The sessions inform divisionwide guidance, future training and the ACPS AI Roadmap (2025–2028).
- **Elevated Culture of Responsible Innovation:** Staff see AI as an opportunity to work smarter and support students more effectively.

VII. Priority Areas for AI Integration (2026-2028)

The following priority areas outline how ACPS will integrate artificial intelligence over the next two years. These areas provide coherence across teaching, learning, school operations, communication, professional learning and governance.

These priority areas are informed by:

- ACPS AI Guiding Principles.
- The ACPS 2030 Strategic Plan.
- CoSN's AI and Data Governance Frameworks.
- ISTE Standards for Students and Educators.
- VDOE expectations for digital learning and computer science.

Priority Area 1 — AI Fluency for Staff and Students

ACPS will build a shared understanding of responsible AI use across schools and divisions. This includes:

- Establishing common terminology and expectations for AI use.
- Ensuring all staff have foundational skills to use AI ethically and effectively.
- Embedding AI literacy, critical evaluation, media literacy and digital citizenship into student learning.
- Expanding role-based learning pathways for teachers, principals, assistant principals, technology integration specialists and central office teams.
- Reinforcing strong privacy, safety and transparency practices in every training session.
- Continuing divisionwide student lessons to build real-world readiness.

Outcomes: Increased confidence, clarity and consistency across ACPS as staff and students learn to use AI responsibly.

Priority Area 2 — Teaching and Learning

AI will support high-quality instruction by helping educators plan, differentiate, scaffold and enhance learning experiences. Key actions include:

- Providing tools that support accessibility, multilingual learners, and students with disabilities.
- Helping teachers generate high-quality materials aligned with ACPS curriculum and VDOE standards of learning.
- Supporting feedback, reflection and instructional planning.
- Encouraging student creativity, inquiry and critical thinking through AI-supported tasks.
- Ensuring instructional uses follow ISTE Standards and maintain human oversight.

- Supporting real-world and hands-on learning aligned with the ACPS Profile of a Learner model.

Outcomes: More time for meaningful instruction, stronger differentiation and learning experiences aligned with academic excellence.

Priority Area 3 — Division Operations and Standard Operating Procedures Modernization

AI can simplify day-to-day workflows when used transparently and with clear guardrails. This includes:

- Supporting principals and assistant principals with drafting communication, agendas, walkthrough summaries and lesson plans.
- Streamlining school processes—such as scheduling, family communication and documentation.
- Helping central office based teams and school leaders review, update and clarify Standard Operating Procedures (SOPs).
- Maintaining accuracy, consistency and an equity lens across published procedures.
- Using AI to improve internal processes, not to automate decision-making about students.

Outcomes: Smoother operations, clearer procedures and more time for leaders to prioritize instructional leadership and relationship-building.

Priority Area 4 — Family and Community Engagement

Transparent, responsive communication builds trust. AI can help ACPS:

- Translate and tailor messages for multilingual families.
- Improve readability and clarity of school-to-home communication.
- Draft family-facing messages while keeping human oversight at the center.
- Create summaries, frequently asked questions (FAQs) and accessible versions of long documents.
- Ensure consistent tone and messaging across schools.
- Keep families informed about how AI is used and how data are protected.

Outcomes: Stronger relationships with families, clearer communication and increased community trust.

Priority Area 5 — Safety, Privacy and Security

ACPS will maintain high standards of data protection, aligned with CoSN's Trusted Learning Environment (TLE) and VDOE guidelines. This work includes:

- Vetting all AI tools and sharing student-facing tools with families through Veracity TMS.
- Ensuring student data are protected and privacy laws are upheld.
- Limiting data-sharing to approved tools and secure platforms.
- Providing clear guidance to staff on what is and is not permitted.
- Teaching students how to evaluate AI outputs for accuracy, bias and safety.
- Providing transparent communication to families about data practices.

Outcomes: A safe, privacy-centered AI ecosystem grounded in community trust.

Priority Area 6 — Governance, Monitoring and Continuous Improvement

AI requires thoughtful oversight. ACPS will establish a governance structure that is transparent, collaborative and grounded in continuous learning:

- Establishing a cross-functional AI Leadership Team that includes representatives from the departments of technology services and teaching, learning and leadership; principals; assistant principals; technology integrations specialists; students and families.
- Reviewing AI practices annually and updating guidance as technologies and state/national requirements evolve.
- Monitoring risks, benefits and impacts.
- Ensuring responsible use remains central to instructional practice and operations.
- Publishing updates to families, staff and the community on the ACPS website.

Outcomes: A sustainable framework that adapts to change while keeping student well-being and staff support at its center.

VIII. AI Roadmap (2025-2028)

The ACPS AI Roadmap provides a phased, practical plan for how the division will scale AI use through 2028. Each phase is grounded in the ACPS AI Guiding Principles, aligned with the ACPS 2030 Strategic Plan and informed by national frameworks from CoSN, ISTE and the VDOE. The roadmap ensures ACPS moves forward responsibly, protects student data, maintains community trust and supports instruction and school operations with clarity and consistency.

The ACPS AI Roadmap reflects four phases:

- **Build:** Establish shared understanding, guidance and foundational training.
- **Integrate:** Introduce clear use cases in instruction, leadership and communication.
- **Apply:** Scale effective practices, refine supports and strengthen governance.
- **Deepen:** Review, evaluate and embed AI into long-term ACPS systems and structures.

ACPS AI Roadmap (2025–28)

Phase	Timeframe	Key Focus Areas	Major Deliverables
Phase 1 — Build	**2025**	• Establish shared language and expectations. • Strengthen privacy, safety and transparency • Deliver required baseline training. • Launch foundational student learning. • Confirm divisionwide philosophy and guiding principles.	• AI in ACPS Canvas Course launched. • Required AI Intro (ALL schools). • Required secondary teacher training. • “AI in July” Leadership Series. • Student advisory lessons (Year 1). • Creation of AI Guiding Principles. • Clear staff expectations and frequently asked questions (FAQs).

Phase 2 — Integrate	**2025–26**	• Expand instructional use aligned to ACPS curriculum and VDOE standards. • Support school-based operational tasks with AI. • Modernize and clarify Standard Operating Procedures (SOPs). • Deepen family communication support. • Begin structured prototype work through Playlab.	• Model lessons. • Updated school operations processes (drafted with AI assistance). • Playlab prototypes and use cases. • Updated professional development (PD) modules for teachers and leaders.
Phase 3 — Apply	**2026–27**	• Scale what is working across schools. • Expand digital citizenship and AI literacy. • Strengthen internal workflows (e.g., Helpdesk, planning, communication). • Build capacity with principals and assistant principals. • Implement governance review process.	• Divisionwide model assignments and tasks. • Develop annual AI review and updated guidance. • School leader toolkits. • Prototypes through Playlab and Department of Teaching, Learning and Leadership (TLL) partnerships. • Expanded student AI literacy experiences.
Phase 4 — Deepen	**2027–28**	• Maintain guardrails as technologies evolve. • Embed AI practices into divisionwide processes. • Document clear SOPs for instruction and operations. • Publish annual updates for families and the community. • Prepare for the next Technology Plan (2028-2033).	• AI Governance Review Cycle fully operational. • Finalized SOPs supported by AI drafting tools. • Updated PD, student lessons, and guidance. • Community-facing annual AI report. • Recommendations for post 2028 ACPS Technology Plan.

Themes Across All Phases

Regardless of the phase, several themes remain constant:

Commitment to Responsible Use

AI must enhance instruction, streamline work and support communication, never replace human judgment, or diminish relationships between staff, students, and families.

Transparency and Community Trust

Families and staff deserve clear communication about how AI is used and what data are protected.

Equity and Access

AI supports multilingual learners, students with disabilities, and access to high-quality instructional materials through scaffolds, translation, and accessibility features.

Continuous Feedback and Improvement

ACPS will evaluate tools annually, review emerging risks, adjust guidance and gather feedback from teachers, leaders, students, and families.

Alignment with National and State Guidance

All work remains aligned with CoSN frameworks, ISTE Standards, and VDOE expectations for digital learning and computer science integration.

IX. Maturity Matrix

A thoughtful, responsible approach to AI requires ongoing evaluation. ACPS will use a division-specific AI Maturity Matrix—modeled after frameworks from CoSN and the Council of the Great City Schools (CGCS)—to track progress, identify areas for growth and ensure that AI implementation aligns with the ACPS 2030 Strategic Plan, the Technology Plan through 2028, and Virginia Department of Education expectations.

The ACPS AI Maturity Matrix reflects four stages of readiness and implementation:
Foundational → Developing → Integrated → Sustained

These stages allow ACPS to evaluate AI use across instructional practice, school operations, communication, professional learning and governance structures.

ACPS AI Maturity Matrix (2025–2028)

Modeled after CoSN and CGCS guidance; adapted for ACPS.

Domain	Foundational	Developing	Integrated	Sustained
Governance and Policy	AI Guiding Principles established; baseline expectations communicated.	Governance team meets; early guidance published; privacy and safety protocols updated.	Policies refined; consistent use of approved tools; clear procedures for staff and school leaders.	Full governance cycle in place; annual review; transparent updates to community.
Data Privacy and Security	Initial alignment with CoSN TLE and VDOE expectations; tools vetted through Veracity TMS.	Privacy guidance expanded; staff trained on responsible use.	Consistent divisionwide practices; data minimization in alignment with Virginia policy and transparency embedded.	Privacy practices fully institutionalized; annual audits; community-facing reporting.

Staff AI Fluency	Required baseline training completed across all schools.	Role-based learning for teachers, leaders, TISs, and central office teams.	High-confidence, consistent use aligned to best practices; examples shared.	Divisionwide expertise; AI supports coaching, planning and ongoing PD.
Student AI Literacy	Advisory lessons introduced; basic awareness.	Expanded lessons on safety, bias, digital citizenship and critical evaluation.	Integrated into instruction; aligned with ISTE and VDOE standards.	Students apply AI literacy across content areas and postsecondary planning.
Instructional Use	Early pilots; planning and accessibility support explored.	Teachers implement vetted tools aligned to curriculum and ACPS AI Principles.	AI supports differentiation, feedback and real-world learning across schools.	Instructional use embedded; continuously improved through TLL exemplars and teacher leadership.
School Operations and SOPs	Leaders explore AI for communication and workflow drafting.	SOP modernization underway; communications streamlined with AI support.	Systems and workflows refined and documented; school leader toolkits established.	Consistency across schools; clear, updated SOPs maintained through AI-assisted drafting.
Communication and Community Engagement	AI-supported translation, drafting and readability tools adopted by early users.	Clear expectations published; support provided for family-facing communication.	Divisionwide consistency; transparent data-use communication.	High trust through clear, accessible, responsive communication supported by AI.

Innovation and Prototyping	Playlab partnership launched; early use cases identified.	Cohort prototypes tested in real settings.	Prototypes scaled across schools; cross-role collaboration builds shared practice.	Innovation ecosystem sustained; ACPS recognized regionally for responsible AI practice.

Annual Review and Governance Cycle

To maintain trust, safety and responsible use, ACPS will establish an annual AI review cycle. This process ensures that AI practices remain aligned with division goals, national standards and evolving technologies.

1. Cross-Functional Governance Team

Led by the Department of Technology Services in collaboration with the Department of Teaching, Learning and Leadership, , principals, assistant principals, data governance staff and student and family representatives.

2. Annual Review Components

Each year ACPS will review:

- AI Guiding Principles.
- Staff and student training needs.
- Tool vetting and data privacy updates.
- Curriculum alignment and instructional practices.
- SOPs and school-based workflows.
- Playlab prototypes and innovation opportunities.
- Risks, emerging issues and evolving state/national guidance.

Metrics & Evaluation Tools

Reviewing quantitative and qualitative data, including staff/student surveys, lesson plan audits, software usage logs, and workflow assessments, to determine domain placement on the AI Maturity Matrix.

3. Reporting and Transparency

To maintain community trust, ACPS will publish:

- An annual AI update summarizing progress.
- Approved AI tools and their data practices.
- Summary of staff and student feedback regarding AI.
- Adjustments to training or governance.

4. Integration with Existing ACPS Structures

Where possible, ACPS will integrate use of AI with existing ACPS structures.

5. Preparation for the 2028-2033 Technology Plan

As ACPS approaches 2028, this governance cycle will guide recommendations and ensure a smooth transition into the next multi-year technology planning process.

Summary

This matrix and review cycle provide ACPS with a clear, responsible framework for evaluating progress, addressing risks and scaling practices that support teaching, learning, communication and school operations. The goal is to ensure that as AI evolves, ACPS stays grounded in its values, safety, equity, transparency and community trust.

X. Attachments

Attachment A: AI Philosophy and Guiding Principles

Outlines ACPS core commitments to ethical, safe, and human centered AI integration. This document establishes the foundational values prioritizing equity, academic integrity, privacy, and community trust that guide all decision making regarding artificial intelligence across our division.

Attachment B: AI Standards

Establishes clear, actionable expectations for staff and students regarding the acceptable, responsible, and secure use of AI tools. These standards define boundaries for data privacy, transparency, and academic honesty, ensuring consistency across all schools and administrative offices.

Attachment C: Updated Digital Citizenship and AI Literacy Crosswalk

Maps AI literacy and critical thinking skills directly into ACPS existing Digital Citizenship curriculum, aligned with VDOE and ISTE standards. This crosswalk provides educators with a clear framework to teach students how to navigate, evaluate, and utilize AI tools safely and responsibly at every grade level.