

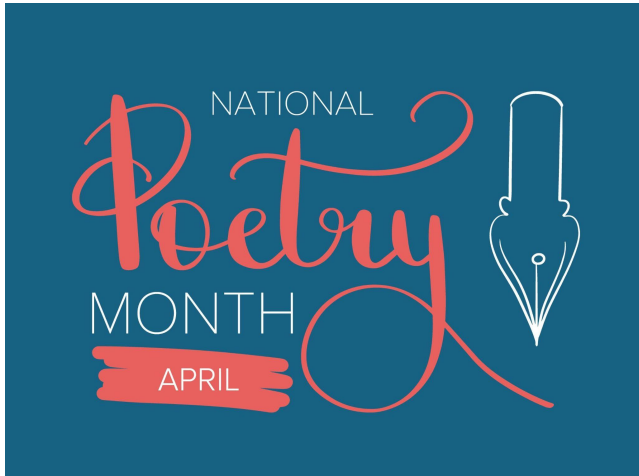


C.E.C. Meeting

April 14, 2026

Rafael T. Alvarez , Superintendent
Nicole Lanzillo, Deputy Superintendent
Angela DeFilippis, Deputy Superintendent

Celebrating and Honoring in April



Celebrating and Honoring in May



Agenda

- Celebrations
- AI and NYCPS
- Summer Updates
- DCEP Progress Monitoring
- Upcoming Events & Workshops
- Q&A

District Celebrations

PBL 2026



Project Based Learning
District 15 Community Event

**PROJECT BASED LEARNING
WORK SHARE
2025-26**

Join us to see how we
make learning connected,
authentic, and meaningful
for our District 15 students!

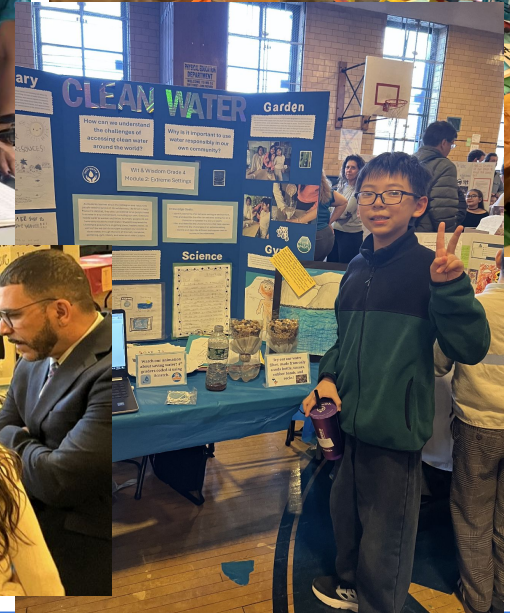
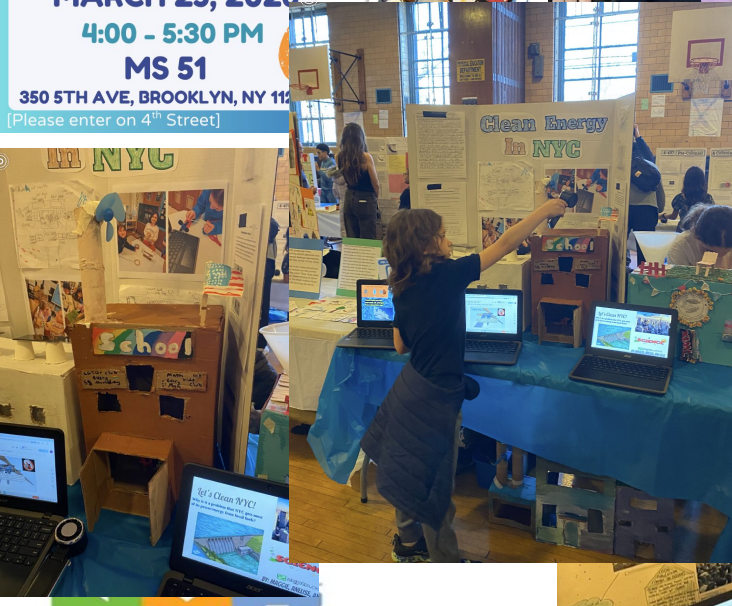
MARCH 25, 2026

4:00 - 5:30 PM

MS 51

350 5TH AVE, BROOKLYN, NY 11215

[Please enter on 4th Street]



Artificial Intelligence & NYCPS

Rafael T. Alvarez, Superintendent





Goals

- NYCPS' stance on AI
- What we expect from schools
- Next steps

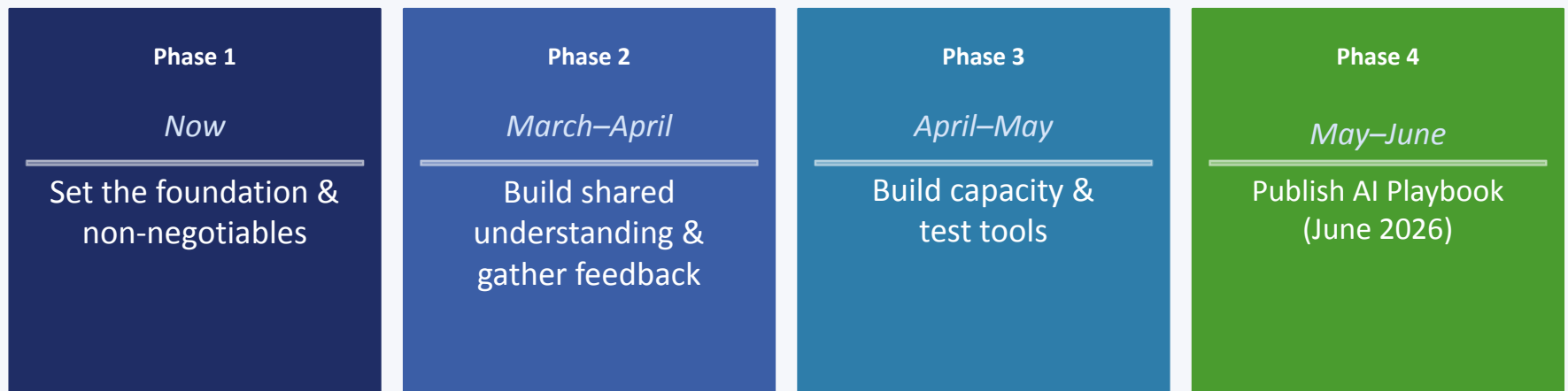
“The question is not whether or not AI belongs in schools, but rather will we collectively create a system that governs AI to serve every student and every stakeholder.”

— NYCPs Guidance on Artificial Intelligence, March 2026

Why We're Talking About AI

Our students are already encountering AI beyond school walls. The question is: are they prepared to use it safely, think critically, and make responsible choices or are they figuring it out on their own? NYC Public Schools is committed to guiding students and partnering with families through this in a thoughtful and responsible way, so every student is supported.

What to Expect - NYCPS is taking a 4 phase approach over the next few months:



Our Foundational Commitments



Your child's teacher, and the relationships they build, remain at the heart of learning.



Literacy and mathematics remain essential



Technology, including AI, supports learning. It doesn't replace educators or human connection.

What Is AI — and What Isn't It?

AI refers to computer systems that perform tasks usually requiring human thinking — finding patterns, sorting information, making predictions, or creating content.

AI IS:

- Generative AI — creates text, images, code (e.g. ChatGPT)
- Predictive AI — analyzes data and makes predictions
- A tool that augments human decision-making

AI IS NOT:

- Human thinking, reasoning, or judgment
- Always accurate — it can "hallucinate" wrong answers
- A replacement for educators, relationships, or learning



What Is AI — and What Isn't It?

AI IS:

AI is a tool that can...

Find patterns in information

Sort and organize large amounts of data

Help draft and translate text

Support teachers in planning lessons

Generate images, code, or audio

Create new content based on instructions

Make predictions from data

Surface trends for educators to review

AI IS NOT:

AI is NOT something that can...

Replace teachers or school staff

Educators' judgment stays at the center

Truly understand your child

AI processes patterns, not meaning

Make decisions about students

Placement, grades, and IEPs need humans

Always be trusted or accurate

Outputs must be reviewed by adults

DO NOT PROCEED — What AI Will NEVER Do in Our Schools

- Make placement, discipline, eligibility, or graduation decisions
- Develop IEPs or special education documents
- Determine grades or what a student knows (AI data is advisory only)
- Lock students out of advanced coursework (any algorithmic pathway can be overridden)
- Replace teachers, counselors, or crisis support staff
- Monitor, surveil, or track student behavior
- Train AI models on student data, or sell or monetize student data
- Override the professional judgment of educators and leaders



These protections are grounded in Chancellor's Regulations, IDEA, FERPA, Ed Law §2-d, COPPA, and the Students' Bill of Rights.

● PROCEED WITH CAUTION — Where Educator Judgment Is Essential

Student & School Data

Student and School Data. AI may surface patterns in data. Educators interpret findings with knowledge of each student.

Diverse Learners

AI may generate translations and transadaptions of bilingual instructional material as well as accommodations and scaffolds to support student learning, and all outputs must be reviewed by qualified staff, including certified bilingual

Student Use of AI

Students may use AI for research, exploration, and creative projects. Educator guidance, critical evaluation of outputs, and age-appropriate context are required.

In all cases, AI outputs must be:

- Reviewed and validated by educators — never accepted at face value
- Age-appropriate and aligned to students' learning goals
- Supporting student thinking — not substituting for it

● PROCEED WITH CONFIDENCE — Approved, Encouraged, and Supported



Brainstorming & Planning

Explore lesson ideas, unit approaches, and instructional strategies



Drafting Non-Sensitive Comms

Draft or refine materials — educator critically reviews and owns the final product



Translation & Accessibility

AI supports translating non-critical school communications for families preferring languages other than English. All AI-generated translations must be reviewed, edited, and approved by a qualified human before distribution.



Operational Planning

Synthesize operational data and support resource planning



Professional Learning

Support educators' own professional development, preparation, and research

The June AI Playbook: A Collaborative Work in Progress

Addressing gaps in documentation, complaint protocols, crisis response, and in-school/out-of-school boundaries with labor partner input.

Useful guidance means transparency about what is built and what is next.

We hear public concerns and will partner to examine AI's impacts.

The topics on the right are under active development for the June 2026 Playbook.

Questions We Are Still Working to Answer



Biometric and Behavioral Data



Bias and Equity Review



Grade-Band Guidance



AI Tool Inventory



Homework and Academic Integrity



Family Notification Process



Family Rights and AI-Related Policy



Cognitive Offloading



Managed Tools vs. Personal Accounts



Environmental and Climate Impact

Student use of AI raises complex, evolving questions on academic integrity, equity, access, and instruction. We are actively **developing a bank of questions and answers to support staff with clarity on AI use**, upholding rigorous learning, protecting student agency, and promoting equitable access.

Protecting Student Data

ERMA Compliance Required

No AI tool may use student data without completing NYCPS's 10-step Enterprise Request Management Application (ERMA) review.

Data Will Never Be Sold

Student data will never train AI models, be sold, or be monetized — ever.

Laws Protect Your Child

FERPA · NYS Ed Law §2-d · COPPA · IDEA · NYCPS Parents' Bill of Rights for Data Privacy and Security



D15's Next Steps

- March: Schools have distributed the [Family Facing Letter](#).
- APRIL: AI presentation will be shared.
 - Members of the SLT will enter feedback [here](#)
- During the April PTA meeting, all families will be encouraged to complete the [feedback survey](#) by May 8th.

Thank You!

Let's build it together.



Share feedback

on.nyc.gov/AiFeedbackNYCPS
(open through May 8, 2026)



Read the guidance

schools.nyc.gov/AI



Data questions

studentprivacy@schools.nyc.gov



Summer Updates

Summer Rising

- **April 21, 2026:** Results released in [MySchools](#).
- May 5, 2026: Deadline to accept offers.
 - ***Your PC can help you accept if you need assistance.***
 - ***If you do not accept, you lose the offer.***
- July 1, 2026: Summer Rising starts for grades K-8 students.
- July 3, 2026: Summer Rising will be closed in observance of Independence Day.
- August 7, 2026: Summer Rising ends for grades 6-8 students.
- August 14, 2026: Summer Rising ends for grades K-5.

***HS tentative dates: 7/9 to 8/17**

More Information on Summer Rising found [HERE](#)

DCEP

DCEP Progress Monitoring - Priority 1 ELA

****DCEP Annual goals Measured with NYS Exams; Progress Monitoring measured with Screener data****

Middle of the year target measured by screener data	Annual Goal
Increase Proficiency rate of K-2 ENL students	On Track
Increase Proficiency rate of K-2 IEP students	On Track
Increase Proficiency rate of Hispanic students in grades K-2	On Track
Decrease of K-2 students in the bottom 16th percentile	On Track
Increase the percentage of black students making growth	On Track

DCEP Progress Monitoring - Priority 2 Supportive Environment

Middle of the year target	Annual Goal
Decrease EMS Transports, Suspensions, and Incident data	On Track
Decrease Suspension Data Subgroup data (Black Students)	On Track
Decrease Suspension Data Subgroup data (Students with IEPs)	On Track
Decrease Material Incident Violations	On Track

DCEP Progress Monitoring - Priority 3 Math

Middle of the year target measured by screener data	Annual Goal
% of students with IEPs on or below the 20 Percentile	On track
% of MLL students on or below the 20 Percentile	On track

DCEP Progress Monitoring - Priority 4 Career & College Readiness

Middle of the year target	Annual Goal
The % of middle and high school students with an IPR as per STARS	Not on track
The number of K-3 students participating in Financial Literacy courses	On track
Account setup rate for the Save For College program.	On track

DCEP Progress Monitoring - Priority 5 Parent Engagement

Middle of the year target	Annual Goal
Increase Parent Workshop registration and attendance data	On track
Increase Account setup rate for the Save For College program.	On track
Increase Family Workshop Agenda - Number of workshops help in a language other than English	On track
Increase Attendees using the interpretation service as measured by feedback and attendance.	On track

DCEP Progress Monitoring - Chronic Absenteeism

Middle of the year target	Annual Goal
CA Economically disadvantaged Black students	Not On Track
CA Economically disadvantaged Hispanic students	Not On Track
CA Students in temporary housing	Not On Track

Upcoming Events

Aladdin

April 24th and April 25th

NYC
Public Schools

District 15 Presents

DISNEY
Aladdin JR.

BOOK BY ALAN MENKEN
LYRICS BY HOWARD ASHMAN, TIM RICE AND CRAIG BODEN
MUSIC BY HOWARD ASHMAN, TIM RICE AND CRAIG BODEN
LIBRETTO BY HOWARD ASHMAN, TIM RICE AND CRAIG BODEN
MUSIC BY HOWARD ASHMAN, TIM RICE AND CRAIG BODEN
MUSIC BY HOWARD ASHMAN, TIM RICE AND CRAIG BODEN

FRIDAY • APRIL 24th • 7PM
SATURDAY • APRIL 25th • 2PM
15K280 & 15K442
500 19TH ST. BROOKLYN, NY 11215
*Admission Free**
*WITH TICKET

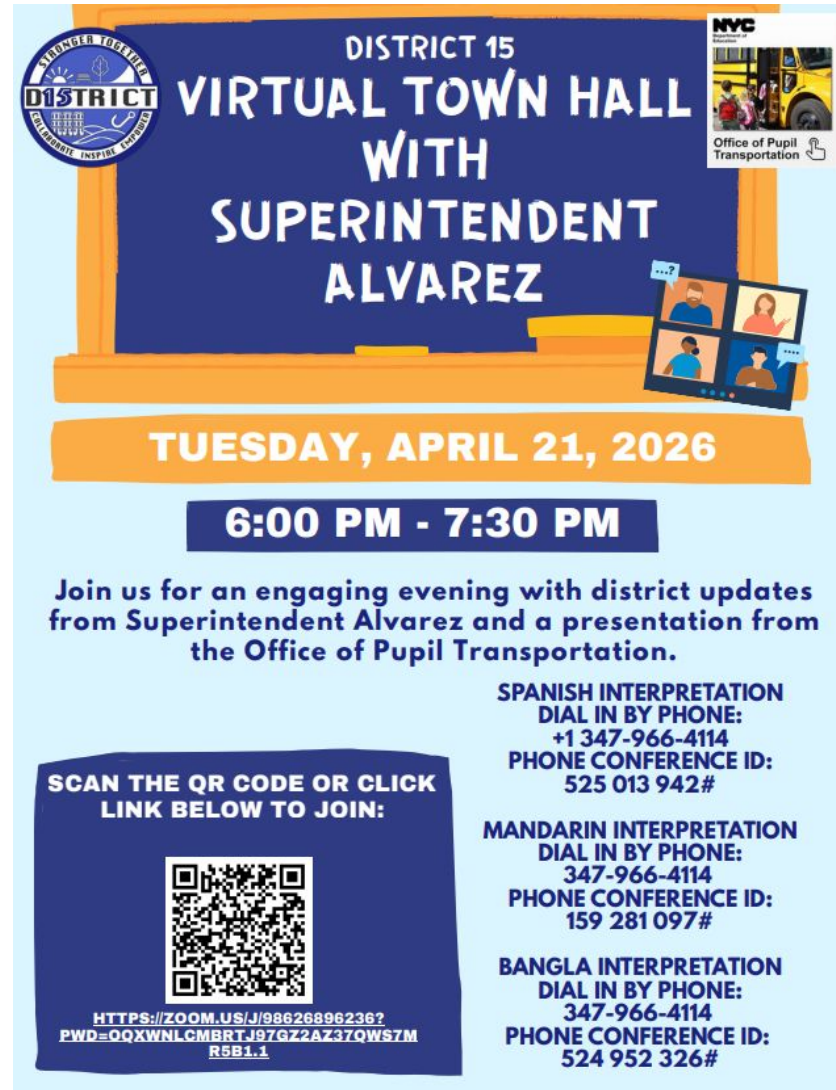
DIRECTOR/CHOREOGRAPHER: IRIS WILSON
VOCAL DIRECTOR: RYAN MACK
ACTING COACH: KIRSTEN BENJAMIN
PRODUCER: NEAL L. SINGH

SUPERINTENDENT: RAFAEL Y. ALVAREZ
DEPUTY SUPERINTENDENT: NICOLE LANZILOTTO
DEPUTY SUPERINTENDENT: ANGELA DEFILIPPIS
ASSISTANT PRODUCERS: DIANE SAMMER, TARA TARPEY, NAOKO HEGWOOD
PRINT DESIGN: JEREMY AGER

SPECIAL THANKS TO DISTRICT 15 PRINCIPALS: MALIKA JOHNSON-WILLIS, NOREEN MILLS, BARRETT BRAITHWAITTE AND DANIEL VECCHIANO

DISNEY'S ALADDIN JR. IS PRESENTED THROUGH SPECIAL ARRANGEMENT WITH ALL AUTHORIZED MATERIALS ARE SUPPLIED BY MUSIC THEATRE INTERNATIONAL, NEW YORK, NY 212-541-1004 MTCGROUP.COM

Family Engagement



DISTRICT 15
VIRTUAL TOWN HALL
WITH
SUPERINTENDENT
ALVAREZ

TUESDAY, APRIL 21, 2026
6:00 PM - 7:30 PM


Join us for an engaging evening with district updates from Superintendent Alvarez and a presentation from the Office of Pupil Transportation.

SPANISH INTERPRETATION
DIAL IN BY PHONE:
+1 347-966-4114
PHONE CONFERENCE ID:
525 013 942#

MANDARIN INTERPRETATION
DIAL IN BY PHONE:
347-966-4114
PHONE CONFERENCE ID:
159 281 097#

BANGLA INTERPRETATION
DIAL IN BY PHONE:
347-966-4114
PHONE CONFERENCE ID:
524 952 326#

SCAN THE QR CODE OR CLICK LINK BELOW TO JOIN:



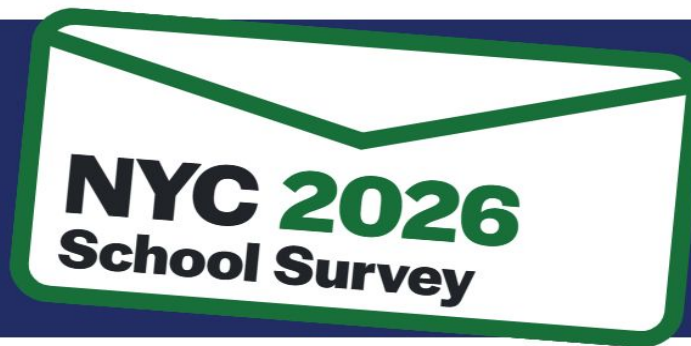
[HTTPS://ZOOM.US/J/98626898236?pwd=QQXWNLcMBRTJ97GZ2AZ37QWS7MRSBl.1](https://zoom.us/j/98626898236?pwd=QQXWNLcMBRTJ97GZ2AZ37QWS7MRSBl.1)

DISTRICT 15
STRONGER TOGETHER
DISTRICT
CELEBRATE INSPIRE ENGAGE

NYC
Office of Pupil Transportation

[Translations](#)

YOUR SCHOOL
YOUR CHILD
YOUR VOICE



Step 1: Get What You Need to Start

If your child attends an NYCPS or Charter School, you will need your child's nine-digit student identification number (OSIS) to begin the survey online. You can find the OSIS number on your child's report card or student ID. If you cannot locate it, contact your child's school.

If your child attends an Early Childhood Education Program, you will receive a unique access code from your child's program to take the survey. If you have not received it, contact your child's program.

Step 2: Enter Your Access Code

- **NYCPS and Charter School Families**
Enter a **lowercase "f"** followed by your child's nine-digit OSIS number (example: **f123456789**).
- **Early Childhood Education Program Families**
Enter the **unique access code** provided by your child's program. Do not add any letters or spaces before or after the access code.

Step 3: Complete the Survey!



<https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>

