



Community District Education Council 26

New York City Department of Education

Address: 61-15 Oceania Street, Bayside, NY 11364 Phone: (718) 631-6927 Fax: (718) 631-1347 E-mail: CEC26@schools.nyc.gov

Albert Suhu <i>President of the Council</i>	Ribhi Alam <i>First Vice- President</i>	Sae-Jung Lee <i>Second Vice President</i>	David Rosenfeld <i>Recording Secretary</i>	Qian Kang <i>Treasurer</i>
<i>Council Members:</i> Dennis Chan Sulinda Hong Monica Huang	(Louis) Hsuante Tsai Zhao Shao (Liz Tsen)	<i>Student Members:</i> Arleen Chodha Isaiah Tandjung	<i>District 26 Community Superintendent:</i> Anthony Inzerillo	

PUBLIC NOTICE: CEC 26 Calendar Meeting followed by Working Business Meeting

Date: Thursday, April 16, 2026

Meeting Format: In-person with virtual option for community members

Virtual Registration Link: <https://zoom.us/meeting/register/SAognxICQnKyxD9W6rHKJA>

In-Person Meeting Venue: 61-15 Oceania Street, Bayside, NY 11364 **(Limited seating)**

Please e-mail CEC26@schools.nyc.gov to reserve seats & bring photo ID to school safety officer

Calendar Meeting Agenda

1. Call to order & roll call
2. **Superintendent's Report**
3. **Proposed Resolution(s):**
 - Proposed Resolution on Improving the NYCPD Guidance on Artificial Intelligence
4. Public Comments (speaking available only in-person)
5. Voting on resolution(s)
6. Adjournment

Business Meeting Agenda

1. Call to order & roll call
2. Approval of Minutes
3. Budget Review
4. President's Report
5. Member reports
6. Committee Reports
 - Chancellor Town Hall Planning & Discussion
7. Old Business
8. New Business
9. Adjournment

Next CEC 26 Meeting is scheduled for Monday, May 11, 2026.



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Proposed

Resolution on Improving the Governance Framework in the NYCPS Guidance on Artificial Intelligence

WHEREAS, National Institute of Standards and Technology (NIST) describes generative Artificial Intelligence (AI) as a technology with significant potential to transform society while also creating unique risks, supporting the conclusion that generative AI is best understood as a general-purpose, high-impact technology that affects multiple domains simultaneously—including education, communications, and public servicesⁱ; and

WHEREAS, Executive Order 14277, *Advancing Artificial Intelligence Education for American Youth*, established the White House Task Force on AI Education, directing the U.S. Secretary of Education to prioritize AI in discretionary grant programs for teacher training, mandating development of K-12 AI educational resources and a Presidential AI Challenge, and declaring a national policy to promote AI literacy and proficiency among students and educators — reflecting a deregulatory federal posture explicitly oriented toward integration and innovationⁱⁱ; and

WHEREAS, the U.S. Secretary of Education issued a “Dear Colleague Letter” to federal grantees affirming that AI use is allowable under existing federal education programs and proposing a supplemental grantmaking priority to expand AI in K-12, with stated goals that include using AI to personalize learning, support differentiated instruction, expand computer science education, and enhance educator training — federal guidance that strongly encourages and prioritizes affirmative steps toward AI integrationⁱⁱⁱ; and

WHEREAS, the White House Task Force on AI Education has been tasked with promoting AI literacy and proficiency among America’s youth and educators by advancing the appropriate integration of artificial intelligence into educational settings, providing comprehensive training for educators on the effective and responsible use of AI, and fostering early exposure to AI concepts and technologies in order to develop an AI-ready workforce and cultivate the next generation of American innovators^{iv}; and

WHEREAS, New York State has not enacted a state-level K-12 framework governing the use of AI, but has enacted relevant law not directly related to education: the Responsible AI Safety and Education (RAISE) Act and maintains an Office of Information Technology Services Acceptable Use Policy to ensure that AI adoption by state entities is safe, secure, and respectful of privacy^v; and

WHEREAS, the global release of ChatGPT in November 2022, prompted a reactive and short-lived ban by NYCPS in January 2023, citing concerns about academic integrity and content safety and accuracy^{vi}, that was reversed in May 2023^{vii} to “embrace” artificial intelligence, rationalizing that the technology is an inevitable presence in students’ lives and must be introduced in a controlled fashion to ensure future readiness; and

WHEREAS, NYCPS officially released its foundational “Guidance on Artificial Intelligence” in March 2026, establishing a centralized vision for the safe and ethical use of the technology across the city, and that a comprehensive Playbook is planned for June 2026^{viii}; and

WHEREAS, the NYCPS Guidance establishes a “Traffic Light Framework” categorizing AI use into three tiers — prohibited (red), conditional (yellow), and approved (green) — and imposes absolute prohibitions on the use of AI in decisions concerning student placement, discipline, promotion, graduation, and program access, as well as in the development of special education documents, behavioral surveillance, and student grade determination^{ix}; and

WHEREAS, the NYCPS Guidance requires that all AI tools processing personally identifiable student information (PII) complete a mandatory compliance review through the Enterprise Request Management Application (ERMA), consisting

of up to four components including a vendor privacy and security assessment, a data processing agreement, an IT security review, and a cloud architecture review^x, with AI-specific standards added in December 2024 requiring vendor disclosure of AI capabilities, prohibition of student data use for AI model training, and transparency requirements — standards consistent with NYCPS's obligations under FERPA, COPPA, and New York State Education Law 2-d^{xi}; and

WHEREAS, the NYCPS Guidance explicitly acknowledges that the ERMA compliance process “does not yet evaluate algorithmic bias, equity impact, or instructional effectiveness,” thereby permitting the use of ERMA-approved AI tools in schools without any required or standardized evaluation of whether such tools produce equitable outcomes, reinforce or mitigate existing disparities, or demonstrably improve student learning; and

WHEREAS, recent federal actions on artificial intelligence in education emphasize expanding AI literacy, supporting educator training, and enabling innovation through flexible, locally determined implementation, while encouraging local educational agencies to incorporate factors such as transparency, reliability, and student outcomes into AI adoption and evaluation processes, thereby reinforcing the responsibility of local educational agencies to establish their own governance structures that ensure such technologies are used effectively and responsibly; and

WHEREAS, other major ethical and societal concerns with AI in schools include threats to student data privacy, the proliferation of non-consensual deepfake imagery, and the risk of cognitive decline due to over-reliance; and

WHEREAS, the NYCPS Guidance defers several foundational components of a comprehensive AI governance framework to a June 2026 Playbook, including grade-differentiated guidance for K-5, 6-8, and 9-12 instructional contexts, a public inventory of all ERMA-approved AI tools, and specific guidance on academic integrity and assessment design in an AI-enabled environment — leaving these areas unresolved during the current 2025-2026 school year^{xii}; and

WHEREAS, while the NYCPS Guidance reflects commitments to human oversight, educator professional judgment, family rights, and the protection of vulnerable student populations, it does not define AI literacy as a required student learning outcome within any existing curriculum or instructional standard — a dimension established as a national priority in EO 14277 — nor does it establish measurable criteria or timelines for evaluating the instructional effectiveness of approved AI tools, creating a gap between the guidance's protective orientation and the innovation and outcome-accountability expectations embedded in current federal education policy; and

THEREFORE, BE IT RESOLVED, that Community Education Council 26 (CEC 26) formally calls upon the New York City Department of Education (NYCPS) to transition its "Guidance on Artificial Intelligence" from a preliminary advisory document into a binding Comprehensive AI Governance Framework, and to take the following specific actions:

1. **ERMA Review Scope** - Expand the ERMA compliance review to include mandatory evaluation of algorithmic bias, equity impact, and instructional effectiveness for all AI tools used in schools — not merely data privacy and security — by requiring vendors to submit third-party bias audits conducted by independent entities using publicly documented and methodologically transparent evaluation criteria as a condition of ERMA approval, and by establishing clear, publicly available criteria against which such evaluations will be conducted, as described in NIST Special Publication 1270 *Towards a Standard for Identifying and Managing Bias in Artificial Intelligence*, prior to the deployment of any new AI tools in the 2026–2027 school year.
2. **Public Tool Inventory** - Publish a comprehensive and publicly accessible inventory of all AI tools that have received ERMA approval, no later than the release of the June 2026 Playbook, including the name of each tool, its approved use cases, the grade levels for which it is authorized, any known limitations or conditions of use, and the date of approval — so that families, educators, and the public may exercise meaningful oversight of the AI products their children encounter.
3. **Grade-Differentiated Guidance** - Issue binding, grade-differentiated guidance in the June 2026 Playbook governing the appropriate use of AI across the K–5, 6–8, and 9–12 instructional bands, specifying permissible uses, required levels of educator supervision, screen time considerations consistent with American Academy of Pediatrics research, and the minimum instructional, developmental, and data privacy conditions that must be satisfied before AI tools may be used with students at each developmental stage — and ensure that no AI tool is deployed for direct student instruction in any grade band until such differentiated guidance is in effect.
4. **Academic Integrity Policy** - Adopt and publish an Academic Integrity and AI Use Policy, no later than the start of the 2026–2027 school year, that defines the permissible uses of AI by students in completing coursework, homework, and assessments; establishes consistent consequences for misuse, including specific provisions addressing the creation,

distribution, or use of AI-generated deepfakes and non-consensual synthetic imagery involving students or staff, consistent with applicable provisions of the New York State Dignity for All Students Act (DASA) and any applicable city or state cyberbullying regulations; provides guidance to teachers on AI-assisted assignment design; and ensures that students, families, and educators across all schools receive equitable notice of and education about these expectations.

5. **AI Literacy Standards** - Establish AI literacy as a defined student learning outcome — consistent with Executive Order 14277 and the U.S. Department of Education's Dear Colleague Letter — by requiring the integration of age-appropriate AI literacy instruction into the existing K–12 Computer Science and Digital Fluency Learning Standards curriculum, specifying the competencies students are expected to develop at each grade band, including the ability to evaluate AI-generated content, understand AI's societal implications, and use AI tools responsibly and critically.
6. **Teacher Professional Development** - Develop and implement a structured, system-wide professional development program to ensure that all teachers and school leaders receive meaningful training in the responsible use of AI tools — including how to evaluate AI-generated outputs, apply grade-appropriate AI use policies, address academic integrity issues, and support students in developing AI literacy — with training requirements, timelines, and accountability measures specified in the June 2026 Playbook and updated annually thereafter.
7. **Meaningful Family Engagement** - Establish a formal and ongoing mechanism for meaningful family engagement, including high school students, in AI governance decisions — beyond reactive inquiry channels — including advance notice and opportunity to comment before any new AI tool is approved for use with students, accessible plain-language explanations of how approved tools function, and annual public reporting on AI tool use, including the identity of approved tools, their frequency of use, and their distribution across schools and student populations across the city disaggregated by school, grade level, and student population.
8. **Conflict-of-Interest Protocols** - Institute transparent conflict-of-interest protocols governing the composition and operations of the AI Advisory Council and any other bodies that inform AI procurement and policy decisions, including public disclosure of all members and their organizational affiliations, recusal requirements for members with financial relationships with AI vendors seeking NYCPS contracts. These protocols shall be adjudicated by the NYCPS Ethics Officer in coordination with the NYC Conflicts of Interest Board (COIB); non-compliance, including failure to disclose a material relationship including but not limited to financial compensation, advisory roles, equity interests, or contractual relationships, shall result in immediate removal from the advisory body and a stay of any related procurement decisions until an independent ethics audit is completed.
9. **Effectiveness Evaluations** - Establish predefined, publicly disclosed measurable criteria and timelines for evaluating the instructional effectiveness of all AI tools approved for use with students, requiring evidence-based review of whether deployed tools demonstrably improve student learning outcomes and reduce — rather than widen — existing achievement gaps, and require the publication of an annual Equity-of-Access Report documenting the distribution, frequency of use, and intensity of use of approved AI tools across all schools, disaggregated by Title I status, funding resource level, and student demographic populations, to ensure that advanced AI resources are not disproportionately concentrated in high-resource schools. Findings shall be reported publicly and used to inform continuation, modification, or discontinuation of approved tools, conducted or verified by an independent evaluator.
10. **Technical Controls** – Adopt a continuous monitoring and automated enforcement process for AI-enabled tools per guidance in the NIST Artificial Intelligence Risk Management Framework (AI RMF), procure licenses for enterprise versions of AI tools since privacy controls are stricter, configure Cloud Access Security Broker (CASB) tools to prohibit and block non-approved and non-enterprise versions of AI tools “Shadow AI”, and configure AI-aware Data Loss Prevention (DLP) tools to protect sensitive data from being input into AI models.
11. **Framework Review** - Establish an annual review cycle to update the AI Governance Framework to account for the continually changing landscape of AI tools and apps embedded with AI functionality.
12. **Resolution Transmission** - Transmit this Resolution to the Chancellor of New York City Public Schools, the Panel for Educational Policy, the New York City Council's Committee on Education, the New York State Assembly Committee on Education, the New York State Senate Committee on Education, New York State Board of Regents, and the New York State Education Department, urging each body to take such actions within their respective authority as are necessary to ensure that the deployment of artificial intelligence in New York City public schools is governed by binding standards that are equitable, transparent, accountable, and oriented toward the educational well-being of every student.

ⁱ <https://doi.org/10.6028/NIST.ITL.110-1>

ⁱⁱ <https://www.whitehouse.gov/presidential-actions/2025/04/advancing-artificial-intelligence-education-for-american-youth/>

ⁱⁱⁱ <https://www.ed.gov/media/document/oepd-ai-dear-colleague-letter-7222025-110427.pdf>

^{iv} <https://www.ai.gov/initiatives/education>

^v <https://www.governor.ny.gov/news/governor-hochul-signs-nation-leading-legislation-require-ai-frameworks-ai-frontier-models>

^{vi} <https://www.chalkbeat.org/newyork/2023/1/3/23537987/nyc-schools-ban-chatgpt-writing-artificial-intelligence/>

^{vii} <https://www.edweek.org/technology/180-degree-turn-nyc-schools-goes-from-banning-chatgpt-to-exploring-ais-potential/2023/10>

^{viii} <https://www.schools.nyc.gov/about-us/vision-and-mission/guidance-on-artificial-intelligence-full>

^{ix} <https://www.schools.nyc.gov/about-us/vision-and-mission/guidance-on-artificial-intelligence-full>

^x <https://www.schools.nyc.gov/about-us/vision-and-mission/guidance-on-artificial-intelligence>

^{xi} <https://infohub.nyced.org/in-our-schools/policies/data-privacy-and-security-compliance-process>

^{xii} <https://www.schools.nyc.gov/about-us/vision-and-mission/guidance-on-artificial-intelligence>



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Ribhi Alam

Sulinda Hong

Albert Suhu
Monica Huang
Hsuante Tsai (Louis)
David Rosenfeld

Student Members:

Isaiah Tandjung
Arleen Chodha

District 26 Community

Superintendent
Anthony Inzerillo

Meeting Type: Hybrid (In-Person and Virtual)

March 26, 2026

Calendar Meeting

Present: Qian Kang, Hsuante Tsai, Albert Suhu, Sae Jung Lee, Liz Tsen, Monica Huang, Sulinda Hong, David Rosenfeld, and Ribhi Alam

Student Member: Isaiah Tandjung, Arleen Chodha

Virtual Attendance: Dennis Chan

Absent:

Also Present: Superintendent Inzerillo and District 26 Team

Welcome: The meeting was called to order by Alber Suhu at 7:03 PM and roll call.

A. Superintendent Report – Budget

- The NYC Department of Education operates on a **\$46.1 billion budget**, averaging about **\$34,700 per student**, funded primarily by the City, State, and Federal government. Approximately **43% of the budget is fixed (non-discretionary)**, while **57% supports schools directly**, including instruction, staffing, and operations.
- District 26 has a **\$549 million budget**, serving about **16,125 K–8 students across 28 schools**, with a total district population of roughly **27,000 students**. Twelve schools are designated as **appeal schools**, receiving **over \$10 million in additional funding**, though further advocacy is needed as funding gaps remain.
- School budgets are largely determined through **Fair Student Funding (FSF)**, which makes up about **two-thirds of school funding** and is based on **student enrollment and needs**. Additional funding is provided for high-needed populations, including **ELLs, students with disabilities, and students in temporary housing**.
- FSF does **not cover certain programs**, such as Pre-K, mandated special education services, and charter school payments, which are funded through separate sources like **Title I and IDEA**.
- Funding is adjusted using **student need weights**, meaning students with greater needs generate more funding, and schools with higher concentrations of need receive increased resources. A base example is about **\$4,262 per student**, though actual funding varies.
- School-level spending decisions are made by **principals and School Leadership Teams (SLTs)** based on student needs, with oversight to ensure compliance.
- Families can access school budget details online, including a simplified **“Budget at a Glance”** tool, and may submit public comments on the budget through April 28, 2026.

B. Resolutions Presented

- Resolution on Improving NYC School Governance under Mayoral Control
- Resolution on Amending the Class Size Reduction Law to Prioritize the Earliest Grade Levels
- Resolution urging Universal Screening and Testing for G&T Programs Beginning in 2nd Grade
- Resolution on Reforming Waitlist Mechanisms to Improve Equity
- Resolution to Update the Foundation Aid Regional Cost Index

C. Public Comment

D. Roll Call Votes (Calendar Meeting)

- Resolution on Improving NYC School Governance under Mayoral Control
- Resolution on Amending the Class Size Reduction Law to Prioritize the Earliest Grade Levels
- Resolution urging Universal Screening and Testing for G&T Programs Beginning in 2nd Grade
- Resolution on Reforming Waitlist Mechanisms to Improve Equity
- Resolution to Update the Foundation Aid Regional Cost Index

All 5 resolutions were approved unanimously.

Meeting adjourned at 9:30 PM.

Business Meeting

March 26, 2026

Business Meeting

Present: Qian Kang, Hsuante Tsai, Albert Suhu, Sae Jung Lee, Liz Tsen, Monica Huang, Sulinda Hong, David Rosenfeld, and Ribhi Alam

Student Member: Isaiah Tandjung, Arleen Chodha

Virtual Attendance: Dennis Chan

Absent:

Also Present: Superintendent Inzerillo and District 26 Team

Welcome: The meeting was called to order by Alber Suhu at 9:03 PM and roll call.

A. Approval of February 12, 2026, Minutes

Minutes were reviewed and approved.

C. Approval of Budget

Budgets were reviewed and approved.

C. President's Report

D. Town Hall Planning

- Sulinda motioned to approve the presentation of Town Hall structure. The Town Hall structured approved unanimously.

E. Old & New Business

F. Adjournment

Business meeting adjourned following motion and second by Louis. Motion passed at 10:15 PM.

Budget Report: April 16, 2026

Community Education Council District 26

Starting Balance: 21338.24

Total Expense: \$ \$4,418.44

Ending Balance: \$16919.80

A	B	C	D	E	F	G	H	I	J	K
	Allocation	September	October	November	January	February	March	April	Total Expense/ Committed	Balance
Member Reimbursement Object Code 496	\$13,075.00								\$0.00	\$13,075.00
P-Card	\$2,500.00								\$0.00	\$2,500.00
General/Office Supplies -MS4R	\$1,500.00						\$1,498.00		\$1,498.00	\$2.00
General/Office Supplies -MS4G	\$1,000.00						\$999.00		\$999.00	\$1.00
Meeting Expense (Food Expense)/ Worksho	\$4,590.00	\$574.90	\$201.90	\$800.00	\$434.70	\$354.90	\$279.85	\$1,921.95	\$4,568.20	\$21.80
Website	\$1,218.00								\$0.00	\$1,218.00
Furniture	\$0.00								\$0.00	\$0.00
Technology	\$1,015.00							\$1,015.00	\$1,015.00	\$0.00
Water rental	\$102.00								\$0.00	\$102.00
Total	\$25,000.00									
Total Expense	\$8,080.20								\$8,080.20	
Balance in Budget	\$16,919.80									

B & H FOTO & ELECTRONICS CORP.	WR260348293	\$706.67	198
Apple	WR260348294	\$155.05	198
CDW	WR260348295	\$53.52	198
WB Mason	WR260352592	\$122.16	198
Staples	WR260352591	\$242.98	198
School Specialty	WR260352590	\$217.33	198
B & H FOTO & ELECTRONICS CORP.	WR260382389	\$246.76	198
CDW	WR260382390	\$154.24	198
Apple	WR260382391	\$256.20	198
School Specialty	WR260382450	\$73.53	198

Staples	WR260382451	\$138.77	198
WB Mason	WR260382452	\$129.28	198
Bayside Milk Farm		\$1,921.95	489

Question	Result	Questions/ Statement
5	5	School Funding / Budget Appeals During your time as superintendent in District 3, you may have encountered schools facing budget challenges, such as the Special Music School. In District 26, this issue appears more widespread, with several schools experiencing ongoing structural shortfalls that affect their ability to fund teacher salaries. Currently, temporary shortfall allocations are often finalized after the school year begins, which can make staffing decisions difficult for principals. Given that some of these challenges may be tied to structural factors—such as smaller school design and higher average teacher salaries—CEC 26 has proposed more permanent solutions, including expanding certain School Allocation Memoranda and centrally funding mandated services. Could you share how the Division of Finance is approaching these concerns, and provide a point of contact for continued collaboration?
8	4.5	Gifted & Talented Programs New York State defines gifted students as those who may require additional services to reach their full potential. Research suggests that early identification and appropriate academic challenge can help support student engagement and achievement. CEC 26 has recommended universal screening in second grade to broaden access and equity in identification. How is the DOE currently approaching gifted education, and are there plans to consider elements of this recommendation moving forward?
7	4.5	Class Size & Capacity Planning CEC 26 has supported thoughtful adjustments to the class size law, including prioritizing early grades and allowing additional time for compliance. According to recent reports, District 26 faces particular challenges due to high utilization rates, while planned capacity expansions remain limited. Could you share how District Planning is prioritizing capital projects in districts with the greatest need, and whether there may be opportunities for closer coordination with CECs? A point of contact for follow-up would also be appreciated.
6	4.5	Local Decision-Making Authority We understand the Mayor has requested an extension of mayoral control of schools, and CEC 26 has outlined several reforms to strengthen community engagement and governance. One area of interest is enhancing the role of district-level leadership in shaping policies that reflect local needs. Do you see opportunities to provide district superintendents with greater flexibility—working in consultation with CECs—to tailor educational programs and policies that better serve their communities?
11	4.375	High School Seat Allocation in Queens In Queens, some communities—particularly in the eastern region—experience significant high school overcrowding, while capacity in other areas is underutilized. Current planning methods often rely on borough-wide averages, which may not fully reflect local conditions. Would it be possible for District Planning and the SCA to consider more localized data when assessing seat needs? A point of contact for ongoing engagement on this issue would be appreciated.
10	4.375	High School Admissions Lottery & Waitlists Families have shared concerns about the impact of lottery numbers on admissions outcomes, particularly for those who receive less favorable initial placements. There have also been questions about how waitlist priorities are determined. Would the Office of Student Enrollment be open to exploring alternative approaches to waitlist prioritization to enhance fairness and transparency? A point of contact for further discussion would be helpful.
9	4.375	SCA Governance & Oversight CEC 26 has taken an interest in the governance practices of the New York City School Construction Authority, including how its Board of Trustees carries out its oversight responsibilities. Could you share your perspective on how the Board ensures accountability and transparency, and whether there are opportunities to strengthen governance practices in alignment with community feedback?
15	4	Accelerated Learning Options With evolving approaches to gifted and talented education, many families are interested in how accelerated learning opportunities will be structured moving forward. Some have expressed interest in maintaining access to more advanced coursework within heterogeneous classrooms. Would there be flexibility for districts or schools to pilot models that include accelerated classes or groupings for students who would benefit from a faster pace of instruction?
22	3.875	Admission and School capacity - includes middle and HS admission process. Limited access to high quality middle and HS and needs for capacity in Queens. Transparencies and fairness in SHSAT admission policies.
18	3.875	Equity, Access & School Siting in Queens CEC 26 has supported expanding access to high-quality programs, including exploring additional opportunities for historically underserved communities. In Queens, transportation challenges can make access to certain programs—such as specialized high schools—more difficult. Would District Planning be open to studying the feasibility of locating additional programs, including potentially a specialized high school, in eastern Queens to better serve these communities?
12	3.875	Accessibility of School Meetings We appreciate the Mayor's focus on increasing parent engagement, particularly for working families. At present, many school meetings are held in person only, which may limit participation. Would the DOE consider updating Chancellor's Regulation A-655 to encourage or require a virtual participation option for SLT and DLT meetings, to help make engagement more accessible?
13	3.75	Access to Regents Exams In District 26, some students are eager to take on additional academic challenges, such as Regents exams, even if their schools do not formally offer those pathways. How can the DOE ensure that all students—regardless of their school's specific offerings—have equitable opportunities to sit for Regents exams when they are prepared and motivated to do so?

3	3.625	IEP Chancellor, welcome to District 26. In our district, we pride ourselves on academic excellence for every student, and we are committed to ensuring no one is left behind. However, to make true inclusion a reality, we urgently need more funding and help from the DOE. What accountability measures will you put in place to ensure all general education teachers receive the ongoing, practical training needed to properly support students' IEPs? Our educators must be equipped to assist students with non-ASD disabilities like dyslexia and ADHD in the classroom. Also, how will you ensure that restrictive settings are recommended based on a child's actual needs, rather than gaps in our staffing and training?
23	3.5	Specialized and Advanced programs- G&T program and increasing specializing HS seats in Queens. They also want accessible pathways for advanced learners
21	3.5	Class size and resources allocation - concerns about overcrowded classroom, individual attention and teacher effectiveness and increasing funding.
14	3.375	World Language Access The United Nations recognizes six official languages, yet many middle schools primarily offer Spanish as the only option. In diverse communities, families may value opportunities for students to learn additional languages, including heritage languages. Would the DOE consider expanding support—potentially through an additional School Allocation Memorandum—to help schools establish new language programs where there is demonstrated demand?
25	3.25	Student Safety and well being which includes bullying , discrimination and student safety. There are concerns regarding safety risks around school construction zones and school based safety measure beyond external enforcement
24	3.25	Special Education Services - insufficient teacher training , ;ack of inclusive classroom support and expanding Nest Program within district. Request for more service without requiring IEPs.
19	3.125	Academic Curriculum and Instruction - parents are concerned regarding curriculum pacing too fast, return to foundational skills in math and literacy , concerns about digital learning tools, computer based and testing and lack of accountability
16	3.125	AI Policy: We appreciate the release of initial guidance on artificial intelligence and look forward to further developments such as the Playbook and Strategic Roadmap. Some families have raised questions about how AI usage may impact student well-being and how parents can best support their children. Is there a plan to provide additional guidance or resources for families on this topic, including ways to understand and mitigate potential risks?
27	2.75	Community & parent engagement which including school leadership and teachers, declining engagement and to improve communication, inclusivity and support for non-speaking English speaking families
17	2.75	GAMA Platform & School Technology Needs Some schools have shared feedback that the DOE's GAMA platform does not yet fully meet their operational needs, leading them to adopt supplemental tools—often with PTA support. How is DIIT incorporating user feedback into ongoing development of GAMA, and are there plans to improve communication around new features and updates so schools can make more informed decisions?
28	2.5	Emerging and Additional Questions which includes AI, Cannabis and afterschool program
4	2.5	School Lunch Families care deeply about healthier food choices for our children. Can you share what progress has been made on improving school lunch options, and what timeline we can expect for implementation across District 26?
26	2.375	Transportation and Childcare which includes school bus eligibility, before school care, early drop off options and creating significant challenges for working parents
2	2.375	President Council Question (TBD)
20	2.25	School lunch and Student Nutrition - request for healthier, fresher and hot meal options.

Requires: MS 74Q:

Video/audio: 2 tables and 3 chairs in the auditorium pit

M.S. 74Q: Outdoor (string ensemble and artwork will be played and displayed as guests enter).

Jazz Band & Chorus 5:45 - 6:00 PM in the auditorium

Cafeteria: Overflow, 2 tables for food and refreshments. 3 cafeteria double tables for District & PTA Swag

2 tables in the hallway for sign-in sheet.

Back room behind the auditorium for CEC, room across the hallway for Chancellor and his team (tablecloth and snacks in hallway)

#! X Wireless microphone

5 tables and 14 chairs on top of the auditorium.

Farjana requires: Sign-in sheet for 300 guests, 300 comment cards, flyers, tablecloth, signage for members to sign in, (need some signage for interpretation services). Food set up, table set up, tent cards, Agenda, reserve first 4 rows for principals, guests and MS 74 parents.

Committee Members must arrive by 4:00 PM.

CEC MEMBERS MUST ARRIVE BY 5:00 PM FOR MIC CHECK.

Time	Speaker	(wording)
6:00 PM	Sulinda/ Face Representative -	Star Spangled Banner / Procession of Flags - Color Guard Interpretation services announcement: She will invite the interpreters - Korean, Mandarin, Cantonese, and Spanish interpreters to make announcements.
6:05 PM	Sulinda Hong	Meeting Call to Order- Roll Call Welcome the families and share brief information about CEC and our role. The comment cards are available for parents to submit comments. Please include your email address when submitting comments and remind them to email additional comments by emailing cec26@schools.nyc.gov . Please thank: • District 26 families & students • Presidents Council Adriana Aviles and PTA members • District 26 Principals, UFT Chapter Leader Dave Waltzer, and our district-wide teachers and staffs that are attending. • Our collaborative and supportive Elected Officials is present in the • Councilmember Vicky Paladino • Councilmember Sandra Ung • Councilmember Linda Lee • Senator John Liu, • Assembly Member David Weprin

		• Assembly Member Nily Rozic • Assemblymember Ed Braunstein • Congresswoman Meng • Senator Toby Ann Stavisky • Queens Borough President Donovan Richard • Thank the students and committee for their hard work for bringing the town hall together. Please thank the committee members and Principal Contarsy for their support. They have graciously and excitedly agreed to have their school bands perform for the opening of the Town Hall in January. <i>Please welcome Principal Contarsy to speak for 2-5 minutes.</i>
6:10 PM	Brandon Contarsy	Principal Contarsy welcome to the community.
6:15 PM	Sulinda Hong	Please introduce Superintendent Anthony Inzerillo to welcome the community
6:16 PM	Superintendent Anthony Inzerillo	Welcoming the community and brief remarks
6:20 PM	Sulinda Hong	Announcement of Interpretation Services ?
6:25 PM	Al/Sulinda	Please thank the community and introduce Al Suhu to welcome Chancellor Samuels.
6:30 PM	Chancellor Samuels	Welcome & Introduction from Chancellor
6:36 PM	Sulinda	Thank you, Chancellor. Our first question will be asked by?
6:37 PM	CEC Member	<i>Insert Question (possibly President Council question)</i>
6:38 PM	Chancellor Samuels	
6:42 PM	Sulinda	Next question will be presented by
6:43 PM	CEC Member	<i>Insert Question</i>
6:44 PM	Chancellor Samuels	
6:48 PM	Sulinda	The next question will be asked by CEC26 member
6:49 PM	CEC Member	<i>Insert Question</i>
6:50 PM	Chancellor Samuels	
6:54 PM	Sulinda	Our next question will be asked by CEC member

6:55 PM	CEC Member	<i>Insert Question</i>
6:56 PM	Chancellor Samuels	
7:00 PM	Sulinda	Our next question will be asked by CEC member
7:01 PM	CEC Member	<i>Insert Question</i>
7:02 PM	Chancellor Samuels	
7:06 PM	Sulinda	Our next question will be asked by CEC member
7:07 PM	CEC Member	<i>Insert Question</i>
7:08 PM	Chancellor Samuels	
7:12 PM	Sulinda	Our next question will be asked by CEC member
7:13 PM	CEC Member	<i>Insert Question</i>
7:14 PM	Chancellor Samuels	
7:18 PM	Sulinda	Our next question will be asked by CEC member
7:19 PM	CEC Member	<i>Insert Question</i>
7:20 PM	Chancellor Samuels	
7:24 PM	Sulinda	Our next question will be asked by CEC member
7:25 PM	CEC Member	<i>Insert Question</i>
7:26 PM	Chancellor Samuels	
7:31 PM	Sulinda / AI	Thank the chancellor and families for joining us and if he wants to give a closing remark and remind our families to stay with us a few of the deputy chancellors to answer any questions. Please remind them food is available downstairs for families and an opportunity to meet with our leaderships.