MANHASSET UFSD

AI SUBCOMMITTEE

2026-2027 AI Update

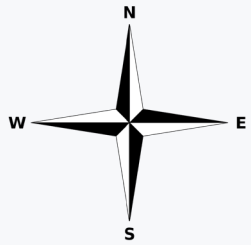
Board of Education

September 24, 2026

OUR NORTH STAR

AI Literacy — Not AI Technology

Preparing students to navigate an AI-infused world without surrendering the human work of learning.



Our goal is not to increase students' use of AI.

Our goal is to build the judgment to understand, evaluate and use it appropriately.

FOUNDATIONAL SKILLS

Knowledge before shortcuts

PRODUCTIVE STRUGGLE

Thinking before answers

HUMAN JUDGMENT

Evaluate, question, decide

STUDENT OWNERSHIP

Learning remains the student's

Technology should serve learning — not replace the thinking that produces it.

STUDENT EXPERIENCE

A Deliberate, Age-Appropriate Continuum

Different developmental stages call for different expectations and levels of access.

K–6

Build the foundation

- Learn about AI, safety, bias and digital citizenship
- No routine student-facing generative AI use
- Foundational skills remain the priority
- Approved coding experiences remain available

7–12

Build literacy + judgment

- Explicit instruction in AI literacy
- Two common 42-minute foundational lessons
- Teacher-directed use of approved tools
- Discipline-specific application follows foundational learning

Across all grades: Teacher direction + age appropriateness + purpose + human judgment

Preparing Teachers for an AI-Infused World

2026–27 professional learning is centered on teaching and learning — not mastering the latest tool.



What teachers are examining

- Where AI may add instructional value
- Where productive struggle should be protected
- How to strengthen independence and engagement
- How to differentiate using meaningful student data
- How assessment must evolve

THE KEY QUESTION

How do we know the work represents the student's thinking?

Responsible instructional integration

From “How Much?” to “What Value?”

A screen is only useful when it adds something purposeful to learning.

SCREEN TIME → **SCREEN VALUE**

What is the technology adding to the learning?

Higher-value use

Creating • researching • collaborating
Meaningful feedback • purposeful practice
Technology doing something the analog task cannot

Lower-value use

Passive consumption • unnecessary substitution
Reduced human interaction • “digital because we can”
Technology without a clear learning purpose

K–4 Chromebooks stay at school • device use is monitored • approved tools + privacy safeguards + teacher oversight

ROAD AHEAD

Where We Are Now — and What Comes Next

A deliberate cycle: establish expectations, apply thoughtfully, gather evidence, refine.

FALL 2026

ESTABLISH

- Launch common AI literacy expectations
- Introduce secondary foundational lessons
- Establish teacher + student guidance
- Continue professional learning

WINTER 2026–27

APPLY

- Purposeful classroom integration
- Assessment redesign
- Gather teacher + student feedback
- Monitor implementation + device use

SPRING 2027

REFLECT + REFINE

- Review evidence + stakeholder feedback
- Identify effective practices
- Refine guidance + professional learning
- Update BOE + community

Move deliberately. Learn from evidence. Protect what matters about human learning.