



Community Education Council

CEC D15 MEETING

 September 15, 2026



131 Livingston Street, Rm 301
Brooklyn, NY

COMMUNITY SCHOOL DISTRICT 15 LEADERSHIP



Rafael T. Alvarez
Superintendent



Nicole Lanzillotto
Deputy Superintendent



Angela DeFilippis
Deputy Superintendent



CELEBRATIONS

CELEBRATING THIS MONTH

**SCHOOL
CLOSED**



Monday, September 7th



Thursday, September 10th



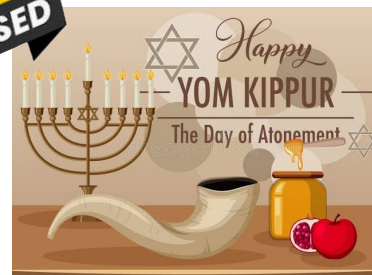
Friday, September 11th



*Begins at Sundown on
Friday, September 11th*



**SCHOOL
CLOSED**



September 21st



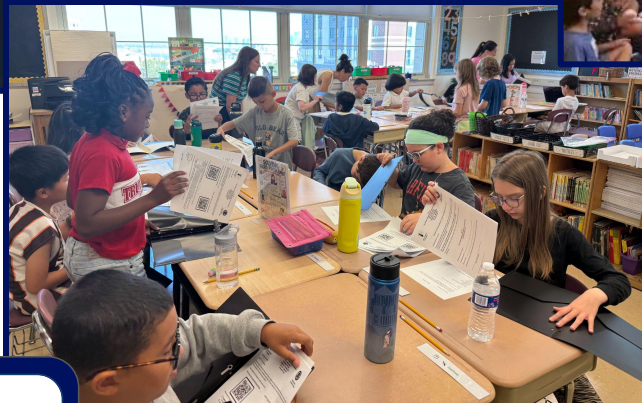
WELCOME BACK!

FIRST DAY OF SCHOOL | SY 2026-27



THURSDAY, SEPTEMBER 10, 2026

FIRST DAY OF SCHOOL | SY 2026-27



FIRST DAY OF SCHOOL | SY 2026-27



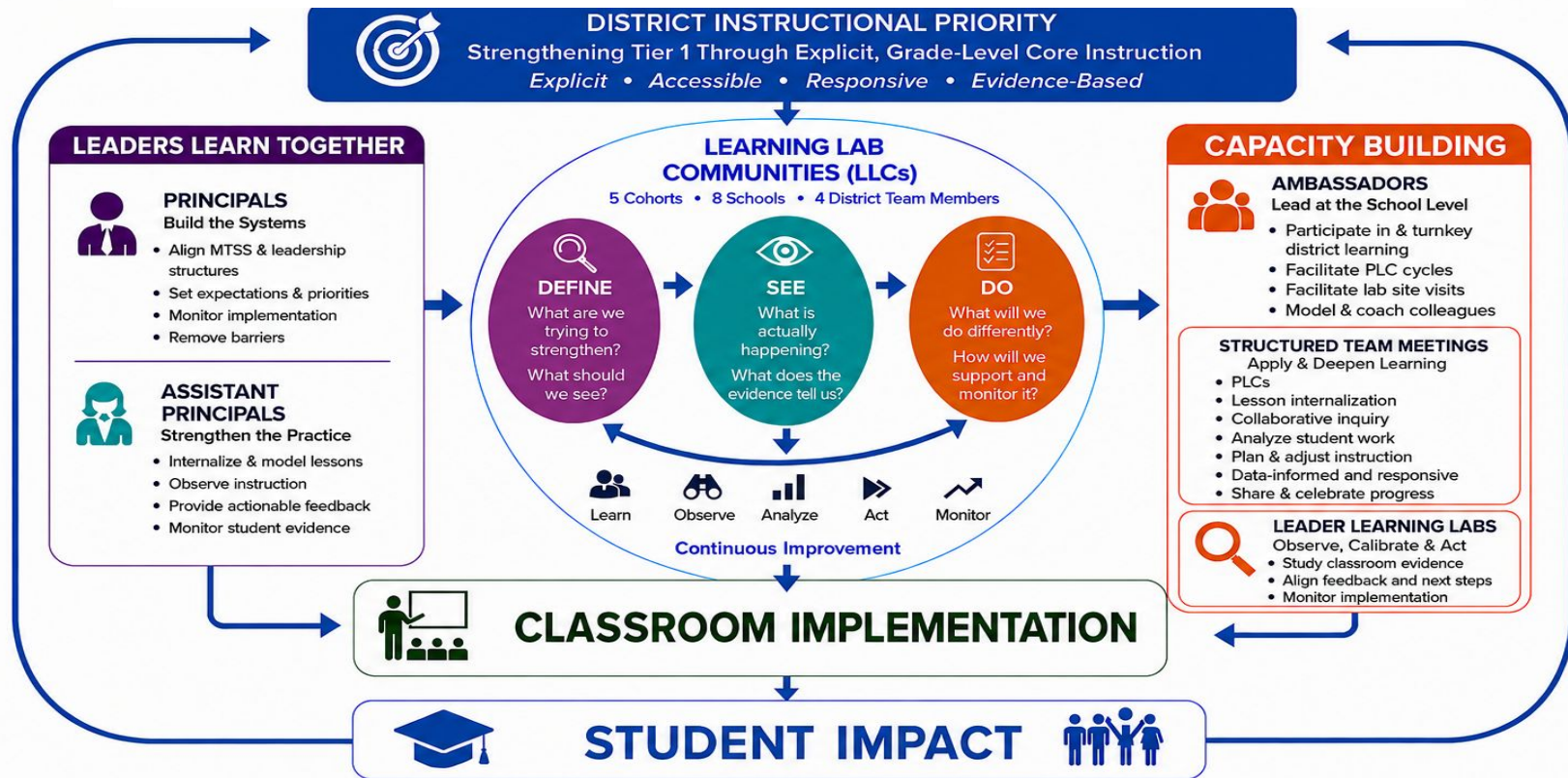
DISTRICT 15's INSTRUCTIONAL VISION



Every student in District 15 deserves access to strong, grade-level instruction - every content area, every classroom, every day. Tier 1 core instruction is the foundation of equity. When instruction is explicit, accessible, and responsive, most students succeed without needing additional intervention. Strengthening Tier 1 is our most powerful lever for improving student outcomes across the district.

STRENGTHENING TIER 1 THROUGH EXPLICIT, GRADE-LEVEL CORE INSTRUCTION

DISTRICT 15's LEARNING LAB COHORTS



ONE SYSTEM. SHARED PRIORITIES. CONNECTED STRUCTURES.



DCEP GOALS



OVERARCHING DCEP GOALS | 2026–27

PRIORITY

KEY DISTRICT ACTIONS

Strengthen ELA Achievement

Students in the lowest growth categories across K–8, with particular attention to ELLs, students with IEPs, and economically disadvantaged students
Strengthen Tier 1 literacy instruction • Consistent use of HQIM • Explicit modeling and guided practice • Purposeful CFUs and responsive adjustment • Learning Labs and aligned walkthroughs

Accelerate Math Outcomes

Students with IEPs and ELLs
Strengthen NYC Solves/IM implementation • Use screener and classroom data to identify needs • Strengthen MTSS • Target support based on student need • Monitor progress and adjust instruction

Improve Attendance

Economically disadvantaged Black students • Economically disadvantaged Hispanic/Latinx students • Students in Temporary Housing
Use student focus groups to understand barriers • Identify students early • Strengthen family outreach • Develop individualized attendance plans • Partner with schools and community organizations to remove barriers

Belonging, Safety & Support

Black students • Students with disabilities
Strengthen preventative and restorative practices • Build staff capacity in de-escalation and conflict resolution • Expand student voice and leadership • Monitor suspension/incident data for disproportionality • Provide targeted school support

DCEP GOALS 2026-2027

Priority 1: ELA

- By EOY 2026-27 screener administration, we will **decrease** the percentage of **K-2 students** in Growth Categories 1 and 2 by **5 %**, from **34.2% to 29.2%**
- By EOY 2026-27 screener administration, we will **decrease** the percentage of **3-5 students** in Growth Categories 1 and 2 by **5%**, from **37.1% to 32.1%**.
- By EOY 2026-27 screener administration, we will **decrease** the percentage of **6-8 students** in Growth Categories 1 and 2 by **5%**, from **33.7% to 28.7%**.

DCEP GOALS 2026-2027

Priority 2: Math

- By **June 2027**, students with IEPs will increase **proficiency (performance above the 50th percentile)** by **3%**, from **33% to 36%**, based on **screener data**.
- By **June 2027**, ELLs will increase **proficiency (performance above the 50th percentile)** by **3%**, from **33% to 36%**, based on **screener data**.

DCEP GOALS 2026-2027

Priority 3: Supportive Environment

- By **June 2027**, there will be a **2% decrease in the number of suspensions**, from **91 to 89**, as measured by data through **Power BI**.
- By **June 2027**, there will be a **7% decrease in the number of suspensions of Black students**, from **28 to 26**, as measured by data through **Power BI and Insight**.
- By **June 2027**, there will be a **6% decrease in the number of students with disabilities being suspended**, from **53 to 50**, as measured by data through **Power BI and Insight**.
- By **June 2027**, there will be a **2% decrease in the number of material incident violations**, from **316 to 310**, as measured by data in **Power BI**.

DCEP GOALS 2026-2027

Priority 4: Career & College Readiness

- By **June 2027**, the percentage of **students with an IPR** will increase from **99% to 100%**, as evidenced by **completion reports**.
- By **June 2027**, the percentage of **K–8 students participating in Financial Literacy courses** will increase from **0% to 85%**, as measured by a **principal survey**.

DCEP GOALS 2026-2027

Priority 5: Attendance & Chronic Absenteeism

- By **June 2027**, the **Chronic Absenteeism (CA) rate for Students in Temporary Housing** will decrease by **3 percentage points**, from **38.4% to 35.4%**, as measured by **Insight Chronic Absenteeism data**.
- By **June 2027**, the **Chronic Absenteeism (CA) rate for economically disadvantaged Black students** will decrease by **5 percentage points**, from **48% to 43%**, as measured by **Insight Chronic Absenteeism data**.
- By **June 2027**, the **Chronic Absenteeism (CA) rate for economically disadvantaged Hispanic/Latinx students** will decrease by **3 percentage points**, from **36% to 33%**, as measured by **Insight Chronic Absenteeism data**.



AI POLICY

STUDENT-FACING AI

Grades

2-K – 8

Moratorium on Student-Facing AI

No software that uses **student-facing generative AI**, including **instructional programs** and **AI tutoring or intervention platforms**.

This **moratorium** will include nearly **600,000 students**, or **2/3 of all NYCPS students**.

Grades

9 – 12

Restricted Use

Limited to **specific uses for AI literacy, career readiness**, and a **small number of pilots**.

GRADES 9–12 PERMITTED AI USES

High school use of student-facing generative AI is limited and purposeful.

Use restricted to specific software in three categories:

AI Literacy

Required modules on **how AI works** for **every high school student**, and a **longer course** for students using AI in **career pathways and pilots**.

Career Readiness

AI used within a **career readiness pathway, CTE programs**, and other **certification programs**.

Limited AI Pilots

Five **centrally approved pilots** in **select high schools** that **apply to participate**.

All use must be coupled with **teacher supervision**, instruction on **how AI works**, its **biases and risks**, how to **critically evaluate its outputs**, and the necessity for students to **retain ownership of their thinking and work**.

Career readiness AI use will be targeted **at skills needed for CTE, certification and other career pathway programs**.

Pilot tools will not replace teachers; rather, the tool allows the teacher to design **rigorous, differentiated instruction** delivered to students with a range of **unique learning needs**.

TEACHER-FACING AI

What is allowed



- Teachers may continue to use AI for instructional planning and operational tasks, if they are approved for data security & privacy (ERMA).
- These tasks include brainstorming, lesson planning, drafting communications, streamlining operations, professional learning, and translation.

What is not allowed



- Teacher-facing AI cannot be used for grading, behavior monitoring, placement, promotion, graduation, or other decisions about students.
- All special education documents are developed by qualified professionals.
- Counseling, crisis intervention, and therapeutic support are provided only by qualified staff.



SCREEN TIME POLICY

SCREEN TIME

Grades

2-K – 2

No 1:1 Screen Time

No individual device use by students in the classroom. Smart boards and other devices used for group instruction may continue to be used.

Grades

3 – 5

Recommend no more than 30 minutes of daily 1:1 screen time.

Grades

6 – 8

Recommend no more than 45 minutes of daily 1:1 screen time.

Grades

9 – 12

Screen time is school/course dependent.

SCREEN TIME

Grades

2-K – 8

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Grades

9 – 12

Restricted Use

Limited to specific uses for AI literacy, career readiness, and a small number of pilots.



EXCEPTIONS

POLICY EXCEPTIONS

The policy does not restrict:

Assistive technologies that support **students with disabilities** and **English language learners**

- Across all grades, this policy does not apply to **assistive technology** and associated **screen time**, provided through a student's **Individualized Education Plan (IEP)** or **504 Plan**.
- **Students with disabilities** and **English Language Learners (ELLs)** will continue to have access to other necessary tools that provide important **communication support**.
- **Assessments**, such as **screeners and diagnostics**
- **Out-of-school learning**, such as **remote instruction days**
- **Centrally approved instructional programs**, such as **e-books, robotics, coding, and simulations**



FAMILY RESOURCES

FAMILY RESOURCE GUIDE: PRE-K–2ND GRADE



Translated in Multiple Languages

Available in various languages to ensure accessibility for all families.



Targeted Guidance

Organized systematically by grade level and specific times of the school year.



Foundational Skills Focus

Designed to support essential early reading and literacy development.



NYC Public Schools



Sound and Spell: A Caregiver's Guide to Foundational Reading Skills

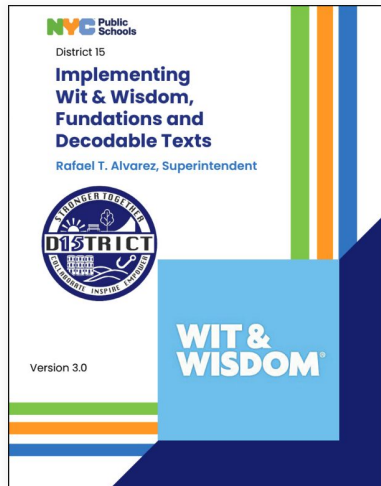
NYC Public Schools, District 15
Rafael T. Alvarez, Superintendent



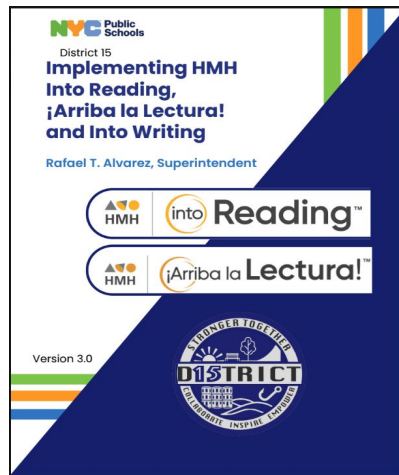
Located on [D15 Website](#)

IMPLEMENTATION GUIDES FOR CORE CURRICULA

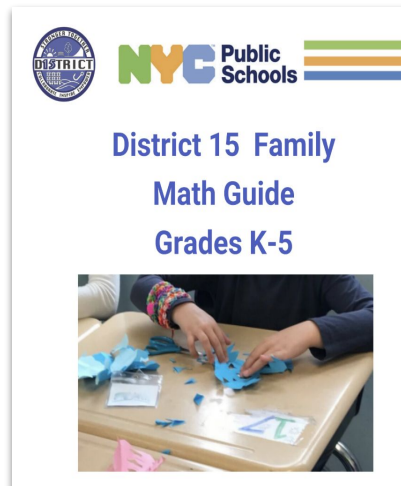
Download WW Guide (PDF)



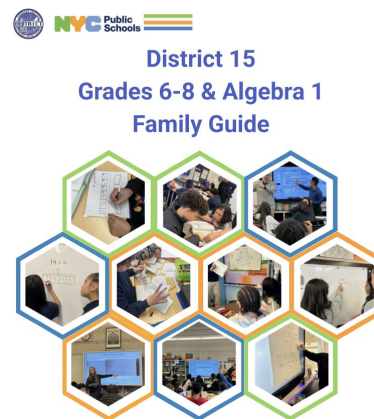
Download HMH Guide (PDF)



Download K-5 Math Guide



Download 6-8, A1 Math Guide



2026-2027 DISTRICT EVENTS

DATE	EVENT
JAN 14	DAY OF SERVICE
JAN 20	ES URBAN DEBATE LEAGUE
JAN 21	MS URBAN DEBATE LEAGUE
FEB 11	ARTS SHOWCASE
APRIL 16 + 17	D15 MUSICAL
APRIL 14	ES URBAN DEBATE LEAGUE

DATE	EVENT
APRIL 15	MS URBAN DEBATE LEAGUE
MAY 4	D15 HIRING FAIR
MAY 11	PBL Workshare
MAY 15	S.T.E.M. EXPLORATION DAY
MAY 18	AMBASSADOR RECOGNITION CEREMONY
JUNE 10	FIELD DAY

