

D15

DIVERSITY

PLAN

Community Presentation

June 20, 2018





Welcome

Get Settled!

[6:30 - 6:35]

Welcome

[6:40 - 6:50]

**Working Group
Members**

[6:50 - 7:00]

Presentation

[7:00 - 7:30]

Informal Q&A

[7:30 - 8:00]

Sadye L. Campoamor

Director of Community Affairs

Lynn Shon

STEM Teacher, M.S. 88

Benji & Eliza

IntegrateNYC

Let's get started!





D15

DIVERSITY



PLAN

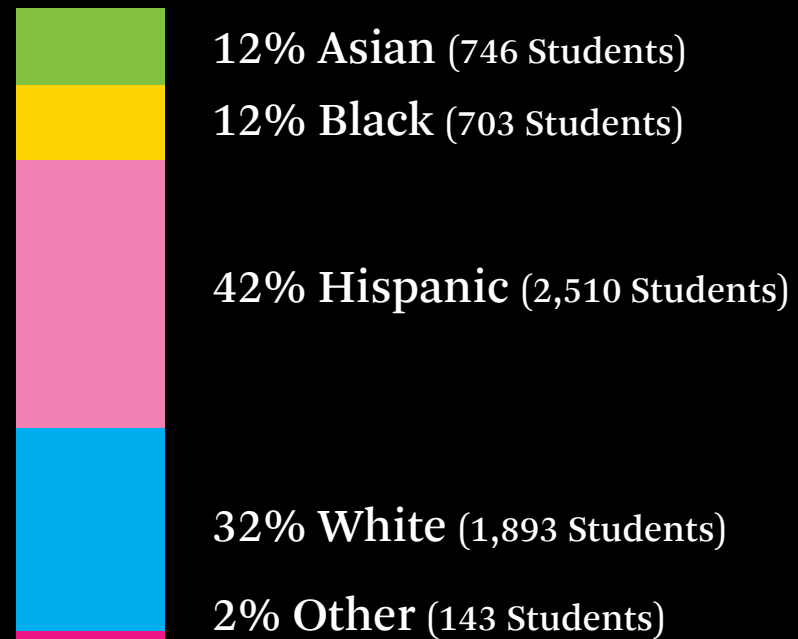


The D15 Diversity Plan is a community engagement and planning process that has been established to create diverse, meaningfully integrated middle schools in D15.

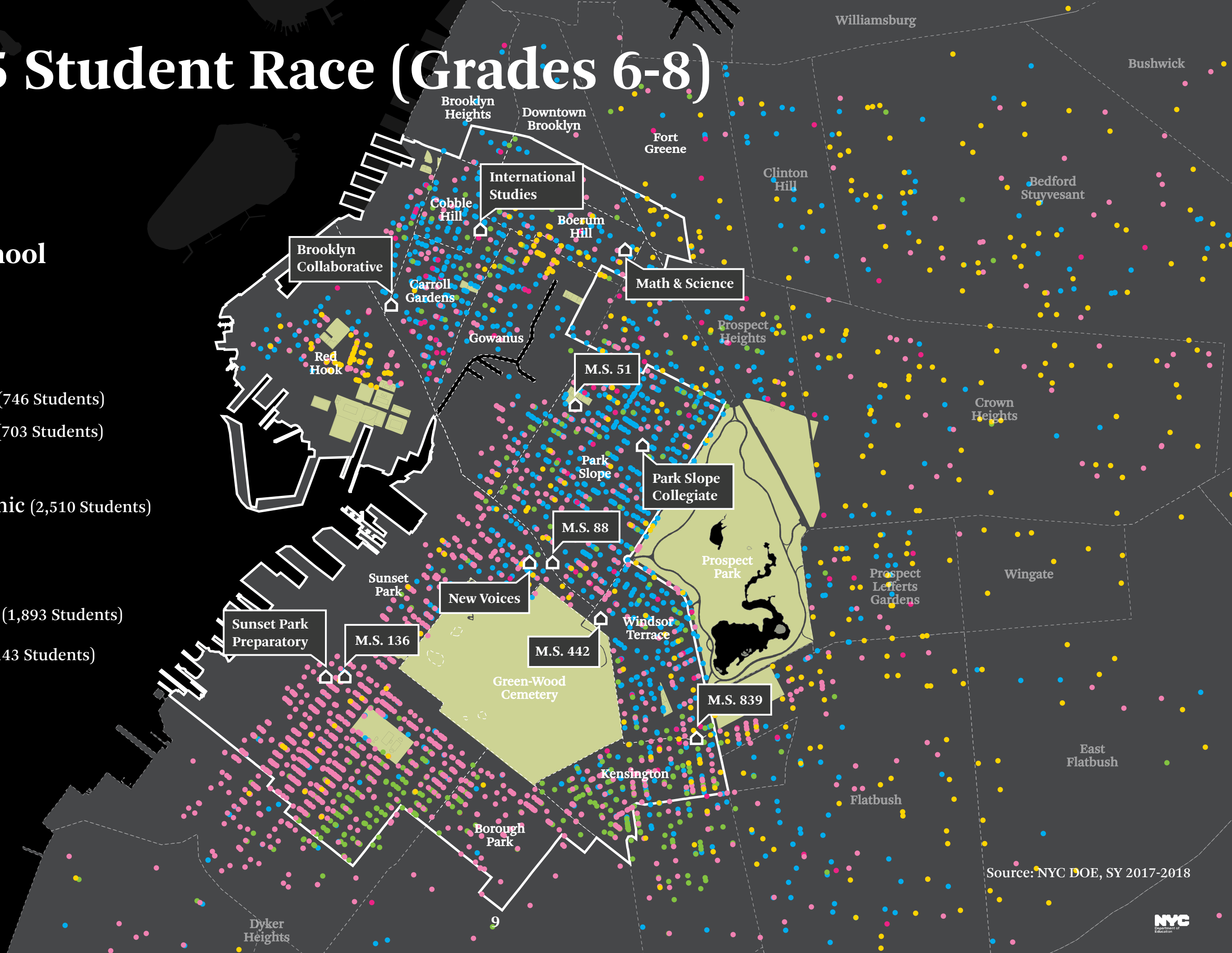
A D15 Student Race (Grades 6-8)

D15 Middle School Demographics

(6,016 Students)



0 0.2 0.4 0.6 Miles



Source: NYC DOE, SY 2017-2018

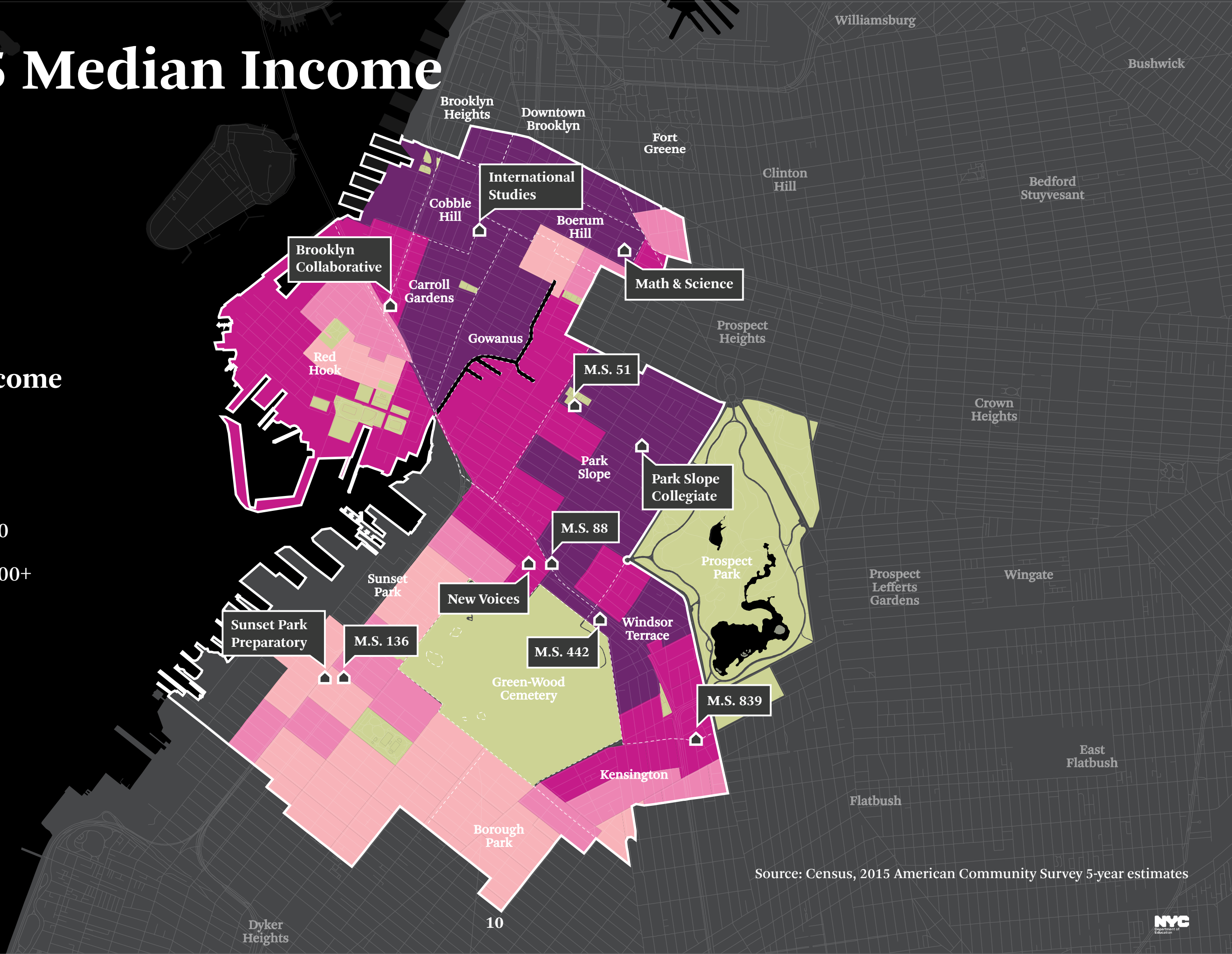


D15 Median Income

D15 Median Income



0 0.2 0.4 0.6 Miles

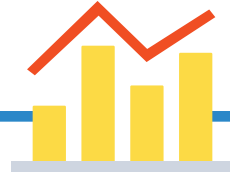


Source: Census, 2015 American Community Survey 5-year estimates

A Process Goals



**Collect and
organize
community
concerns in order
to influence
DOE's diversity
initiatives**



**Conduct data
analysis to
test diversity
initiatives**



**Develop
implementable
recommendations
that reflect
community input**



**Build a base
of engaged
residents**



What are the benefits?

Social



Increased
critical
thinking and
creativity



Reduction of
racial bias



Preparedness
for success in a
global economy



Higher
test scores



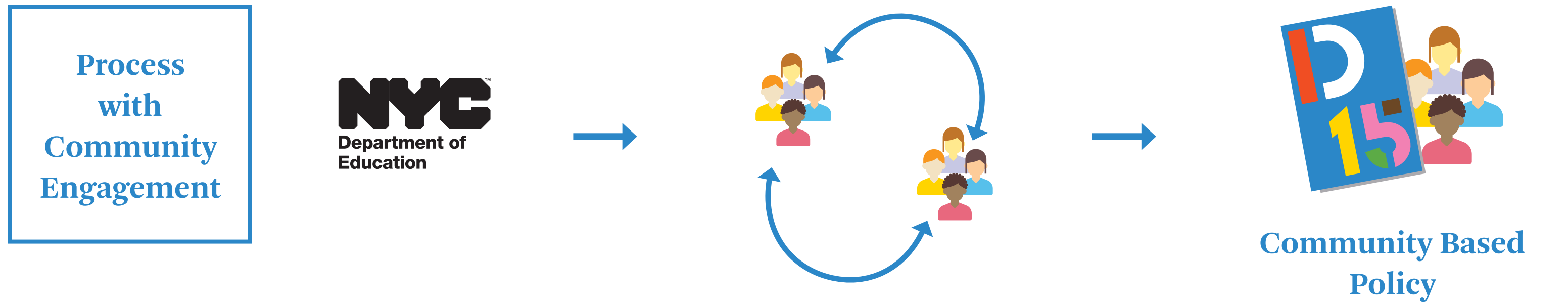
Higher rates
of college
enrollment



Lower
dropout rates

Educational

A How is this process different?



EVERYONE STAND UP

**INTRODUCE YOURSELF TO THE
PEOPLE AROUND YOU**

NOW CLOSE YOUR EYES

(COLLECTIVE SIGH OF RELIEF)

1954

"All the News
That's Fit to Print"

The New York Times.

LATE CITY EDITION

Fair and cool today. Mostly sunny,
continued cool tomorrow.
Temperature Range Today—Max., 68; Min., 52
Temperatures Yesterday—Max., 69; Min., 61
Full U. S. Weather Bureau Report, Page 51

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Post Office, New York, N. Y.

Copyright, 1954, by The New York Times Company.

NEW YORK, TUESDAY, MAY 18, 1954.

Times Square, New York 36, N. Y.
Telephone LACKAWANNA 4-1000

FIVE CENTS

HIGH COURT BANS SCHOOL SEGREGATION; 9-TO-0 DECISION GRANTS TIME TO COMPLY

McCarthy Hearing Off a Week as Eisenhower Bars Report

SENATOR IS IRATE

President Orders Aides
Not to Disclose Details
of Top-Level Meeting

President's letter and excerpts
from transcript, Pages 24, 25, 26.

By W. H. LAWRENCE

Special to The New York Times.

WASHINGTON, May 17—A secrecy directive by President Eisenhower resulted today in an abrupt recess for at least a week of the Senate's Army-McCarthy hearings.

Democratic and Republican Senators, some publicly and some privately, predicted that the investigation might never resume in earnest. However, there were other Senators who insisted that the investigation would go on to completion.

The recess was voted after Herbert Brownell Jr., the Attorney General, disclosed formally that criminal prosecutions might be instituted against those involved in the "preparation and dissemination" of an altered, condensed but still confidential Federal Bureau of Investigation report.

Communist Arms Unloaded in Guatemala By Vessel From Polish Port, U. S. Learns

State Department Views
News Gravely Because
of Red Infiltration

Special to The New York Times.

WASHINGTON, May 17—The State Department said today that it had reliable information that "an important shipment of arms" had been sent from Communist-controlled territory to Guatemala.

It said the arms, now being unloaded at Puerto Barrios, Guatemala, had been shipped from Stettin, a former German Baltic seaport, which has been occupied by Communist Poland since World War II. The Guatemalan regime has been frequently accused of being influenced by Communists.

"Because of the origin of these arms, the point of their embarkation, their destination and the



The New York Times May 18, 1954
Site of arms arrival (cross)

quantity of arms involved, the Department of State considers that this is a development of gravity," the announcement said. A freighter arrived at Puerto

Embassy Says Nation of
Central America May Buy
Munitions Anywhere

Barrios last Saturday, the State Department reported, carrying a large shipment of armament consigned to the Guatemalan Government.

The State Department did not divulge the exact quantity of the arms, their nature or where they had been manufactured.

Reliable sources told The New York Times, however, that ten freight car loads of goods listed in the manifest as "hardware" had been unloaded from this ship and sent to the city of Guatemala since Sunday. Guatemala is 150 miles from Puerto Barrios. The

Continued on Page 10, Column 5

REACTION OF SOUTH

'Breathing Spell' for
Adjustment Tempers
Region's Feelings

By JOHN N. POPHAM

Special to The New York Times.

CHATTANOOGA, Tenn., May 17—The South's reaction to the Supreme Court's decision outlawing racial segregation in public schools appeared to be tempered considerably today.

The time lag allowed for carrying out the required transitions seemed to be the major factor in that reaction.

Southern leaders of both races in political, educational and community service fields expressed comment that covered a wide range. Some spoke bitter words that verged on defiance. Others ranged from sharp disagreement to predictions of peaceful and successful adjustment in accord with the ruling.

But underneath the surface of much of the comment, it was evident that many Southerners recognized that the decision had laid down the legal principle rejecting segregation in public education facilities.

They also noted that it had left



Associated Press Wirephoto
LEADERS IN SEGREGATION FIGHT: Lawyers who led battle before U. S. Supreme Court for abolition of segregation in public schools congratulate one another as they leave court after announcement of decision. Left to right:

1896 RULING UPSET

'Separate but Equal'
Doctrine Held Out of
Place in Education

Text of Supreme Court decision
is printed on Page 15.

By LUTHER A. HUSTON

Special to The New York Times.

WASHINGTON, May 17—The Supreme Court unanimously outlawed today racial segregation in public schools.

Chief Justice Earl Warren read two opinions that put the stamp of unconstitutionality on school systems in twenty-one states and the District of Columbia where segregation is permissive or mandatory.

The court, taking cognizance of the problems involved in the integration of the school systems concerned, put over until the next term, beginning in October, the formulation of decrees to effectuate its 9-to-0 decision.

The opinions set aside the "separate but equal" doctrine laid down by the Supreme Court in 1896.

"In the field of public education," Chief Justice Warren said,

SOVIET BIDS VIENNA CEASE 'INTRIGUES'

Envoy Warns Austrian Chief

City Colleges' Board Can't Pick Chairman

The Board of Higher Education was unable to elect a chairman at its annual meeting last night at Hunter College. A spokesman said it was the

2 TAX PROJECTS DIE IN ESTIMATE BOARD

Beer Levy and More Parking



**INTEGRATION
IS AN
EDUCATION**

CORE, NAACP
PARENTS WORKSHOP
HARLEM PARENTS, N.Y.

**JIM CROW
CAN'T TE
DEMOCRACY**

CORE - NAACP - P.





UNITED FREEDOM
MOVEMENT
INJUNCTIONS,
BROKEN
PROMISES,
SCHOOL SITES
IN GHETTOES
WILL NOT
BRING
RACIAL
EQUALITY

TOKEN
Integration
IS
TOKEN
JUSTICE

QUALITY
SCHOOLS
FOR
ALL
CHILDREN

YOU

SEGREGATED
SCH

ARKANSAS
ALABAMA
MISS

RHODE
ISLAND

MR
SEC

WHEN
IS
JUSTICE
IN
CLEVELAND

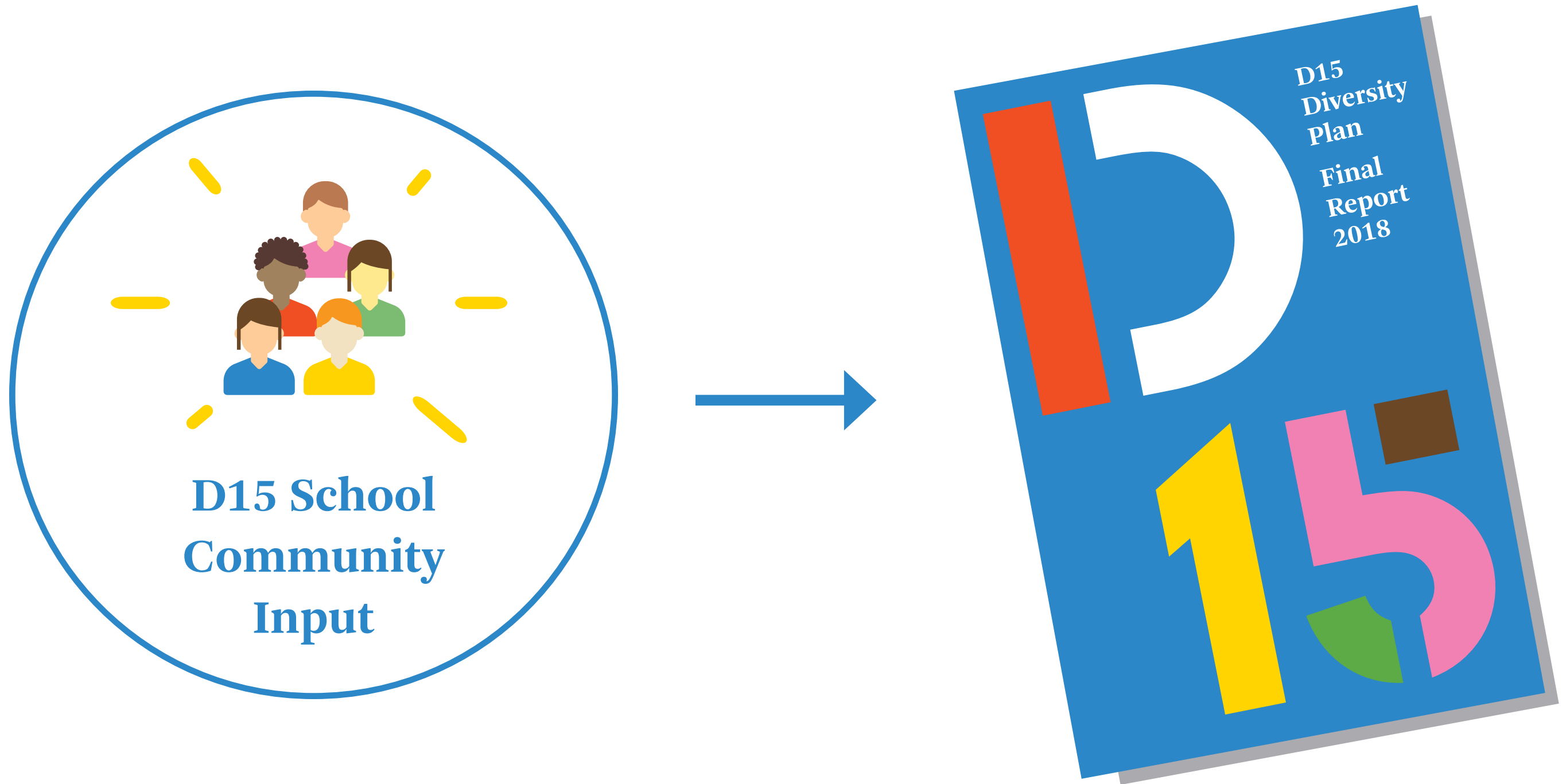
2018







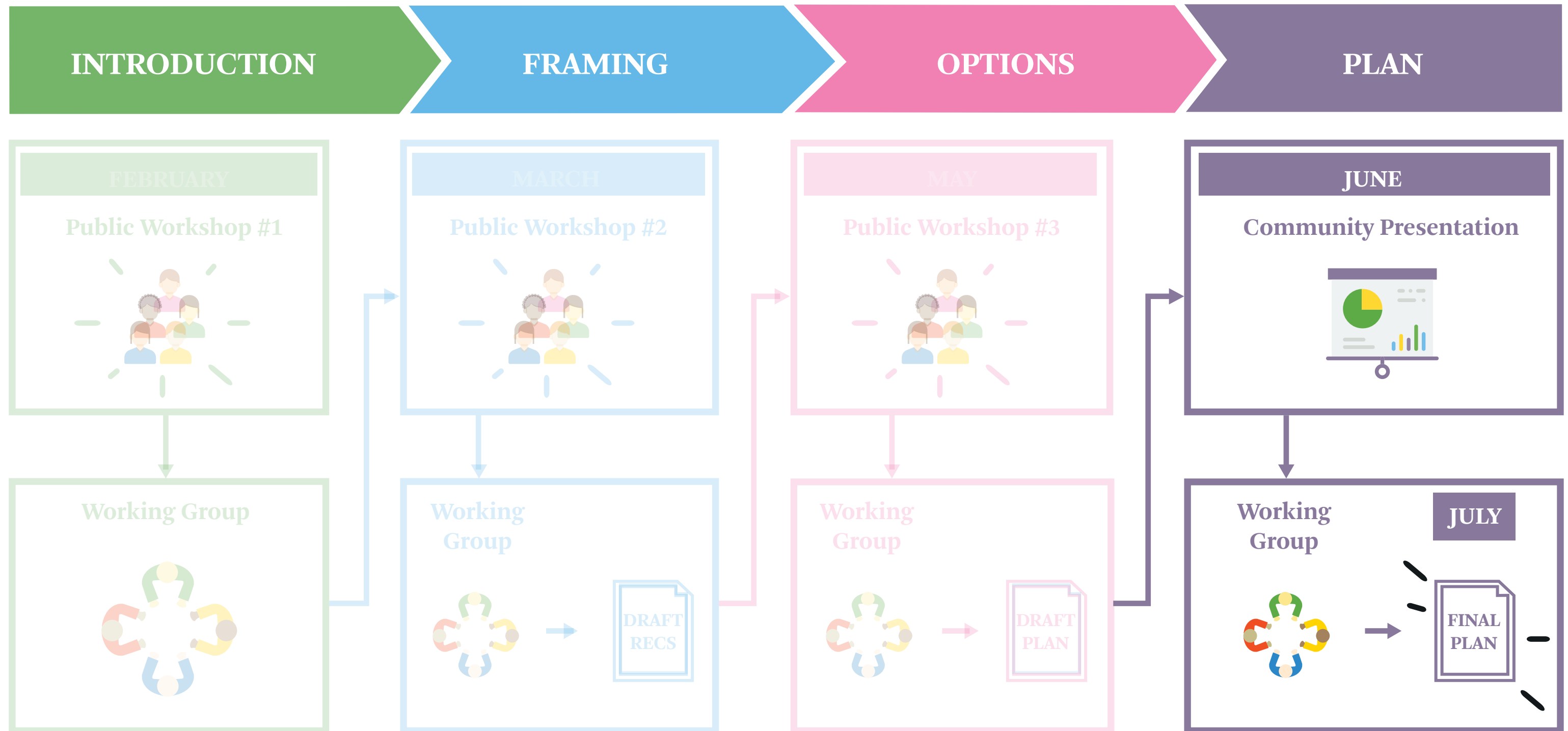
A How do we come up with solutions?



How did we get here?

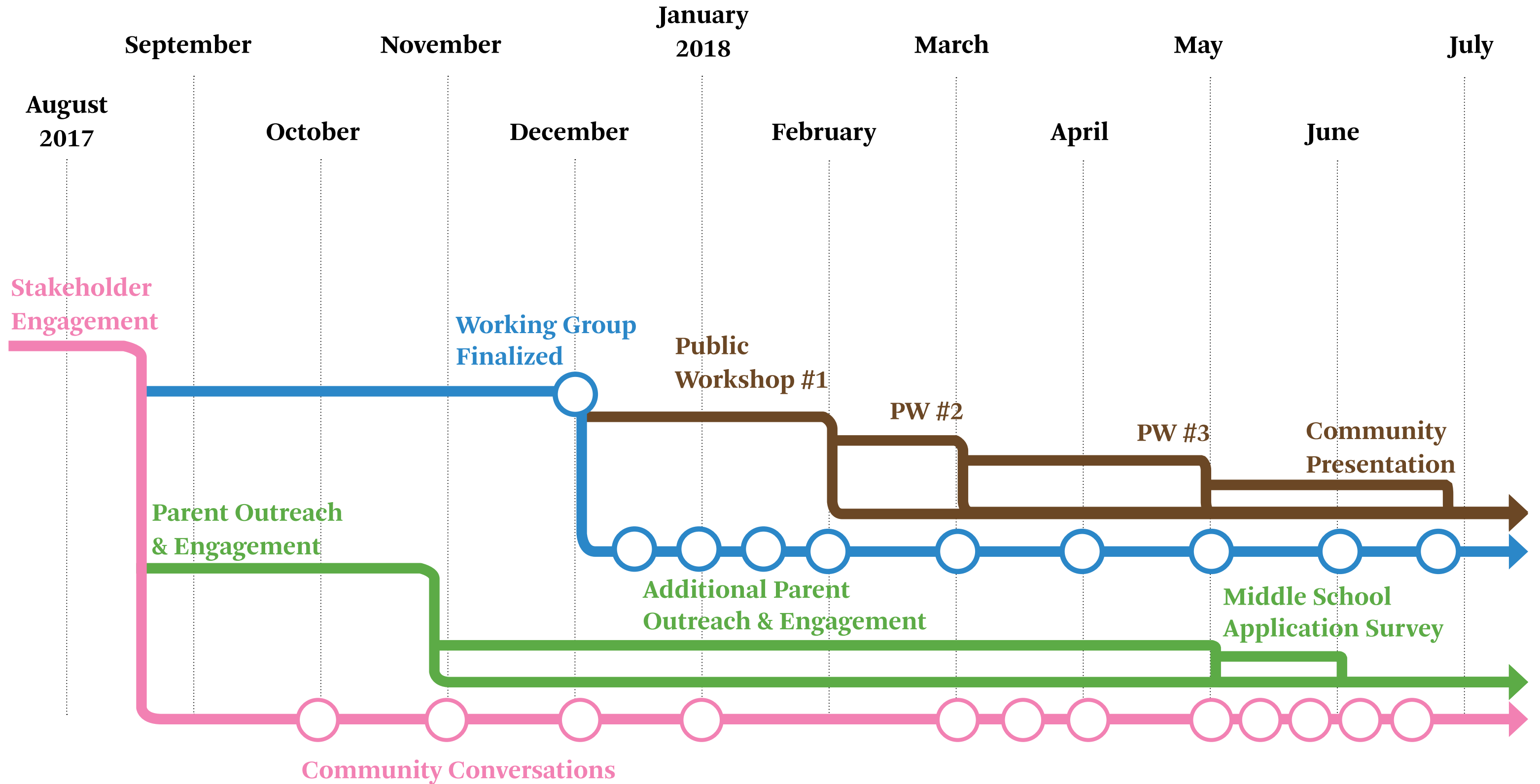
IB

B Where are we in the process?





Timeline





Working Group

Working Group Members

CEC15
Center for Family Life
Chinese Planning Council
Coalition for Equitable Schools
DOE, Central Office
DOE, District 15 Office
IntegrateNYC (Student Reps!)
Literacy Coach, P.S. 24
Parents for Middle School Equity
Principal, P.S. 32
Principal, M.S. 51
PTA President, P.S. 1
STEM Teacher, M.S. 88
SLT Member, Sunset Park Prep
SLT Secretary, Sunset Park Prep
Red Hook Community Justice Center

Selection Principles

District
Geography

Experience with Issues
in District 15

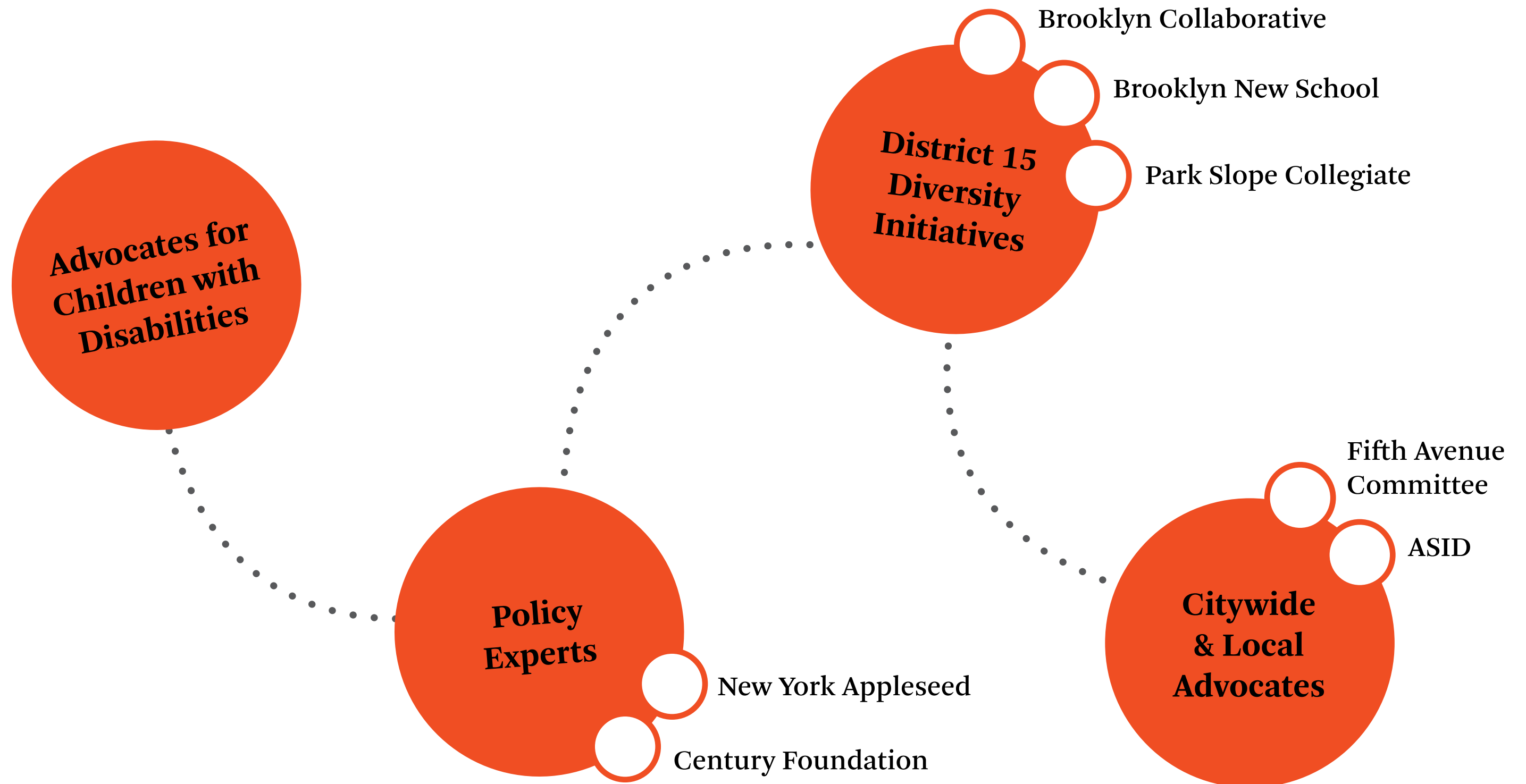
Local to District 15

Representation
across Race & Income

Historically Underrepresented
Communities



Advisory Groups



D15 Public Workshop #1

Planning Process

**Middle School
Admissions Process**

School Screens

**Segregation
in District 15**

Challenges to Integration

**February
13th**

**240
Attendees!**

Public Workshop #2

**Very Brief History of
School Segregation**

Demographic Trends

**Inclusive School
Communities**

Student Travel Patterns

**Sending School Patterns
(ES to MS)**

**March
13th**

**175
Attendees!**



Public Workshop #3

125
Attendees!

May
12th

Planning Process & Goals

Public Workshop Feedback

Key Data Findings

Draft Recommendations

**Community Input
& Feedback**

**Strong support
to remove all
screens.**

**Overwhelming
support for
more resources!**

**Mixed
response to
limitng
school choice.**

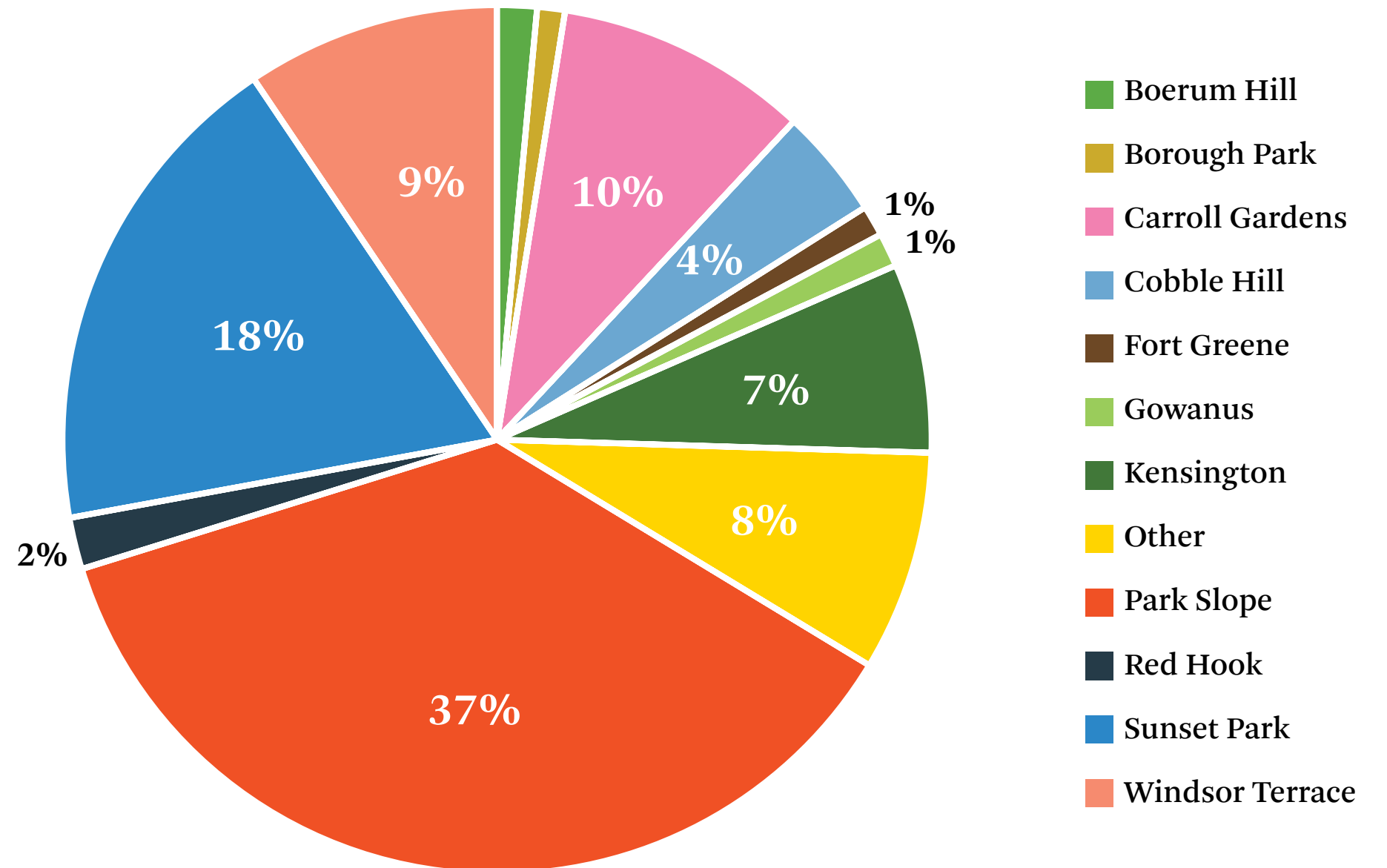
D Middle School Application Survey

Total number of survey respondents:

879

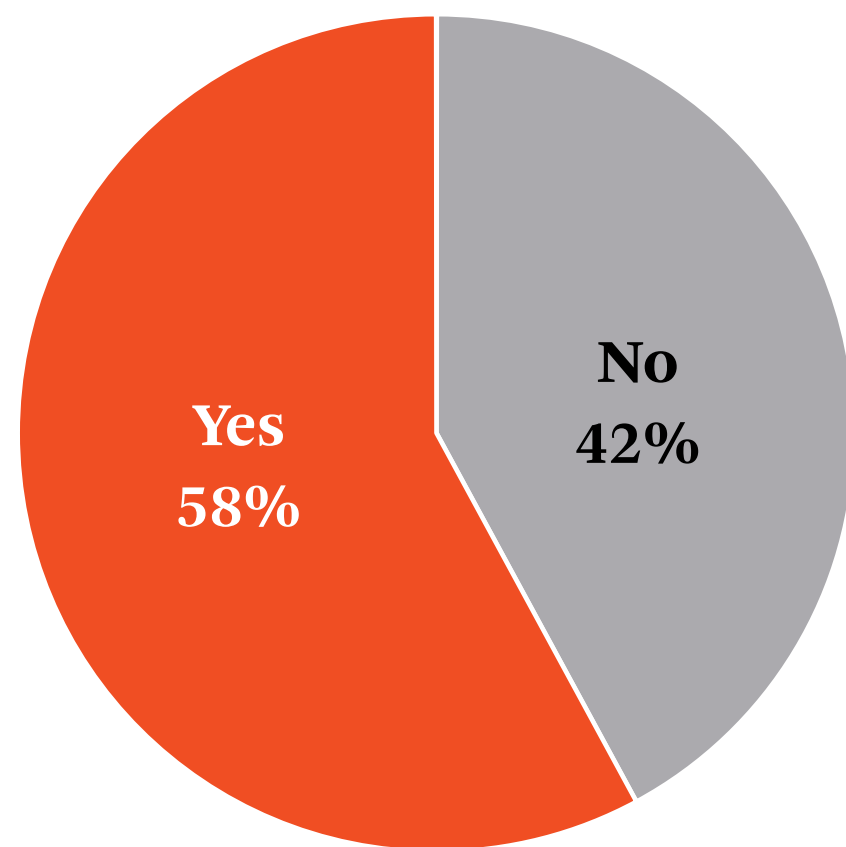
Total D15 MS student population:

6,016

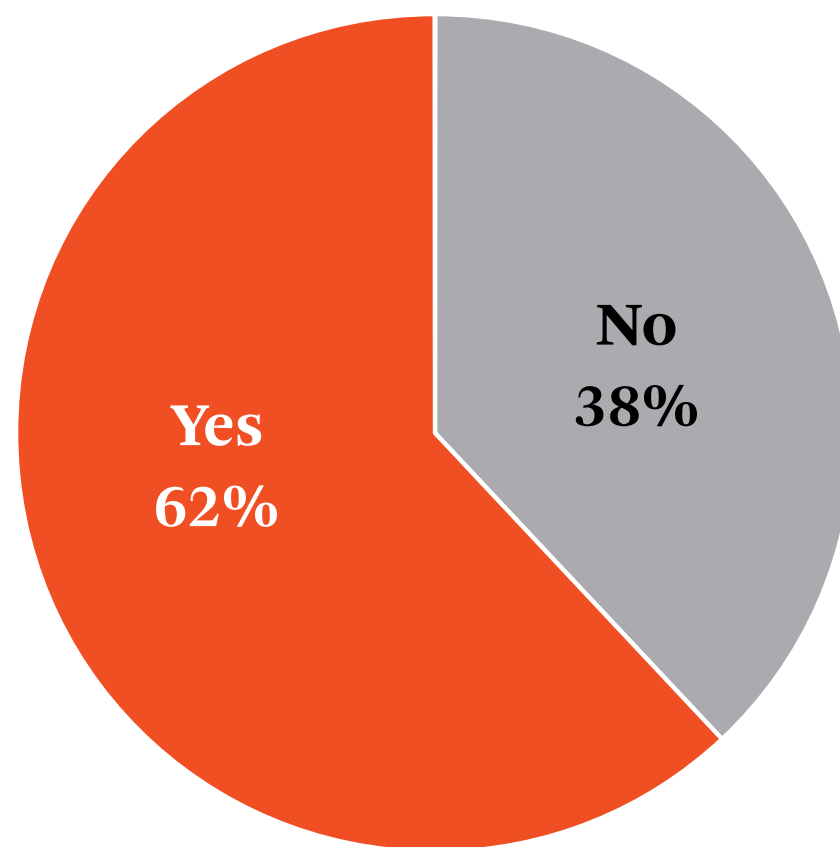


B Middle School Application Survey

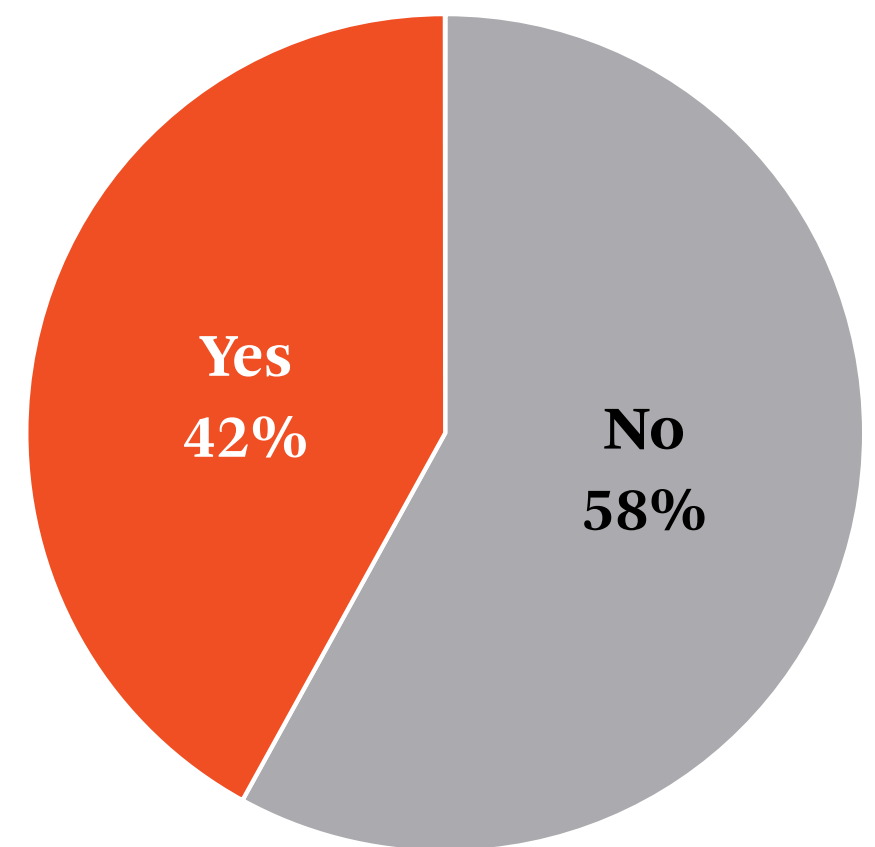
Do you think it is appropriate for middle schools to use student behavior, lateness, attendance, report card grades, standardized test scores, admissions exams auditions or interviews, to determine which students are accepted into their schools?



Overall
(879)



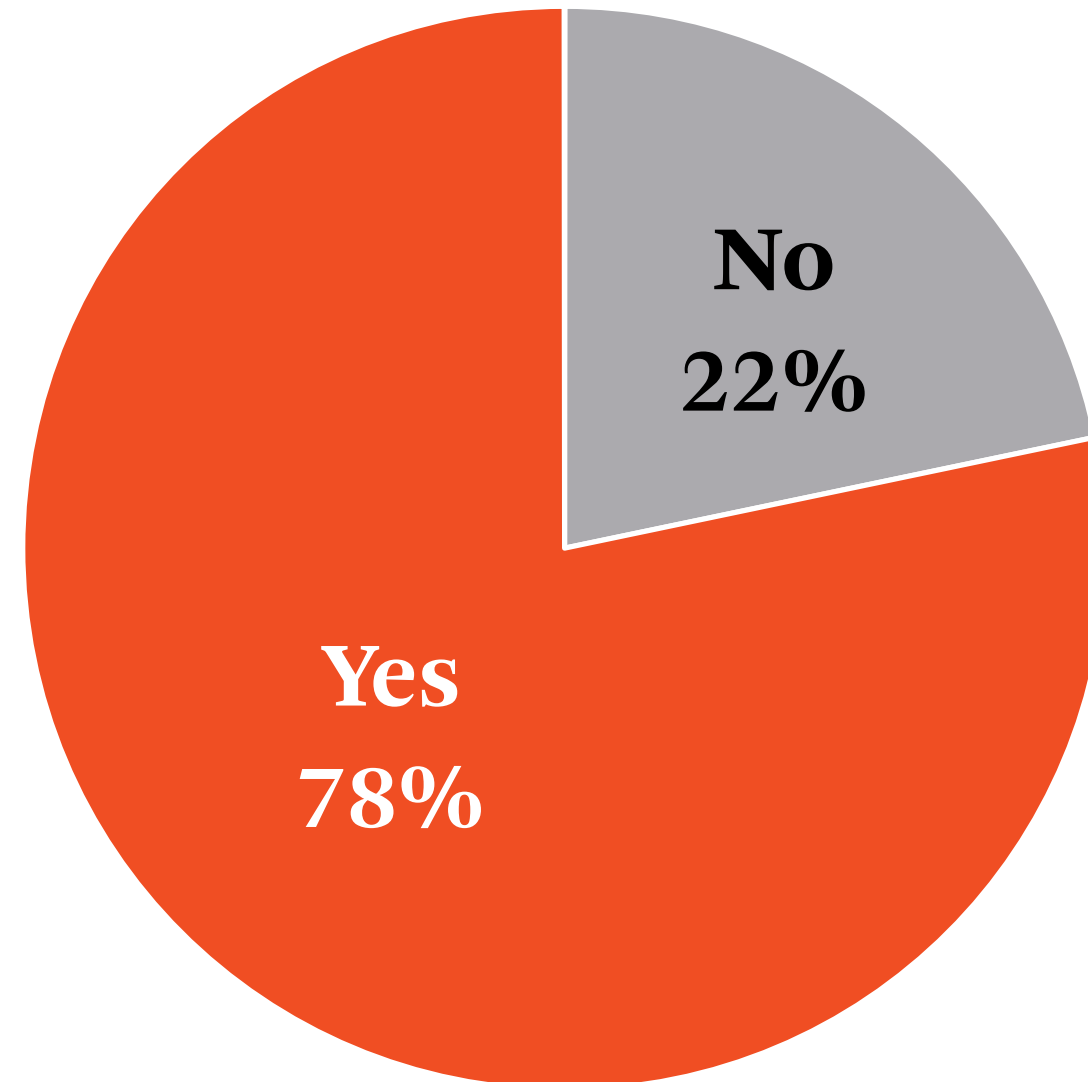
Park Slope
(321)



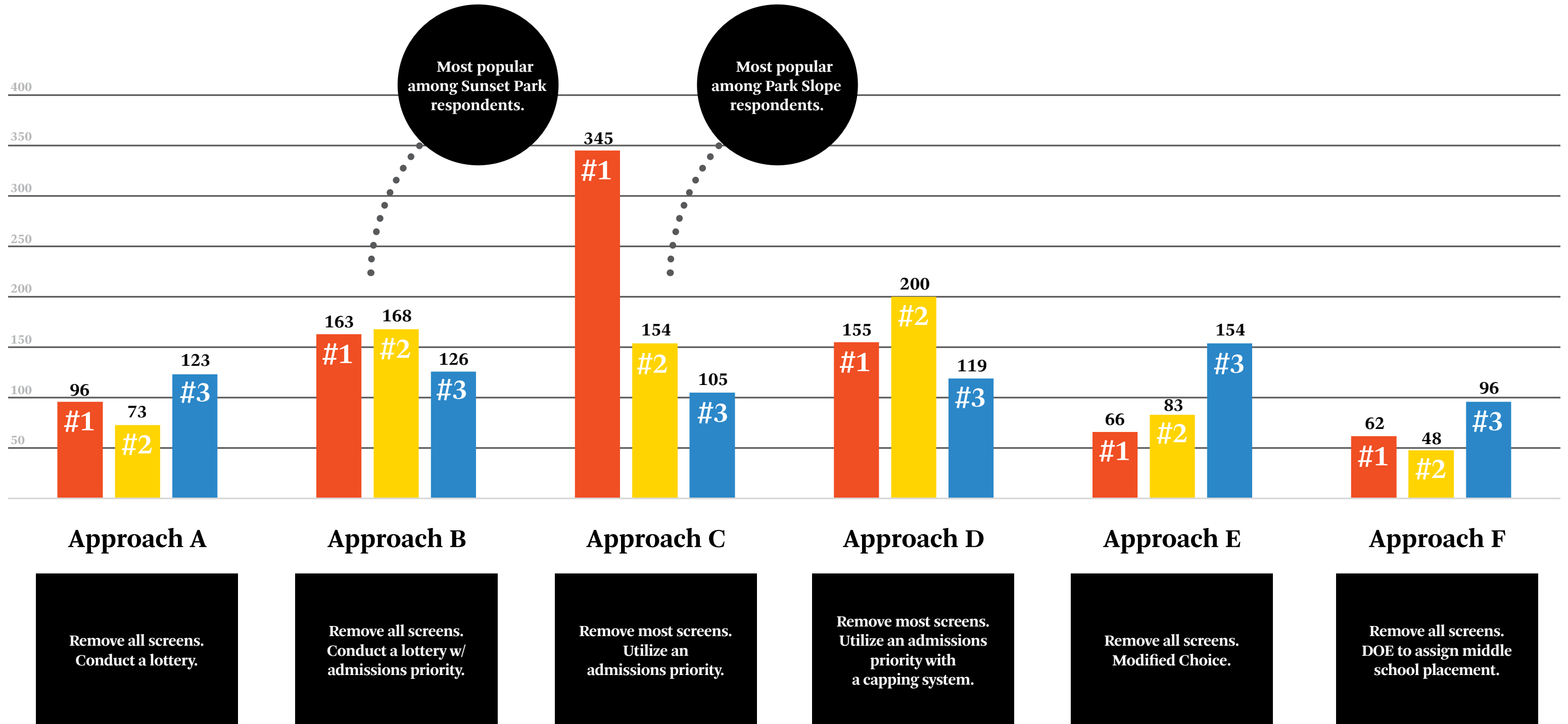
Sunset Park
(162)

B Middle School Application Survey

Do you think it is appropriate for middle schools to give preference to students who may be facing challenging circumstances or additional barriers in the middle school application process?

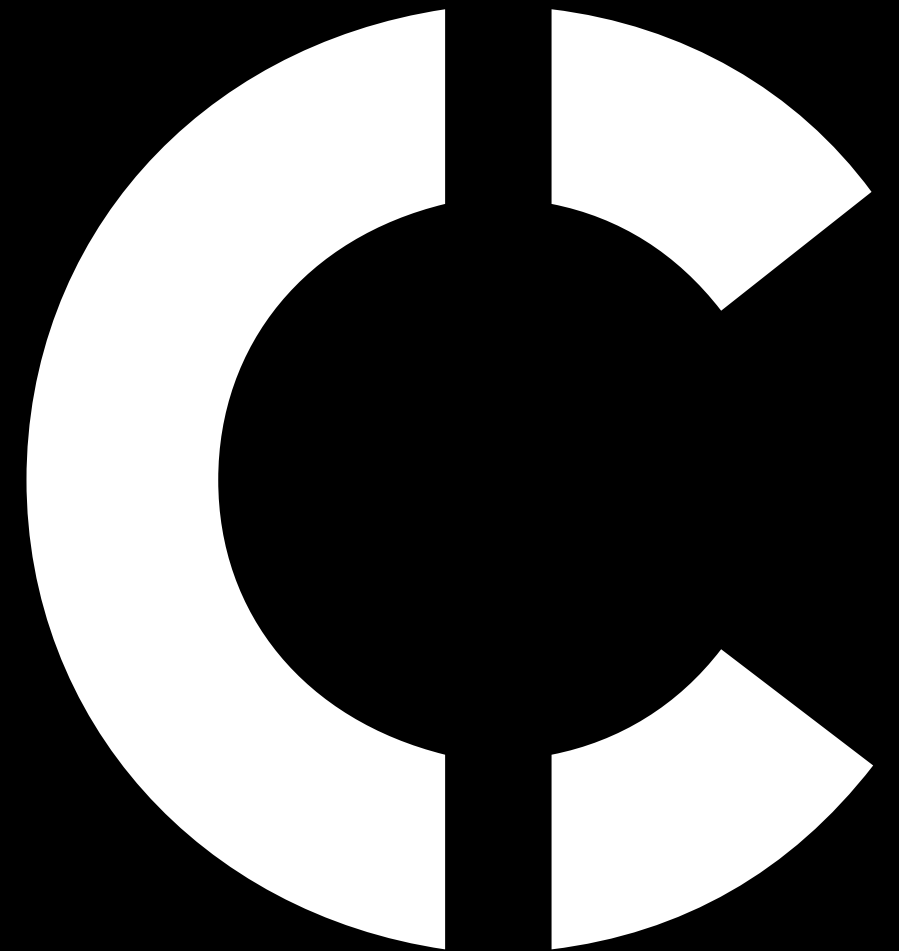


D Middle School Application Survey

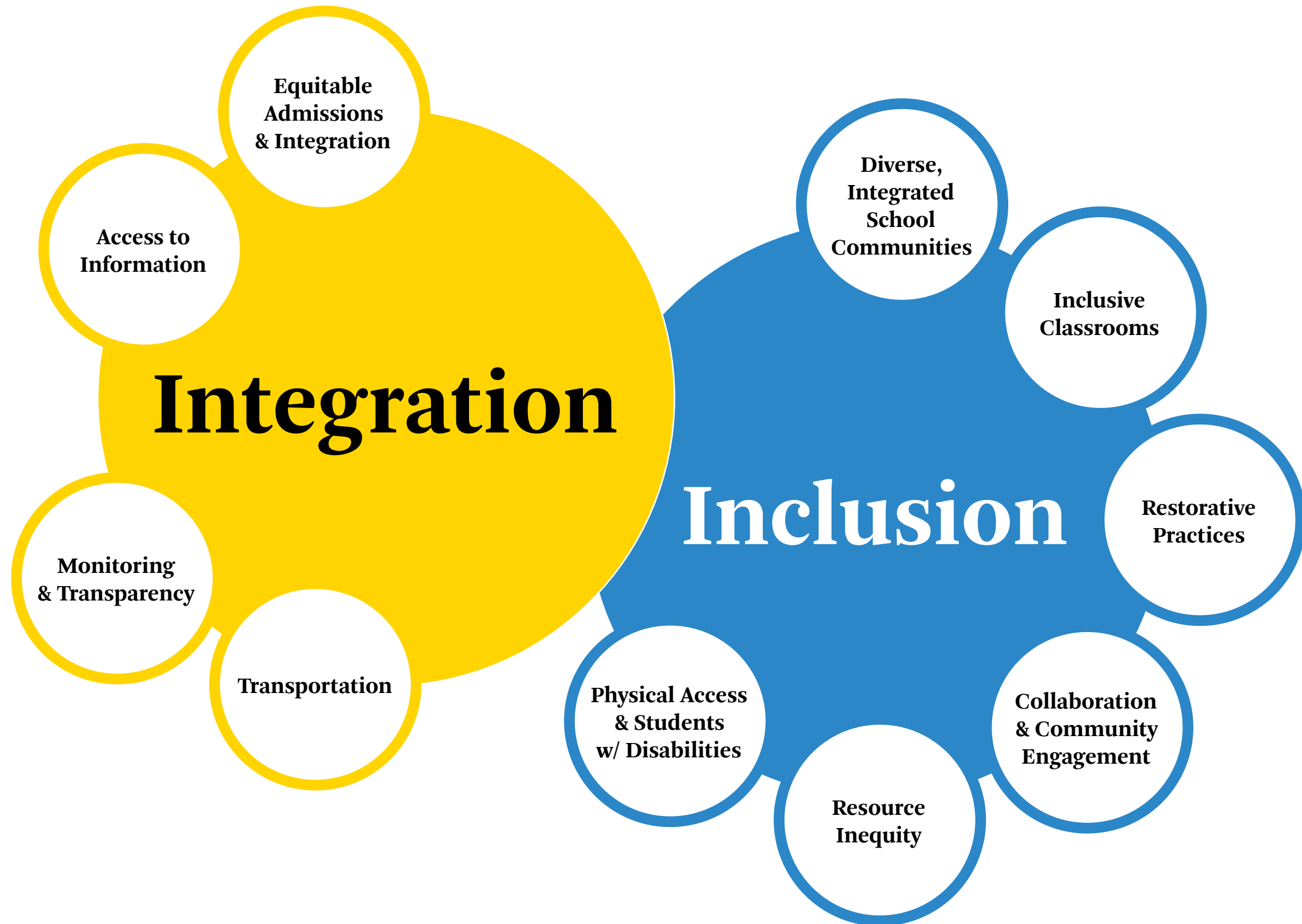




Recommendations



Integration & Inclusion





Integration

Year 1

Equitable
Admissions
& Integration

Keep student & family choice!

Remove all screens.

Access to
Information

Create an admissions priority for students who qualify as low-income*, are English Language Learners (ELLs) and/or are Students in Temporary Housing, based on the median number of low-income students in District 15 (51.6%).

Monitoring
& Transparency

Allow elementary students who have completed a dual language program to be automatically eligible for middle school dual language programs.

Transportation

**Improve support and funding for existing programs.
Explore implement and fund specialized programs.**



**Removing all
screens?!**

**Is the middle school
application process
changing?**

NO!

1. Students rank their middle school choices.
2. The DOE tries to place every student in their top choice.
3. If there are more applicants than available seats at that choice, students are given an offer based on a randomized lottery number.
4. If a student does not get an offer to their top choice, DOE tries to place the student at their second choice, and so on down their application.

**Without screens: Students select schools.
Schools don't select students.**



Integration

Year 1

Equitable
Admissions
& Integration

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Explore implement and fund specialized programs.**



Integration

Year 1

Equitable
Admissions
& Integration

Conduct an assessment of all middle schools to identify inequities with respect to resources and program offerings. Use the results of the assessment to develop strategies to address inequities between schools

Access to
Information

Allow students with physical disabilities the option to be prioritized for barrier free schools within their local school district.

Monitoring
& Transparency

Once students are matched to a middle school, create an optional opportunity to identify and connect “cohorts” or clusters of students from the same elementary school to facilitate familiarity for incoming 6th graders.

Transportation

Align mid-year enrollment policies and mechanisms with district wide admissions priority. Ensure that the middle school appeals process is clear and easy-to-navigate

Integration

Years 2 & 3

**Equitable
Admissions
& Integration**

Assess whether all D15 middle schools have the required applicants to fill the district wide admissions priority. Conduct a district wide survey to better understand student and parent choices.

Access to
Information

Provide funding and support to develop strategies with D15 middle schools who do not have the required applicant pool to fill the district wide admissions priority in partnership with parents, students, and community partners.

Monitoring
& Transparency

Continue to support and fund existing and specialized programs. Strengthen relationships between elementary schools and middle schools which have historically been ranked lower by applicants.

Transportation

Integration

Year 4

**Equitable
Admissions
& Integration**

Assess whether all D15 middle schools fall within 40% - 75% for low-income students by the end of Year 4. Current FRL averages for the two Sunset Park middle schools are 96% and 97%, and the higher range above the 51.6% district average has been set to ensure that the challenge of integration does not fall disproportionately on the students of Sunset Park.

Access to
Information

Engage in a community planning process to explore and implement other options such as an academic diversity approach, limited choice approach, or other options, if all D15 schools have not met this target by the end of Year 4.

Monitoring
& Transparency

Year 5

Transportation

Utilize of the outcomes of the community planning process to implement new admissions approaches and to set appropriate goals and benchmarks.

Integration



Integration

Year 1

Remove all screens & utilize a district-wide admissions priority.

**Years
2 & 3**

**Evaluate the effectiveness of the admissions priority;
continue to support existing & specialized programs.**

Year 4

**Evaluate the effectiveness of ongoing integration initiatives;
engage in a community planning process, if targets are not met.**

Year 5

Utilize the outcomes of the community planning process to implement new admissions.

Integration

Equitable
Admissions
& Integration

Create a dedicated, centrally-funded full-time District 15 Middle School Admissions Coordinator.

Access to
Information

Develop a D15 Language Access Action Plan to address information access district-wide.

Monitoring
& Transparency

Create targeted information sessions between middle schools and the elementary schools that currently don't have many students applying to them, based on analysis of the previous year's applications.

Transportation

Ensure that parents receive real-time, complete, and accurate information in the language of the family's home choice regarding their rights, their individual student's needs and abilities, and school choice.

C Integration

Equitable
Admissions
& Integration

Embed a multi-lingual informational component into the online middle school application process highlighting the unique programmatic offerings of each middle school.

Access to
Information

Standardize all the D15 middle schools distribution materials in terms of length and graphic formatting so that there is equity in school marketing materials and resources.

Monitoring
& Transparency

Provide training and support to Guidance Counselors and Parent Coordinators to ensure the non-biased distribution of information on all District 15 middle schools to parents and students.

Transportation

Integration

Equitable
Admissions
& Integration

**Execute targeted promotion of new admissions changes
(and the larger D15 Diversity Plan) across District 15.**

Access to
Information

**Conduct an audit on enrollment results to ensure that equitable
numbers of students from the admissions priority
are chosen for each D15 middle school.**

Monitoring
& Transparency

**Create an annual review of the D15 Diversity Plan that is
publicized by the D15 Superintendent's Office and CEC15.**

Transportation

**Create a centrally-funded full-time D15 Diversity, Equity and
Integration Coordinator that partners with D15 administrators,
educators, staff, parents and students on diversity and
integration initiatives.**

C Integration

Equitable
Admissions
& Integration

Update the DOE’s existing policy (with new and clearer publicity) to provide 6th, 7th and 8th graders who qualify as “low-income” or travel beyond 1 mile to their middle schools with free unlimited-use MetroCards.

Access to
Information

Encourage the citywide School Diversity Advisory Group (SDAG) to explore citywide transit solutions for middle school students.

Monitoring
& Transparency

Pilot a busing program for 6th grade students traveling beyond 1 mile to their middle schools. Ensure bus routes provide access for students with limited subway and bus access.

Transportation

Establish travel groups and networks between middle school parents and guardians with children going to the same school.

C Inclusion

Diverse,
Integrated
School
Communities

Expand and incentivize opportunities for anti-racist, anti-bias, cultural sensitivity and disability bias trainings for District 15 administrators, teachers, parents and students.

Collaboration
& Community
Engagement

Inclusive
Classrooms

Provide support for District 15 educators in adopting best practices for academically, racially and socioeconomically mixed classrooms.

Resource
Inequity

Support short-term and long-term hiring practices, funding and incentives to hire more teachers of color.

Restorative
Practices

Identify an “equity team”, including the principal and a cohort of teachers and staff, who serve as in house support to coach teachers, develop curriculum, and guide Culturally Responsive practices at each middle school.

Physical Access
& Students with
Disabilities

C Inclusion

Diverse,
Integrated
School
Communities

Provide training and support for the implementation of anti-racist and Culturally Responsive Education across all District 15 middle schools.

Collaboration
& Community
Engagement

Inclusive
Classrooms

Require a plan on how to incorporate a cultural and ethnic studies curriculum through existing classes and advisory programs; providing opportunities for students to learn about different social and cultural topics.

Resource
Inequity

Expand academic and social emotional programs which create safer spaces and strengthen connectedness through student-led conversations and exploration around race, culture, identity.

Restorative
Practices

Expand healthy food access for middle school students throughout the day, while working collaboratively with school communities to create culturally responsive lunch menus which celebrate the cultures of students in schools.

Physical Access
& Students with
Disabilities

C Inclusion

Diverse,
Integrated
School
Communities

Provide support for English Language Learners in all D15 middle schools. Ensure that there is a point person who is multilingual and fluent in the predominant language of the school community at every D15 middle school.

Collaboration
& Community
Engagement

Create spaces and opportunities that allow multilingual students to express themselves in languages other than English outside of dual language programs.

Inclusive
Classrooms

Explore and create opportunities for school staff to build authentic relationships with surrounding neighborhoods and communities in partnership with local neighborhood partners and community-based organizations.

Resource
Inequity

Develop a set of district wide guidelines and resources to promote inclusivity, diversity and equity within Parent Teacher Associations.

Restorative
Practices

Partner with community based organizations and partners to implement middle school student success programs designed to support middle school participants in navigating the NYC high school admissions process and in making informed choices.

Physical Access
& Students with
Disabilities

C Inclusion

Diverse,
Integrated
School
Communities

Address the racial disparities in student discipline by investing, supporting, and incentivizing restorative justice circles and best practices to support student-centered, healing and restorative approaches to discipline, conflict, and community-building.

Collaboration
& Community
Engagement

Inclusive
Classrooms

Create a Restorative Justice Coordinator (full-time DOE) position tasked with implementing, supporting and tracking a district-wide approach to restorative practices at all D15 middle schools.

Resource
Inequity

Increase investment for multilingual social-emotional and mental health supports in D15 middle schools; such as guidance counselors and social workers.

Restorative
Practices

Encourage the citywide School Diversity Advisory Group to address the disparate impact and use of metal detectors on students of color.

Physical Access
& Students with
Disabilities

C Inclusion

Diverse,
Integrated
School
Communities

Create mechanisms and develop ongoing opportunities for intra-district family, parent, and student engagement and collaboration.

Collaboration
& Community
Engagement

Inclusive
Classrooms

Bolster and strengthen community engagement and invest in parent networks in historically marginalized communities and communities of color in collaboration with local community-based organizations and partners.

Resource
Inequity

Pair intra-district PTAs to encourage collaboration and cross-cultural community building

Restorative
Practices

Conduct an internal review of PTA guidelines in order to better understand and encourage opportunities for intra-district fundraising.

Physical Access
& Students with
Disabilities

C Inclusion

Diverse,
Integrated
School
Communities

Track and monitor D15 middle school resources such as arts, music, technology, sports and PTA contributions across all D15 middle schools; develop an action plan to reduce inequities between schools.

Collaboration
& Community
Engagement

Develop an equitable baseline of funding to support school supplies, arts, music, technology and sports at all D15 middle schools.

Inclusive
Classrooms

**Work to decrease class sizes across all D15 middle schools.
Create equity between middle schools for classroom student-teacher ratios and ensure class sizes of historically disadvantaged students do not increase.**

Resource
Inequity

**Ensure that individual schools do not lose out Title I funding if a school drops below the 60% free and reduced lunch threshold.
Encourage the citywide School Diversity Advisory Group to research and explore new Title I funding models.**

Restorative
Practices

Create middle schools seats (grades 6-8) in Red Hook.

Physical Access
& Students with
Disabilities

C Inclusion

Diverse,
Integrated
School
Communities

Ensure that all D15 middle school students with disabilities have equitable access to all school programming while also receiving the additional support services. Measure and evaluate schools on their social and programmatic inclusion approaches.

Collaboration
& Community
Engagement

Ensure that all D15 middle school students with disabilities have equitable physical access to school sites and programming (including access to art classes, gymnasiums, lunch rooms, and recess areas). Measure and evaluate schools on their physical inclusion approaches.

Inclusive
Classrooms

Encourage principals, teachers and staff to work together to create opportunities for meaningful partnership and interaction among students with and without special needs

Resource
Inequity

Create clear, easy-to navigate pathways within the DOE for families of students with disabilities seeking support to address unmet needs and to request physical access improvements.

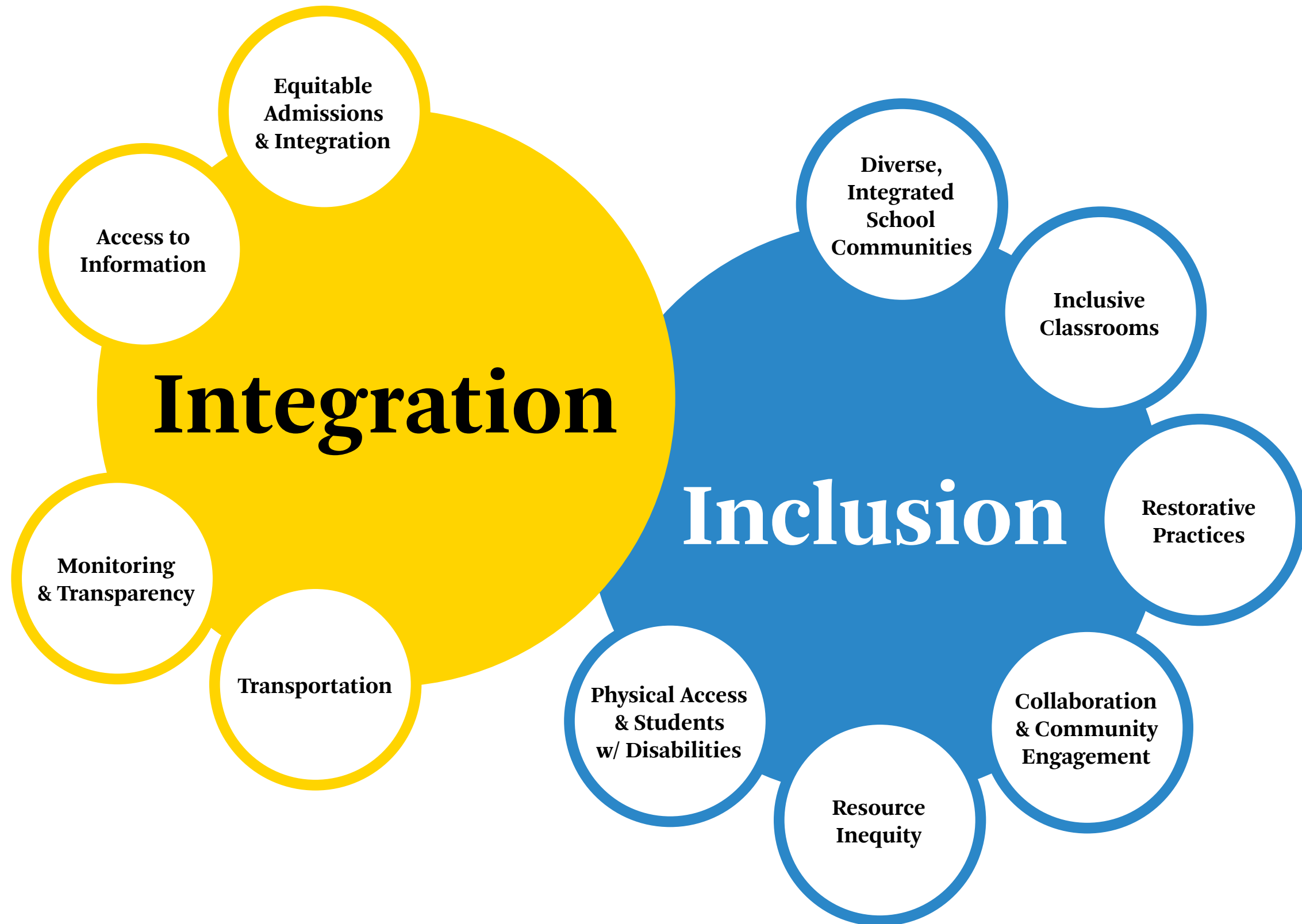
Restorative
Practices

Develop Building Accessibility Profiles for all (D15 Middle) schools.

**Appropriate funding for improvements
to the physical accessibility of buildings.**

Physical Access
& Students with
Disabilities

Integration & Inclusion



What happens next?

RD

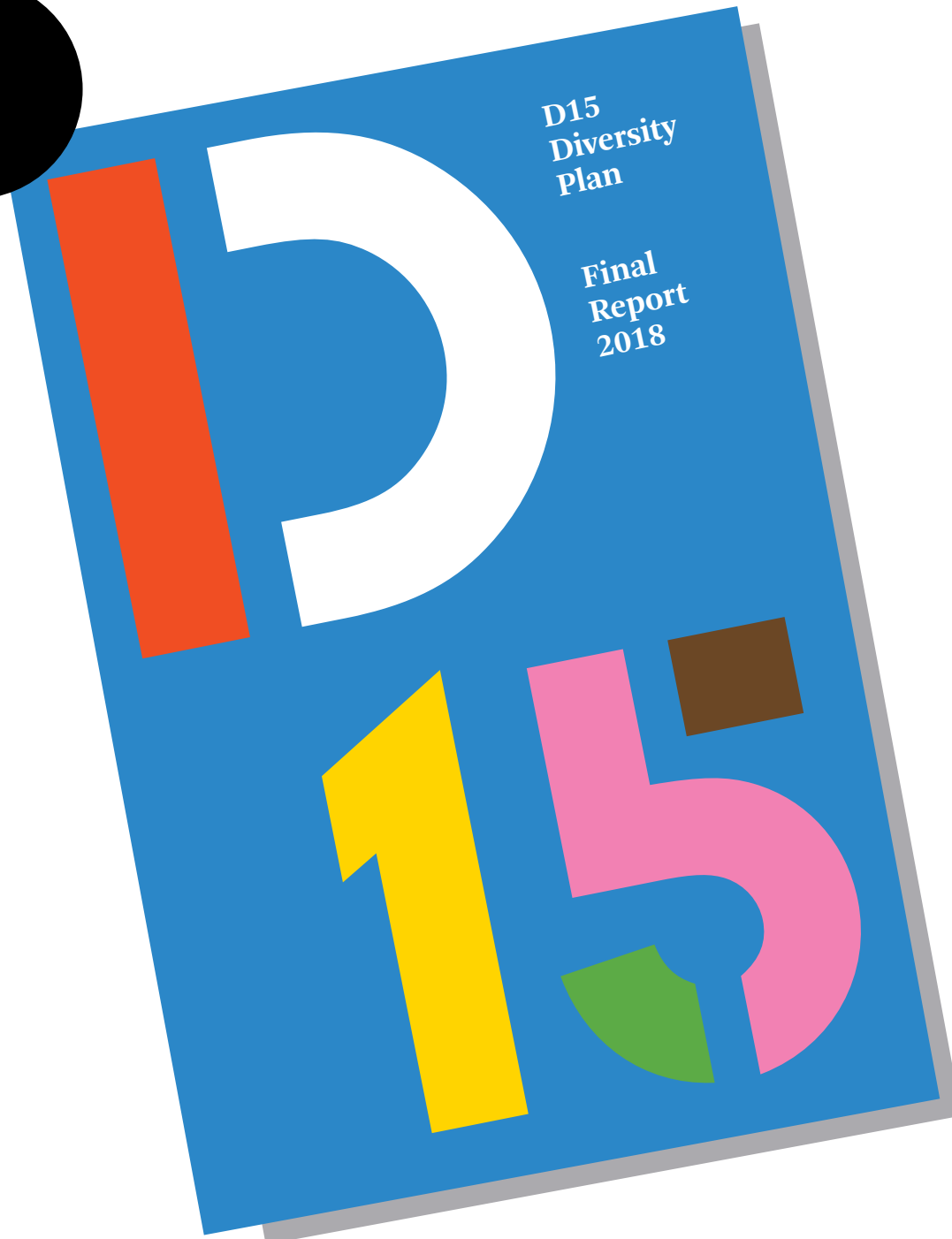
D What happens next?

June 2018

July 2018



1



The final set of Working Group recommendations, presented today, will be incorporated into the D15 Diversity Plan Final Report (to be released in July 2018).

These recommendations will be submitted to the DOE for their consideration and review.

D DOE Response

June 2018

Summer 2018



2



The DOE will review the recommendations shared today and the final report when it is released in July. The DOE plans to respond with next steps to move the recommendations forward over the summer.

D Comment Card



**Please share your
thoughts and feedback
with us!**

**We'll collect these
on your way out.**

Neal Zephyrin

CEC15

Thank you!

Informal Q & A

[7:30 - 8:00]

D15

DIVERSITY

PLAN

Community Presentation

June 20, 2018

