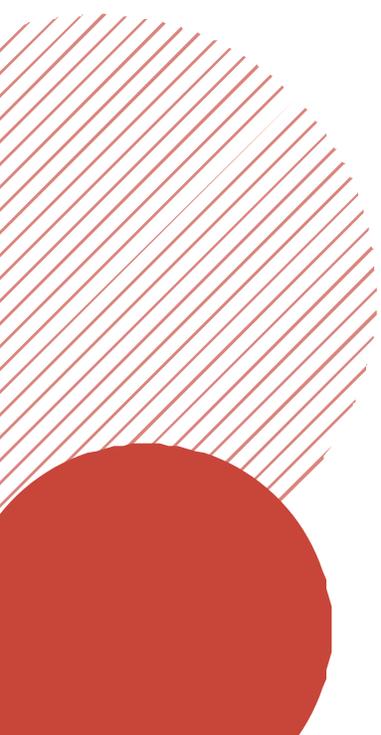


# THE STATE OF DISTRICT 3 PUBLIC SCHOOLS

**2017-2019 Term Report by  
Community Education Council, District 3 (CEC3)**



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## Introduction

CEC3's 2017-2019 term kicked off with a significant body of work already underway from the 2015-2017 council. With about half of members new to CEC3 and new leadership, we got to work on defining the term ahead, setting goals and defining three guiding principles for our body of work. As the term winds down, our efforts continue in earnest. Monumental progress has been made, but many new challenges have also arisen, and will be passed along to a new council on July 1, 2019.

## Guiding Principles

1. Thoughtful engagement of members of the District 3 Community including all parents, school leaders, and other stakeholders on the Upper West Side and lower Harlem.
2. Commitment to transparency and open communication with all members of the District 3 community.
3. The pursuit of equity, excellence, diversity, and justice for all children, parents, and schools in District.



# TERM GOALS AND OBJECTIVES

**Goal 1:** Increase the overall saturation percentage of Harlem District 3 schools (combined zone retention rates) with District 3 families. It currently stands at less than 35%. The target saturation is 45%.

## Committee Work

This goal was born out of community opposition to the closure of one of our charter-choked schools in Harlem: PS241, the STEM school. In early 2017, the DOE withdrew its plan to merge this school, co-located with both Success Academy Harlem 4 AND Opportunity Charter School into PS/IS 76, however, our new council knew that support for our Harlem schools was of utmost importance.

The Harlem Schools Summit continued with this council, having been established as an annual CEC3 event by the previous council. Read more about this work in the Major Initiatives and Carry Over Issues section.

Collaborating with the D3 Superintendent, several CEC3 members participated in the Harlem Stakeholder Group to discuss best practices and challenges that we face. We also teamed up with portions of District's 3-6 and the DOE for and the Harlem/El Barrio Project in a collective for the purposes of marketing and community engagement. Harlem El Barrio Stroll on June 15, 2019.

CEC3 also allotted \$5000 per year (of \$20,000 annual budget) to the marketing of schools which struggle to compete. Schools have been able to use these funds to print brochures, flyers and banners for their schools.

Overall, Harlem schools continue to struggle due to the fact that the geographic area is saturated with charter schools, many of which have expanded these last several years. Also, choice options in District 3: gifted and talented, dual-language and lottery programs are popular with parents who do not wish to send their child to their zoned Harlem elementary school. The “zone retention” rate, which is the metric that we targeted for the goal, decreased from 35% in 2016-17 to 32% in 2018-19. However, zone retention at PS180 and PS185 increased over this period, and zone enrollments are increasing. See the table below of retention and enrollment for Harlem D3 schools as of 2018-19:

D3 Harlem Zones		
School	Retention	Zoned Enrollment
03M076	37%	41%
03M149	25%	62%
03M180	46%	81%
03M185	38%	62%
03M241	19%	63%
03M242	24%	86%
Total	32%	64%

The consolidation of PS185 with PS208 absorbed a considerable amount of council time in the first year and was highly challenging for many stakeholders. However, early data seems to support the notion that tandem elementary schools (K-2 and 3-5) are difficult to sustain, especially within a charter school area. The resulting combined school, PS185, is moving forward with a strong PTA, sound leadership, and a student body reflective of the lower Harlem neighborhood.

# TERM GOALS AND OBJECTIVES

**Goal 2:** Generate a District 3 Diversity Plan. In our diverse district that spans the Upper West Side, Morningside Heights and lower Harlem, diverse schools have the best chance to sustain excellence and equity in the coming years.

## Committee Work

New York City public schools have undergone a huge change in the way that we approach diversity work. Under Chancellor Farina, diversity was not considered a high priority. The word ‘segregation’ was rarely used. However, Chancellor Carranza, who replaced Farina in the spring of 2018 has accelerated this work and has fostered a different approach. Encouraging school-wide and district-wide conversations about implicit biases, power structures, and extreme disparities across the city amplified this body of work across multiple committees and bodies of work:

1. **SIPP grant and supports** - D3 was awarded two phases of integration grants by NYSED during this term. The first phase, \$65,000 was used to launch district committee work, with trainings on implicit bias and social justice, community events, and outreach to all school communities for their own equity work. The second phase of the grant, \$130,000, will keep this work going through the D3 Equity Conference, Model CEC, and more gatherings around the district.
2. **IEP target offers for middle schools** - Early in the term, District 3 implemented an initiative whereby middle schools must offer a percentage of seats for its incoming class to students with IEP’s reflective of the overall percentage of IEP’s in the district, approximately 19%.
3. **D3 Middle School Diversity Initiative** - Implemented for the 2019/20 school year, detail on this work is included in Goal #7.
4. **PS452 Diversity Pilot** - The 2016 Upper West Side rezoning moved PS452 from a restricted space in one building to the former PS191 building and thus, the opportunity to triple in size. Armed with a zone that was strategically designed to include the multitude of high rises west of Columbus Circle as well as public housing, PS452 opted to prioritize open seats for students who qualify for Free and Reduced Price Lunch, to ensure that the growing student body was diverse.
5. **School Mergers (PS185/PS208 and IS165/Mott Hall II)** - The DOE initiated the consolidation of PS208 with PS185 after more than five years of shrinking enrollment within these tandem schools, co-located with the charter school Harlem Link. Contention around the transparency of this move, the selection of the school leader, and the long-term survival of Harlem community schools loomed over many gatherings in the winter of 2017-18. Happening in tandem was the truncation of the middle school grades at PS/IS165 or rather, the consolidation of these grades into the co-located middle school Mott Hall II. As part of the middle school diversity work, A-190 change was less contentious, especially given the commitment and hard work by school and parent leaders.

District 3 demographic data highlights the changing make-up of the district as a whole, and also the reflective make up of many of the schools mentioned above. While the council has not yet drafted a long-term road map for achieving greater diversity within our 30 schools, the data show progress.

	District 3 Summary - 2018/2019				
	CityWide	Manhattan	District 3 (Elem/ Middle/High)	District 84 (all charters)	D3 ES/MS + D84 in D3
<b>Total Population</b>	1,126,501	177,512	22,577	119,551	18,645
<b>Asian</b>	16.2%	11.9%	8.6%	2.7%	6.2%
<b>Black</b>	25.5%	22.8%	20.9%	51.7%	29.8%
<b>Hispanic</b>	40.6%	44.6%	31.8%	38.9%	29.5%
<b>Multiple Race</b>	2.7%	3.8%	5.8%	2.3%	5.3%
<b>White</b>	15.1%	16.9%	33.0%	4.3%	29.2%
<b>SWD</b>	20.2%	20.8%	17.7%	17.3%	20.4%
<b>ELL</b>	13.2%	10.2%	4.7%	6.9%	5.7%
<b>% Poverty</b>	72.8%	65.6%	48.1%	79.9%	52.1%
<b>Economic Need</b>	69.9%	65.5%	48.1%	74.2%	n/a

# TERM GOALS AND OBJECTIVES

The Equity and Excellence Committee was formed to improve the district's efforts to ensure academic success for all students, and to provide an equitable and inclusive learning environment for all students, parents, and community members. The committee continues to work to bridge the gap by engaging stakeholders in various ways through events such as the Harlem Schools Summit, the Harlem & El Barrio Schools Stroll, participatory budgeting in NYC Council District 9, and the parent voice. This year's Harlem Schools Summit was an opportunity to learn more about the state of Harlem schools and brainstorming solutions during the visioning sessions. The Harlem and El Barrio School Stroll was a parent-friendly approach to engage families and schools in the community by highlighting Harlem schools overall and their enrichment activities.

Participatory Budgeting in District 9, a feature already used by City Council members in Districts 6 and 7, was an opportunity for District 3 Harlem schools to vote on how to spend \$1 million to improve community schools. CEC3's Equity and Excellence Committee fought to bring Participatory Budgeting to this part of District 3 and worked with other community leaders to submit district-wide technology requests under one proposal. The schools from D3 that won are 76, 180, Wadleigh, FDA II, and 185. These initiatives are a collaborative effort that the Equity and Excellence Committee will continue as we engage stakeholders, bring awareness of the strengths and challenges Harlem schools are facing.

**Goal 3:** Increase engagement of District 3 parents and stakeholders through the following:

- Improved CEC3 Communications via website, flyers, social media, council liaison/relationships, and brochures
- Assistance with work of District team, President's Council and District PTA's
- Bridge building with advocacy groups and elected officials serving D3 schools with greatest needs

## Committee Work

The engagement of all parents confounds every council term and is not defined within one committee's work. However, CEC3 launched a new website, began using social media in earnest, and as written above, diverted a quarter of our budget to help market schools over the last two years. This council also continued the excellent relationships that it has sustained over the years with elected officials and advocacy groups who stridently support public education.

Including council database of parents and followers on social media sites, the number of engaged parents has more than doubled to nearly 2000. Though this number is still shockingly low considering the number of children in D3 public schools (23,000), the development of new tools and resources has sprouted more interest in this area than ever before and will continue to be a focus for CEC3. Driving the body of work away from meetings and towards more community-interest gatherings, with the D3 Green Committee, the Harlem El Barrio Stroll, Model CEC, and America to Me screenings are just some of the ways to bring stakeholders together moving forward.

Also, this term, CEC3 participated in joint legislative action in collaboration with DOE leadership to facilitate the continued empowerment of community and citywide education councils. This joint venture was heralded by both the ECC and DOE as an unprecedented success. Direct legislative action will continue to be one of the primary priorities of CEC3 and the ECC.



# TERM GOALS AND OBJECTIVES

**Goal 4:** Improve potential for competition among public schools with charter schools in District 3 Harlem by providing meaningful after-school programming and enhancing existing programming at all public schools in the Northern portion of District 3 and effectively marketing such programming and public schools to District 3 parents.

## Committee Work

With three of the five executive board members residents of Harlem, CEC3 placed the work of Harlem schools front and center. The Equity and Excellence Committee, the Harlem Stakeholders group, and a growing sense of collaboration among uptown Manhattan CEC's, informed conversations about funding and accountability, school supports, relief from charter encroachment, and justice in policy implementation.

- The continuation of the Harlem School Summit, with additional element of fundraising for a Harlem school. Beneficiaries were PS/IS180 in 2018 and PS185 in 2019.
- America to Me presentations at multiple schools
- Harlem El Barrio Stroll and Harlem Stakeholder meetings
- My Brother's Keeper programs with Manhattan Borough President Gale Brewer

**Goal 5:** Mitigate potential for further overcrowding on the Upper West Side by supporting expansion of PS84, new Russian Dual Language program at PS145, potential grade change at PS165, and other transitions as per the 2016-2017 rezoning.

## Committee Work

The implementation of the Upper West Side rezoning spanned the work of multiple committees. Through continued engagement of parent leaders, marketing support, and programmatic enhancements, schools involved in the UWS rezoning have thrived.

Upper West Side Rezoning Progress						
	16/17 K Enrollment	16/17 Total Enrollment	18/19 K Enrollment	18/19 Total Enrollment	16/17 Poverty %	18/19 Poverty %
PS191	34	425	49	565	78%	68%
PS452	66	319	89	376	10%	31%
PS199	135	884	125	822	10%	14%
PS84	102	565	110	663	47%	37%

**Goal 6:** Ensure that District 3 is protected from additional charter school encroachment through productive relationships with elected officials, members of charter school authorizing entities, and others.

## Committee Work

The Charter School Committee monitors the renewals, expansions and changes to the nine charter schools that operate within District 3. Over the course of the term, the following changes were made:

1. The DOE truncated middle school grades of Opportunity Charter, though this change has not taken place due to legal action
2. SACS Harlem 1 increased in size by 326 seats
3. SACS Harlem UWS increased in size by 314 seats
4. Harlem Hebrew expanded to middle school grades

In late 2018, KIPP Charter chain announced plans to open a middle school in District 3, and more about this work can be found in the Major Initiatives and Carry Over Issues section. This issue will continue to remain an important facet of CEC3's advocacy moving forward. Privately and politically backed charter schools must not be able to continue operating unfettered by common sense district planning.

# TERM GOALS AND OBJECTIVES

**Goal 7:** Advocate for an equitable middle school admissions process to ensure our middle schools reflect the district's diversity.

## Committee Work

The Middle School Committee launched into this work in the 2015-17 term, armed with the alarming fact that D3 middle schools were/are as segregated as its elementary schools and were deeply segregated by academic status. Without skipping a beat, the group's discussions centered around proposed changes to the admissions process for middle schools. Armed with the goal of seeing D3 middle school populations reflect the diversity of the whole district, CEC3's Middle School Committee spent months evaluating data, listening to the concerns of parents, and working with the DOE to implement the mandated change to blind admissions along with parameters within the algorithm that would prioritize 25% of seats for students with economic and academic need to all schools.

On May 14th, 2018, CEC3 sent a letter to Chancellor Carranza expressing our support for the District 3 middle school admissions changes. With the plan's approval, the MS Committee continued working on engagement enhancements in preparation for the initial year of implementation. The 25% enrollment priorities were coupled with a city-mandated change to blind admissions and centralized, online processing, a lot of change for one year. The adjusted admissions cycle that began in the fall of 2018 included enhanced recruitment efforts and communications to prospective families.

Offers were announced in the spring of 2019 and the appeals process is coming to a close. Though the number of forced matches did not increase (approximately 110 out of approximately 1500). The number of appeals increased for the first year of the Diversity Initiative, and unfortunately the DOE has not developed a placement service plan that meets the needs of the families who are unhappy with their matches. So, while the work shows initial progress for District 3 at large, individual families continue to experience the pains of the change and will continue to seek support from CEC3 and the DOE.

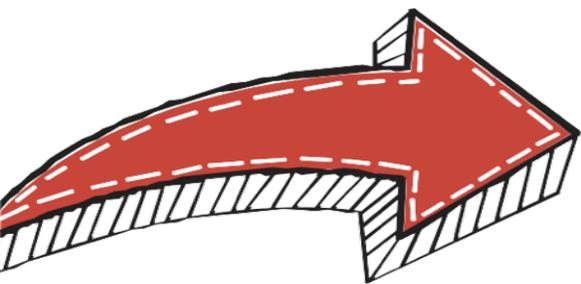
**Goal 8:** Increase parent awareness of our dual language programs and increase coordination and collaboration between our dual language programs.

## Committee Work

CEC's Multi-Lingual Committee led the creation of a DOE Bilingual Working group that included Chief Academic Office (CAO) Linda Chen, Deputy CAO of Division of Multilingual Learners Mirza Medina, Deputy Chancellor of Community Empowerment Hydra Mendoza, eight members of different CECs and members of various Community Based Organizations's and DOE Dual Language (DL) partners, with the goal of examining DL funding, outreach and policy, and creating guidance for parents, superintendents, principals, and teachers around DL programs, policy and starting DL programs.

Parent leaders collaborate with the committee and the DOE to establish the Russian Dual Language program at PS145 in the 2017-18 year, and the Italian Dual Language program at PS242 in 2018-19. Language enrichment in Mandarin enhanced the offerings at PS191, the Riverside School for the Makers and Artists.

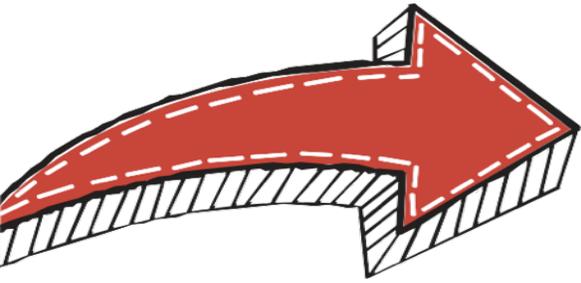
The District 3 Multi-Lingual Committee also expanded to include other CEC's and parents from other districts to discuss and share DL challenges, issues and successes. We held our first joint Multi-Lingual Committee meeting with CEC 2's M-L Committee in the spring 2019.



# Major Initiatives and Carry Over Issues

1. **Specialized High School Admissions Proposal:** The CEC3 High School Admissions Committee helps middle school parents through the overwhelming process of applying to high schools in NYC. This term, committee members met with parents, the Office of Enrollment, elected officials, and others to analyze admissions data, and advocate for reforms that make the process less overwhelming and fairer for D3 families. The proposal to change the Specialized High School admissions, and its required path through the state legislature, meant that families felt even more uncertainty about the process. Our diverse district was divided on solutions to our high schools' equity issues. The resulting resolution on High School Equity and Excellence defines a path for a more equitable, less overwhelming, high school process. CEC3 continues to support the addition of 5000 college prep (STEAM) seats, stronger engagement practices and support, as well as the elimination of geographic (district) priorities that restrict access D3 students have to high performing schools in the "city-wide" admissions process.
2. **Opposition to KIPP Charter Middle School:** In a blatant attempt to capitalize on the turbulence of middle school admissions during our council's work on the Diversity Initiative, KIPP charter chain applied to the SUNY Charter School Institute for a middle school charter school in District 3. Rather than consider the fact that D3 is not in need of middle school seats, or the impact that the additional charter school would have on all of the other schools in the district, as well as more than 700 petition signatures and opposition letters from virtually all of our elected officials, SUNY approved this charter. This work will continue in the next council, since the school has not announced its planned location or timeline.
3. **School Nursing Shortage:** CEC3 learned at the start of the 2018-19 school year that the shortage of nurse staffing resulted in multiple schools "borrowing" nurses from other schools. We learned that across the city, this issue has reached alarming heights due in part to a lack of salary and benefits parity and the lack of a sufficient employment pipeline. CEC3 sent a letter and wrote a resolution on this issue, which remains stuck under other priorities of the city government. See final section for information about these documents.
4. **Manhattan CEC Collaboration:** Chancellor Carranza restructured the DOE's leadership to include a borough-wide Executive Superintendent to oversee the districts within Manhattan. This move opened the door for Districts 1-6 to begin a new stream of collaboration. The borough's six CEC Presidents convened several sessions during which we planned a first event together: **Desegregating Manhattan Schools**, held at the Martin Luther King Jr high school building in March 2019. In addition, the Harlem/El Barrio project has fueled uptown Manhattan district work together, and both will continue in the next term.

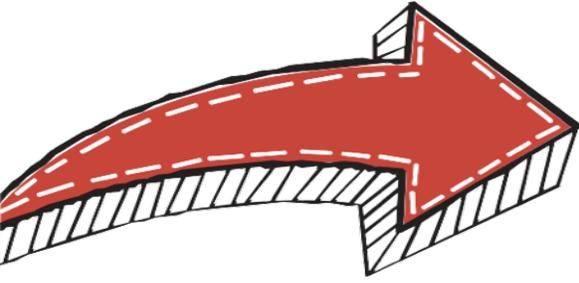




# Major Initiatives and Carry Over Issues

5. **Model CEC:** In a step to engage student voices as well as to broaden the reach to parents across the district, CEC3 launched a pilot Model CEC program. With delegates from eight middle schools: PS/IS76, Mott Hall II, MS54, West Side Collaborative, Community Action School, Dual Language Middle School, the Anderson School, and West End Secondary School, Model CEC worked in two groups on equity in admissions and within schools. They submitted two mock resolutions to CEC3 and the D3 Superintendent on their work. The popular program will continue and hopefully expand in the next term.
6. **Saving Wadleigh Secondary School:** Despite continued assurances that Wadleigh, a Renewal School, was safe from A-190 changes, the truncation of the middle school at Wadleigh was announced in late 2017. Parents and CEC3 members were shut out of meetings that lobbied elected officials for support to make this move; however, the Wadleigh PTA and CEC3 undertook the effort to evaluate data that did NOT support the closure of these grades. After months of exhaustive meetings, and a new Chancellor, the proposal was withdrawn in April 2018 and has demonstrated gradual enrollment gains, programmatic enhancements, and performance improvements in this school year. CEC3's role with Wadleigh evolved because the school no longer falls under the D3 Superintendent, however, the council will continue to support this school as it moves forward.
7. **Parent Voice:** Provide parents the opportunity to vocalize their input by writing a comment or suggestion of improvements that should be made in schools. It will help identify those areas in the school that are working effectively and areas that need change.





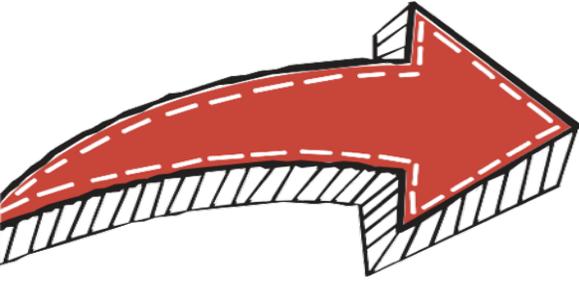
# Resolutions and Official Letters

CEC3 took action on the following issues in the form of resolutions, and downloads are available at [www.cec3.org/resolutions](http://www.cec3.org/resolutions). Resolutions often start at the committee level and are drafted after working within an issue, engaging with parents and other stakeholders. The ECC (Education Council Consortium)

- Model CEC Mock Resolution on Admissions Equity
- Model CEC Mock Resolution on Mainstreaming Programs and Disciplinary Actions
- Vol. 19 No. 3 High School Equity & Excellence Resolution
- Vol. 19 No. 2 Charter School Cap and Subcap Resolution
- Vol. 19 No. 1 Nursing Shortage Resolution
- Dec. 15, 2018 ECC Resolution on Mayoral Control
- Vol. 18 No. 4 Resolution on Separation and Detention of Immigrant Children
- Vol. 18 No. 3 Resolution on Dual Language Funding I
- Vol. 18 No. 2 Resolution on Wadleigh Secondary School
- Vol. 18 No. 1 Resolution on Amending School Governance Laws including Chancellor's A-190

CEC3 also wrote the following letters on matters of significant importance, including the Middle School Diversity Initiative, the proposed truncation of Wadleigh, the charter school cap and more. Downloads of full letters can be found at [www.cec3.org/official-letters](http://www.cec3.org/official-letters).

- 02.15.19 CEC3 Letter to SUNY Opposing KIPP Charter Middle School in Harlem
- 11.30.18 CEC3 Letter to Gov. Cuomo & Mayor DeBlasio re District 3 Challenges
- 11.21.18 CEC3 D3 Town Hall Follow-up Letter to Chancellor Carranza
- 10.02.18 CEC3 Letter on a Moratorium on Harlem Charter Schools
- 5.14.18 CEC3 Letter to Chancellor Carranza re D3 Middle Schools
- 1.22.18 CEC3 Letter to Chancellor Farina Re Wadleigh Secondary School
- 1.13.18 ECC Letter to Mayor De Blasio on New Chancellor's Selection
- 12.07.17 CEC3 Statement to City Council on NYC School Diversity
- 12.06.17 Public Advocate Letitia James' Letter re PS185/208 consolidation
- 10.30.17 CEC3 Letter to Chancellor Farina Re D3 School Enrollment and Configuration
- 10.17.17 CEC3 SUNY Harlem Link Letter
- 10.05.17 CEC3 Letter to Chancellor Farina on School Safety Meeting with Mayor De Blasio
- 08.18.17 CEC3 Letter to SUNY Charter Schools Institute on Renewal & Status of SACS Harlem 4
- 08.15.17 CEC3 Letter to SUNY Charter Schools Institute on Teacher Certification Proposed Changes



## Members of the CEC3 Team

**Kimberly Watkins**, President

**Kristen Berger**, First Vice-President and Middle School Committee Chair

**Dennis Morgan**, Second Vice-President and Equity & Excellence Committee Co-Chair

**Lucas Liu**, Treasurer and Multi-Lingual Committee Chair

**Genisha Metcalf**, Secretary and Equity & Excellence Committee Co-Chair

**Dan Katz**

**Michael McCarthy**, Charter Committee Co-Chair

**Jean Moreland**, High School Committee Co-Chair

**Sharmilee Ramudit**, Charter Committee Co-Chair and ECC Steering Committee Member

**Deirdre Garrett-Scott**, High School Committee Co-Chair

ELL Parent, vacant

Student Member, vacant

**Karen Butler**, Administrative Assistant

**Sophia Joseph**, Intern

**Ilene Altschul**, District 3 Superintendent

Note: Three 2017 elected Council Members resigned during this term:

- Yan Sun, ELL Parent (resigned July, 2018 and was not replaced)
- Inyanga Collins (resigned May, 2018, Sharmilee Ramudit was elected in July, 2018)
- Manuel Casanova (resigned October, 2018, Deirdre Garrett-Scott was elected in November, 2018)

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For any questions about this information, please reach out to our council at 212-678-2782 or send an email to [cec3@schools.nyc.gov](mailto:cec3@schools.nyc.gov). Our website is [www.cec3.org](http://www.cec3.org).

**Community Education Council, District 3**

154 West 93rd Street, Room 204

New York, NY 10025