



# Community Education Council For District One

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## **10 19 2016 20152016 RESO 05**

### RESOLUTION CALLING ON THE DOE TO IMPLEMENT THE SOCIOECONOMIC INTEGRATION PILOT PROGRAM GRANT

WHEREAS, District 1 was awarded a Socioeconomic Integration Pilot Program Grant in 2015, (the "SIPP Grant"), for a Socio-Economic Status ("SES") Pilot Program whose guiding principles were to ensure the proposed program: "1) complies with the RFP's requirements for "a choice-based admissions policy that will promote socioeconomic diversity in the [target] school's entry-grade through consideration of at-risk factors for each applicant"; 2) addresses the RFP's concern "that increased socioeconomic integration in the target school does not result in the increased socioeconomic isolation in other schools within the district"; 3) will be designed in accordance with the Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools that was jointly issued by the U.S. Department of Justice and U.S. Department of Education's Office for Civil Rights on December 2, 2011; and 4) will promote socioeconomic diversity and avoid racial isolation in a way that is equitable and fair to all students and practicable to implement";

WHEREAS, support for the SIPP Grant was informed by years of outreach to and participation from District 1 school community members on the issues of school equity and student assignment;

WHEREAS, through no fault of D1 school community members, the planning and implementation of this SIPP Grant has been plagued by delays, empty promises, and a lack of resources;

WHEREAS, in March 2016 and notwithstanding the numerous delays, empty promises, and lack of resources, a planning workgroup of the SIPP grant delivered recommendations, consistent with the guiding principles of the grant, for a choice-based, SES-conscious student assignment plan for schools district-wide that would allow for an equal distribution (within +/- 5% of the district average) of students identified as at-risk, utilizing a multifaceted definition of Socio-Economic Status that includes factors such as household income, parental educational attainment, English Language Learner status, Special Education status, and temporary housing status;

WHEREAS, in the seven months since those recommendations were delivered the DOE has yet to make a commitment to implement these recommendations;

WHEREAS, only in September did senior officials at the DOE state that implementation for the 2017-2018 admission cycle of a choice-based admissions policy that will promote socioeconomic diversity in District 1 school's Pre-Kindergarten and Kindergarten entry-grades is unlikely;

WHEREAS, separately from the SIPP grant, on November 20, 2015, Chancellor Farina announced admissions pilots designed to promote diversity, with the participation of 2 D1 schools, and, in May 2016, Chancellor Farina announced the expansion of this "Diversity in Admissions" pilot, allowing principals from "every public school in the city" to apply for changes to admissions plans that will promote school integration by setting enrollment targets for incoming students arriving in 2017, and, now, 3 other D1 schools have announced their intention to participate;

WHEREAS, the online form for submitting "Diversity in Admissions" plans suggest 11 categories of students for enrollment targets, through which schools would give priority to selected categories for a certain percentage of seats within the context of existing admissions priorities;

WHEREAS, the DOE promised principals and the public at large that a "Diversity in Admissions" plan submitted anytime up to three weeks before the start of the Kindergarten enrollment period would be considered, and in District 1 these plans are rapidly being approved, with 2 existing already and 3 more having been applied for;

WHEREAS, the galling double-standard of allowing these plans to be implemented on just three weeks-notice, while consigning the integration recommendations of the Federally-funded, community-supported, and widely beneficial SIPP Grant to the sideline for over 7 months now, has caused grave concerns, not the least of which are on behalf of those schools potentially catastrophically affected by a single-school-directed "Diversity in Admissions" plan and which ask why the SIPP grant is being held to a different standard and timeline than the DOE's Diversity in Admission plans;

WHEREAS, in the absence of implementation by the DOE of the choice-based, SES-conscious student assignment plan contemplated by the SIPP Grant and planned by the community, every District 1 elementary school ought to at least be allowed to submit a "Diversity in Admissions" plan that would prioritize a percentage of seats within +/- 5% of the district averages for available categories of at-risk and segregated students;

THEREFORE, be it Resolved, that CEC 1 recommends that every elementary school in this district apply for a "Diversity in Admissions" plan, selecting from available categories of at-risk and segregated students in District schools such that: i) Students who qualify for FRPL would have priority for a percentage of seats within +/- 5% of the district average; ii) Students who are ELLs would have priority for a percentage of seats within +/- 5% of the district average; iii) Students with an English Language Learner status would have priority for a percentage of seats within +/- 5% of the district average; and iv)

Students with a Special Education status would have priority for a percentage of seats within +/- 5% of the district average;

And, THEREFORE, be it further Resolved, any such "Diversity in Admissions" plans, because they lack the research-based rigor of the choice-based, SES-conscious student assignment plan contemplated by the SIPP Grant and lack additional essential elements, including scalability and transparency, a positive effect on current disparate impacts, providing equal-access to information, alleviating overcrowding and eliminating under-enrollment, and adequate community support, should be made secondary in the current enrollment cycle ('16-'17 for effect in '17-'18) to that such time as the DOE implements a choice-based admissions policy that will promote socioeconomic diversity in District 1 school's Pre-Kindergarten and Kindergarten entry-grades.

**Resolution adopted by roll call vote of Community Education Council for District 1 on 10/19/16**