



June 2018

Dare to Reimagine Integration for New York City's Public Schools

#stillnotequal

Prepared by The NYC Alliance for School Integration and Desegregation (ASID) Policy Group

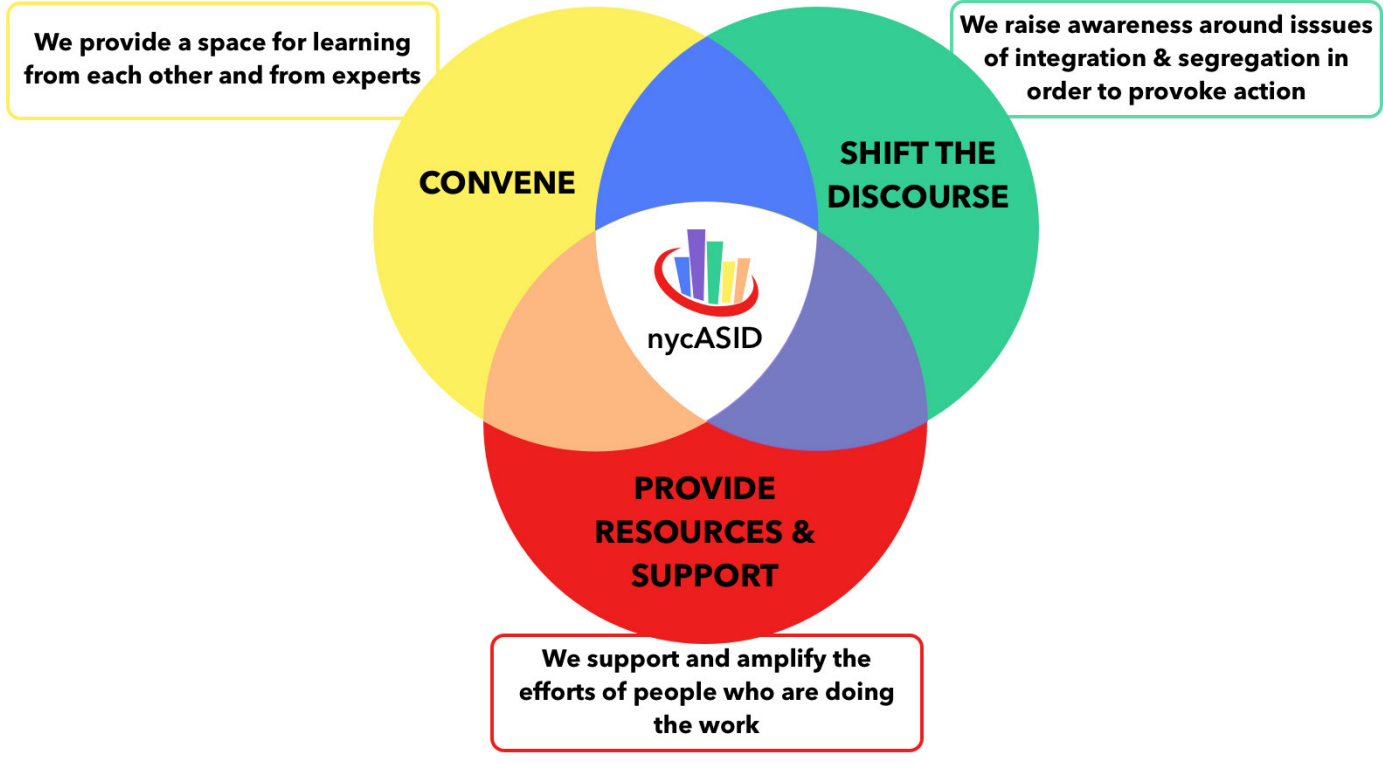
ABOUT ASID

The mission of ASID is to advocate for racial and socioeconomic city-wide school desegregation and integration as a means to:

Uprooting white supremacy,

Preserving and spreading the rich culture of marginalized communities, and

Upholding the principles of democracy, equality, and human dignity that segregation curtails.



Summary

New York City's public schools are deeply segregated by race, socioeconomic status, ability, and language status. Residential settlement patterns and exclusionary student assignment policies—including zones, screens, exams, and school choice—are just a few of the mechanisms leveraged to **protect** and **maintain** the racial segregation of the city's public schools. This longstanding history of systemic and multi-faceted racial segregation in New York City (and other northern metropolitan areas) has not only resulted in vast school segregation along lines of race, but has also led to the segregation of public school students along lines of socioeconomic status, ability, and language status.

Both the government and the private market continue to play an active role in creating and sustaining housing segregation and racially and economically isolated residential settlement patterns. Almost fifty years since the passage of the Civil Rights Act of 1968 (a.k.a. the Fair Housing Act), these patterns persist: New York City is the 3rd most segregated metropolitan area for African-Americans and 2nd most segregated for Asian-Americans and Latino-Americans. The segregation of housing and schools in New York City is a function of white supremacy, and threatens the democratic ideals of public education.

New York City's school choice program for high schools, screened middle school admissions, and the combination of zones and choice at the elementary level have promised to provide all students with access to high quality schools. However, these apparently race-neutral mechanisms have created two sets of racially isolated schools, concentrating white middle-class students into one set that serve as opportunity monopolies, with students of color in another set characterized by high teacher turnover, overcrowded classrooms, inferior curricula, facilities, and resources, policies that drive punitive discipline, and a decline in reputation that perpetuates the cycle.

Students of color suffer most acutely when "race-neutral" school admissions policies operate in the context of white supremacy. These policies prioritize and privilege white middle class students in navigating the choice system, and facilitate the concentration of students with the highest needs into schools serving mostly Black and Latinx students. The burden of school segregation falls especially hard on students with disabilities and English Language Learners (ELLs): In New York City, students of color are disproportionately represented in these populations, which demonstrate shockingly low literacy levels and high school graduation rates when compared with their peers. These data represent more pervasive mechanisms of institutional and societal bias against students with disabilities.



The New York City Department of Education's Diversity Plan offered an obvious starting point but did not go far enough. We applaud the New York City Council's recent [Plan to Desegregate NYC](#), which includes policies around schools and housing. Our contribution seeks to build on existing DOE and City Council frameworks, and offer a set of guiding principles, goals, action steps, and a timeline for implementation of these critical initiatives.

We call on the City to engage the community in developing ambitious goals and benchmarks towards integrating its schools. These efforts should align with IntegrateNYC's 5 R's of Real Integration, (Race and Enrollment, Resource Allocation, Relationships, Representation, Restorative Justice), outlined in the [Student Constitution on Real Integration](#).

Immediate actions must include:

- 1. Define Integration and Set Goals**
- 2. Review and Revise Admissions**
- 3. Forge New, Inclusive Educational Models**
- 4. Establish an Office of School Integration and Equity**
- 5. Conduct a Citywide Equity Assessment**



Guiding Principles of Action

We believe all schools should be welcoming to and accountable for all students. We believe this work is necessary, urgent, and achievable—by adhering to the following principles:

1. Real Representation for Real Integration

Every school must intentionally welcome a student body that looks like New York City—racially, socioeconomically, and academically—and reflects the demographics of its district in the short term and its borough in the long term. This work extends beyond enrollment to include the “5 R’s,” a comprehensive plan for Real Integration designed by the students of IntegrateNYC. The 5 R’s honor and acknowledge the dynamic work being done by longstanding education justice advocates in New York, and elevates those advocates’ priorities as part of a collective impact approach to Real Integration:

Student Constitution on Real Integration

WE RECLAIM OUR RIGHT TO

RACIALLY INTEGRATE our schools through admissions processes that **PRIORITIZE DIVERSITY** by race, class, ability, and home language.

RESOURCE our schools through **FAIR DISTRIBUTION** and monitoring of resources and opportunities.

RELATE through **SUPPORTIVE RELATIONSHIPS AND CULTURALLY RESPONSIVE CURRICULUM** and professional development for educators.

RESTORE through **APPROPRIATE RESPONSES TO CONFLICT AND JUSTICE** that *interrupt the school to prison pipeline.*

REPRESENT **DIVERSE COMMUNITY** through school faculty and leaders that *reflect the cultures and identities* of students and families.

SEPARATE IS #STILLNOTEQUAL



Race and Enrollment

We must set ambitious goals for integration and determine practical metrics for measuring progress. We must move beyond the historic discriminatory planning practices that now define elementary zones, end exclusionary middle school screening, prioritize equity in high school admissions (including specialized high schools) and reform admissions criteria and processes at all levels. We must ensure that schools enroll students who are diverse in terms of race, socioeconomic status, language, academic ability, and disability status, and ensure that programs within schools are equally diverse.

Resource Allocation

We believe that diversity without equity is unacceptable. The Alliance for Quality Education has conducted an [Equity Assessment](#) at the state level, and the same should be done at the City level to ensure accountability and take all necessary steps to correct resource inequities.

Relationships Across Group Identities

We stand for schools that foster authentic relationships among students and school staff by using culturally responsive pedagogy and cultural competency training. We applaud the Mayor's recent announcement to invest \$23 million into anti-bias and culturally responsive education training. We continue to stand with the [NYC Coalition for Educational Justice \(CEJ\)](#) in calling for the creation of an Office of Culturally Responsive Education. We stand with [Advocates for Children](#) and many others in calling attention to the needs and rights of students with disabilities and ELLs. We must empower schools to support and challenge learners of all backgrounds and abilities to create integrated, inclusive learning communities.

Restorative Justice

We stand for integrated schools that disrupt the school-to-prison pipeline. Restorative justice has a positive impact: it reduces conflict, minimizes exclusion through suspensions, expulsions, and arrests, and improves relationships between students and adults, improving student engagement in the process. We stand with the [Dignity in Schools Campaign - NY](#) and the [Urban Youth Collaborative](#) in their demand to implement Restorative Justice citywide, starting with underserved schools, and their call to increase the number of trained and supervised full-time guidance counselors and social workers in NYC schools.

Representation on Staff

We emphatically state that ALL students benefit from educators of color. We stand with CEJ in calling for the development and expansion of programs to recruit and retain an additional 1,000 teachers and 250 school leaders of color by 2020.

2. Collective Impact

We believe that every facet of the community must be deeply involved in planning this impact from the ground up, with a transparent structure and mechanism that seeks out and actively includes the perspectives of communities of color and of students who have been historically underrepresented in selective academic programs. This includes aligning school integration initiatives with the City's [Where We Live NYC](#) fair housing assessment. The City will partner with organizations that stand for equitable resource allocation, culturally responsive and restorative practices, and recruitment and retainment of diverse educators so that the newly integrating school system embraces difference and hold schools accountable for the whole child beyond enrollment. The City must listen to students, and let them lead the way.

Let Stakeholders Lead

The City must recognize that the primary stakeholders must be included in every conversation or decision that involves their schools. Their leadership will ensure meaningful, lasting impact.

Student Leadership

Student voices must remain at the forefront of decision making. IntegrateNYC's 5-R framework was the product of hundreds of conversations with students—those who experience the debilitating effects of school segregation most closely. Effective and innovative solutions can only be designed with continued student leadership.

Parent and Educator Collaboration

Parent, teacher and administrator voices are also an integral part of creating sustainable, community-led change. The DOE and School Diversity Advisory Group must be accountable for co-leadership with families and educators.



3. Citywide Leadership and Accountability

To support the above community-led efforts and to reform and implement citywide policies, the Mayor must take the immediate executive actions outlined below and the Department of Education will name a Deputy Chancellor for Integration and Equity as head of a new, permanent Office of School Integration and Equity. This office should be empowered to take all necessary steps to correct any resource inequities highlighted by the citywide Equity Assessment and to set, implement, and enforce policy.



Action Steps

The action steps below are focused on the much needed changes to admissions in New York City (Race and Enrollment). For action steps on the other four R's (Resources, Relationships, Restorative Justice, and Representation) please refer to our partner organizations referenced above, who have powerfully articulated priorities and policy prescriptions.

1. DEFINE INTEGRATION AND SET GOALS:

The DOE will work with the School Diversity Advisory Group and outside experts as needed to develop transparent and ambitious metrics for measuring progress toward each of the 5 R's.

With respect to Race and Enrollment

- Within 3 years, all entry grades will reflect the demographics of their home districts.
- Within 3 years, all entry grades for city-wide programs, including high schools, will reflect the demographics of the City as a whole.
- Within 6 years, all entry grades will reflect the demographics of their home boroughs.
 - Specific metrics for measuring the extent to which schools, including charter schools, reflect the demographics of their districts and boroughs will be developed by outside experts.

The DOE will also work with the School Diversity Advisory Group to adopt and promote a Rubric for Integration that will articulate standards, aligned to the 5 R's, for evaluating integration efforts.



2. REVIEW AND REVISE ADMISSIONS POLICIES:

The DOE and School Diversity Advisory Group will end the use of discriminatory enrollment screens and processes that systematically isolate and exclude students of color. Screens and procedures that result in the isolation and exclusion of vulnerable students will be immediately revised or discontinued. District- and borough-wide, systemic reforms will be prioritized over individual school-based ones. As such, the DOE will adopt methods such as controlled choice that have a record of creating and maintaining racial and socio-economic balance over extended periods of time. With respect to district boundaries, specialized high schools and charters, the DOE will work with the State to advocate for changes to admissions policies that exacerbate segregation.



This Work Will Include:

A. Ensuring that all admissions criteria and procedures at every level are:

- Transparent, publicly available, and accessible to English Language Learners (ELLs) and students with disabilities as well as their families.
- Designed to dismantle racial, ethnic or socio-economic isolation, and ensure equitable access for all students, including ELLs and students with disabilities.
- Narrowly tailored to meet a compelling, legitimate educational goal, which will be clearly articulated, publicized and assessed by an objective task force.
- Legally sufficient, consistent with the 2011 Guidance On The Voluntary Use Of Race To Achieve Diversity And Avoid Racial Isolation In Elementary And Secondary Schools put forth by the US Departments of Education and Justice.

B. Looking beyond historic redlines for Pre-K and Elementary:

Each district will examine how zone boundaries and choice policies impede or facilitate diversity within their local pre-k programs and elementary schools. In the short-term, districts that are already racially diverse but not desegregated must develop new district-based student assignment models that prioritize integration and bring individual schools' demographics (including students in temporary housing) in line with their district's: They will either redraw zones, or abolish them and use non-zone-based assignment models such as controlled choice. The use of lotteries and magnet schools will only be used to support broader district-wide initiatives. In the long term, community advocates and leaders together with the DOE will use population trends and other factors to create new inter-district zones (or entirely new districts), and/or employ non-residential-based methods of student assignment to create schools that reflect the demographics of the borough as a whole, to the extent necessary to promote integration.

C. Ending middle school screening

The DOE will remove exclusionary admissions processes and screens at the middle-school level, including but not limited to the removal of academic, behavior, and attendance screens. Equitable replacement strategies will be designed by students and community leaders, working in collaboration with the DOE to ensure that the above goals are met, and that any replacements are consistent with the foregoing admissions criteria and demographic goals.



D. Prioritizing high school equity

We reject the caste-based system of specialized schools, screened schools, and unscreened schools rooted in a biased selection process. Our complex, inefficient, and hyper-competitive admissions process unjustly benefits families with time, resources, and access to information. The DOE will take intentional action to reduce the racial and socio-economic isolation present in the City's high schools and will increase the number of high schools that reflect the diversity of their district, borough or the City, as applicable.

- To the extent that existing screens are maintained, they must be modeled on IntegrateNYC's high school admissions algorithm, which weights socioeconomic indicators such as a student's mother's education level, English-language-learner status, having an incarcerated parent, or qualifying for free or reduced-price lunch over metrics such as test scores, GPA or behavior. These new criteria will apply to all currently selective high schools, including the specialized ones.
- The DOE will create a high school admissions working group with students from high schools with all three types of admissions criteria to work to implement the three point policy interventions suggested by Teens Take Charge to transform the student-facing experience of the application process and the specialized high school enrollment process.
- The DOE will simplify the existing burdensome high school application process so that it is less time-consuming and more accessible to all families, including families with native languages other than English. Translation will be provided for all tours and related materials.



3. FORGE NEW, INCLUSIVE EDUCATIONAL MODELS:

The DOE will empower schools to support and challenge learners of all backgrounds and abilities - including ELLs and students with disabilities - to create integrated, inclusive learning communities. Through the use of effective professional development and inter-school collaboration, the DOE will support schools and teachers in the use of differentiation and other methodology proven to be effective with a heterogenous population. DOE will also prioritize class-size reduction and the addition of additional guidance counselors, social workers, and learning specialists.

A. Eliminating Gifted and Talented Programs: :

The City must phase out Gifted and Talented programs and instead adopt approaches that recognize individual differences and allow all students to reach their full potential without turning to across-the-board between-class groupings. Possibilities include: flexible within-class grouping strategies, the [Schoolwide Enrichment Model](#) or other approaches recommended by the National Center for Gifted Children.

- The DOE will end testing of four-year-olds for “giftedness”—a biased approach not based on sound education research, which leads to competition and test prepping (for those who can afford it) among families vying for limited seats.
- The City will open no more City or Borough-wide Gifted programs.
- All existing separate schools that are currently designated for “gifted” children will revise their admissions policies to ensure that no selection criteria include racial or socioeconomic bias, and will weight their admissions consistent with the recommendations for high school admissions above.

B. Provide comprehensive support for English Language Learners and Students with Disabilities:

The city must prioritize the delivery of effective, integrated and high-quality services to these groups of students in accordance with established legal principles, best educational practices and [recommendations of advocates](#). The DOE must ensure students with disabilities are not denied opportunities and resources offered other students.



4. ESTABLISH AN OFFICE OF SCHOOL INTEGRATION AND EQUITY:

The DOE will appoint a Deputy Chancellor for Integration and Equity (DCIE) to oversee an Office of School Integration and Equity (OSIE) that is empowered administratively and financially to develop, implement, and enforce a long-term school desegregation and integration strategy.

A. Authority and responsibilities :

The DCIE will report directly to the Chancellor and will have the authority and institutional support to set policy and practices across all aspects of the DOE. S/he will be responsible for:

- Working with CECs to design school zones that promote racial and socioeconomic balance at the elementary and middle school levels.
- Overseeing short- and long-term district- and borough-wide planning, in partnership with the community, to achieve representation in all elementary and middle schools that reflects district and ultimately borough-wide enrollment according to the metrics established above.
- Revising the high school admissions process consistent with the standards articulated above.
- Providing technical assistance and resources to schools around the creation of integrated and inclusive learning communities.
- Monitoring and enforcing integration plans.

B. District- and Borough-wide leadership and support:

The DCIE will distribute to districts and boroughs the Rubric for Integration developed by the School Diversity Advisory Group. S/he will support the district and borough-based committees in using the Rubric to evaluate and assist with integration efforts.

C. Equity Assessment

In conjunction with the School Diversity Advisory Group, the DCIE will oversee a comprehensive Equity Assessment (EA) of each district and borough that evaluates existing patterns of racial, ethnic and socioeconomic disproportionality between and within schools in each of the 5 R's listed above.



The EA will also disaggregate data for students with disabilities and ELLS. The EA will be publically available, and will form the basis of an action plan in response, as well as the district and borough-wide plans.

5. Conduct a Citywide Equity Assessment

The DOE's Equity Assessment Will Include:

- The impact of current zones, district boundaries, school choice policies, unzoned programs, charter schools, admissions screens and tracking on segregation and stratification of schools at all grade levels, including application and acceptance rates of any selective programs or schools, and qualitative factors that influence these patterns. (Race and Enrollment);
- Financial factors, such as the Fair Student Funding formula, Title I requirements and PTA fundraising, directing the clustering of high- and low-needs students at separate schools (Resources);
- Curricular choices and pedagogical approaches that reflect the dominant white culture and subjugating the perspectives of students of color, access to social identities classes, and social justice courses (Relationships Across Group Identities);
- School staffing patterns with respect to race and national origin (Representation), and;
- Patterns of exclusionary discipline and the impact of recent efforts to incorporate supportive and student centered approaches to school behavior (Restorative Justice).

D. Inter-agency collaboration

The DCIE will also collaborate with other city agencies, civil rights groups, and community development advocates including, but not limited to: NYC's Department of Housing Preservation and Development (HPD), New York City Housing Authority, NYC's Housing Development Corporation, and the NYC's City Planning Commission, the Mayor's Office of Immigrant Affairs, the Mayor's Office of/for People with Disabilities, the Department of Homeless Services, fair housing advocates, and affordable housing advocates. Education advocates should intentionally partner efforts with housing equity advocates because neighborhood demographics have and will continue to impact our schools' ability to remain integrated over time. DCIE should coordinate their goals directly with HPD's Where We Live NYC (Assessment of Fair Housing/Analysis of Impediments) that is set to be submitted by Fall 2019.

Timeline and Milestones

June 2018 - Acknowledgement of principles

The School Diversity Advisory Group (SDAG) will endorse and support the above Principles regarding Real Integration, Collective Impact, and Citywide Leadership and Accountability to foster authentic, community-driven integration.

Summer 2018 - Executive action

As the leaders who are accountable for New York City's schools and our students, the Mayor and Chancellor will prioritize immediate actions that can support integration across all levels of education. First among these actions will be to appoint a Deputy Chancellor of Integration and Equity, who will open the Office of School Integration and Equity (OSIE) and begin the process of:

- A. Removing citywide admissions policies known to be segregative in favor of those designed to promote equity and real integration, consistent with community input and established legal principles.**
- B. Expanding annual Diversity Accountability Act Reports to include data on applicants to any screened/special programs that remain.**
- C. Implementing initiatives for culturally responsive education, restorative justice, and faculty diversity.**
- D. Conducting a Citywide School Equity Assessment.**

2018-2019 School Year - OSIE initiates district collective impact strategy

The OSIE will facilitate a collaborative process over the course of the 2018-19 school year that convenes representative stakeholders in each district and establishes a foundation for effective collective impact work in each community.

June 2019 - School Diversity Advisory Group releases guidance for district integration plans

The SDAG will present the results of its Equity Assessment and propose a new Rubric for Integration aligned with the 5 R's of Real Integration that can be used for guiding and evaluating school integration plans in each district.

2019-2020 School Year - Districts design integration plans

All districts begin work on school integration plans; submit to the DOE for evaluation no later than June 2020.

Summer 2020 - Evaluation of district proposals

SDAG/OSIE will evaluate district plans in light of findings from the Equity Assessment, ensure compliance with Rubric, provide feedback and begin sign-off process.

2020-2021 School Year - Districts begin to implement plans and collaborate borough-wide

SDAG/OSIE will provide financial and administrative support to each district for implementation of their plans. OSIE will begin a study of segregation across each borough, convene borough-wide committees, and draft borough integration plans by June 2021.

Summer 2021 - OSIE releases model borough-wide integration plans

OSIE will release the findings of their borough-level segregation study and propose model integration plans that address the particular needs of each borough. Borough-wide committees will evaluate the proposed borough plans and accept, tweak, or draft their own plans in response by September 2021.

2021-2022 School Year - Boroughs begin to implement plans

SDAG/OSIE will provide ongoing oversight to districts—including technical assistance, monitoring, and enforcement of plans—as boroughs begin to implement their integration plans.

September 2022 and beyond - Real Integration in every New York City school

Through dedicated long-term collaboration between the DOE and communities in pursuit of ambitious goals set by districts and boroughs, the city of New York could have integrated schools by September of 2022.



We thank you for taking the time to read our report.

The ASID Policy Working-Group is a collective of parents, students, and advocates, contributing to this policy agenda to address the current challenges we've identified with NYC's public schools. This report is meant to be a living document, evolving as our goals and priorities change over time.

Creating an equitable school system is not an overnight fix nor will it be addressed solely through this policy agenda. Segregated public schools are not a coincidence. Segregated public schools are by intentional design, due to public policies and private actions. It took many years to create and sustain segregation. Likewise, it will take many years to create and sustain integration. We believe this report lays out actionable first steps to lay the groundwork for an equitable school system.

We look forward to any additional insight and meaningful actions that we can use to integrate New York City's public-school system.

Immediate actions:

1. Define Integration and Set Goals

2. Review and Revise Admissions: End the use of discriminatory enrollment screens.

3. Forge New, Inclusive Educational Models

4. Establish an Office of School Integration and Equity

5. Conduct a Citywide Equity Assessment

Real Integration Rubric

Integration is not just about changing who is in schools. Integration efforts should align to IntegrateNYC's 5 R's of Real Integration (Race and Enrollment, Resource Allocation, Relationships, Representation, and Restorative Justice).

In support of this effort, these rubrics are designed to both serve as an assessment tool and articulate standards, aligned with the five Rs, for evaluating integration efforts. These rubrics can be used by the School Diversity Advisory Group, parents, principals, District leaders, advocates, and superintendents. This assessment tool is a combination of qualitative and quantitative measurements.

Race and Enrollment:

- Screening methods have had a detrimental impact on integration efforts throughout the city. Districts are judged based on how well they reduce the number of screens employed at their schools.
- School Districts are also judged based on how well their schools resemble the demographic and socioeconomic makeup of their District.
- Districts are also evaluated based on how they make zoning decisions, and whether they eliminated gifted and talented programs.

Resource Allocation

- The quantitative measures in this section (guidance counselor ratios, teacher experience, student/teacher ratios) are based on how well the Districts are performing in comparison to citywide averages.
- Districts are also evaluated based on qualitative measures of their facilities, arts programs and access to athletic teams. zoning decisions, and whether they eliminated gifted and talented programs.

Relationships

- Districts are measured based on how students in the District respond to survey questions about how culturally responsive they feel their education is.
- Districts are also evaluated based upon how well they meet the unique needs of English Language Learners and students with disabilities.

Representation of Staff

- It's critical that the diversity of New York City's schools is reflected in the staff makeup. Districts are measured based on their efforts to improve their recruitment and retention of faculty and staff of color.

Restorative Justice

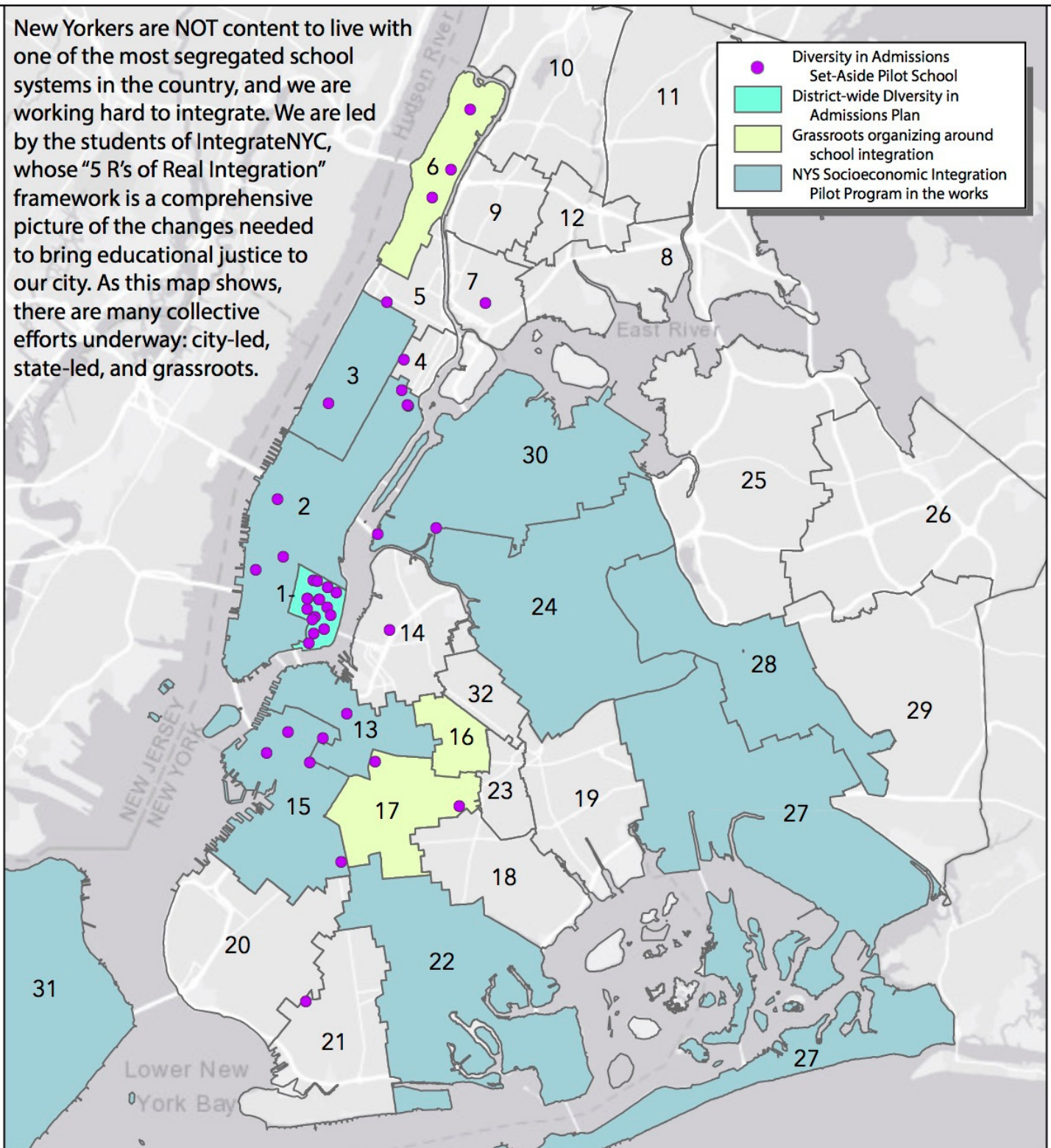
- In this section, school Districts are evaluated based on how suspension policies and metal detectors are used. It also accounts for whether disciplinary policies in a District have a disparate impact on students of color.
- Districts are also measured by the restorative justice training they provide.

[Click For Rubric](#)



NEW YORKERS CARE ABOUT REAL INTEGRATION

New Yorkers are NOT content to live with one of the most segregated school systems in the country, and we are working hard to integrate. We are led by the students of IntegrateNYC, whose "5 R's of Real Integration" framework is a comprehensive picture of the changes needed to bring educational justice to our city. As this map shows, there are many collective efforts underway: city-led, state-led, and grassroots.



Brought to you by the NYC Alliance for School Integration and Desegregation. *The mission of ASID is to advocate for racial and socioeconomic city-wide school desegregation and integration as a means to uprooting white supremacy, preserving and spreading the rich culture of marginalized communities, and upholding the principles of democracy, equality, and human dignity that segregation curtails.*

Background and Acknowledgements

Nearly two years ago, on the heels of a series of meetings in the City Council cafeteria, hosted by Brad Lander and Richie Torres advocates from across New York City began to meet regularly to discuss the deplorable segregation in our public schools. We formed the Alliance for School Integration and Desegregation (ASID) to create a space to share and align our endeavors, strategize around advocacy, and learn and explore the history and possible future of reform efforts. We had passion, energy, the intent to be inclusive in our approach, plenty of questions, and a lot of hope. What we did not have was a clear vision for what we meant when we talked about desegregating this vast behemoth of a public institution, nor a firm grasp on the many implications of so doing for the children and communities our school system serves. We needed to capture and define our vision, and sketch a set of principles strong enough to make change, yet flexible enough to serve the varied needs of a wide array of stakeholders. When the DOE released its own framework for increasing school diversity, many people in the advocacy community were disappointed by its limited scope, timid metrics and failure to name the very problem it intended to confront: the fact that the New York City schools are among the most segregated in the nation.

A small group of us took the weakness of the DOE plan as a challenge: How could we do better? What could be done to defy the entrenched racial and economic patterns that define the City's schools? What about the relationship between school and residential segregation? Could we crystallize a broad vision that could be embraced not only by integration advocates, but also advocates for the many other equally urgent issues affecting school children across the City? And most importantly, what could we do to amplify the powerful vision already put forth by the remarkable students of IntegrateNYC?

For the better part of the past year, ASID's Policy Working Group has met regularly to tackle those questions and hammer out some coherent answers. We are proud of the result. A true collaboration of insightful and committed partners. Many people have contributed to this work, and we gratefully list them below. We look forward to presenting this plan to the School Diversity Advisory Group and Richard Carranza, the new Chancellor of the New York City Schools. We welcome your collaboration, input, and commitment to dismantling the shameful segregation of our public schools.



—The ASID Policy Working Group members, and their respective organizations:

- Chanera Pierce (Fair Housing Justice Center)
- Deborah Chang (#NYCEDU)
- Halley Potter, The Century Foundation
- Hebh Jamal, (New York Appleseed/IntegrateNYC)
- Kelly Bare (Live Here, Learn Here)
- Kristen Berger (CEC 3)
- Matt Gonzales (New York Appleseed)
- Michael Hilton (formerly of the National Coalition on School Diversity)
- Miriam Nunberg (Committee Chair) (D15 Parents for Middle School Equity)
- Nicole Mader (Center for New York City Affairs)
- Nora Madsen (Teacher)
- Sarah Camiscoli (IntegrateNYC)
- Sarah Zapiler (IntegrateNYC)
- Shino Tanikawa (CEC 2)
- Sonia Park (National Coalition of Diverse Charter Schools)
- Yana Kalmyka (IntegrateNYC)

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**We look forward
to creating a
more inclusive
school system
with you.**

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