



# The State of District 3 Public Schools

**2019-2021 Term Report**  
by Community Education Council, District 3 (CEC3)

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# CEC3 Mission Statement

Community Education Council 3 (CEC3) of New York City believes that every child is entitled to a high quality education, a safe and healthy school environment, and equal educational opportunities. The mission of CEC3 is to promote and support the educational needs of District 3 elementary and middle school students by representing and advocating for District 3 families to the NYC Department of Education.

## District 3 Elementary and Middle Schools

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# Introduction

Turmoil and instability, along with commitment and persistence, best represent the 2019-2021 term of CEC3. Having emerged from two of New York City’s most progressive initiatives in decades: the Upper West Side elementary rezoning and the Middle School Diversity initiative, D3 schools were showing signs of progress at the end of the 2018-2019 school year. Seven members returned to the council, and this continuity was the basis for our focus on supportive issues: resource allocation remained opaque and too centralized, charter schools continued to operate without equity or justice, and political forces continued to perpetuate the divisive nature of school system advocacy.

Myriad DOE leadership changes also defined this term. District 3’s long-time Superintendent Ilene Altschul took a position at Central DOE after the 2018-2019 school year, so we began the term without a District 3 Superintendent but engaged with Executive superintendent Marisol Rosales about the hiring process. Christine Loughlin was named Superintendent at the end of the summer, but without CEC3 input. CSD3’s team also lost Dorothy Jo (DJ) Sheppard, long-time Parent Leadership Coordinator, to retirement, leaving Tracy McClaire to cover both parent support jobs for several months.

In addition, the makeup of the Panel for Educational Policy (PEP) was changed during the 2019 New York State Legislative year, adding an additional Mayoral appointee, a Public Advocate appointee, and one appointee selected by CEC Presidents. Bronx parent leader CEC11 President Tom Sheppard became the first PEP member appointed by parents in the history of Mayoral Control. Finally, Chancellor Richard Carranza resigned after three short years at the helm of the DOE and was replaced in March 2021, by Meisha Ross-Porter, longtime Bronx DOE Executive.

CEC3 finishes the 2020-2021 school year with monumental challenges that lie ahead, in the wake of the COVID19 pandemic, remote and hybrid learning, and significant enrollment loss. Multiple CEC3 members completed their service and are leaving the council, with only four returning members to date (one Borough President appointee has not been named). This report summarizes CEC’s advocacy on important issues, committee progress, the state of our demographics and enrollment; it also lists resolutions and Model CEC3 mock resolutions submitted during the term.

<b>District 3 Summary - 2020-2021</b>					
	<b>Citywide</b>	<b>Manhattan</b>	<b>All District 3</b>	<b>District 84 (all charters)</b>	<b>D3 (ES/MS + D84 in D3)*</b>
<b>Total Population</b>	1,094,138	173,851	21,084	138,648	16,958
<b>Asian</b>	16.5%	11.9%	9.5%	3.1%	6.8%
<b>Black</b>	24.7%	22.6%	19.2%	49.5%	28.3%
<b>Hispanic</b>	40.8%	44.6%	32.1%	40.5%	30.4%
<b>Multiple Race</b>	1.4%	2.7%	4.3%	1.1%	4.1%
<b>White</b>	14.8%	16.3%	31.6%	4.4%	28.7%
<b>Native American</b>	1.2%	0.8%	0.6%	1.1%	1.1%
<b>SWD</b>	20.8%	21.7%	18.7%	17.9%	21.7%
<b>ELL</b>	13.3%	9.8%	4.4%	7.7%	5.5%
<b>% Poverty</b>	73%	66%	47.1%	79.9%	46.7%
<b>Economic Need</b>	71.4%	67.1%	49.3%	77.2%	n/a

*\*Note: The original NYS charter law stipulated that charter schools would make up 5% of the school population. Citywide, charters now make up 12%. In D3 it's 19% for all schools. For D3 elementary/middle schools, it's 26%.*

## CEC3 Guiding Principles



- 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.
- Commitment to transparency and open communication with all members of the District 3 community.
- The pursuit of equity, excellence, diversity, and justice for all children, parents, and schools in District 3.



# **Term Goals and Objectives**

With the majority of members returning to CEC3 at the start of the term, committee leadership and the work transitioned with few major changes, except for the investment of time members made to help onboard District 3's new Superintendent, Christine Loughlin. With the leadership change and the retirement of DJ Sheppard, a multitude of minor issues consumed council energies early in the term including concerns over special education programming, school culture and community concerns at multiple schools, resource challenges at all schools, and charter school accountability.

## **1. Support Elementary Rezoning and Middle School Diversity Initiatives**

The 2017-2019 term ended with the long term support work ahead for both the elementary school rezoning and the middle school diversity initiatives. This collective body of work opened the door to additional challenges in resourcing and enrollment. Committee work and district equity work in parallel with the District office took precedence as the 2019-2021 term began.

## **2. Advocate for Budget Justice and Stronger Governance**

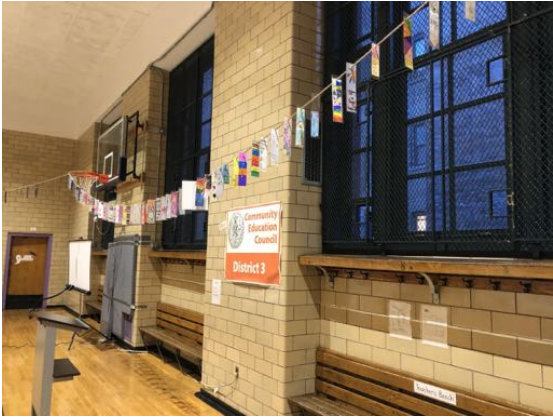
The fight for parents to help schools is not centered around Community Education Councils. Mayoral Control and process for allocating resources to schools makes the work of elected parent leaders challenging. During the last term, Mayor Bill de Blasio and the State of New York negotiated a two year extension of Mayoral Control, despite opposition from countless CEC members around the city, as well as multiple other advocacy groups. CEC3 participated in multiple working groups, hearings, and roundtables on both major governance issues during the last term and were well positioned to work with stakeholders on these big issues.

## **3. Support District Equity Work**

In addition to CEC3 forming its Equity and Excellence Committee work, District 3 was awarded a New York State Integration grant, and Manhattan Community Education Councils kicked off borough-wide awareness of high school segregation in the last term. Coming into the 2019-2021 term with these initiatives, coupled with the support work of the rezoning and middle school diversity initiatives underscored CEC3's emphasis on equity work this term.

## **4. Fight for Fairness on Charter Schools**

District 3 Harlem is disproportionately burdened by the number of charter schools relative to the number of DOE schools within its physical boundaries. In the previous term, CEC3 worked with other CEC's, the ECC and multiple elected officials to hold charters accountable and prevent additional growth within this sector. At the end of 2018, however, KIPP Charter Network announced plans to open a charter middle school in the district. Despite assurances and support from electeds, including a personal promise made by Mayor de Blasio, KIPP was approved in the spring of 2019.



## **2020 Legislative Breakfast and Bookmark Contest**

PS75 and West Side Collaborative hosted the 2020 Legislative Breakfast, which featured more than 500 bookmarks created by D3 students, strung along the gymnasium as decoration. Joined by Executive Superintendent Marisol Rosales and Manhattan Borough President Gale Brewer, this gathering would be the final large gathering of leaders in District 3, and one of the last in person gatherings of CEC3 during the term.

## **COVID19 & Remote Learning**

In March 2020, the COVID19 pandemic forced the closing of all schools and the entire city. Despite the size and scope of the DOE, and the contingency plans that it was forced to face during lengthy Hurricane Sandy closures, no plans were in place to educate NYC students outside of the classroom. The severity of the public health crisis could not be ignored, and as it became clear that the city would be in quarantine indefinitely, the DOE was forced to shift to remote learning. As schools instituted remote learning, the DOE struggled to provide laptops and tablets to all students while many families struggled with how to navigate remote learning and connectivity issues. The learning curve widened between those with secure household wi-fi and English language fluency and those whose households had several children and/or poor connectivity, and becoming fluent in cyber school. Special Ed students and parents had the additional issue of the lack of in-person one-on-one support (see Special Ed Committee report below).

In all, while there were glitches, District 3 school leaders, teachers and support staff, did their best to get up and running with virtual school and family support. Devices were distributed, free breakfast and lunch for all continued for anyone in need and slowly, principals, teachers, DOE staff and families navigated their way through the ups and downs of schools opening and closing due to COVID19 rates, school health and safety protocols and the challenges of keeping abreast of what was needed at any given time. District 3 Principals and Teachers stayed the course with a hand on the pulse of student need during the most difficult time in DOE recent history.

# **Carryover Issues for Next Term**

- 1. Remote Learning**
- 2. Admissions Processes**
- 3. Equity & Excellence**
- 4. School Nurses**
- 5. Mayoral Control**

## **Remote Learning**

Educating students at home became a critical element of public schools during the pandemic. The transition to remote learning, standards for remote instruction, and the exploration of potential benefits for students to learn remotely will continue to dominate conversations in District 3, where many families still question the long-term safety of learning in DOE buildings and where public health remains a concern. Furthermore, the DOE recently announced that snow days will no longer exist within the New York City public school calendar, that a snowstorm will trigger a remote learning day. This means that all students, teachers, and schools must be informed of and ready to pivot to remote instruction quickly, and the DOE has not demonstrated its competency in this area. Finally, Model CEC3 submitted a mock resolution calling for a remote learning option for the 2021-2022 school year. Middle school students recognize the need for the continued development of this feature of public education, and CEC3 will need to be ready to work with the administration on it.

## **Admissions Processes**

The DOE manages admissions processes through all points of entry for students from 3K to High School and all transfers and waitlists in between. Access to information, timely announcements about changes and effective use of technology can enhance this process, without these there are often insurmountable barriers for families, exacerbating inequities in the system. CEC3 was alarmed by the lack of clear, timely information about the numerous changes over the past year and the lack of confidence engendered by the inadequate technological support for participating in the admissions systems. CEC 3 produced 2 official letters and 2 resolutions about these processes over the 2020-21 school year. CECs must continue to hold the DOE to account for basic systems in ensuring that online enrollment systems operate smoothly and accessably, and families have access to all of the necessary information in a timely and comprehensible manner.

## **Equity & Excellence**

In the Spring of 2020 the nation faced not only a global pandemic but an additional crisis over racial injustice. This was brought to the forefront by the murder of George Floyd, highlighting police brutality against Black Americans leading to rising consciousness and open discussions of systemic racism and anti-Black policies. New York, like other cities around the country and the globe, was the site of numerous Black Lives Matter protests. In light of the pressing need to look at the profound impact our education system has on entrenching systemic racism CEC3 passed a resolution in June 2020 calling on the NYC DOE to dismantle all current policies and procedures that reinforce institutional racism and inequity, and result in disproportionate negative impact by race or economic need. Our committees and council continue this work, building upon the integration work on enrollment begun in 2016 and continuing through ongoing dialogue in the Equity and Excellence Committee and beyond. New York City continues to be one of the most segregated school systems in the country. and we know Black and brown students in the NYC public education system have unequal access to resources and wrap-around supports in our public schools. The vital work of the Equity & Excellence Committee must continue.



## **School Nurses**

Few singularly acute issues underscore the misappropriation of resources and energy than the school nurse crisis. CEC3 first raised this issue in 2018 when it became known that multiple schools in District 3 had no full time nurse and were sharing nurses, sometimes with the closest school in the neighborhood. As the pandemic tightened its grip on the DOE operation, the nurse crisis only worsened. The public health (DOH) nurses were deployed in crisis centers, and many deserve the heroes celebration befitting so many essential workers dedicated to serving during the pandemic. But by the time schools reopened for hybrid learning, NYC had to bring hundreds of nurses in from around the country to serve in our schools, and paid them twice what local nurses are paid. With the passing of each budget that only pays one third of school nurses full-time and the rest part-time or contracted, NYC perpetuates the low priority assigned to this profession and the work of taking care of student health. In a district where some schools have a student body with 25% asthmatics and 25% food insecurity, public health in public schools will continue to cause concern.

## **Mayoral Control**

In the 2022 New York State legislature, Mayoral Control will be debated and negotiated, as it has several times over the last eight years with Mayor de Blasio. CEC3 leaders have submitted opposition testimony at each public hearing held on this repetitive issue that has allowed politics and power to control the basic government responsibility of educating all students. CEC3 has also passed multiple resolutions, most in conjunction with other councils in the fight to protect public education from politics and money. The next council will have an opportunity to participate in this negotiation through District 3 state elected officials.

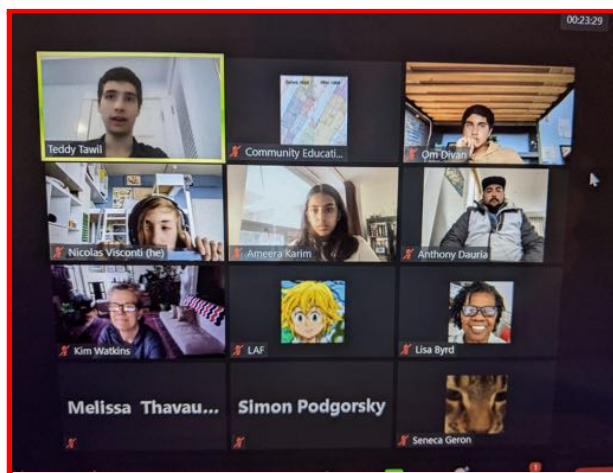


## Model CEC

Model CEC launched in the 2018-2019 school year, as a platform for civic-minded middle school student leaders. They research and discuss issues affecting students, families and public schools, writing mock resolutions that are submitted to the full CEC3 and shared with other CEC's and elected officials. The program operated in its first two years as a weekly after school session in the Spring only, and in 2019, students met at the CEC3 office on Mondays.

Model CEC3 transitioned to Zoom in 2020 for its second year, but the program benefited from the remote meeting format and expanded to start in October, which fostered a stronger sense of community and purpose in the 2020-2021 school year. Education and civics advocates, and elected officials also joined sessions as guest speakers:

CEC3 Student Member Teddy Tawil (2019-2020 & he Co-Chaired Model CEC3 in 2020-2021)  
CB7 and CSAC Member Julian Giordano  
D3 Superintendent Christine Loughlin  
Manhattan Borough Executive Superintendent Marisol Rosales  
Regent Nan Mead  
New York State Senator Shelly Mayer  
New York State Senator John Liu  
Fordham Law Professor Zephyr Teachout



### 2019-2020 Issues and Resolutions

(download all resolutions at [www.cec3.org](http://www.cec3.org))

**School Segregation** - calling for equity and fairness in admissions processes and access to an excellent education at all schools.

**Mental Health** - calling for increased awareness and mental health resources for NYC public school students.

### 2020-2021 Issues and Resolutions

**Bullying** - identifying issues related to lack of standard prevention methods and issues related to cyber bullying during COVID19

**Future of Remote Learning** - calling for and providing guidance around a remote learning option for students in the 2021-2022 school year

**Civics Education** - calling on the DOE to prioritize the need for the public school system to foster civically minded



NYS Senator & Education Chair Shelly Mayer



Zephyr Teachout, Author, Fordham Law Professor

# Committees

## Middle School

The Middle School Committee focused on developing the D3 Middle School Diversity in Admissions Plan over the past two terms (2015-17 & 2017-19). This term we were able to see the plan put in action and began to see the results.

The Diversity in Admission (DIA) Plan aims to ensure the middle schools of District 3 reflect the diversity of the District 3 community by prioritising twenty-five percent of offers to students with economic and academic need. The analysis of D3 data identified academic screens as the primary mechanism that limited students' access to the full range of D3 middle schools and contributed to the deep schisms in middle schools along racial, economic and academic lines.

The incoming class of September 2019 was the first class impacted by the change in admissions methods and we began to see a shift toward greater economic and academic diversity. In the first year, no schools made less than 15% of offers to students in the priority group and more schools moved toward the middle with 7 middle schools making 15-35% of their offers to students in the priority group. The first year indicated that the plan is starting to impact access to middle schools and the academic and economic diversity of the student body. This trend continued in the second class (2020) admitted under the DIA when 8 schools were within ten percentage points of the 25% priority group goal. The first two years of the Diversity Plan also saw a decrease in the number of students who were not matched with a school on their original application.

In the 2019-20 school year the committee looked at some of the impacts and contributors to segregation in our schools including a [report on screens](#) D3 and convened the [Heterogeneous Education Forum](#) on March 9, 2020 featuring a panel discussion with academics, teachers and a principal on how they work with heterogeneous groups and its impact on students' education. The committee has long recognised the challenge of finding accurate information about Middle Schools and continued to work with the district office to promote a greater awareness of all of the district's middle schools and their offerings in order to address this.

The third year of the plan (September 2021 admissions) was impacted directly by the COVID19 pandemic. Students in that cohort did not have the data traditionally used in school screens: the spring 2020 state tests were not administered and attendance and June 2020 course grades were impacted by the trauma of the pandemic and the sudden switch to remote education for the spring of 2020. The Mayor and the DOE eliminated middle school screens in late 2020 moving all admissions to a system in which families rank schools and schools admit applicants by lottery. As mentioned above, since there was no academic data from spring 2019 to apply to the DIA priority groups, the priority simply remained for 25% of offers at each school to students who qualified for Free and Reduced Price Lunch. All D3 middle schools reached or exceeded this target. Although there has been some movement toward the district average for schools that were well below the FRL average there has been limited change for schools that have a disproportionately high percentages of students who qualify for Free or Reduced Price Lunch.

The committee spent most of the 2020-21 school year working with the Superintendent's Office along with the Equity and Excellence Committee to help families learn about a wider range of middle schools amongst the challenge of the pandemic and the inability to visit schools in person. Families listed more schools on the applications than they have in the past, listing on average 6.2 schools on their 2021 applications.

# Multilingual

It was a challenging year for District 3 dual language programs with several programs either put on hold or instruction time greatly reduced due to Covid, remote learning and resource constraints. We hope that all our programs are able to come back to their original form in September.

The CEC3 Multilingual Committee finished the year with its first every CEC3 Dual Language Showcase involving 8 schools (5 District 3, 1 each from D2, D14, D20), 4 languages (French, Italian, Russian, Spanish), 20 videos and 1 live presentation.

Students from PS84, PS87, PS145, PS242 and MS 247 participated in the Showcase.

**MS 247 Dual Language Middle School (Spanish)**



Juntos  
(Together)  
8th grade

**PS 145 The Bloomingdale School (Russian & Spanish)**



Common Goodies  
(with English captions)  
3rd & 4th grades

**PS 87 William Sherman School (Spanish)**



Cares Day

**PS 84 The Lillian Weber School of The Arts (French)**



Zelie and Madison  
4th grade

**PS 242 Yong Diplomats Magnet Academy (Italian)**



Primavera & Ci Vuole un Fiore  
(Spring & It Takes a Flower)  
Pre-K & Kindergarten



Gli studenti della signorina Raffa  
(Miss Raffa's students)  
Kindergarten and 1st grade

Videos of all the student participants can be viewed on the CEC3 Dual Language Showcase webpage <https://www.cec3.org/dual-language-showcase>.

The showcase also included comments from key supporters of dual language programs, City Council Member Ben Kallos who was instrumental in supporting parents in getting the East 76th St Pre-K French dual language program started, and Annavaleria Guazzieri Director of the Education Office of the Consulate General of Italy who has been a great supporter of the Italian Dual Language program at PS242.

## Equity and Excellence

The Equity and Excellence Committee continues to bring parents together to work toward the committee goal of achieving balance, equity, and diversity by focusing and working to minimize educational and financial/resource gaps between District 3 schools. We conducted a number of workshops and meetings over the course of the term:

- **Empathy Workshop: Screened vs. Unscreened**

January 2020

We kicked off the term with a hotly debated topic coming out of the School Diversity and Advisory Group (SDAG) report. Mayor DeBlasio convened the SDAG as a group of researchers and educators tasked with looking at ways to better integrate NYC schools. This report sent a divide in our school community. The Equity and Excellence Committee decided to bring parents together and have a conversation on the broader topic of screened admissions and the programs that utilize this mechanism to create homogeneous learning environments.

- **Harlem Schools Summit**

Postponed due to COVID-19 Pandemic

We unfortunately were not able to host the Harlem Schools Summit in 2020 and 2021 due to the global pandemic. The Committee's goal is to revisit this initiative and make a concerted effort to scale The Harlem Schools Summit to include more parent voices and participation in the 2021-2022 school year and beyond.

- **Remote Learning Retrospective**

June 2020

The COVID19 pandemic shuttered our schools. The result of which was a hodgepodge of approaches to remote learning across the district. The Equity and Excellence Committee decided to bring parents, admins, teachers, and District 3 leadership into a conversation to conduct what's called a Retrospective.

A Retrospective is a protocol used as part of an Agile Software Development framework that allows teams and stakeholders with a vested interest in the success of software being developed to review the team's development practice. During a Retrospective, teams, and stakeholders discuss what worked or didn't work, what they don't want to continue doing as a practice, and what they want to continue doing as part of their practice. The goal of a Retrospective is to build communication and trust amongst the team and stakeholders in order to become more efficient and increase their ability to collaborate, communicate, and find success together.

The Committee used this framework to amplify parents and all stakeholders' voices so that the district leadership could hear firsthand what the parent, teacher, and school admin remote learning experience was like along with what worked and didn't work, what the participants felt should not be continued as part of remote learning, and what participants wanted to continue as part of remote learning going forward.



- **Middle School Tours Re-imagined**

January 2021

This year, The Committee partnered with the Middle School Committee to create a more inclusive method for parents to research middle schools in the district. This work focused on providing equitable resourcing and information for all parents. Our district, as with other districts, has a system that built to provide opportunities to families that have time to research and attend middle school tours; but for families that don't have the time to do the research or attend a middle school tour, there is no system in place. Both Committees pushed to create more research opportunities to engage with school admins and digital information. This approach was helpful but did not fully address all of the intended concerns and issues. The Committee's proposal was not fully embraced by the district nor did it close the divide between families that have digital means and strong digital fluency vs. families that did not have digital access and weak digital fluency.

- **Ensuring Equitable Outcomes for Students Returning in 2021**

May 2021

The final Equity and Excellence meeting of the term hosted 80 parents on zoom to a conversation about the equity work that is happening at the district level. This district work is focused on how we re-introduce children that have been away from school buildings through the pandemic. The meeting was a panel discussion with District 3 school leadership, parents, and the community about the equity-informed work that is happening through the District Equity Leadership Team and what is being put in place for students returning to school buildings in the fall of 2021.

Output documents and Zoom recording links can be found on the Equity and Excellence Committee page at [www.cec3.org](http://www.cec3.org).

## **Special Education**

The Special Education Committee reconvened in late 2019, after many years of hiatus, co-chaired by Kristen Berger, Sharmilee Ramudit and Dedrie Garrett-Scott. The committee was envisioned as a space where families with students with disabilities can come together to share experience, resources and support. The emergent committee only hosted a few in person meetings before moving to remote in response to the pandemic. The committee continued to meet periodically and hosted 'Dyslexia, Literacy and Instruction 101 for Advocates' presented by Debbi Meyer in March 2021. In May we co-hosted a Dyslexia Forum convened by CEC 1 & CEC 2. The committee was co-led with the assistance of D3 parents Ursual Abbot Connolly and Natasha Cipolii.

## High School Admissions

The High School Admissions Committee started the term with the intent of continuing the work of the previous term, which had identified gaps in the programs offered by the high schools accessible to D3 students. We held several brainstorming sessions and invited council members and parents from other districts to discuss creative ways to offer a larger variety of classes and activities at schools and also ways we could unify across districts to push the DOE to ensure fair access to these classes and activities with an admissions process that is less burdensome for parents and students.

Unfortunately, the COVID-19 pandemic brought an end to the push for creative improvements to the admissions process and forced the committee to deal with changes due to the remote environment and a lack of information previously used in admissions decisions. In spring 2020, we collected parent feedback and expressed to DOE admissions the areas where we were unified in the desire to create a more fair and user-friendly process. The biggest success of this effort was the decision by the DOE to remove geographic constraints and finally make all high schools in District 2 accessible to District 3 students.

The fall 2020 admissions process brought continued changes from the DOE, most notably delays and misinformation as conditions continually shifted. There were bright spots, though, as the introduction of virtual tours allowed students access to information about some schools with a smaller investment of time. A preponderance of issues were caused by weaknesses in existing systems that were exacerbated by the changes forced by the pandemic. We collected parent feedback on the most critical issues that could be improved for the future and ended the term with a Resolution on High School Admissions to enumerate those issues to be fixed by DOE with followup from the next Council.

## Charter Schools

Work of the CEC3 charter school committee focused on ongoing monitoring charter of the charter schools within the district, including charter size adjustments that are often made by charter schools, particularly Success Academy. Over the past term, Success Academy successfully petitioned the SUNY Charter School Committee to reallocate seats amongst their schools which are located in multiple districts. CEC3 has continued to work to press elected officials to require charter schools to be more transparent and to understand the impact charter schools are having at the local level. To this end, CEC3 passed a resolution in February 2020 supporting legislation on Charter accountability and transparency. The resolution supported, amongst other things, (i) limiting charter expansion to only those grades including in the type of school originally authorized, (ii) granting the power to school district and CECS to approve the issuance of new charter schools in districts where charter enrollment exceeds 5% and (iii) to repeal public funding of rental reimbursements.

In addition, KIPP Beyond Middle School, was approved by SUNY's Charter School Committee despite objections by nearly every elected official associated with District 3 schools (see [www.cec3.org](http://www.cec3.org) for related letters). CEC3 opposed the opening of KIPP Beyond Middle School and sent letters stating such opposition in February 2019 and again in October 2019. Mayor de Blasio had promised CEC3 that KIPP would not be located in District 3, yet we learned that KIPP's new middle school would be co-locating with Harlem Hebrew on St. Nicholas Ave and West 118th Street, blocks away from three schools which serve middle school grades. The opening of KIPP's new middle school will likely have a negative impact on the important middle school diversity initiative undertaken by CEC3.

With the proportion of students attending charter schools in District 3 increasing every year in alarming numbers, and the lack of accountability imposed on charter schools, this work remains important to CEC3.

## **Resolutions**

Resolutions are located on the CEC3 website: [www.cec3.org/resolutions](http://www.cec3.org/resolutions)

Vol. 21 No. 1 Resolution on Green Outdoor Learning

Vol. 21 No. 2 Resolution Calling for Standards of Learning for Virtual School

Vol. 21 No. 3 Resolution to Oppose Limited Blended Learning Options

Vol. 21 No. 4 Resolution on High School Admissions

Vol. 21 No. 5 Resolution on Family Welcome Center and School Accountability

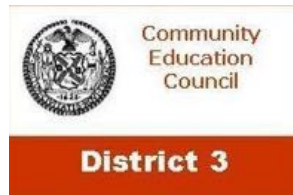
## **Official Letters**

Official Letter are located on the CEC3 website: [www.cec3.org/official-letters](http://www.cec3.org/official-letters)

Letter on Sibling Admission

Letter to Chancellor Meisha Porter Update on District 3 Parent Concerns

Letter to Chancellor Meisha Porter re Middle School Admissions Announcement



## **CEC3 & CSD3 Team 2019-2021**

**Kimberly Watkins**, President

Model CEC Co-Chair

**Kristen E. Berger**, IEP member, First Vice President

Middle School Committee Chair, Special Education Committee Co-Chair

**Dennis Morgan**, MBP Appointee, Second Vice President

Equity & Excellence Committee Co-Chair

**Lucas Liu**, Treasurer

Multilingual Committee Co-Chair

**Sharmilee Ramudit**, Recording Secretary

Special Education Committee Co-Chair

**Lisa Byrd**, Model CEC Co-Chair

**Naveed Hasan**, Multilingual Committee Co-Chair

**Michael McCarthy**, Charter School Committee

**Deirdre Garrett Scott**, MBP Appointee

**Assietou Sow**, ELL Member

**Eric Wright**, High School Admissions Committee Chair

**Christine Loughlin**, District 3 Superintendent

**Tracy McClaire**, District 3 Family Liaison Coordinator