

D13

Diversity Plan Process

Community Education Council

February 11, 2020

D13

Agenda

Process Overview

Next Steps

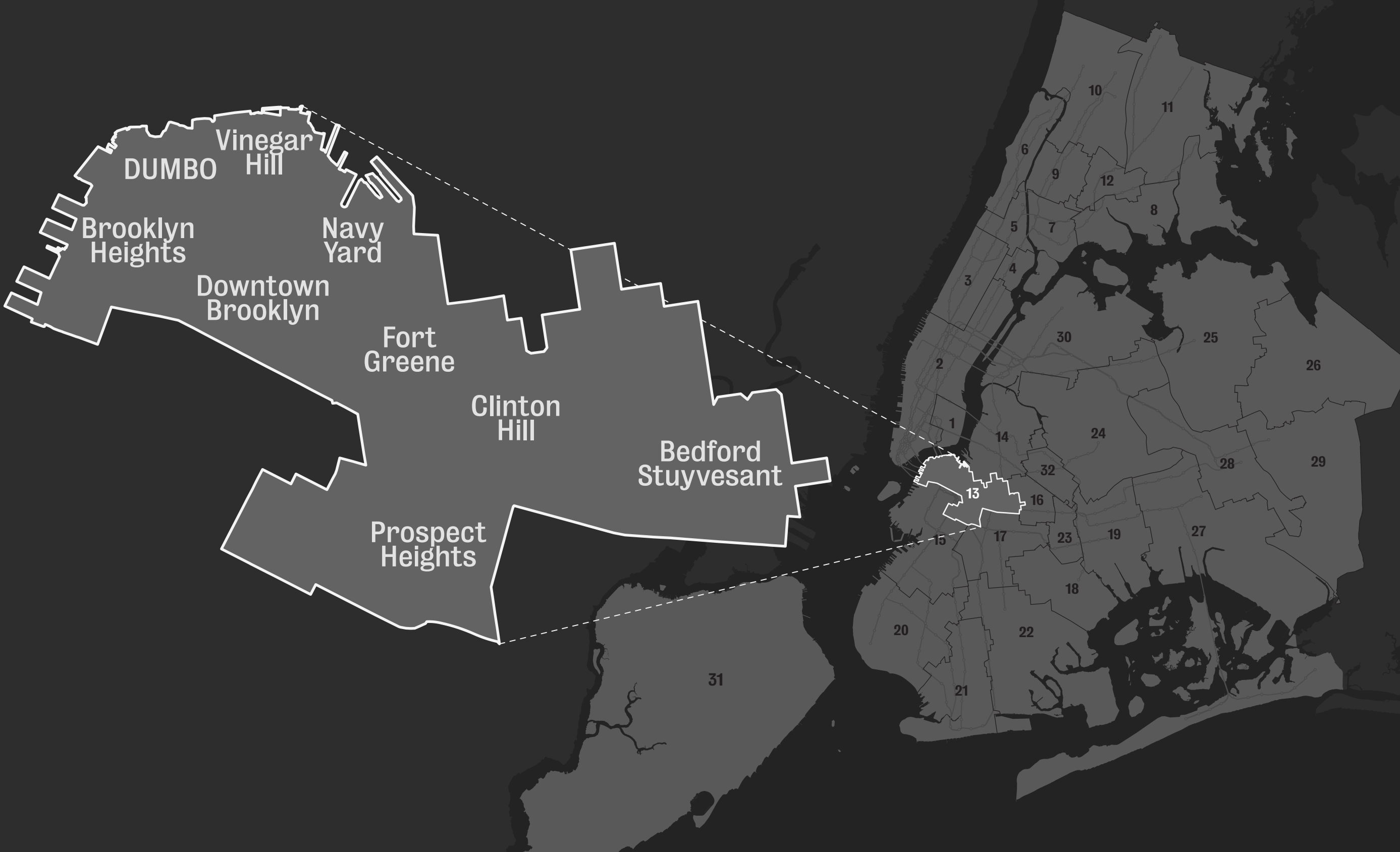
Questions

Process Overview



The D13 Diversity Plan is a community engagement and planning process to increase middle school diversity and academic outcomes in Community School District 13.

District 13 (D13)



How do we develop solutions?

**D13 School
Community
Input**

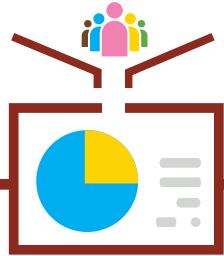


**D13 Diversity
Plan**

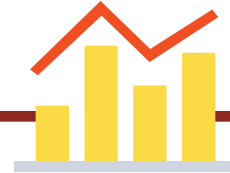
D13 Process Goals

- Create strong connections between D13 elementary and middle schools
- Provide a school option for all D13 families
- Understand the school related needs and priorities of D13 families
- Provide the supports necessary to foster inclusive, integrated middle schools.
- Increase district retention

Planning Process Goals



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



Conduct data analysis to test diversity initiatives

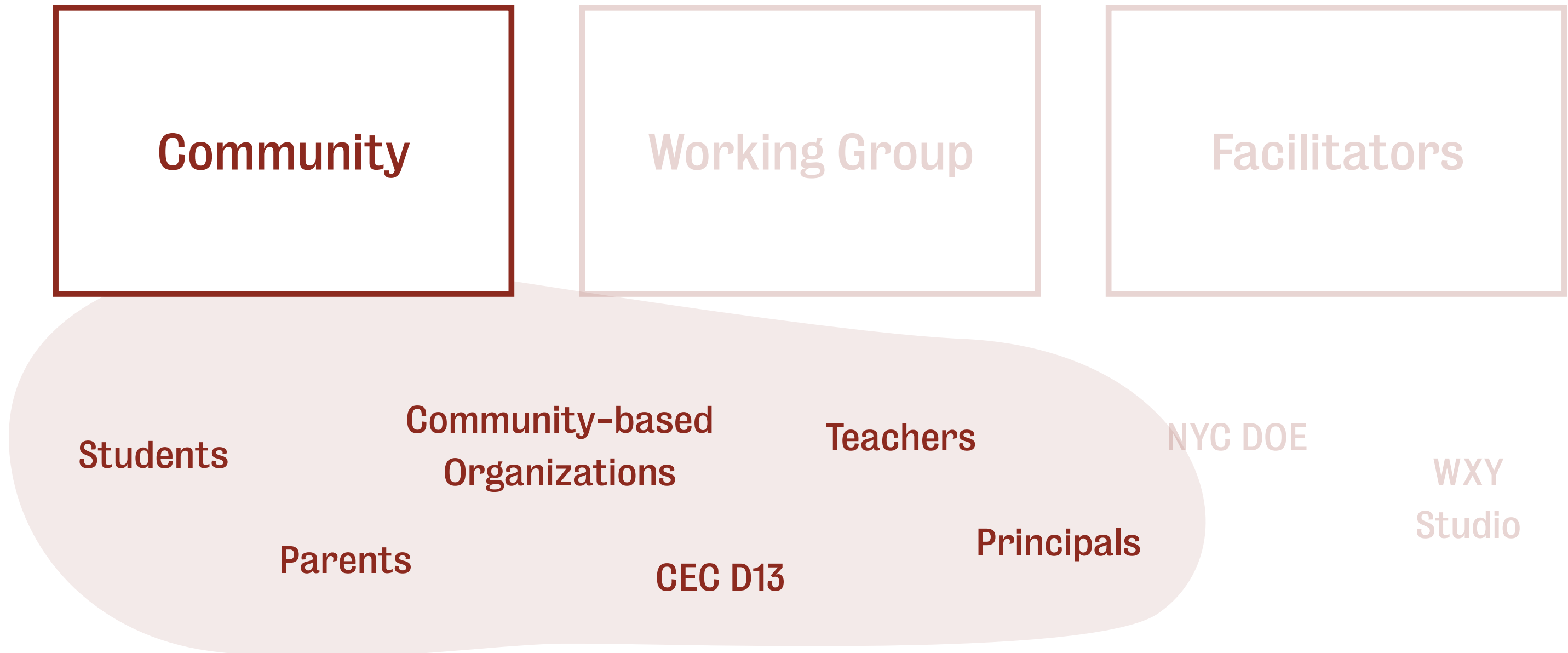


Develop implementable recommendations that reflect community input

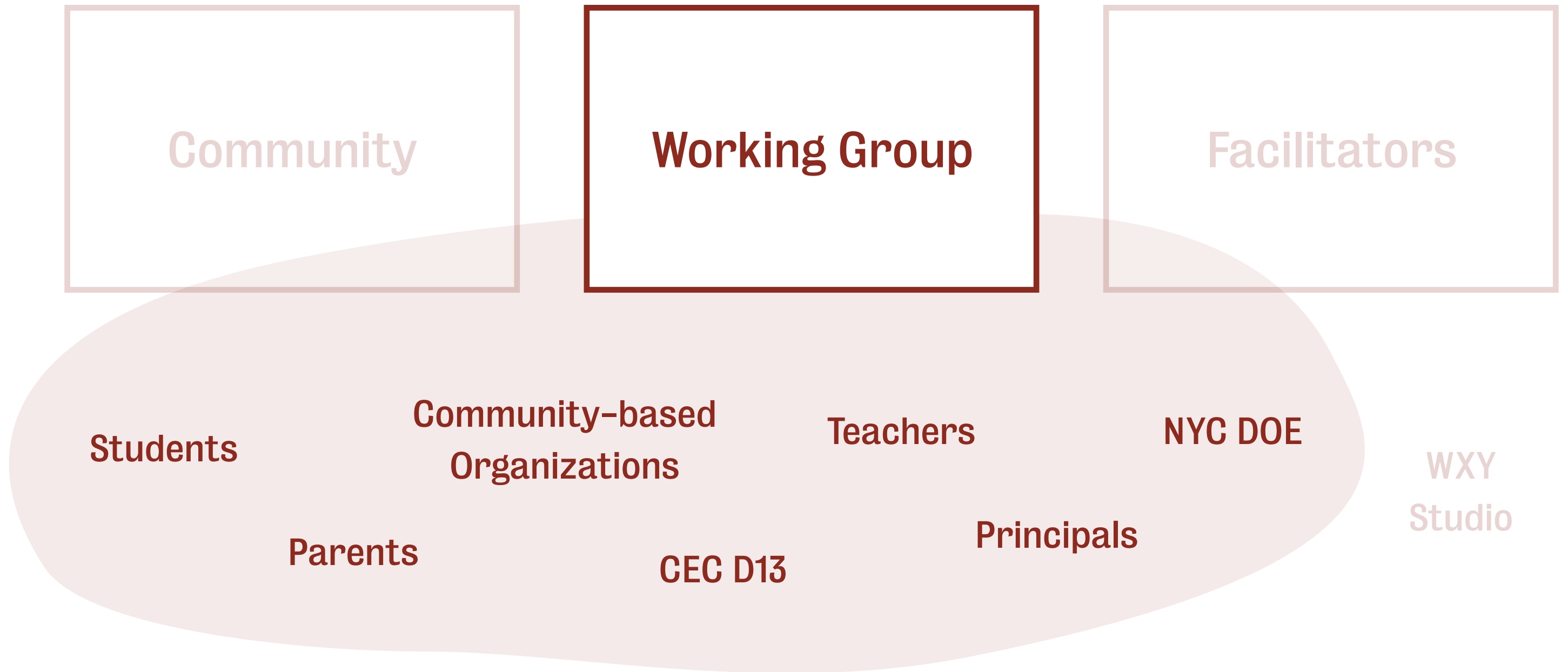


Build a base of engaged residents

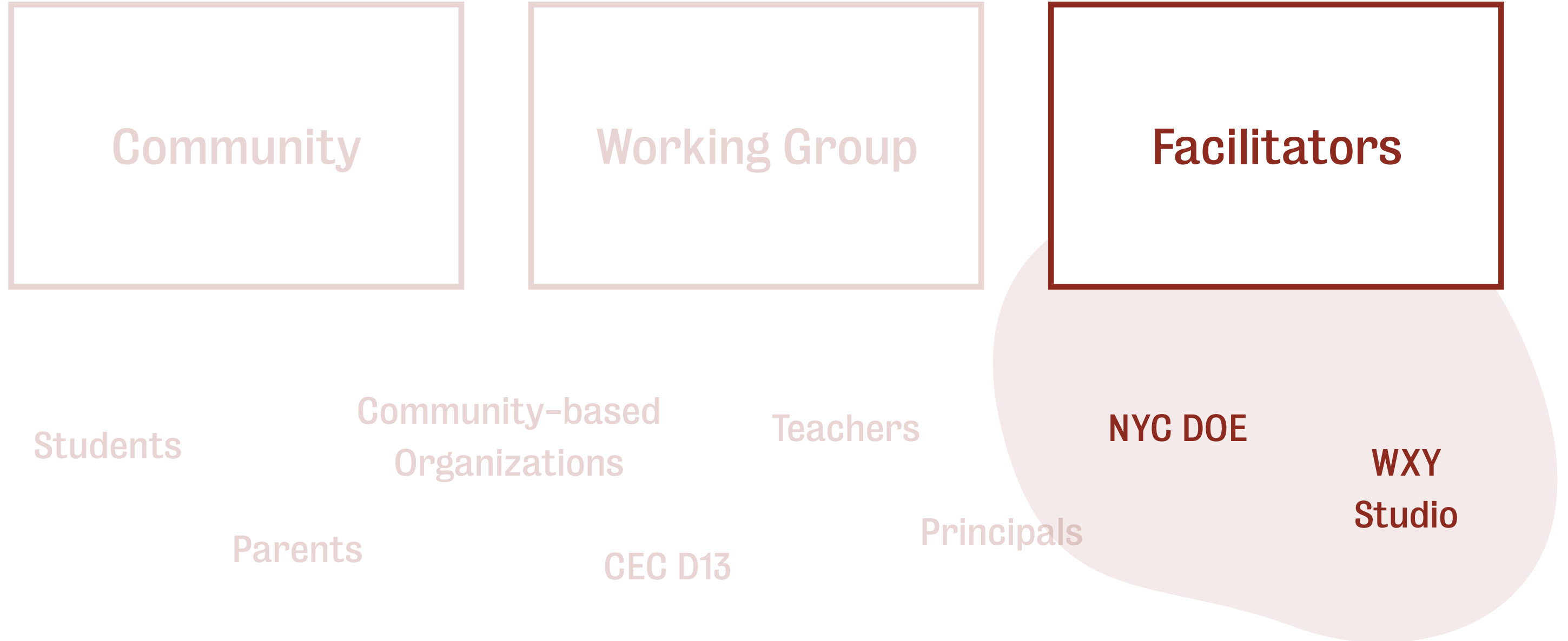
Roles



Roles



Roles



Working Group Members

- CEC13
- Community Board 2
- Community Board 3
- ES Teacher, P.S. 282
- DOE, Central Office
- DOE, District 13 Superintendent
- Parent, P.S. 9
- Parent, P.S. 54
- Parent, Park Place Middle School 266
- Parent's Association, M.S. 915
- Principal, Fort Greene Prep
- Principal, P.S. 307
- MS Teacher, Urban Assembly Unison School

District
Geography

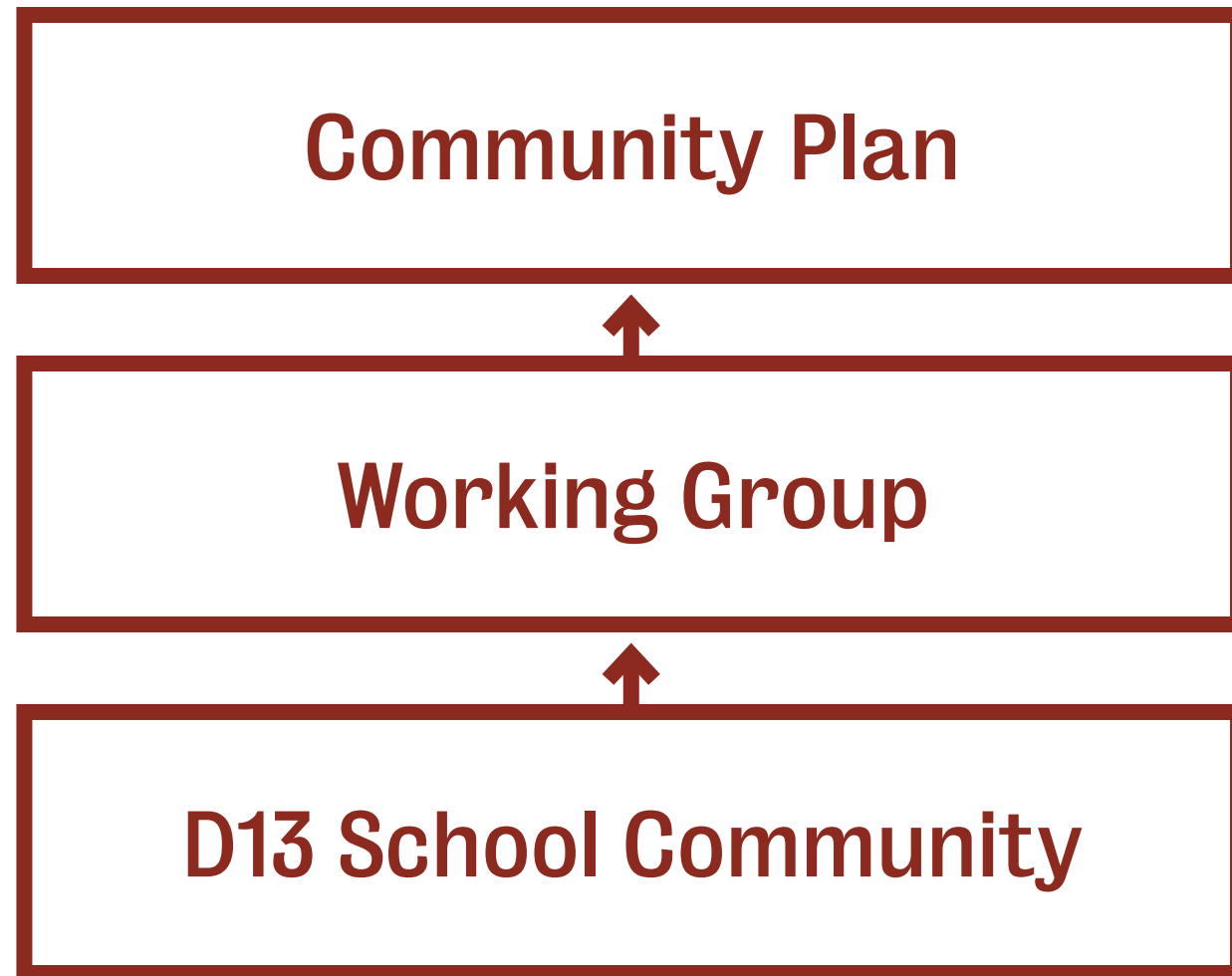
Experience Working on Issues of
Diversity, Equity and Integration

Local to the District

Diverse Representation

Anchored in History

Diversity Plan Process



Community input serves as the foundation for the plan's framework and recommendations.

The 5R's of Real Integration

Racial (and Socioeconomic) Integration

Who is in your school?

Resource Allocation

**What's in your school?
What programs do you have access to?**

Relationships Across Group Identity

How do people in your school relate to one another and their differences?

Restorative Justice

Who is punished in your school and how?

Teacher Representation

Who teaches and leads in your school?

Process Diagram

Framing

Feb 2020

Community Focus Groups

Working Group

Themes, History, & Best Practices

Mar 2020

Public Workshop

Working Group Draft Recs

Options and Final Presentation

Apr - May - July 2020

Public Workshop

Working Group Draft Plan
Final Plan

Backpack Flyers

District-wide Survey

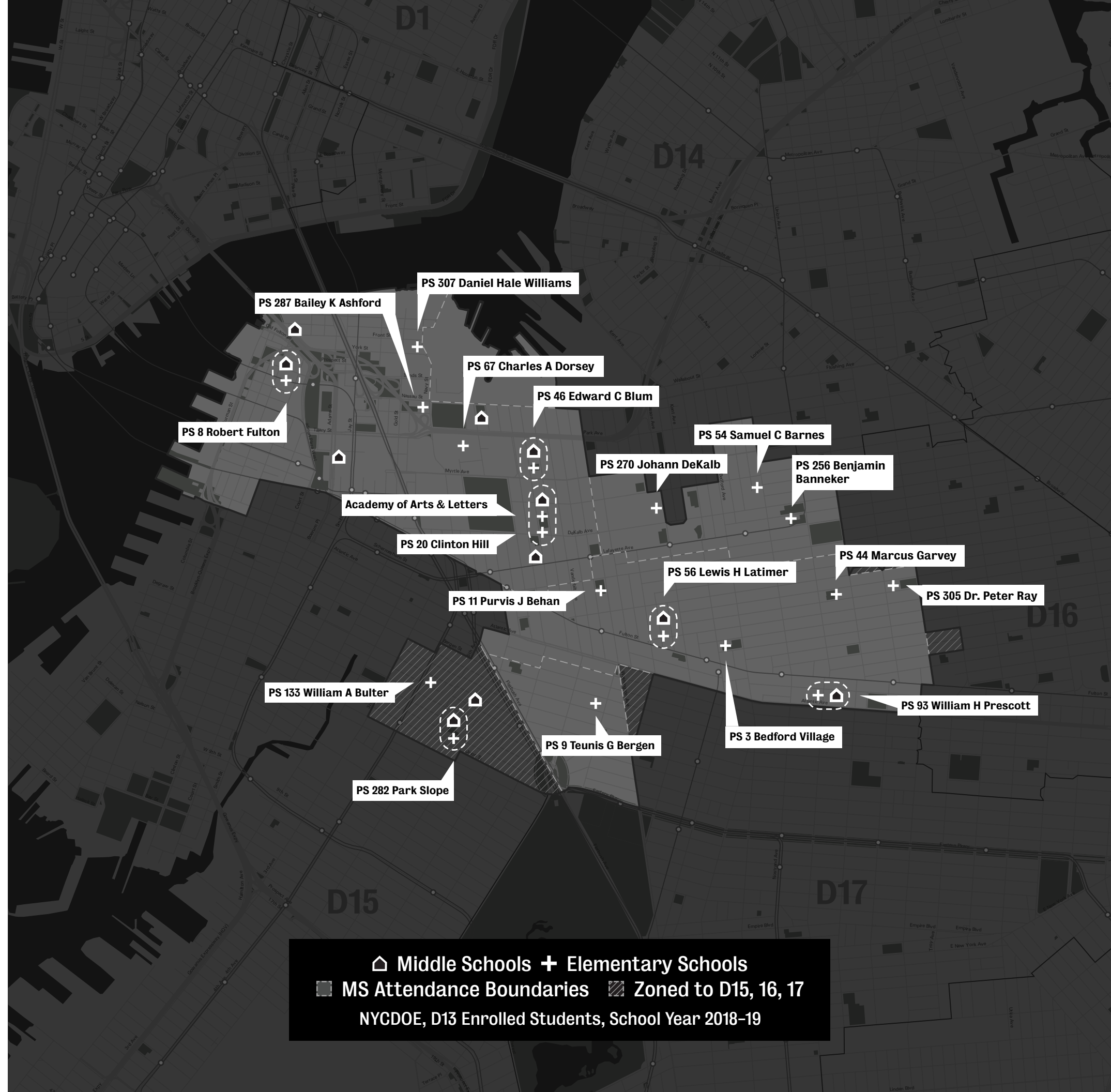
Elementary School Focus Groups

Focus Groups (9):

- PS 8
- PS 9
- PS 11
- PS 54
- PS 67
- PS 93
- PS 133
- PS 282
- Ingersoll Community Center

Selection Criteria:

- Neighborhood Geography
- Racial Representation
- Socioeconomic Representation
- D75/Special Education Services
- Dual Language Programs
- Co-location w/ Charter Schools
- NYCHA Tenants & Families



🏠 Middle Schools + Elementary Schools
 ■ MS Attendance Boundaries ▨ Zoned to D15, 16, 17
 NYCDOE, D13 Enrolled Students, School Year 2018-19

Process Diagram

Framing

Feb 2020

Themes, History, & Best Practices

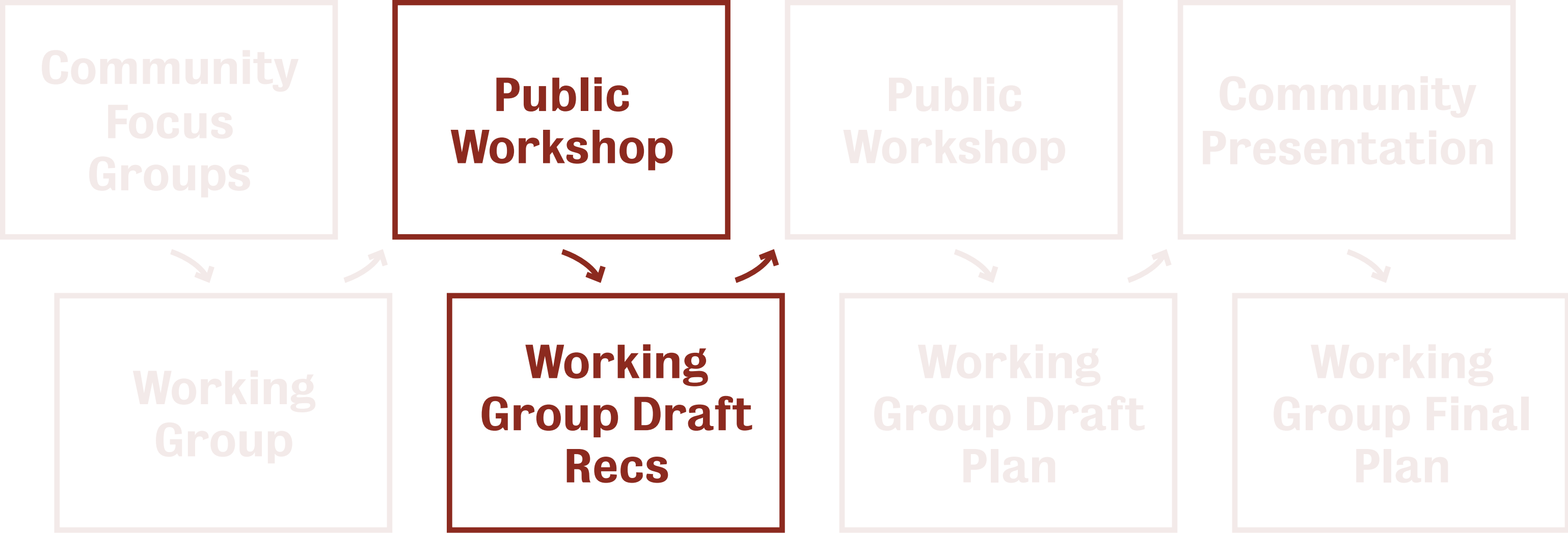
Mar 2020

Options

Apr - May 2020

Final Presentation

June - July 2020



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Final Presentation

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Next Steps

B

What happens next?

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Contact

www.d13diversityplan.com

info@d13diversityplan.com

Questions



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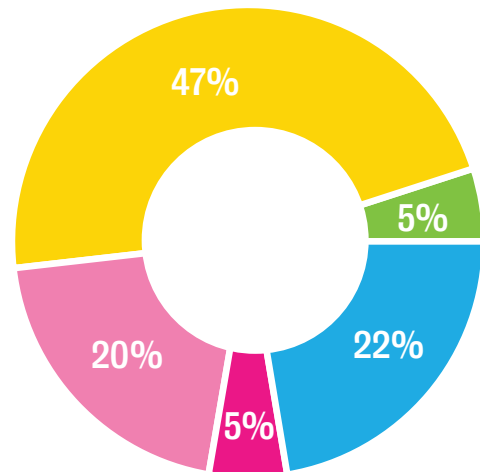
Appendix

ES Student Racial Demographics

D13 Enrolled Students, School Year 2018–2019

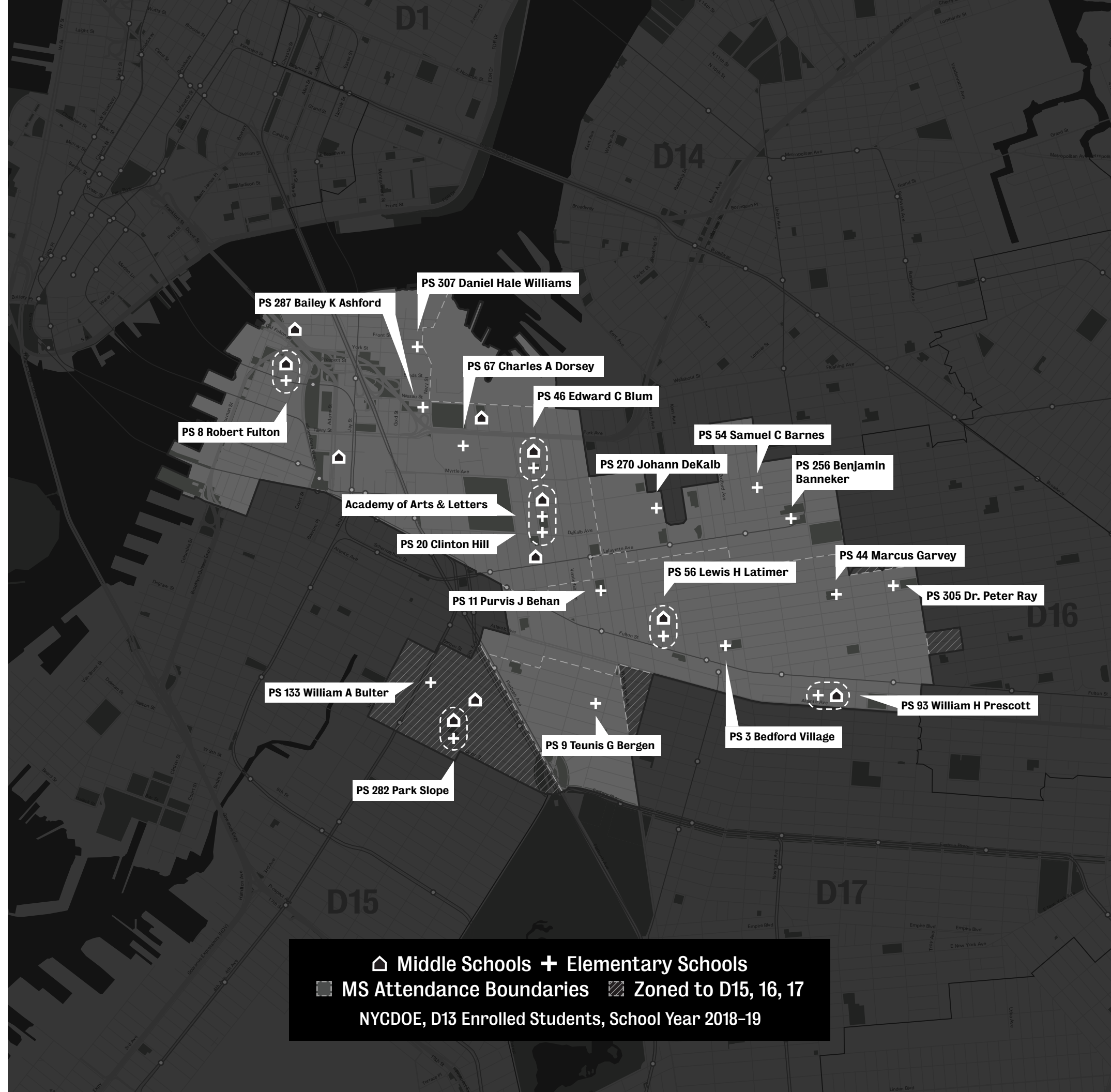
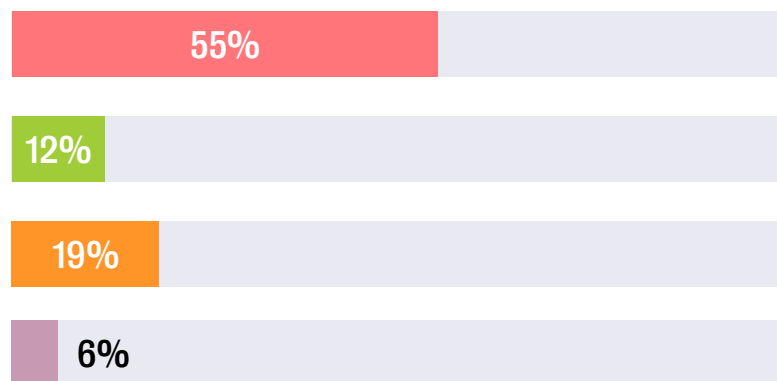
Grades K–5
6,553 Students

● Asian ● Black ● Latinx
● Other ● White



Special Status

● Free & Reduced Lunch ● Students in Temporary Housing
● Students with Disabilities ● Multi-Language Learners

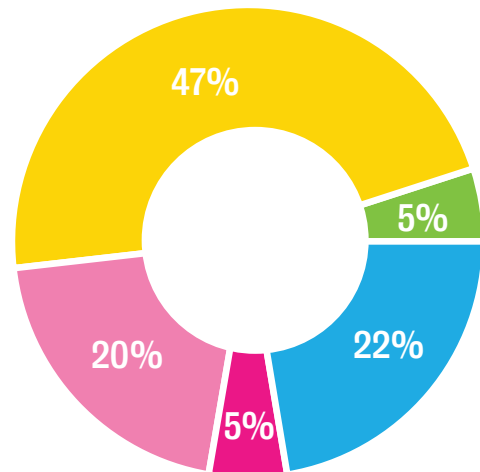


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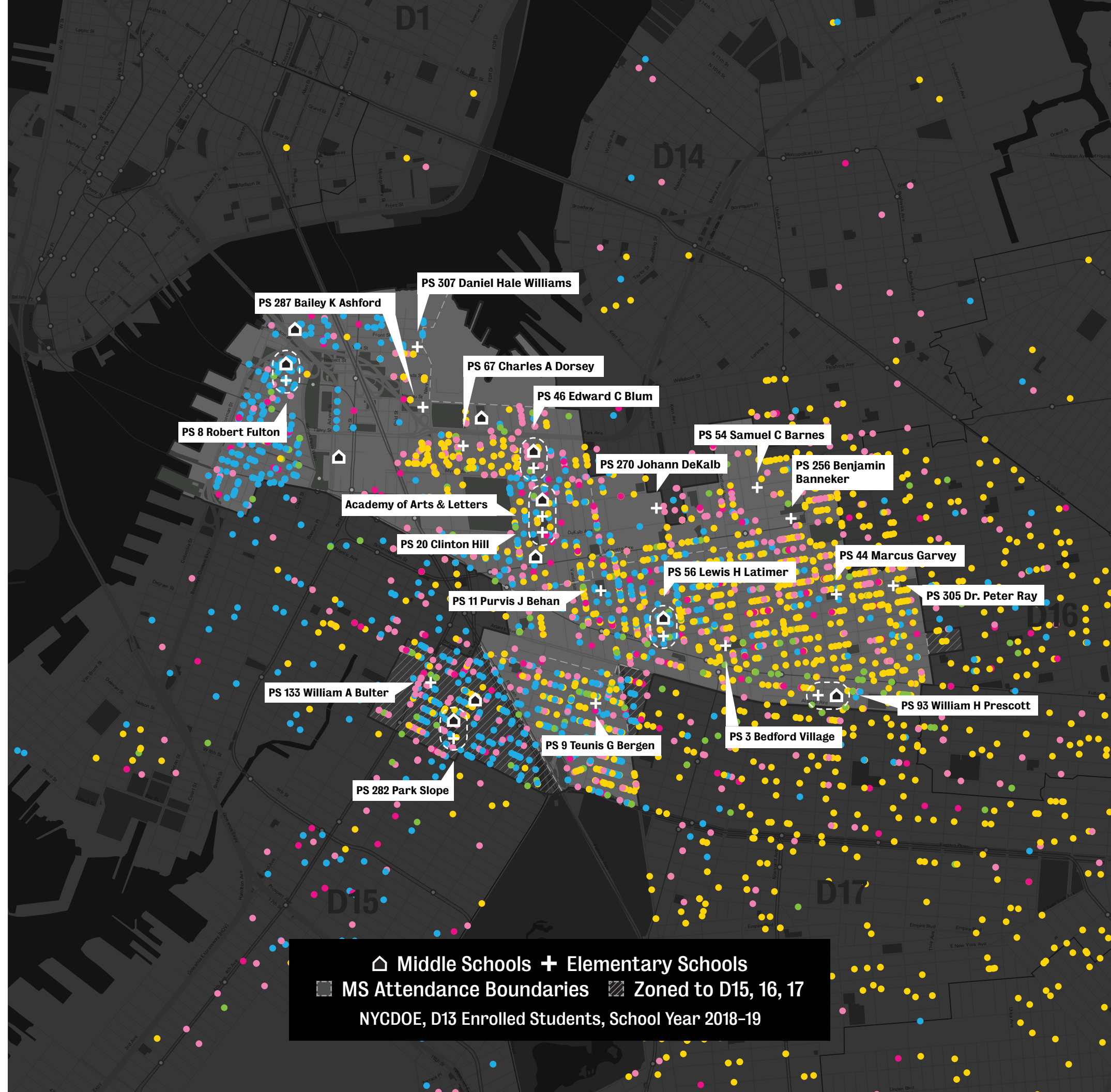
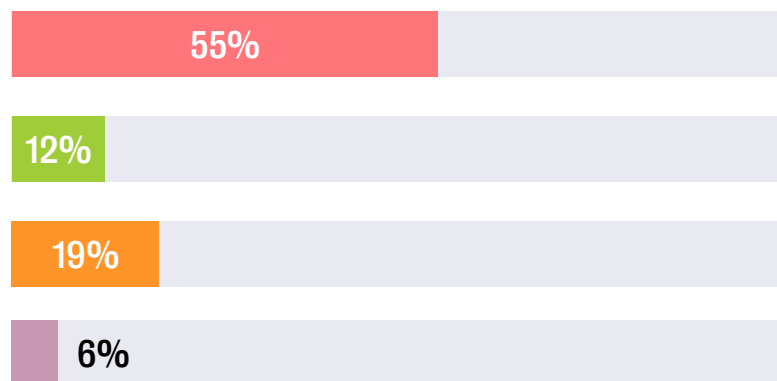
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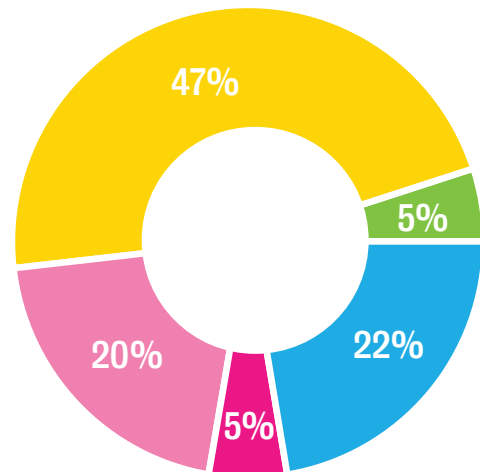


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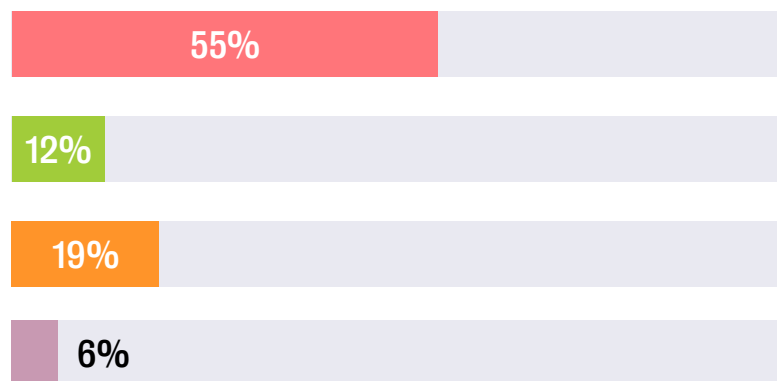
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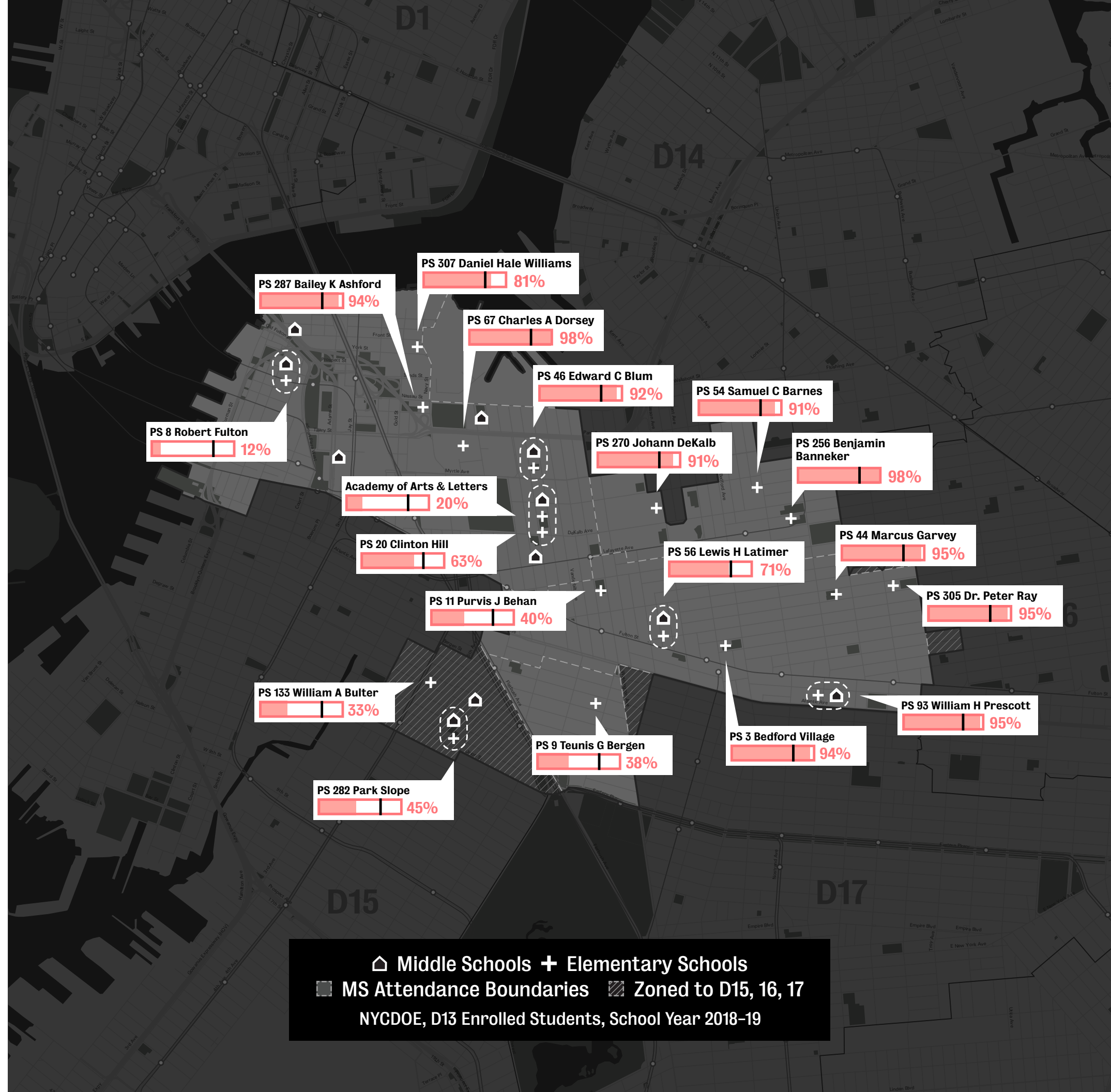
ES Free & Reduced Lunch (FRL)

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Grades 6–8
2,094 Students



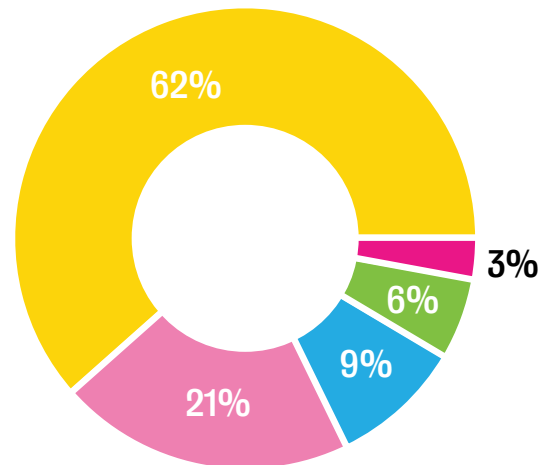
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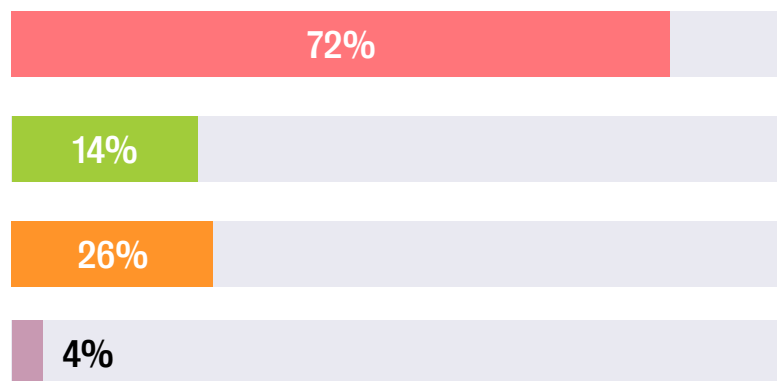
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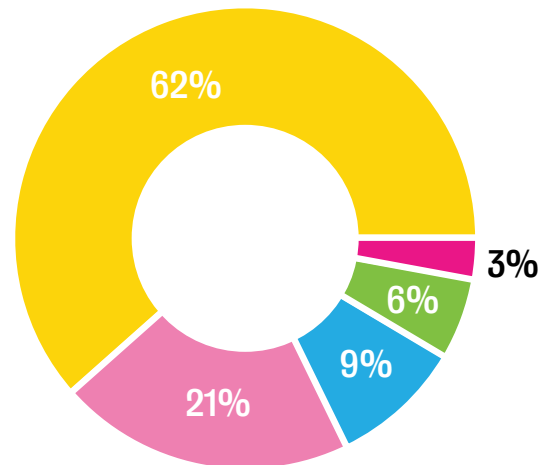


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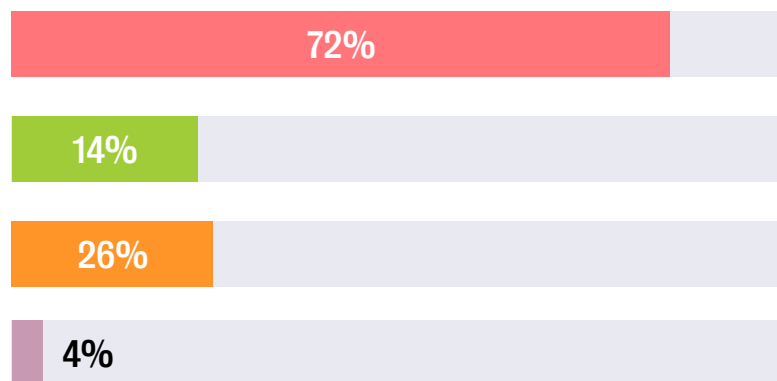
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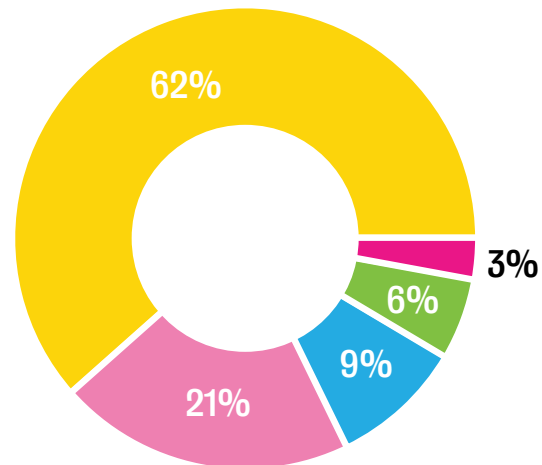


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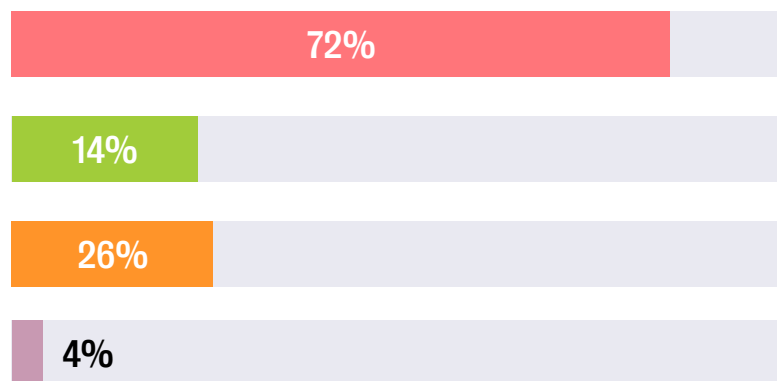
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