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# NYC Parent Power Toolkit



Brought to you by:



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# PARENT POWER TOOLKIT

**TRANSPARENCY IS KEY IN PUBLIC EDUCATION**

## Who are we?

We are a group of parents, organizers, and advocates who came together following the 2021 CEC elections. After attempting to meet with leaders from DOE to voice our concerns about the ways that groups were able to infiltrate CEC spaces and spew racist, classist, and violent rhetoric, it was clear that the DOE was not interested nor able to hold folks accountable. It is clear now more than ever that CECs and other parent groups will have to battle against folks who claim to advocate for equity but instead enact harmful behaviors towards our communities. We can only rely on the power of parents and community members to ensure our schools are just, equitable, and affirming. We hope our “Parent Power Toolkit” will serve as a tool that parents and community members can use to fight on behalf of their children and all NYC students.

Read more about our [Vision](#) below

[Contact us here](#)

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# Table of Contents

[Table of Contents](#)

[Vision](#)

[Advocacy Issues \(As of Fall 2021\)](#)

[Safe Schools](#)

[#Restore Remote \(credit to PRESS NYC and Restore Remote Coalition Partners\)](#)

[Social Media Toolkit](#)

[Restore Remote Petition](#)

[Senate Bill S7381](#)

[Lawsuit](#)

[Police Free Schools](#)

[Restorative Justice](#)

[Healing Centered Schools](#)

[Attacks on Critical Race Theory](#)

[Discuss the ways that CEC spaces have been infiltrated - Maybe reframe to “What’s at Stake in CEC’s Conversations on Equity” - SaSaDi](#)

[Diversity Initiatives in NYC](#)

[Parent Power](#)

[Here are some ways to take action:](#)

[Youth Power](#)

[Who’s Who?](#)

[NYC Public School System & Governance](#)

[NYS Education Dept](#)

[Organizational Charts](#)

[Glossary](#)

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# Vision

Transparency is key in public education. As parents, we wanted to create an easy way to find answers. This document is for caregivers, guardians, education advocates, educators, school staff, students and anyone in the general public who is interested in fighting for a more just public education system. This is a centralized location for education advocacy where you can gather information, find allies and learn where to direct your organizing locally, citywide and at the state level to achieve equitable outcomes in our public school system.

We are in a long-standing crisis of inequity highlighted and exacerbated by the pandemic. We have seen that access to long-needed resources have been absent from low income communities of color, multilingual communities and families of students with IEPs while whiter, more affluent communities and their BIPOC counterparts who believe in meritocracy hoard resources in a handful of zip codes and programs. We find this unacceptable and counterintuitive to what public education could and should be- a place for all children to find and hone their gifts, build their character and encounter the opportunities that will set them up for fulfilling, successful lives that enable them to meet their needs. This toolkit serves to inform our most marginalized families and community members and co conspirators about the current education landscape, it's history, our allies in this fight, who we must stand against to protect our communities, and how to contact the decision-makers and powerbrokers in our respective districts to bring about transformative change.

During the most recent Community Education Council election process, affluent white communities, families of able bodied children and English speaking families and schools received an excess of communication, while Black, Latino, underrepresented Asian, multilingual and immigrant communities and schools were unaware of the upcoming elections, or worse, did not have access to communication in languages they understand or the technology and internet access with which to participate virtually. Information regarding critical decisions that impact the public education landscape is regularly held in the hands of a privileged few at the expense of our majority Black, Latino and Asian families who comprise almost 70% of the public school system.

We reject this as 'normal' and hope this toolkit can help put the power back in the hands of the people by compiling the resources necessary to chart our own path toward an equitable, anti racist public school future in New York City.

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# Advocacy Issues (As of Fall 2021)

## Moving the Mayor

**On charter schools:** Eric Adams is a proponent of charter schools. His election was largely [funded by major charter lobbyist](#) Jenny Sedlis whose previous work maintained Republican control over the State Senate in Albany for a decade, blocking court-ordered investments in Black and Latinx students in New York City schools.

**When it comes to so-called “school choice,” Adams views are closely aligned to that of former Trump secretary of education Betsy DeVos.**

**On police in schools:** Under the guise of ‘Peace Officers’, Adams wants to maintain the huge police and surveillance presence in New York City public schools. **We reject policing roles by any name (i.e. School Safety Agent’s who police students in NYC public schools.)**

**School policing is racist** (more than 80% arrested are Black and Latinè students).

**School police do not make schools more safe.** Instead, School Safety Agents (SSA’s) are significantly likely to escalate conflicts when they arise. Many students attending NYC’s public schools come from low socioeconomic status neighborhoods, which often means they find it more difficult to connect with peers, be

vulnerable, and have the ability to know how to resolve conflict, communicate or be able to compromise. Instead of providing significant resources to create a culturally competent, holistic approach to teaching these skills and behaviors, the school system historically has altogether skipped the need to address the whole child, and instead instill, enable, and expand a policing, penal and surveillance culture that we continue to see today.

**School policing wastes money.** Did you know NYC employs more school cop positions (5,500) than guidance counselors (3,000) and social workers (2,400) combined? While our city prioritizes \$450 million on school policing, in 2021, it only spent a measly \$12 million in restorative justice practices (advocates calculated a meaningful city-wide program to cost \$250 million). Because of the priority to criminalize children, which we see via ballooning police budgets, our city now has the largest school police force in the country.

**Why does Eric Adams’ position on education matter?**

### Mayoral Control

Mayoral Control only exists in urban cities with large numbers of students of color. The imposition of this dictatorial governance system is undemocratic and has existed in NYC for 20 years (started under Bloomberg). Mayoral Control implies singular controls levied by the mayor’s unchecked authority and changing whims. The increased power must be approved by the State legislature **and is set to expire in 2022.**

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## Safe Schools

We define safe schools as spaces that support the needs of the whole student, parent, educator, and school staff. Where students are free from criminalization and policing. In this current moment, schools should be provided with the resources needed to implement a robust covid-response plan while addressing the unique needs of our communities.

### Data and information (covid related)

The people's dashboard was created by Parents for Responsive Equitable Safe Schools (PRESS NYC) to make school safety data more accessible. [Check it out here](#)

The #Strike4SafeSchools was born out of necessity as parents, caregivers, educators and concerned community members spent 18 months attempting to co create a safe and equitable reopening and were ignored by our Mayor and Chancellor at every turn.

[This thread](#) documents just a fraction of the countless hours of emotional, creative,

intellectual and physical labor our students, staff and families put into an equitable reopening and continue to do so.

Below are links to important data necessary for informed in-person learning:

[NY State School Report Card](#) - By District & School Search for Covid Information & Safety Standards

[DOE Daily Covid Case Map](#) - Live updates of Positive Covid cases in NYC schools

[DOE COVID Information](#) - Overall map with links with Covid information for families

[DOE COVID-19 Testing in Schools](#) - Information for Covid testing in schools, link to consent form online and printable form in different languages

[DOE COVID TESTING FORM - PRINTABLE](#) - In English (see above link and scroll down for form in other languages)

[DOE School Vaccine Sites](#) - List of school sites for 12+ vaccinations including printable consent forms in multiple languages

## #Restore Remote

(credit to PRESS NYC and Restore Remote Coalition Partners)

Education Advocates have been fighting for a remote option for public school students ever since it became evident the DOE would not provide one although 60-70% of New York City public school families were still teaching and learning remotely as of June 2021. Thousands

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of families continue to demand a safe option for their children as well as the technology, wifi and language access, funding and infrastructure to make it successful and sustainable. Please share and join the fight to #RestoreRemote.

[Social Media Toolkit](#)

[Restore Remote Petition](#)

[Safety Walkouts petition](#)

### **Restore Remote Lawsuit**

There is a law firm that has agreed to represent parents who want to bring a legal action against the DOE. If you are interested in serving as a plaintiff, please complete this intake form. There is no fee: the legal services are being provided for free.

Please complete the attached PDF form OR the Google Form as soon as possible. Instructions are below.

- PDF Form using Acrobat Reader

Download the form onto your computer.

Open the form using Adobe Acrobat Reader.

You can download Acrobat Reader for free from

- [Where to send the form](#)

Please submit the form by one of the following ways:

email the completed form to Laura Barbieri at:

Lbarbieri@advocatesny.com

US mail to Laura Barbieri, Advocates for

Justice, 225 Broadway, Suite 1902, NY, NY

10007

Fax to 212-285-1410

- Google Form

You may also complete the form by using the

[Google Form](#).

[Principal Letter demanding additional in school Covid testing](#)

[Senate Bill S7381](#)

[Assembly Bill A08283](#)

[Lawsuit](#)

<https://www.adobe.com/acrobat/pdf-reader.html> (download Acrobat Reader, NOT Acrobat Pro DC)

Complete the form, digitally sign and save the form.

PDF Form using a printer and scanner

You may print out the form and fill it out by hand (or you can print out after you complete the form but sign the print out rather than sign digitally).

Scan completed signed form and save it as a PDF file.

To sign the Google Form you must upload a scanned or photographed image of your signature.

Once you hit "submit" the form will be sent automatically to the lawyer.

Please share this information with others who might be interested.

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PDF Form can be found here. You may also share this:

<https://tinyurl.com/RemoteRetainerPDF>

Google Form can be found here. You may also share this:

<https://tinyurl.com/RemoteRetainerGForm>

## Police Free Schools

Please support the young people fighting for the humanity of our communities, our self determination, the resources to transform our lives and #CommunityNotCops

We know from anecdotal evidence, data and history that it is resources that keep communities safe- not violent and disproportionate militarized over policing.

[Ed Trust Report on Disproportionate Suspension of Black Students](#)

[NYU Metro Center on CRE as an approach to addressing disproportionate suspension rates](#)

[Girls for Gender Equity on Using Data to Demand a Suspension Moratorium in a time of Educational Crisis](#)

[Join the #SolutionsNotSuspensions movement in NY](#)

[Support the Solutions Not Suspensions Senate Bill](#)

[Leah from Sistas And Brothas United on #PoliceFreeSchools](#)

[A History of Policing in New York City Public Schools and a Path Toward Police Free Schools by the Children's Defense Fund](#)

[Girls For Gender Equity's Police Free Schools Campaign & Resources](#)

[Partners for Dignity and Rights on What Police Free Schools will take- and it's not a shift to the DOE from NYPD](#)

[Support Ya Ya Network and learn about the disproportionate use of metal detectors in communities of color](#)



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# Restorative Justice

In recent years, Restorative Justice or RJ has been in the news and mostly portrayed as a coddling approach in schools to release students from suspension or punishment. Many parents are concerned that with centering RJ in schools, it becomes a lawless zone where students can act up without consequences. Much is based on misinformation about what Restorative Justice really is about.

*"Restorative Justice is a philosophy and set of practices, rooted in Indigenous teachings, that emphasize our interconnection by repairing relationships when harm occurs while proactively building and maintaining relationships to prevent future harm."* [Amplify RJ](#)

When speaking about Restorative Justice most people think of talking circles. However, Restorative Justice is more than that. RJ comprises mediation, community conferences, and talking circles. Talking circles are based on Indigenous teachings and foremost aim at building an interconnected and compassionate community where students feel welcomed and understood. It aims at creating a safe space where students can ask for help and support each other as a preventive tool before school incidents happen. When an incident happens, those who were impacted are invited to participate, speak their truth, work through pain and strive for healing and accountability. Unfortunately, because of the misunderstanding of what Restorative Justice is, talking circles are often used to only address incidents and are replacing other tools like suspension as a form of punishment. As parents it is important to demand that Restorative Justice and in particular talking circles are used for community building and not as a replacement for punishment.

Educate yourself: [RJOY Oakland](#), [This Restorative Justice Life Podcast](#),

## Healing Centered Schools

The Healing-Centered Schools Task Force launched in June 2021 in response to decades of educational inequity and childhood trauma impacting New York City's students - injustices exacerbated by the COVID-19 pandemic. The Task Force unites students, educators, parents, community groups, mental health providers, elected officials, and NYC Department of Education leadership to study how the City can implement healing-centered educational practices during the 2021-22 school year. The Task Force will issue recommendations in July 2021 describing steps the City must take over the next year to remove harmful practices from public schools and build structures that support staff wellness, parent involvement, and student growth and healing.

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# RACIAL JUSTICE IS EDUCATION JUSTICE



NYC PARENT POWER GROUP

## Attacks on Critical Race Theory

“In response, the Right is amping up their racist strategies - and their newest tactic is attacking critical race theory (CRT). The term is being used as a catch-all, to eliminate any teaching about systemic racism in schools. They’re attacking diversity, equity and inclusion; restorative practices; social-emotional learning, culturally responsive curriculum and much more. More than two dozen states have proposed or adopted legislation; dozens of school boards have been recalled, booted, and vilified; and, most importantly for the Right, droves of angry white parents are getting mobilized for the midterm elections to take back Congress. This effort has been conceived by former Trump strategists, funded by billionaire donors throwing tens of millions of dollars at the misinformation campaign, and managed by some of the same right-wing organizations driving racist voter suppression laws across the country.”

-EJROC at NYU metro



## **What is Critical Race Theory?**

“Critical race theory (or “CRT”) is a school of thought that explores and critiques American history, society, and institutions of power (including government and legal systems) from a race-based perspective. An intellectual outcropping of the critical legal studies and feminist legal theory movements of the 1970s, the CRT movement has contributed to a deeper understanding of how race has been constructed in and impacted the United States. It also poses key questions, such as: Has the American legal system and traditional civil rights litigation been effective at achieving racial justice? And if not, what should be done about that?”

Learn more here: [Learning for Justice](#) / [What is Critical Race Theory](#)

<https://crehub.org>

## **Additional CRT resources**

### **What is Culturally Responsive Sustaining Education?**

#### **Video on CRE**

#### **Our Culture, Our Schools**

#### **CEJ Report on lack of diversity in NYC schools**

#### **Diverse City; White Curriculum: The Exclusion of People of Color from English Language Arts in NYC Schools**

#### **CEJ’ Culturally Responsive Education Platform**

#### **CRSE ELA Scorecard**

#### **CRSE Steam Scorecard**

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# Diversity Initiatives in NYC

Close to Seventy years after the landmark 1954 Brown vs. Board decision, New York City public schools remain the most segregated schools in the country. To encourage desegregation, [NYC council voted](#) in 2019 to diversify every district in New York City. Below are several diversity initiatives that started in fall 2019 and are currently on hold due to the pandemic response. District 15 went through a diversity planning process and started to implement it in the school year 2019-20.

[D9 Diversity Plan Process](#) (on hold)

[D13 Diversity Plan Process](#) (on hold)

[D16 Diversity Plan Process](#) (on hold)

[D28 Diversity Plan Process](#) (on hold)

[D15 Diversity Plan](#)

## **Educate yourself:**

[School Colors Podcast](#), [Nice White Parents Podcast](#), [Integrated Schools Podcast](#)

## **Organizations working on school desegregation**

Activists all over the city, some of them students, parents and adult allies, are advocating for swift reforms to ensure NYC public schools are equitable and anti-racist. Experts agree that the desegregating schools is not a one-fits-all approach but advocate for the [5Rs of Real Integration](#), a roadmap created by student activists from Integrate NYC: Race and Enrollment, Resources, Relationships, Restorative Justice & Representation of School Faculty

Below you can find organizations that are dedicated to advocate for school desegregation:

[Integrate NYC](#)

[Integrated Schools NYC](#)

[Metropolitan Center for Research on Equity and the Transformation of Schools](#)

[New York Appleseed](#)

[NYC Alliance for School Integration and Desegregation](#)

[Teens Take Charge](#)



# Parent Power

Parents are vital members of school communities and their voices are central

towards fighting for equity and justice for all students. It is important that parents are not only aware of their power but are also aware of the ways that they can use their positions across various leadership groups to advocate for the needs of their children and the community at large.

Oftentimes, parents are led to believe that CECs, PTAs, and Parent Associations are meant to be apolitical spaces where parents shouldn't engage in advocacy and activism work. We are here to push back on that narrative. Parents should feel empowered to take action in every space they're in.

## Parent-Powered Advocacy Organizations

1. [Alliance for Quality Education \(AOE\)](#) is statewide and organizes throughout NYC
  - a. Equity in schools, Culturally Responsive Education, Police-Free Schools, Childcare for All, Stop the School to Prison Pipeline, Solutions Not Suspensions & more
2. [Coalition for Education Justice \(CEJ\)](#)  
Led by parents, the NYC Coalition for Educational Justice is organizing a movement to end the inequities in the city's public school system.
3. [Make The Road](#) is based in NYC and parts of Westchester. Childcare for All, Fund Excluded Workers, Adult Literacy, Civic Engagement, Housing & Environmental Justice
4. [Parent Action Committee \(PAC\)](#) A multicultural group of concerned **parents** and community members dedicated to improving the quality of education in School District 9 in the Bronx. Healing-Centered Schools, Police-Free Schools, Culturally Responsive Education

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## Here are some ways to take action:

### CEC:

1. CECs can use their ability to pass resolutions to advocate for specific demands. Last year, CECs across the city joined together to introduce and pass the [Resolution on Fully Funding Public Schools](#). This was an opportunity for parents to bring the fight for fully funded public education directly to their CECs to 1) inform and engage their parents around a decades long fight and 2) take action to help achieve this goal. Even though our schools are under mayoral control, CECs have a lot of power and when they choose to take action, they can be a truly powerful group of parent leaders. [CEC Websites Link](#) / [AOE CEC Resource Sheet](#) - List of all NYC CEC's and space for advocates to share information & updates from CEC meetings.

### Potential Partners CECs can work with

- CECs work closely with superintendents, who are expected to attend the monthly meetings but also provide data and information to CEC members. Some Executive Superintendents convene CEC members on a regular basis to address issues that are borough-wide.
- Many CECs work with elected officials - most commonly City Council members but also State Assembly members and Senators. Some Congressional representatives are also engaged in public education issues and work with CECs on specific issues. Some CECs hold legislative briefing events to share pressing issues with legislators.
- Community Boards are also good partners, particularly on school capacity issues. Committees that work on education, schools, youth and social services are good partners although the land use committee can also be an important partner in planning for school capacity.
- Community based organizations (CBOs) are good partners for providing services to parents, such as workshops on mental health, citizenship applications and free afterschool programming. CECs should be careful to avoid promoting programs and services for a fee.

### Parent Associations:

Parent Associations are the voices of the parents within a school. Although elected to their positions, they are not technically DOE employees which provides them with the freedom to really take bold stances. Members of the parent associations can schedule meetings with their elected officials, can hold meetings and presentations dedicated to topics of interest, and should feel empowered to make demands of their school administrators and the DOE at large. City council members, state legislators and assembly members, and even our congressional

leaders are expected to represent us. If parents aren't speaking with their representatives, the needs of the communities will continue to go unmet.

# Scheduling a meeting with your representatives

## Step by Step Guide on How to Conduct a Lobby Visit:



### 1) WHO ARE YOU MEETING WITH?

- WHAT IS THEIR CURRENT POSITION?
- HAVE THEY BEEN A SUPPORTER IN THE PAST?
- ARE THEY A COMMITTEE CHAIR OR HOLD ANY OTHER POWERFUL POSITION?

### 3) RECRUIT CONSTITUENTS

- RECRUIT CONSTITUENTS TO GO TO THE VISIT FROM YOUR CONTACTS IN THE COMMUNITY.
- BE PREPARED BEFORE MAKING PHONE CALLS BY CREATING TALKING POINTS AND/OR A PHONE SCRIPT WITH ALL THE DETAILS YOU'LL NEED TO TELL PEOPLE.
- ATTENDEES TO THE LOBBY VISIT MUST BE AVAILABLE TO COME TO BOTH THE ACTUAL LOBBY VISIT AND BE ABLE TO MEET AN HOUR BEFORE THE ACTUAL VISIT.
- THEY ALSO MUST BE WILLING AND ABLE TO ATTEND THE "PRE-MEETING" SO THEY ARE UP TO DATE ON THE ISSUE, OUR ASKS AND PLAN THEIR ROLE.

### 2) MAKING THE APPOINTMENT

- MAKE THE APPOINTMENT AT LEAST THREE WEEKS FROM THE TIME YOU ARE CALLING. (THIS WILL ENSURE ENOUGH TIME TO RECRUIT AND ORGANIZE THE VISIT)
- WHEN CALLING THE LOCAL LEGISLATIVE OFFICE, ASK TO SPEAK WITH THE SCHEDULER.
- MAKE IT CLEAR THAT THE GROUP WILL BE CONSTITUENTS AND YOU WANT TO MEET WITH THE LEGISLATOR, NOT A STAFF MEMBER. (IF THEY ASK HOW MANY PEOPLE, TELL THEM YOU WILL LET THEM KNOW PRIOR TO THE MEETING.)
- CALL AND CONFIRM THE APPOINTMENT A FEW DAYS BEFORE THE MEETING, AS WELL AS THE DAY BEFORE.

### 4) PRE MEETING

- SCHEDULE A CONVENIENT TIME AND PLACE FOR THE PRE-MEETING
- DISCUSS THE ISSUE AT HAND AND OUR GOALS FOR THESE VISITS
- REVIEW WHO THE LEGISLATOR IS,
- REVIEW WITH YOUR TEAM THE BASICS OF LOBBYING/ADVOCACY
- REVIEW OR CREATE THE AGENDA FOR THE LOBBY VISIT AND ASSIGN ROLES.
- PLAN LOGISTICS, WHERE THE MEETING IS, CONFIRM TIME, AND WHERE YOU WILL ALL MEET AN HOUR BEFORE THE VISIT.

# Step by Step Guide on How to Conduct a Lobby Visit:



## 5) PRE- MEETING PT.2

- REVIEW THE AGENDA
- BE SURE EVERYONE UNDERSTANDS THE ORDER OF DEMANDS
- BE SURE EVERYONE KNOWS THEIR PIECE OF THE AGENDA
- REMIND THE GROUP THAT OTHER ISSUES SHOULD NOT BE RAISED UNLESS THE LOBBY TEAM HAS PLANNED THEM.

## 6) AT THE VISIT

- FOLLOW THE AGENDA
- REMEMBER TO BE AWARE OF TECHNIQUES THAT THE LEGISLATOR MAY USE TO AVOID DEMANDS
- KEEP CONTROL OF THE MEETING
- MAKE YOUR ASKS AND RECORD RESPONSES
- HAVE A MEMBER OF THE GROUP TAKE NOTES OF THE ENTIRE MEETING, PUTTING SPECIAL EMPHASIS ON ANY FOLLOW UP NEEDED.

## 7) FOLLOW UP

- DEBRIEF THE VISIT WITH THE TEAM. ASK: HOW DO YOU THINK IT WENT?
- DIVIDE FOLLOW UP TASKS AMONG WILLING PARTICIPANTS
  - WHO WILL MAKE SURE A THANK YOU EMAIL IS SENT THAT REMINDS THE LEGISLATOR ABOUT WHAT HE/SHE COMMITTED TO AND WHAT WE ASKED OF THEM
  - WAS THEIR ANY INFORMATION THE LEGISLATOR REQUESTED THAT SHOULD BE SENT?
  - IDENTIFY WHO WILL BE RESPONSIBLE FOR TYPING UP NOTES TO HELP US TRACK PROGRESS.

**CONGRATULATIONS - YOU'VE JUST DONE A SUCCESSFUL ADVOCACY VISIT!**





## Youth Power

While we recognize the importance of parent-led movement, we must also make space for intergenerational activism and organizing. Young people are directly impacted by the issues we are tackling, and a number of groups have spent decades following the lead of students to advance fights for equity and justice. We need to center youth voices and follow their demands.

[Dignity in Schools Campaign](#)

[Girls for Gender Equity](#)

[In Our Hands Coalition](#)

[Integrate NYC](#)

[Sistas and Brothas United](#)

[Students Break The Silence](#)

[Teachers Unite](#)

[Teen Activist Project](#)

[Teens Take Charge](#)

[Urban Youth Collaborative](#)

[Ya Ya Network](#)

# Who's Who

The following groups are hyper local parents in communities where racist, phobic, ableist anti equity advocates have proven numerous, problematic and downright violent. Please follow and support and if you know families in these districts - help spread the word.

District Groups	Education Groups	Parent Organizing Groups	Racial Justice Groups
<p><b><u><a href="#">D30 Rising/ D30 equity now</a></u></b></p> <p><a href="https://linktr.ee/D30Rising">https://linktr.ee/D30Rising</a></p> <p><a href="https://instagram.com/d30rising?utm_medium=copy_link">https://instagram.com/d30rising?utm_medium=copy_link</a></p>	<p><b>MORE - Movement For Rank and File Educators</b></p> <p><a href="https://www.morecaucusnyc.org/">https://www.morecaucusnyc.org/</a></p> <p><a href="https://mobile.twitter.com/MOREcaucusUFT">https://mobile.twitter.com/MOREcaucusUFT</a></p>	<p><b><u><a href="#">Parents for Responsive Equitable Safe Schools (PRESS NYC)</a></u></b></p> <p>We are a parent collective building community across school districts, who hold the DOE, the Mayor, and the education press accountable. We lead on PTAs, SLTs, CECs, in community organizations, and we empower parents, students and we support school staff.</p> <p><a href="#">Twitter</a></p>	<p><b><u><a href="#">New Yorkers for Racially Just Public Schools (RJPS)</a></u></b></p> <p>New Yorkers for Racially Just Public Schools (RJPS) will engage in citywide visioning, engagement, organizing, and advocacy that is beyond the scope of any single organization alone.</p>
<p><b><u><a href="#">D28 Action for Equity</a></u></b></p> <p>Email: <a href="mailto:d28action4equity@gmail.com">d28action4equity@gmail.com</a></p> <p>Twitter: <a href="https://twitter.com/d28a4e?s=21">https://twitter.com/d28a4e?s=21</a></p>	<p><b>NYU Metro-CRSE</b></p> <p><a href="https://crehub.org/">https://crehub.org/</a></p>	<p><b><u><a href="#">Education Council Consortium (ECC)</a></u></b></p> <p>Education Council Consortium is a grassroots organization of parents and advocates with a</p>	<p><b><u><a href="#">The Coalition for Asian American Children and Families (CACF)</a></u></b></p> <p>Coalition for Asian American Children and Families (CACF) is the</p>

<p><a href="https://linktr.ee/D28A4E">https://linktr.ee/D28A4E</a></p> <p><b>D28 Equity Now</b></p> <p><a href="https://www.facebook.com/d28equitynow/">https://www.facebook.com/d28equitynow/</a></p>		<p>mission to develop and support NYC public school parent leadership through education, networking and organizing. Our Vision is a New York City public school system that is equitable, inclusive, antiracist and free of all forms of oppression and that provides an appropriate and humane education for all students in New York City. <a href="#">Twitter</a></p>	<p>nation’s only pan-Asian children and families’ advocacy organization bringing together community-based organizations as well as youth and community allies to fight for equity for Asian Pacific Americans (APAs). <a href="#">Twitter</a></p>
<p><b><a href="#">Equity in D20</a></b></p>	<p><b>Class Size Matters</b></p> <p><a href="https://classsizematters.org/about-us/#">https://classsizematters.org/about-us/#</a></p>	<p><b>Parents Supporting Parents NYC</b></p> <p>#PSPNY Our mission is to seek racial, social, economic and educational systemic JUSTICE</p> <p>#ParentPower We support families with resources the grassroots way. <a href="#">Twitter</a></p> <p><a href="https://www.pspnyinc.org/">https://www.pspnyinc.org/</a></p>	<p><b>Desis Rising Up And Moving (DRUM)</b></p> <p>DRUM was founded in 2000 to build the power of South Asian and Indo-Caribbean low wage immigrant workers, youth, and families in New York City to win economic and educational justice, and civil and immigrant rights.</p> <p><a href="https://www.drumnyc.org">https://www.drumnyc.org</a></p> <p><a href="https://mobile.twitter.com/desisrisingup">https://mobile.twitter.com/desisrisingup</a></p>

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<p><b>FREE NYC- families for real equity in education (district 2)</b> <a href="https://twitter.com/nycfreepublic?s=21">https://twitter.com/nycfreepublic?s=21</a></p>	<ul style="list-style-type: none"><li>● <b>NYC Opt Out</b> <a href="https://www.optoutnyc.com/sample-opt-out-letters">https://www.optoutnyc.com/sample-opt-out-letters</a> <a href="https://twitter.com/nycoptout?lang=en">https://twitter.com/nycoptout?lang=en</a></li></ul>		
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# **PARENT POWER TOOLKIT**

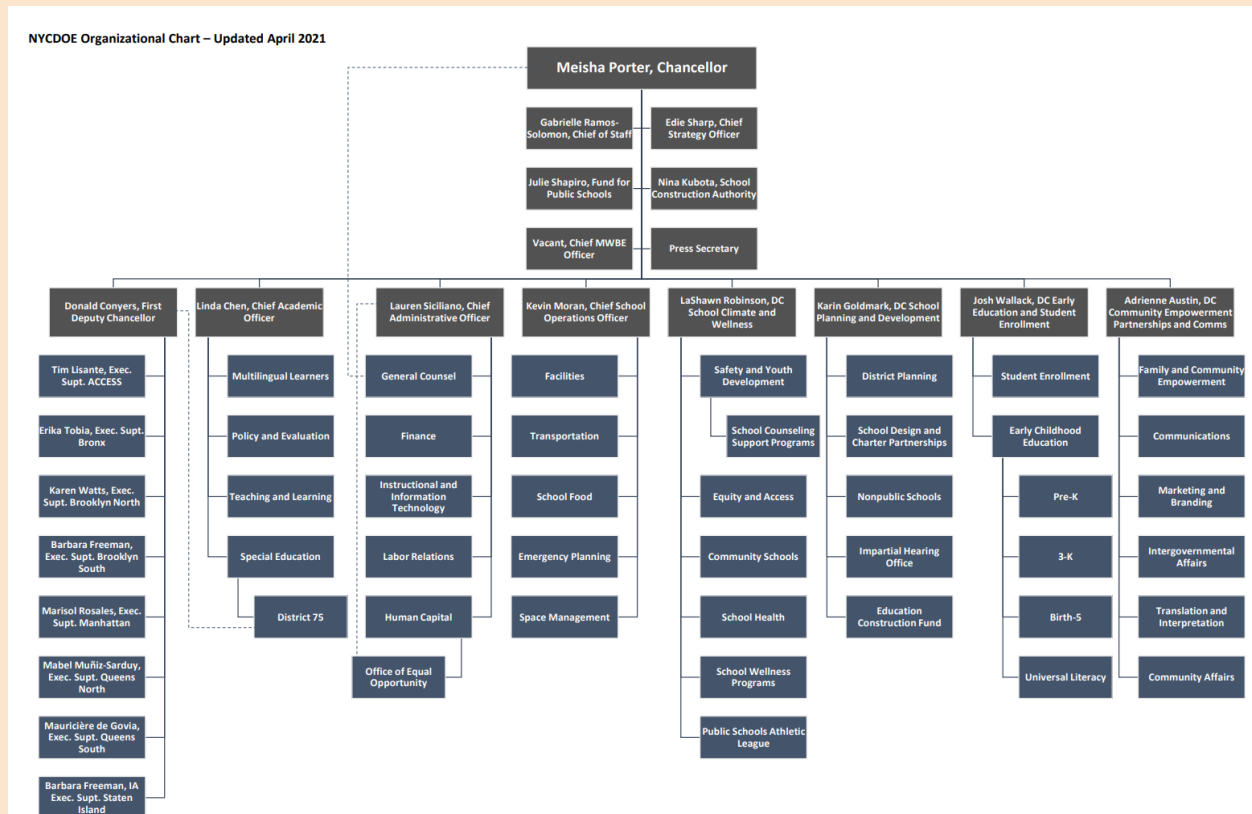
**TRANSPARENCY IS KEY IN PUBLIC EDUCATION**

**NYC Public School System & Governance**

**NYS Education Dept**

# Organizational Charts

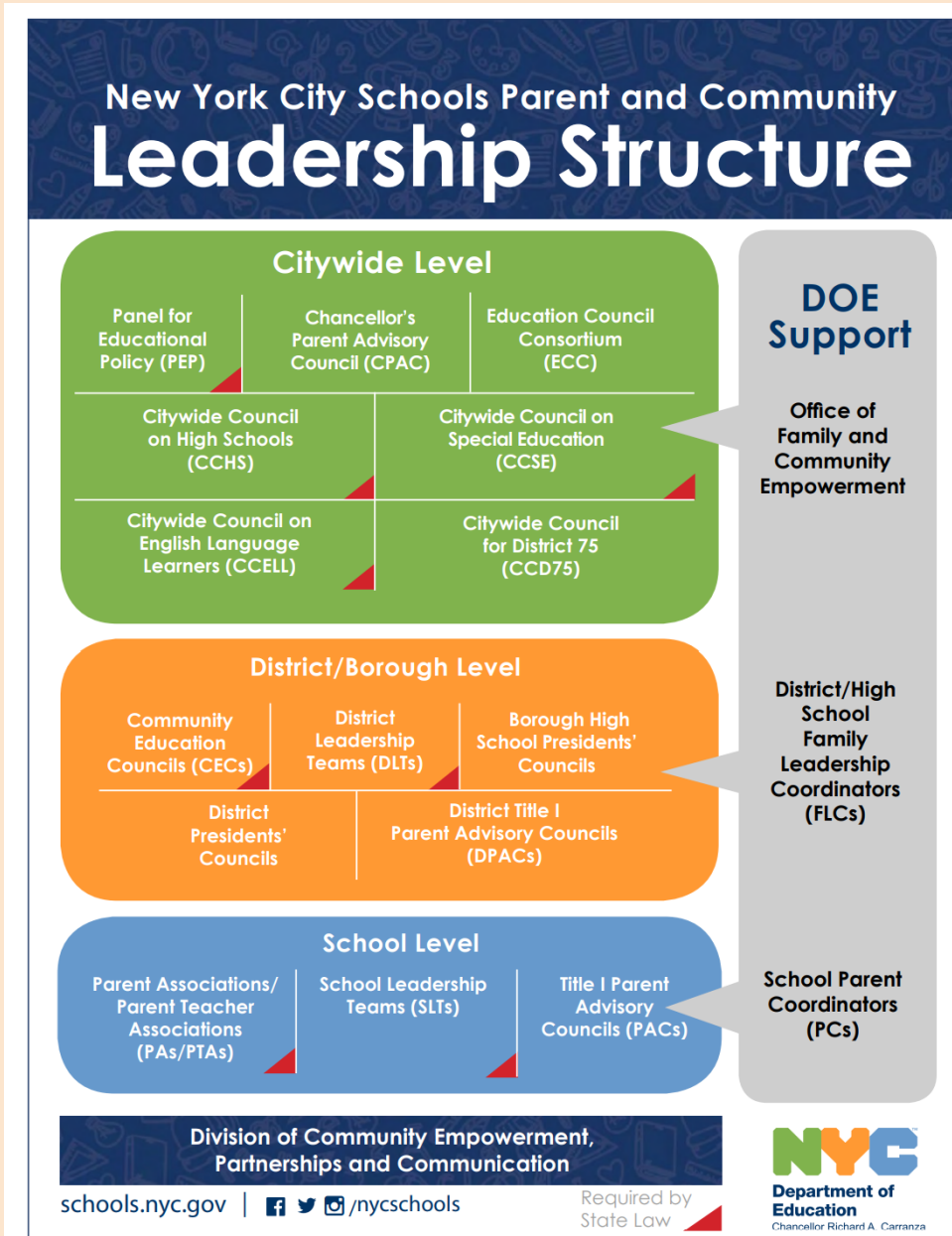
## Central DOE Offices



NYC Department of Education (DOE) is overseen by the Chancellor who is appointed by and reports to the Mayor. There is a central office with a cabinet of Deputy Chancellors and other top level officials (such as the Chief Academic Officer). Central offices manage borough-level and district level offices. These structures often change when a new Mayor takes over and even during a given mayoral administration, the structures as well as positions, titles, roles and responsibilities can change.

This organizational chart was changed in August 2021 when the Chancellor created a new position of Senior Deputy Chancellor who oversees all cabinet level people.

Parent leadership Structure



Parents have a variety of ways to participate in decision making processes at the school, district, borough and citywide levels. Some of these entities are mandated by the State law and all but one of them (ECC) are regulated by the Chancellor’s Regulations.

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# Glossary

## **Citywide & Community Education Councils (CEEC)**

Citywide and Community Education Councils serve as independent entities tasked with providing input on policy issues to the NYC Department of Education. There are 32 CEC's representing each community school district as well as 4 citywide councils for high school, special education, District 75 and English Language Learners. Major responsibilities of CECs include conducting school visits, conducting monthly community meetings, commenting on the Capital Plan, and preparing annual reports. Community Education Councils evaluate their community superintendents annually and have the authority to approve or reject school zoning lines (except in Districts 1, 7 and 23 which do not have any zoned elementary or middle schools).

[Current Education Councils](#)

[Citywide](#) and [Community Education Councils](#)

Rights of CEC Members

## **PEP- Panel for Educational Policy**

The Panel for Educational Policy (PEP or the NYC Board of Education in the State law) consists of 15 appointed members and the Chancellor. Each borough president appoints one member, CEC Presidents elect one member, and the mayor appoints the remaining nine members. The Chancellor serves as an ex-officio non-voting member. The PEP is responsible for electing a chairperson from among the voting members.

The PEP is responsible for approving contracts, such as for school buses, professional development, standardized tests, etc. and the School Capital Plan.

PEP meetings can be long and intense, but advocacy efforts in this space have proven transformative to educational equity such as with the voting down of the Pearson contract to end the G&T exam and the removal of school safety agents from the NYPD's control. Both issues remain in flux as a new Mayor approaches, and families remain engaged in longstanding advocacy to create just schools.

View past PEP meetings [here](#)

## **DOE- Department of Education**

The department of education is composed of the Chancellor and their cabinet which includes a wide variety of deputy chancellors and officers you can learn more about [here](#) in addition to a wide variety of departments. The DOE oversees every aspect of school operation from school buses, breakfast and



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lunches, facilities maintenance to curriculum, special education services, multi-lingual learner services.

While the [core values](#) of the DOE look good on paper, BIPOC families, guardians of students with disabilities and caregivers to multilingual learners know all too well how often this system falls short of serving the public good and providing ‘justice for all.’

## **PA/ PTA: Parent Association/ Parent Teacher Association**

**A parent association** is an association of all parents and caregivers in a given school community. Parent members elect leaders to serve on the Executive Committee, which is responsible for supporting the school by engaging all parents, planning and facilitating events and working with school leadership.

**A parent teacher association** is an association of parents/caregivers and teachers in a given school community. Members elect an Executive Committee to make collective decisions, plan and host events and keep the community abreast of updates.

The PA/ PTA in your school plays a vital role in helping set the tone for school culture and parent engagement, so we also encourage families to engage, support one another, and to uplift practices within these spaces that may prove harmful or exclusionary to our most vulnerable students and their families. (Think setting the cost of an event ticket too high or not providing adequate language access.)

Find out more about PA/ PTAs [here](#)

## **President’s Council**

Presidents’ Council is an organization of PA/PTA presidents (or designees) that represents the interests of parents within the respective district. Each community school district is required to have a Presidents’ Council. Each borough is required to have a Presidents’ Council for its high schools. Citywide Special Education (District 75) has a citywide Presidents’ Council. Presidents’ councils are codified in the Chancellor’s Regulation A-660.

## **Superintendents**

Under New York State law, all schools are overseen by superintendents. New York City has 46 superintendents: 32 community district superintendents and 14 who oversee high schools, transfer schools and alternative schools. All of them, however:

Communicate Department of Education policy to both schools and the public

Support communities by communicating with: District Leadership Teams (DLTs), Presidents’ Councils, Parent Associations (PA/PTAs), Community Education Councils (CECs) and the Citywide Council of High Schools (CCHS), Supervise and evaluate school principals, Appoint principals in district schools,

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Approve principal, assistant principals, and teacher tenure decisions, Approve school budgets, ensuring they are aligned to the schools' Comprehensive Education Pla.

Parent leaders compiled [this spreadsheet](#) to make locating district superintendents, executive superintendents & family support coordinators more accessible for all families. These individuals work for our schools, our families and our children and we should know who they are and be able to seek their support and hold them accountable if and when issues arise that cannot be addressed at the teacher, principal or school level.

Superintendents have an obligation as district leaders to take seriously the concerns expressed by families, and a duty to advance equity for our most impacted students and communities.

### **Executive Superintendent**

Executive superintendents are in charge of their respective DOE Borough/Citywide Offices, overseeing the community and high school superintendents and Borough Office support staff to ensure schools and families are served efficiently and effectively. Due to the scope of the executive superintendency, there is a deep need for accountability.

### **Family Support Coordinator**

Reporting directly to the Superintendent, the Family Support Coordinator (FSC) will support the development and implementation of DOE policies and strategies to strengthen family engagement at all levels of the DOE, and provide a single point of entry for families to resolve escalated concerns. This will entail resolving individual family concerns that could not be resolved at the school level, and communicating DOE initiatives, programs, policies, and regulations to families.

### **Chancellor**

The Chancellor is the head of the department of education in New York City. They supervise their cabinet, work with the Panel for Educational Policy and Citywide and Community Education Councils to improve our schools.

You can find the chancellor's regulations [here](#) They include protocols for student related issues from admissions to promotion, school based budgeting, employee issues from hiring to termination, parent and community involvement and more.

Sadly, NYC school governance currently gives complete control to the Mayor. Because the chancellor reports directly to the Mayor, who is beholden to NYC politics and voters, the Mayor's educational priorities are often based not on what is best for the majority of students but who has the loudest voice in any particular dialogue. Due to systemic inequality, this often gives affluent white and white adjacent individuals the opportunity to have an outsized influence on our education system.

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Thus the empowerment of students, families and communities of color, of those with immigrant and undocumented backgrounds, of those with disabilities, and who experience food and housing insecurity is essential.

### **DLT- District Leadership Team**

Pursuant to the NYS Education Commissioner's Regulation Section 100.11, Community School Districts are required to submit a District Comprehensive Education Plan (DCEP) every year. These annual plans are developed by District Leadership Teams (DLTs) which must have members who represent elementary, middle and high schools as well as parents, teachers, and administrators. DLTs present an opportunity for parent involvement in NYC public education, but parent representation is limited to parents who have already been selected to serve in other leadership roles.

DLTs are mandated by Chancellor's Regulation A-655 (CR A-655) to allow for the collaborative participation of parents, administrators and staff in school-based planning on a district-wide level. Each DLT is responsible for the development of a District Comprehensive Educational Plan, which includes educational goals for the district, as well as certain guidelines for the operation of SLTs. DLTs are also responsible for providing support, technical assistance and conflict resolution to their districts' SLTs.

**Mandatory members of DLTs are:** the community superintendent, the high school superintendent(s), a Council of Supervisors and Administrators (CSA) representative, a United Federation of Teachers (UFT) representative, a DC 37 representative, the president of the district's Presidents' Council, the president of the borough high school Presidents' Council, the chairperson of the Title I District Parent Advisory Council. DLTs may also include community based organizations and the president of the district CEC. DLT representatives are chosen by their respective leadership groups, but the presidents of the district and borough Presidents' Councils are automatically members of their DLT.

### **SLT- School Leadership Team**

Every school is required to establish a School Leadership Team (SLT) under the State Education Commissioner's Regulation Section 100.11. SLT consists of an equal number of school staff and parents. A school administrator (usually the principal), teachers union representative, and the PA/PTA president are mandatory members. Other parent members are elected specifically to serve on the SLT by the PA/PTA membership. The SLT is charged with developing the Comprehensive Education Plan (CEP) for their school with specific goals and actions. They also review and decide on the school budget so that it is aligned with the CEP. While the principal has the final say over the budget, the SLT must be consulted and a consensus on both the CEP and the budget should be reached.

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An SLT should have a minimum of 10 members, and a maximum of 17 members. The exact number of members on a school's SLT is stated in the team's bylaws. Regardless of the total number, the SLT must have an equal number of parents and staff members.

Read more [here](#)

### **CPAC- Chancellor's Parent Advisory Council**

The Chancellor's Parent Advisory Council (CPAC) is comprised of the presidents of the 38 Presidents' Councils or their designees. CPAC works as a team to identify concerns, trends, and policy issues and to advise the Chancellor on DOE policies. Visit their [website](#) here.

### **DPAC- District Parent Advisory Council**

The title 1 DPAC represents the needs of low income students at the district level and provides support to the parent advisory councils in the district. One title 1 rep from each school serves on the title 1 DPAC. The chairperson from the title 1 DPAC serves on the district leadership team.

### **Information on District Leadership:**

[Find your District Superintendent and other important District officials](#) / [Or use this Google Doc](#)

### **Elected Officials:**

- [Write to Gov. Hochul:](#)
- Contact the Mayor's office here: 311 or 212-NEW-YORK outside NYC / [Send an online message](#)
- [Contact the Chancellor here](#)
- [Find your superintendent here](#)
- [Find your assemblymember here](#)
- NYS Assembly Education Committee Chair: Michael Benedetto [benedettom@nyassembly.gov](mailto:benedettom@nyassembly.gov)
- [Find your City Council member & Borough President](#)
- [City Council Education Committee Chair: Mark Treyger:](#)
- [Find your Senator here](#)
- [NYS Senate Education Committee Chair: Shelley Mayer](#)
- [Find your congress member here:](#)