

Priorities for Real Integration: First 100 Days

New York City remains home to one of the most segregated public school systems in the nation. Across administrations, advocates, educators, students, parents, and elected officials have fought to sustain and advance equity and integration. And yet, much work remains.

The Integration Coalition publishes this briefing to outline the essential steps the Mamdani administration must take in its first 100 days to build a more equitable, inclusive, and integrated school system. These recommendations are grounded in the following guiding principles:



I. Advocating for **Real Integration and Inclusion**:

a. We define *Real Integration* by the **5 Rs framework**. A truly integrated school and system is not only **Racially**, ethnically, and socioeconomically diverse in composition, it also appoints diverse **Representation** with faculty and staff, facilitates **Relationships** across difference by valuing every student through a culturally responsive and sustaining curriculum, practices **Restorative justice**, and requires the equitable allocation of **Resources**.

b. We define **inclusion** as the implementation of actionable and measurable policies and practices that ensure all students have equitable access to resources, programming, activities, and opportunities. Specifically, students with disabilities are integrated into their communities and schools to the greatest extent possible and are valued and respected equally to non-disabled students.

II. Calling for **Solidarity and Resources, not Scarcity**



We call for solidarity and resources as a means to combat the scarcity mindset that perpetuates harmful policies and programming within New York City Public Schools (NYCPS). A scarcity mindset is the falsehood that there are not enough opportunities and resources for high-quality education for everyone in the school system; therefore, students and families must fight each other for them. We define solidarity and resources as a remedy to the perpetuation of the scarcity mindset. The fight for a few exclusive seats must end—our collective fight is for an inclusive, high-quality education for every student.

The following are immediate actions the incoming administration and the NYC Department of Education must take to fulfill their obligations to provide equity and excellence for all NYC students from **day one**:

I. Invest in personnel and infrastructure to address school segregation and advance integration.

- a. Appoint a Deputy Chancellor of School Integration to lead, coordinate, and evaluate progress on past, current, and future initiatives that advance school integration.
- b. Implement local law 224 of 2019, which requires the permanent establishment of the School Diversity Advisory Working Group (SDAG) to serve as advisors to the Deputy Chancellor of School Integration and advise on relaunching robust implementation of the SDAG's adopted goals.
- c. Invest financially in the resources necessary for full accessibility for all students, including increasing capital funding for the School Construction Authority to increase the number of accessible schools and accelerate the timeline of completion.
- d. Baseline funding of \$2 million annually, beginning in Fiscal Year 2027 and continuing for three years, to support the Community School District Diversity Working Groups, as required under Local Law 225 of 2019.



II. Reaffirm the NYC Department of Education's commitment to diversity and phasing out policies and programming previously proven to exacerbate segregation across NYC public schools.

- a. Re-release an updated blueprint (previously known as BrilliantNYC) for schools to adopt schoolwide enrichment models for accelerated learning opportunities that would replace segregated Gifted and Talented programs.
- b. Prohibit public middle schools from adding screening criteria and work to actively phase out screening at middle schools.
- c. Commission a report on the experiences of District 75 students with school segregation and exclusion to better understand the data and identify the specific barriers they face across Pre-K, elementary, middle, and high school admissions toward inclusion and integration.
- d. Commission a report to evaluate how NYCPS school and district attendance boundaries may or may not contribute to segregation in community school districts, particularly in grades K–8, but also including zoned high schools.



III. Support school leaders and educators in implementing policies and programming that support diversity, equity, and inclusion.

- a. Provide professional development to educators and NYCPS central employees directly involved in implementing integration and inclusion initiatives.
- b. Evaluate and align NYCPS feedback tools, such as School Quality Reports, with integration and inclusion goals to support better, meaningful input and improvement by teachers, school leaders, and families.

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