

COMMUNITY EDUCATION COUNCIL DISTRICT 3

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Resolution on Equity and Access

(Approved at the June 17, 2020 Virtual Calendar Meeting by a Roll Call Vote of all Council Present (11):
KBerger (Y), LByrd (Y), NHasan (Y), LLiu (N), MMcCarthy (N), DMorgan (Y), SRamudit (Y), DGScott (Y)
ASow (Y), EWright (Y), KWatkins (N))

WHEREAS the COVID-19 pandemic has had a profound impact on students and families across the city of New York causing over 21,000 deaths, leaving countless people out of work facing food insecurity and causing severe disruption to daily life. The negative impacts of the pandemic have been experienced uniquely across our city and district, making it impossible to anticipate one standard need in the face of this terrible disruption.

WHEREAS as a result of the pandemic, the New York City Department of Education (NYC DOE) closed all public schools. The impact of this has yet to be measured however we do know the pandemic has added an entirely new layer of strain on students and families and has especially affected those within the Black and Latinx community. We also know that the pandemic has eliminated the most common data points used in school screening (namely: attendance measures, state test scores, and final marking period grades).

WHEREAS the COVID-19 pandemic also affected the NYS budget and the monies allocated to schools leading to a depression in school funding, negatively impacting resources, school staff, and supports.

WHEREAS recent public incidents of police brutality against Black Americans are leading to rising consciousness and open discussion of systemic racism and anti-Black policies in institutions both large and small.

WHEREAS the NYC Public School system has historically been plagued by institutional racism and inequity; and the school system has policies that have resulted in the separation of access and academic success of students of low socioeconomic standing, African-American students, and Latinx students.

WHEREAS the equal protection clause of the 14th Amendment to the US Constitution guarantees equal protection under the law, including equal protection to the right of education;

WHEREAS all public school institutions in the NYC DOE: elementary, middle, and high schools should be equipped with the necessary social and academic supports for all students irrespective of academic achievement in order to handle every type of learner, every type of student.

BE IT SO RESOLVED, CEC 3 demands the NYC DOE dismantle all current policies and procedures that reinforce institutional racism and inequity, and result in disproportionate negative impact amongst Black and Latinx students and those with high economic need;

BE IT SO RESOLVED that CEC 3 urges the NYC DOE to audit and evaluate practice for disparate impacts and put in immediate corrective measures. This includes evaluating school funding formulas, PTA funding, disciplinary procedures, staffing, and contracts.

BE IT SO RESOLVED that CEC 3 calls on the DOE to enact a funding mechanism based on “Essential Operations” as advocated by parent and educational advocates, including CEC 3 in its resolution of February 26, 2020

BE IT SO RESOLVED that CEC 3 calls on the DOE to advocate for budget justice, transparency and accountability at the state and federal government which have disproportionately denied a sound basic education to New York City public schools via charter school saturation in African American and Latinx communities, as well as other instruments of privatization.

BE IT SO RESOLVED CEC 3 calls upon the DOE to set forth criteria for admissions that fulfill the obligations of equal protection and equal opportunity to the right of education for all students without disparate impacts due to race, socioeconomic status, religion, or culture; all students should equally have access to schools of their choice.

BE IT SO RESOLVED that CEC 3 expects to see a plan from the NYC DOE for a methodology to allow all students equal access to public school education in middle and high school. CEC3 expects the NYC DOE to establish this plan with adequate parent input as well as the support of data analysis so that race, socioeconomic standing, academic status, language, disability, and location no longer become barriers to entry to an NYC DOE public education institution.

BE IT SO RESOLVED that DOE must provide support for school communities to meet the needs of all students across socioeconomic standing, academic status, race, language, and disability. This includes a full-time nurse and social worker in each school, increased paraprofessionals, and academic intervention specialists so schools can effectively support and minimize the impacts of trauma that have impacted families coming out of the COVID-19 pandemic crisis experienced in New York City.