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RESOLUTION ON THE IMPROVEMENT OF SCHOOL CULTURE, COMMUNITY, INCLUSION, AND THE APPROPRIATION OF FUNDS

WHEREAS, the New York City Department Of Education has many problems with funding, specifically with the Fair School Funding legislation, has not done enough to provide for the social-emotional welfare of its student body, and therefore helps contribute to the segregation, disciplinary issues, inclusion and equity of education of District 3 elementary and middle schools.

WHEREAS, because of the misplacement of these resources, schools in District 3 have suffered from segregation, increased disciplinary issues, not placing IEP students in the most least restrictive environments, and an overall decrease in equity for all students.

WHEREAS, schools do not have enough deans and other members of school staff to effectively monitor and deal with school-wide disciplinary issues.

WHEREAS, District 3 already has a problem with uneven balance of referrals and suspensions for children of color. During the last school year, of the 2,760 students with disciplinary referrals, 1258 were students of color, 962 were Hispanic/Latino, and 396 were white.

WHEREAS, the proposed budget cuts from the new Chancellor and administration, of allegedly \$100 million dollars, will greatly impact all schools in NYC and not just District 3. This completely ruins any attempt by the city to properly train teachers and staff in all phases of the job.

WHEREAS, schools do not have enough staff to aide in the emotional support of students who come from high risk backgrounds.

WHEREAS, there is not enough paraprofessionals to work 1 on 1 with our most challenging students, and not enough training and hiring of paraprofessionals.

WHEREAS, not enough students are being classified with learning disabilities and schools lack the resources to make sure all students have a chance to be “tested” to see if they qualify for IEP status.

WHEREAS, the Fair Student Funding legislation has failed to accomplish one of its goals, in assuring that students have the necessary resources to help them succeed, and therefore failed in funding schools more equitably.

WHEREAS, the FSF has made school budgets more transparent, but struggles in allowing outsiders into budget meetings and make any necessary adjustments to better appropriating funds to areas of need.

WHEREAS, the FSF formula that accounts for the number and instructional need attributes of students, fails to understand that during the school year, many students are added and subtracted from rosters, as well as students that are either newly classified or declassified with IEP’s.

WHEREAS, the reason the FSF has struggled to meet the expectations, is because of unreceived CFE (Campaign for Fiscal Equity) funds that have led to not all schools being funded at 100% of the formula amount.

WHEREAS, overall the FSF fails to allocate correct funds to meet the standards and needs of schools because the needs of students are not being realized until too late of an age for this funding to be of any help. While this is not the direct fault of the FSF, it fails to ensure appropriate funds to help schools classify students early and give students the early intervention they need to prevent them from becoming at risk.

THEREFORE BE IT RESOLVED THAT, The Department of Education do a better job in making sure all schools are being funded properly and have access to all resources that students need to be successful, to make sure discipline is handled effectively, that students with learning disabilities have a reasonable chance of being classified and receive the support they need to be successful,

BE IT FURTHER RESOLVED, that Schools and districts should be budgeted to have enough money for at least 1-2 deans, sometimes one per grade level, regardless of school size or location.

BE IT FURTHER RESOLVED, that schools and districts should have enough funds to hire and train more paraprofessionals to assist students in inclusion classes as well as students with behavior issues.

BE IT FURTHER RESOLVED, that all students should be given the opportunity to be “tested” if they are in need of an IEP, not just if teachers refer them or if their parents want to get them referred.

BE IT FURTHER RESOLVED, that Schools and districts should be budgeted to have enough trained counselors and social workers for students to talk with about their social and emotional concerns.

BE IT FURTHER RESOLVED, that inclusion classrooms have more teachers, that hallways have more supervision, and at risk students get the help they need.

BE IT FURTHER RESOLVED, that children of color receive more social and emotional support to help decrease occurrences of “acting out” and therefore lead to more referrals on discipline.

BE IT FURTHER RESOLVED, that this proposed budget cut by the city be halted to prevent students from having less access to social-emotional learning and make schools more of a “police state” with the proposed increase in school safety officers instead of more social workers or guidance counselors.

BE IT FURTHER RESOLVED, that schools and districts should do a better job consulting students and staff on how resources are allocated during the school year to provide more transparency within school budgets and make better decisions for the following school year.

BE IT FURTHER RESOLVED, that the Fair Student Funding do a better job of allocating funds equally across all schools and districts, and be more flexible with funding throughout the school year to accommodate for changes in student body and composition.

NOTE: This Mock Resolution was researched and written by students of the District 3, Model CEC and submitted to CEC3 and the District 3 Superintendent for advocacy consideration. The District 3 Model CEC aims to middle schools students a voice in conversations that affect the governance of their schools. CEC3 and District 3 plan to continue this pilot equity program in the 2019-20 school year.