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Model CEC3 Resolution on School Segregation

WHEREAS - Many parents, families, AND students aren't properly informed about the school admissions process, therefore leading to a disproportionate amount of black and Latino students attending lower-performing schools. **67.8% of Black** students and **71.1% of Latino** students attend schools where at least **75%** of the students experience poverty. However, only **21.3% of white** students attend schools where at least **75%** of students experience poverty. Additionally, **96% of Black** students and **95% of Latino** students attended predominantly lower-income schools during the 2018-2019 school year. (<https://council.nyc.gov/data/school-diversity-in-nyc/>) (<https://www.theatlantic.com/education/archive/2016/02/concentration-poverty-american-schools/471414/>)

WHEREAS - High performing high schools often require additional criteria for admissions, thus putting students without knowledge of the admissions process at a disadvantage.

WHEREAS - During the 2018-2019 school year, the populations of the specialized high schools in NYC consisted of **3.9% black** and **6.3% Latino students**, but **85.9% White and Asian** students.

WHEREAS - The screening processes for elementary, middle, and high school have failed to recognize that a student's worth cannot be measured using solely test scores and grades.

WHEREAS - New York City Public Schools in District 03 are separate but not equal. Higher performing schools continue to get better, while lower-performing schools continue to get worse

WHEREAS - **The COVID-19** pandemic has further exacerbated that problem because the students in the less fortunate schools are only falling further behind

WHEREAS - What zone you live in determines what elementary school you get into and that elementary schooling determines what middle and high schools you get into, creating a domino effect that deprives many Black and Latino students of a great education

WHEREAS - Minority students that attend integrated and racially mixed schools perform much

better academically than minority students that attend segregated and racially separate schools (<https://www.publicschoolreview.com/blog/new-yorks-schools-are-the-most-segregated-in-the-nation>)

THEREFORE BE IT RESOLVED - The DOE, all school districts, and all schools will be mandated to educate parents, families, and students about the admissions process. Any meeting should be recorded, translated as needed, and readily available for people who cannot attend. Parents, guardians, or any family member should be STRONGLY advised to attend one of these meetings, in person or virtually.

BE IT ALSO RESOLVED - Schools that require additional parts of the admissions process should be required to have an additional meeting to explain their special requirements. Since students also may require community service hours for these schools, they should be allowed to volunteer at these events to serve those hours. This is part of the great need for more transparency within the admission process in the DOE.

BE IT ALSO RESOLVED - All Schools must implement a selection process where each school takes their number of seats available, and distributes it based on socioeconomic resources. For example, if 200 kids apply to a school, that number is distributed by income level, and then an equal amount from each income bracket will be admitted to the school. This would be a fair process that helps the less fortunate, and should not be seen as a slight to the more well off.

BE IT ALSO RESOLVED - The Discovery program needs to be further improved to reflect more cultural diversity, but that will not take away from academic rigor amongst students entering Specialized High Schools. Non-white students are still not given a fair chance at acceptance to SHS's.

BE IT ALSO RESOLVED - As for grades, schools should also take into account the "growth" a student has displayed during their time in elementary and/or middle school. For example, a student may have an 85 average, but they improved their overall average by more than 10 points from a 75.

BE IT ALSO RESOLVED - The current Fair Student Funding program is not working. Low-income schools should be receiving more funding in order to compete with higher-income schools, who don't need the money. Those schools do well because they have a strong financial base that supports the school. Also, schools should be encouraged to form 501(c)(3) charity organizations, which would help force the DOE to reform its current system of equity spending.

BE IT ALSO RESOLVED - The middle and high school admissions process should be completely revamped or abandoned for the next 1-2 graduating classes in order to help students from low-income schools catch up since they fell behind due to the COVID-19 pandemic.

BE IT ALSO RESOLVED - That elementary schools are where education begins, and can have the most impact on the future of student success. Therefore, much of the funding that has been discussed in these resolutions should be prioritized for elementary schools to make sure every

student is given a fair education starting from the beginning of their school lives. Perhaps implementing a lottery system early on will help increase the diversity of schools in the long term.

BE IT ALSO RESOLVED - That, as stated in the previous resolution, students who attend diverse schools at an early age (Pre K or elementary), would have a better chance of success on the middle and high school level.

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 launched New York City's Model CEC program during the 2018-2019 school year.