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**June 20, 2020  
Model CEC3 Resolution**

**Calling for Increased Awareness and Funding of Mental Health Resources for New York City Public School Students**

**WHEREAS** - According to the Children’s Defense Fund’s 2014 State of America’s Children report, nearly forty percent of youth in the United States who needed mental health care between 2011-12 didn’t receive the necessary treatment

**WHEREAS** - According to DOHMH, twenty-seven percent of New York City high school students report feeling sad or hopeless each month

**WHEREAS** - According to ThriveNYC, the availability of on-site mental health services has been linked to higher GPA scores, reduced absenteeism, and improvements in graduation rates

**WHEREAS** - there are many stigmas surrounding mental health which makes students less comfortable going to guidance counselors and using the mental health resources available

**WHEREAS** - not enough students know how to reach the guidance counselors or mental health professionals provided, therefore, if students do want to contact them, they don’t know how to.

**WHEREAS** - students aren’t completely honest on surveys taken by the NYC DOE yearly, maybe thinking their teachers or the school will be mad at them if they say something bad and the surveys aren’t completely up to date because they’re only taken once a year so the information used is not very accurate

**WHEREAS** - Many students are unaware that they can meet with a guidance counselor and 1 out of every 5 students struggles with mental health at some point in their life, so they need to know exactly what resources are available to them.

**WHEREAS** - the student to guidance counselor ratio is roughly 333:1 so students are not able to form trusting individual relationships with guidance counselors. guidance counselor to student ratio

<https://infohub.nyced.org/docs/default-source/default-document-library/guidance-counselor-report-and-summary-feb-2019.pdf>

**WHEREAS** - many students are unaware of certain mental health issues and their symptoms and/or don't understand how to handle these mental illness(es)

**WHEREAS** - social workers and/or guidance counselors are receiving minimal to no funding so the proper help isn't available for students who need it

**THEREFORE BE IT RESOLVED** - Schools will open channels of communication between the upper and lower classes and with teachers where using the mental health resources provided will be offered, encouraged, and openly talked about in an effort to normalize it.

**BE IT ALSO RESOLVED** - Schools will send out emails to students and teachers with the guidance counselor's contact information and how to set up a meeting with the guidance counselor (where their room is, their email, etc).

**BE IT ALSO RESOLVED** - DOE surveys will be taken 3-4 times a year for more recent information, and when being handed out, teachers will clarify the anonymity of these surveys

**BE IT ALSO RESOLVED** - Schools will hold meetings at the start of every school year for every grade that details exactly what mental health resources are available to them and how to access those resources.

**BE IT ALSO RESOLVED** - Schools should set specific times (at least) monthly for either a class or a small group of people to meet with the guidance counselors where they will form relationships and make sure every student gets time with the guidance counselor at least once a month

**BE IT ALSO RESOLVED** - During mental health discussions with upperclassmen, teachers, and/or guidance counselors students will talk about mental illnesses, their symptoms, treatments, and other coping strategies.

**BE IT ALSO RESOLVED** - Every school should adhere to the student to counselor ratio of 250:1 as stated by the American School Counselor Association (ASCA) and the National Association of Social Workers (NASW)

<https://salud-america.org/47-states-dont-meet-the-recommended-student-to-counselor-ratio/#:~:text=Mental%20Health%20and%20Law%20Enforcement,750%2F700%20students%2C%20respectively>

*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.*