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|  | Committee on Education  Malcom M. Butehorn, *Senior Counsel*  Jan Atwell, *Senior* *Policy Analyst*  Chelsea Baytemur*, Financial Analyst*  Masis Sarkissian, *Financial Analyst*  Frank Perez, *Community Engagement* |



**The Council of the City of New York**

Committee Report of the Human Services Division

Jeffrey Baker*, Legislative Director*

Andrea Vazquez*, Deputy Director*

**Committee on Education**

Hon. Mark Treyger, *Chair*

**December 15, 2021**

**Res. No. 204** By Council Member Eugene

**Title:** Resolution declaring May 4th New York City Teachers, Educational Administrators and Education Support Staff Recognition Day in order to recognize and highlight the important work they do to keep our city's schools running and to educate our children and provide a suitable environment for learning

**Res. No. 205** By Council Member Eugene

**Title:** Resolution calling upon the New York City Department of Education, as well as the New York State and federal governments, to include instruction in peaceful conflict resolution as part of the required curriculum in all schools

**Res. No. 206** By Council Member Eugene

**Title:** Resolution calling upon the State of New York to include in its curriculum requirements, swimming lessons and water safety education to all students in public schools from kindergarten through 12th grade where appropriate and swimming-related instruction, such as water safety and dry land strokes to all students in public schools from kindergarten through 12th grade when their school does not have a pool in the building or is not within 10 miles of a pool where appropriate

**Res. No. 207** By Council Members Eugene and Cornegy

**Title:** Resolution calling upon the New York City Department of Education to add the history of Haiti, including the Haitian Revolution and the abolition of slavery, to the public schools’ Black History Month curriculum

**Res. No. 208** By Council Member Eugene

**Title:** Resolution calling on the New York City Department of Education to acknowledge the participation of Haitian soldiers in the Siege of Savannah and the impact of the Haitian Revolution on the Louisiana Purchase, by adding these events to the public schools’ social studies curriculum

**Res. No. 561** By Council Members Adams, Rosenthal, Lander, Ampry-Samuel, Moya, Levine, Holden, Cumbo, Maisel, Gibson and Chin

**Title:** Resolution calling upon the New York City Department of Education to provide human trafficking prevention training to public school administrators, teachers, and staff

**Introduction**

On Tuesday, December 14, 2021, the Committee on Education, chaired by Council Member Treyger, voted on the following resolutions:

* Resolution Number 204, sponsored by Council Member Eugene;
* Resolution Number 205, sponsored by Council Member Eugene;
* Resolution Number 206, sponsored by Council Member Eugene;
* Resolution Number 207, sponsored by Council Members Eugene and Cornegy;
* Resolution Number 208, Sponsored by Council Member Eugene; and
* Resolution Number 561, sponsored by Council Member Adams.

These resolutions relate to various issues pertaining to the New York City Department of Education, and call for: including recognizing administrators and support staff for their work; including instruction in schools on peaceful conflict resolution; including swimming lessons and water safety education in school curricula; adding the history of Haiti, including the Haitian Revolution and the abolition of slavery, Black History Month curricula; acknowledging the participation of Haitian soldiers in the Siege of Savannah in history curricula; and providing training in human trafficking to public school administrators, teachers, and staff. On December 14, 2021, the Committee passed Resolution Numbers 204, 205, 206, 207, 208 and 561 each by a vote of sixteen in the affirmative, zero in the negative, with zero abstentions.

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Res. No. 204

Resolution declaring May 4th New York City Teachers, Educational Administrators and Education Support Staff Recognition Day in order to recognize and highlight the important work they do to keep our city’s schools running and to educate our children and provide a suitable environment for learning.

By Council Member Eugene

Whereas, The New York City public school system is the largest in the United States, serving more than 1 million students in over 1800 schools; and

Whereas, To keep our City’s massive school system running and to educate our children and provide a suitable environment for learning requires the efforts of more than 100,000 pedagogical and non-pedagogical staff; and

Whereas, This staff includes more than 75,000 teachers, more than 6,000 educational administrators, more than 15,000 classroom paraprofessionals, along with thousands of others such as school secretaries, attendance teachers, guidance counselors, psychologists, social workers, custodians, school aides and other support staff; and

Whereas, The efforts of these teachers, educational administrators and education support staff often receive scant recognition; and

Whereas, There are some national recognition days for school staff, but they are scattered at different times throughout the year; and

Whereas, According to the National Education Association (NEA), “National Teacher Appreciation Day” is observed on the Tuesday of the first full week in May, which is Teacher Appreciation Week; and

Whereas, Additionally, American Education Week is in November and “National Education Support Professionals Day” falls on the Wednesday of American Education Week, according to NEA; and

Whereas, Further, October has been jointly designated as “National Principals Month” by the National Association of Secondary School Principals, the National Association of Elementary School Principals, and the American Federation of School Administrators; and

Whereas, However, none of these national recognition days for school staff receives adequate attention in New York City; and

Whereas, A joint recognition day for all school staff in New York City public schools would help bring greater attention and support for their efforts serving City residents; and

Whereas, May 4, 1796 was the date of birth of Horace Mann, an American education reformer dedicated to promoting universal public education; and

Whereas, It is especially appropriate to recognize the efforts of public school staff on the birthday of such an ardent supporter of public schools as Horace Mann; now, therefore, be it

Resolved, That the Council of the City of New York declares May 4th New York City Teachers, Educational Administrators and Education Support Staff Recognition Day in order to recognize and highlight the important work they do to keep our city’s schools running and to educate our children and provide a suitable environment for learning.

LS# 10632/ Res 1729-2017

LS# 732

JA

1/2/18

Res. No. 205

Resolution calling upon the New York City Department of Education, as well as the New York State and federal governments, to include instruction in peaceful conflict resolution as part of the required curriculum in all schools.

By Council Member Eugene

Whereas, Social scientists increasingly believe that while conflict is a natural and inevitable part of human interaction, aggression or violence need not be; and

Whereas, The Centers for Disease Control and Prevention (CDC) defines interpersonal violence as "the intentional use of physical force or power, threatened or actual, against another person or against a group or community that results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation;" and

Whereas, The CDC also considers violence to be a serious public health problem in the United States (U.S.), particularly among youth aged 10 to 24; and

Whereas, According to the CDC, every day 13 young people are victims of homicide and more than 1,600 are treated in emergency departments for nonfatal physical assault-related injuries; and

Whereas, Additionally, the CDC reported that, during the 2013-14 school year, 1 out of 4 high school students was in at least one physical fight, 7% of high school students were threatened or injured with a weapon, and 1 out of every 5 high school students was bullied at school; and

Whereas, In order to combat the growing incidence of violence, the CDC established the Division of Violence Prevention in 1993 to conduct research and promote evidence-based violence prevention strategies; and

Whereas, Since the CDC considers violence to be a public health problem affecting all communities, they suggest that violence must be addressed by many players, including families, public health professionals, community and faith-based groups, using a range of strategies in homes, schools and communities; and

Whereas, According to the CDC, community-based organizations and programs that serve children and youth have an important role to play in violence prevention; and

Whereas, Sports programs for children and youth are particularly well-suited to aid in violence prevention; and

Whereas, In fact, in recent years, a wide variety of organizations, including the United Nations, have used sport as an interventionist tool to nurture peacemaking across divided communities, such as using soccer to promote conflict resolution and peaceful co-existence of Jewish and Arab children in Israel; and

Whereas, Among other CDC recommended approaches to combat violence are school-based youth violence prevention programs that provide students and educators with information about violence and teach skills to nonviolently resolve disputes; and

Whereas, Peaceful conflict resolution has been utilized more in schools in recent years, primarily in the realm of school discipline; and

Whereas, Conflict resolution is among several restorative practices increasingly used to replace zero tolerance disciplinary policies adopted by many school systems in response to a surge in juvenile crime during the 1980s and a number of school shootings starting in the late 1990s; and

Whereas, Such restorative practices have been found to be more effective, both for addressing school violence and improving student behavior, than punitive approaches to school discipline; and

Whereas, Not only can conflict resolution programs help prevent school violence, diminish inappropriate behavior and create a positive school climate, they can also enhance academic learning; and

Whereas, When incorporated into the curriculum, comprehensive conflict resolution instruction teaches skills basic to all learning: effective communication and listening, critical and creative thinking, and an emphasis on personal responsibility and self-discipline; and

Whereas, Such conflict resolution education programs emphasize problem-solving processes of negotiation, mediation, and consensus decision making; and

Whereas, Conflict resolution education should be introduced early in elementary school to be most effective; and

Whereas, A longitudinal study of students in Seattle, conducted by the University of Washington, found that children exposed to conflict resolution curriculum in grades 5 and 6 did not benefit as much as those who were exposed to it beginning in 1st grade; and

Whereas, The Seattle study found that exposure to an elementary school curriculum that emphasizes conflict resolution, negotiation, and decision making skills can reduce the chances that students will commit violent acts, abuse alcohol, and engage in risky sexual relationships as teenagers; and

Whereas, Further, the study found that students who participate in conflict resolution education are more likely than those who don't to behave better in school, achieve at higher levels, and have a more positive attitude toward school; and

Whereas, These efforts can also save taxpayers money in the long run by heading off future criminal-justice and crime-victim costs, according to the Washington State Institute for Public Policy; and

Whereas, Conflict resolution education programs provide a framework for addressing intergroup conflict, whether based on differences in national origin or ethnicity, gender, sexual orientation, class, physical or mental abilities; and

Whereas, According to a guide on Conflict Resolution Education, developed through a collaboration of the United States Departments of Justice and Education, one of the primary purposes of conflict resolution education is to promote responsible citizenship; and

Whereas, As stated in that guide, “Conflict resolution can be viewed as a responsibility of law-abiding members of our society… [r]esponsible citizens in a democracy express their concerns peacefully and seek resolutions to problems that take into account common interests and recognize the human dignity of all involved”; and

Whereas, Schools are where children prepare to assume their future roles as parents, as community members and leaders, and as productive members of the workforce and conflict resolution skills are essential to public life in schools, communities, and workplaces; now, therefore, be it

Resolved, That the Council of the City of New York calls upon the New York City Department of Education, as well as the New York State and federal governments, to include instruction in peaceful conflict resolution as part of the required curriculum in all schools.

LS# 6498, 6534, 5530, 5532, 5531, 5529/ Res 999-2016

LS# 724

JA

12/21/17

Res. No. 206

Resolution calling upon the State of New York to include in its curriculum requirements, swimming lessons and water safety education to all students in public schools from kindergarten through 12th grade where appropriate and swimming-related instruction, such as water safety and dry land strokes to all students in public schools from kindergarten through 12th grade when their school does not have a pool in the building or is not within 10 miles of a pool where appropriate.

 By Council Member Eugene

Whereas, According the New York State Department of Health (NYS DOH), regardless of their age group, drowning is a leading cause of injury-related death in children; and

Whereas, According to the NYS DOH,  African American males and females have a significantly higher drowning rate than White and Hispanic males and females; and

Whereas, Out of all of the 1,477,146 youth ages 5 years old to 19 years old in NYC in 2010, 26.2% are African American youth;  and

Whereas, New York City is home to a multitude of beaches and pools which provide free recreation and enjoyment for millions of New Yorkers and visitors each year; and

Whereas, Exercising water safety measures can prevent drownings and water-related injuries and ensure that fun does not unnecessarily turn into tragedy; and

Whereas, Swimming is also a valuable component in a number of efforts to maintain good health and can aid in preventing potential life threatening conditions, such as obesity and diabetes, and learning to swim can provide beneficial opportunities such as participation on a team or employment as a lifeguard; and

Whereas, The New York City Administration for Children's Service and the New York City Department of Health and Mental Hygiene recommend enrolling children in swimming lessons by a qualified instructor, usually at age 4 or older; and

Whereas, New York City Parks has 12 recreational centers with indoor pools and 53 free outdoor pool sites; now, therefore, be it

Resolved, That the Council of the City of New York calls upon the State of New York to include in its curriculum requirements, swimming lessons and water safety education to all students in public schools from kindergarten through 12th grade where appropriate and swimming-related instruction, such as water safety and dry land strokes to all students in public schools from kindergarten through 12th grade when their school does not have a pool in the building or is not within 10 miles of a pool where appropriate.

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LS 2625/ Res. 500-2014

LS 720

JKS/KJ

1/4/2018

Res. No. 207

Resolution calling upon the New York City Department of Education to add the history of Haiti, including the Haitian Revolution and the abolition of slavery, to the public schools’ Black History Month curriculum.

By Council Members Eugene and Cornegy

                     Whereas, The Republic of Haiti, located on the island of Hispaniola in the Caribbean, was originally inhabited by the indigenous Taíno people when Christopher Columbus established a Spanish settlement, which was the first colony in the New World, in 1492; and

                     Whereas, By 1550, only 150 out of hundreds of thousands Taíno remained on the island after being subjected to forced labor, abuse, hunger, mass killings and diseases against which they had no immunity; and

Whereas, In the early 16th century, the Spanish began to forcibly transport large groups of enslaved Africans, most of whom came from Senegambia, Guinea and Congo-Angolan (Bantu) areas, to work in mines and on sugar plantations on Hispaniola; and

Whereas, By the late 17th century, following attacks by the British, Dutch and French and a devastating earthquake in 1591, much of Hispaniola had become unpopulated and the colony increasingly unprofitable, unstable, and neglected by the Spanish, who had become more concerned with extracting gold in present day Central America and Mexico; and

Whereas, In 1697, Spain officially ceded the western portion of Hispaniola to the French, who founded the colony of St. Domingue and created the modern day border between Haiti and the Dominican Republic on the island; and

Whereas, Over the next 100 years, St. Domingue became the most profitable colony in the Americas due to its successful slave-based sugar and coffee industries, which demanded more slave labor and eventually created a 10-to-1 ratio of slaves to free people on the island;and

Whereas, On August 22, 1791, an organized slave rebellion, led by Toussaint L’Ouverture, broke out in St. Domingue, marking the start of a 12 year resistance, which culminated not only in the proclamation of independence but also the abolishment of slavery in Haiti; and

                     Whereas, On January 1, 1804, President Jean Jacques Dessalines declared the new Republic of Haiti’s independence from France to become the only republic to rise from a successful slave rebellion, the world’s first Black republic in the Western Hemisphere and the second independent democracy in the Americas after the United States (U.S.) in 1783; and

                     Whereas, As a nation borne out of a slave revolt, American political leaders, many of them slave owners, reacted to the emergence of Haiti with ambivalence and the U.S. did not officially recognize Haitian independence until 1862; and

Whereas, Haiti has a rich history that has significantly impacted geopolitical trajectory of the Western Hemisphere; and

Whereas, Haitians and their descendants have made great contributions to New York City and to the U.S. throughout its history, from major achievements in the arts, athletics, culture, music and science, to social advancement for persons of African descent, to leadership in elected offices from the local to the national level; and

Whereas, According to the U.S. Census Bureau, as of 2009, New York had second largest population of Haitian-Americans with nearly 100,000 foreign-born Haitians and more than 140,000 persons of Haitian descent living in NYC; and

Whereas, In the U.S., the month of February is observed as Black History Month, which is celebrated to highlight and remember the important achievements and contributions of African Americans, including Haitians, throughout the nation and world history; and

                                          Whereas, Students engaged and challenged in historical thinking, consider many perspectives and cultivate decision-making skills that will serve them well as participating citizens of a democracy; and

Whereas, The NYC Department of Education services a diverse student population and strives to create an inclusive environment that values the experience, perspective and contributions of all peoples; now, therefore, be it

                     Resolved, That the Council of the City of New York calls upon New York City Department of Education to add the history of Haiti, including the Haitian Revolution and the abolition of slavery, to the public schools’ Black History Month curriculum.

CGR

LS #3531

1/12/2018

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Res. No. 208

Resolution calling on the New York City Department of Education to acknowledge the participation of Haitian soldiers in the Siege of Savannah and the impact of the Haitian Revolution on the Louisiana Purchase, by adding these events to the public schools’ social studies curriculum.

By Council Member Eugene

                     Whereas, The Republic of Haiti, located on the island of Hispaniola in the Caribbean, was originally inhabited by the indigenous Taíno people when Christopher Columbus established a Spanish settlement, which was the first colony in the New World, in 1492; and

                     Whereas, By 1550, only 150 out of hundreds of thousands Taíno remained on the island after being subjected to forced labor, abuse, hunger, mass killings and diseases against which they had no immunity; and

Whereas, In the early 16th century, the Spanish began to forcibly transport large groups of enslaved Africans, most of whom came from Senegambia, Guinea and Congo-Angolan (Bantu) areas, to work in mines and on sugar plantations on Hispaniola; and

Whereas, By the late 17th century, following attacks by the British, Dutch and French and a devastating earthquake in 1591, much of Hispaniola had become unpopulated and the colony increasingly unprofitable, unstable, and neglected by the Spanish, who had become more concerned with extracting gold in present day Central America and Mexico; and

Whereas, In 1697, Spain officially ceded the western portion of Hispaniola to the French, who founded the colony of St. Domingue and created the modern day border between Haiti and the Dominican Republic on the island; and

Whereas, Over the next 100 years, St. Domingue became the most profitable colony in the Americas due to its successful slave-based sugar and coffee industries, which demanded more slave labor and eventually created a 10-to-1 ratio of slaves to free people on the island; and

Whereas, More than 500 freemen from St. Domingue fought alongside the United States (U.S.) Continental Army against the British Army during the Siege of Savannah in 1779, one of the most significant foreign contributions to the Revolutionary War; and

Whereas, On August 22, 1791, an organized slave rebellion, led by Toussaint L’Ouverture, broke out in St. Domingue, marking the start of a 12 year resistance, which culminated not only in the proclamation of independence but also the abolishment of slavery in Haiti; and

                     Whereas, On January 1, 1804, President Jean Jacques Dessalines declared the new Republic of Haiti’s independence from France to become the only republic to rise from a successful slave rebellion, the world’s first Black republic in the Western Hemisphere and the second independent democracy in the Americas after the U.S. in 1783; and

                     Whereas, The significant loss of life and financial burden of the failed efforts to quell the Haitian Revolution prompted France to sell the territory of Louisiana to the U.S. in 1803, a territory that now comprises 22.3 percent of the country; and

                     Whereas, Major Joseph Savary, a Haitian, was the first Black Major in the U.S. Army, and led the Second Battalion of Freemen of Color at the Battle of New Orleans in 1815, under then-General Andrew Jackson; and

                     Whereas, The acclaimed naturalist and wildlife artist John James Audubon, a Haitian, inspired the American conservation society that bears his name; and

                     Whereas, Activist, civil rights leader and famed writer of Haitian descent, W.E.B. Du Bois became the editor of the magazine *The Crisis*in 1910 in New York City (NYC), aimed at exposing the widespread prejudice against persons of color, and which became a major publication critiquing segregation and advocating for civil rights, women’s rights and labor rights; and

                     Whereas, NYC native and famed artist of Haitian descent, Jean-Michel Basquiat was a leader of the neo-expressionist movement during the 1980s, working with other major artists including Andy Warhol, with major exhibits at the Whitney Museum of American Art; and

Whereas, Haiti has a rich history that has significantly impacted geopolitical trajectory of the Western Hemisphere; and

Whereas, Haitians and their descendants have made great contributions to NYC and to the U.S. throughout its history, from major achievements in the arts, athletics, culture, music and science, to social advancement for persons of African descent, to leadership in elected offices from the local to the national level; and

Whereas, According to the U.S. Census Bureau, as of 2009, New York had second largest population of Haitian-Americans with nearly 100,000 foreign-born Haitians and more than 140,000 persons of Haitian descent living in NYC; and

Whereas, The NYC Department of Education services a diverse student population and strives to create an inclusive environment that values the experience, perspective and contributions of all peoples; and

Whereas, Social Studies is the study of history, geography, economics, government and civics, and of people and events that have individually and collectively shaped the U.S. and the world; and

                     Whereas, A strong and effective social studies program helps students make sense of the world in which they live, allows them to make connections between major ideas and their own lives, and it helps them see themselves as active members of a global community; and

                     Whereas, Students engaged and challenged in historical thinking, consider many perspectives and cultivate decision-making skills that will serve them well as participating citizens of a democracy; and

                     Resolved, That the Council of the City of New York calls on the New York City Department of Education to acknowledge the participation of Haitian soldiers in the Siege of Savannah and the impact of the Haitian Revolution on the Louisiana Purchase, by adding these events to the public schools’ social studies curriculum.

CGR

LS #3530

1/12/2018

Res. No. 561

..Title

Resolution calling upon the New York City Department of Education to provide human trafficking prevention training to public school administrators, teachers, and staff.

..Body

By Council Member Adams

Whereas, Human trafficking, which the Department of Homeland Security defines as “the use of force, fraud, or coercion to obtain some type of labor or commercial sex act,” is a significant concern for governments around the world; and

Whereas, According to the United Nations Human Rights Commission, the three primary forms of human trafficking are involuntary prostitution, forced labor, and debt bondage; and

Whereas, A report released by the United States Department of Health and Human Services (HHS) and the United States Department of Justice (DOJ), found that roughly 800,000 people are trafficked across international borders each year; and

Whereas, HHS and DOJ have also noted that 80 percent of these individuals are women and 50 percent are minors; and

Whereas, The State Department has estimated that approximately 17,000 individuals are trafficked into the U.S. each year; and

Whereas, During Fiscal Year (FY) 2017, DOJ secured convictions against 499 traffickers, an increase of 13.7 percent from the 439 convictions it secured in FY 2016; and

Whereas, The New York City Department of Education is the largest K-12 public school system in the United States, with more than 1.1 million students and over 1,800 schools; and

Whereas, In order to combat human trafficking, the Department of Education should provide basic training in recognizing the warning signs and risk factors of human trafficking to its administrators, teachers, and staff; and

Whereas, This training would allow the adults who work at public schools to develop a more effective skillset as instructors and advocates for their students; and

Whereas, It would also ensure that New York City remains at the forefront of best practices in public education, alongside the states of California, Virginia, and North Carolina, all of which have passed laws that mandated training in trafficking prevention; now, therefore, be it

Resolved, That the Council of the City of New York calls upon the Department of Education to provide human trafficking prevention training to public school administrators, teachers, and staff.

LS 7093

MK

9/4/18