



# COMMUNITY EDUCATION COUNCIL DISTRICT 3

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## Vol. 24 (P) No. 4

### Urging the Implementation of a Comprehensive 'Get Stuff Done' Plan for Fully Accessible Schools within NYCPS

*(Approved at the Dec. 13, 2023 Calendar Meeting by all Council members present (8) at the time of the Roll Call Vote)*

Sponsors: Dr. Darling J. Miramey and Jill Rackmill

WHEREAS, NYCPS is committed to providing a quality education to all students, regardless of their abilities or disabilities;

WHEREAS, the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) mandate that educational institutions must provide equal access to educational opportunities for individuals with disabilities;

WHEREAS, it has come to our attention that there are significant accessibility barriers in various NYCPS schools, including but not limited to physical infrastructure, communication methods, and resource availability;

WHEREAS, students, parents, administrators, and teachers with disabilities have expressed concerns about the lack of adequate facilities and support to meet their specific needs;

THEREFORE, BE IT RESOLVED THAT:

The New York City Public Schools (NYCPS) is hereby urged to establish a comprehensive "Get Stuff Done" plan dedicated to ensuring that all schools within the NYCPS system become fully accessible to students, parents, administration, and teachers with disabilities.

The "Get Stuff Done" plan should include, but not be limited to:

1. A thorough assessment of the accessibility needs of each NYCPS school.
2. A timeline for addressing accessibility issues, with specific benchmarks and deadlines.
3. Budget allocation and resource planning to fund necessary accessibility modifications.
4. Regular progress updates and transparency in reporting the plan's implementation.

NYCPS is encouraged to collaborate with disability advocacy organizations, parents, teachers, and experts in the field to develop and execute the plan effectively.

NYCPS is encouraged to promote awareness and training on disability inclusion and accessibility for all school staff members, ensuring they have the knowledge and tools needed to support students and colleagues with disabilities.

NYCPS is urged to establish a feedback mechanism to receive input and concerns from individuals with disabilities and their advocates, ensuring ongoing dialogue and improvement.

We, the members of CEC3, kindly request that NYCPS takes immediate action on this resolution to demonstrate its commitment to inclusive education and equal access for all members of our community.