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Resolution #23

Resolution in Support of The Disability Justice and Liberation in Education Act

Sponsor: Jessica Abeline Rivera

WHEREAS, Over 188,800 NYC public school students 23.2% of the total have Individualized Education Programs (IEPs), and over 29,000 of them are served by District 75, representing more than 15% of students with IEPs. District 75 also provides critical services such as home and hospital instruction for students unable to attend school due to medical conditions or while awaiting a suitable school setting as an interim placement;

WHEREAS, Students with disabilities, are disproportionately disciplined, segregated, and underserved, and existing resources do not meet the current need for a comprehensive, mandatory, inclusive education framework;

WHEREAS, There is no current K–12 disability studies curriculum, no systemwide training on disability equity and anti-ableism, no required classroom library representation, and no centralized accountability for tracking inclusive practices;

THEREFORE BE IT RESOLVED, That CCD75 urges NYCPS to adopt and implement the Disability Justice and Liberation in Education Act with the following components:

1. Inclusive Education Framework
 - Implement a mandatory, vertically aligned K–12 Disability Studies curriculum, co-designed with disability studies scholars and disabled educators. Topics shall include disability identity, neurodiversity, the disability rights movement, the social model of disability, and intersectionality.
 - Introduce foundational ASL instruction in Grades K–5, with expansion into tactile sign language, AAC, and intermediate ASL in Grades 6–12. These offerings will supplement, not replace, current language requirements to ensure communication equity.
 - Require each school to maintain an inclusive classroom library with a minimum of 60 age-appropriate books and media featuring disabled authors, characters, and disability history, curated with disability-led organizations.
 - Mandate sensory-friendly instructional strategies and peer-mediated inclusion practices across classrooms to expand successful District 75 practices systemwide.
2. Professional Development
 - Require annual, scaffolded disability justice and anti-ableism training for all educators, administrators, and staff, co-led by disability-led organizations.
 - Training shall include inclusive instructional design, disability identity, trauma-informed care, communication access, and cultural responsiveness.
 - All professional development will be integrated into the citywide PD calendar, with school-level compliance monitoring.
3. Student Empowerment & Visibility
 - Mandate that all middle and high schools establish Disability Affinity Groups and Peer Inclusion Clubs, supported by trained staff advisors and funded activities.

- Require all schools to celebrate Disability Pride Week, with curriculum-aligned classroom lessons, guest speakers, and student showcases while encouraging arts, civic engagement, life skills and other aspects of community life, inclusion and integration.
- Launch a DOE-supported career pathway program for high school students interested in professions that support individuals with disabilities featuring internships, mentorships, and credentialing partnerships with colleges and community based organizations.

4. Accountability and Oversight

- Create an annual “NYC Disability Justice and Inclusion Report Card”, reporting publicly on curriculum implementation, training compliance, inclusive practices, and discipline disparities disaggregated by race and disability status.
- Develop a public dashboard with data on library collections, sensory accommodations, peer-led inclusion activities, and staff PD completion.
- Oversight shall be entrusted to a panel and councils that include students with disabilities, caregivers, educators, and advocates, tasked with monitoring compliance, reviewing progress, evaluating outcomes, and issuing policy recommendations.

BE IT FURTHER RESOLVED, That NYCPS commit to a bold, transformative vision for a disability-inclusive education system grounded in justice, equity, universal design, and liberation, one that prepares students with disabilities to fully participate in society, and prepares society to understand, include, and value them as equal members of the community, equipped to support, represent, and advocate alongside them on every front and in every way.

This Resolution was approved at Citywide Council for District 75 Calendar Meeting held on _December 3rd, 2025___ by a vote of 9 yes. Members present including: Johanna Gomez, Stefannie Bonilla, Rebecca Ally, Michelle White, Masuma Akter, Elijah Hobbs, Gisselle Ramirez, Jessica Rivera and Sharon Stewart.