

**Testimony of NYC Schools Chancellor Meisha Ross Porter
on Fall 2021 School Reopening Protocols
Before the NYC Committee on Education**

September 1, 2021

Introduction

Good morning, Chair Treyger, and all the members of the Education Committee here today. I am Meisha Porter, and I have the privilege of serving as New York City Schools Chancellor. Thank you for the opportunity to testify today on the Department of Education's (DOE) school reopening plans and protocols. I am joined here today by Department of Health and Mental Hygiene Commissioner Dave Chokshi as well as my colleagues from the DOE: Senior Deputy Chancellor Marisol Rosales, Deputy Chancellor LaShawn Robinson, Chief Academic Officer Linda Chen, Chief Administrative Officer Lauren Sicilian, Chief School Operations Officer Kevin Moran, and Deputy Chief Academic Officers Larry Pendergast, Christina Foti, and Mirza Sanchez-Medina.

From the moment I took this role as Chancellor, I have made clear that my priority has been a safe reopening for this fall. As an educator and NYC public school parent, there is no more important day than Monday, September 13th.

We know that our students need to be in school. For many students, the school community is the steadiest, most reliable aspect of their lives, with people and resources they can count on. The evidence is clear, for the benefit of learning and development, our kids need to be back in the classroom. I want to take a moment to reflect on what bringing all our students back means. It means the return of math lessons and comfort dogs, of sports and reading, and of school plays and school friends. Simply, it is the return of NYC public schools.

Last year we were the first major school district to open our doors for in-person learning and created the gold standard approach to health and safety during this pandemic that served as a national model. The multi-layered measures implemented by the DOE made schools some of the safest places to be during the COVID-19 pandemic, and we ended last year with a 0.03% seven day average positivity rate. This year, by continuing to work together and following the data, I am confident that we will have an amazing year of safe and healthy learning for all. We know from our experience last school year and over the summer with Summer Rising what works to keep our children, families, and staff safe, and that is exactly what we will continue to do.

Thanks to the stimulus funding, state support, and of course the incredible advocacy of this City Council, we have made significant new investments in our system. We are tackling head-on the impacts the pandemic has had on our children through the Academic Recovery Plan and new social-emotional support systems. We are giving our schools the resources they need to meet students where they are in order to provide a real recovery across our schools. That will make our system more equitable and laser focused on the needs of our students.

Bridge to School

Summer Rising, our bridge to this school year, was the beginning of that process. I witnessed firsthand at sites across the city what it meant for parents, students and educators to have an academically enriching and fun experience over the summer. I heard from students who said they wanted to be in their Summer Rising schools because they needed more academic help, and also enjoyed getting reconnected with their peers and teachers. It's powerful to recognize what Summer Rising has meant to our comeback. I've said Summer Rising is our bridge back to in person learning and that's what it has been. Our students have gotten back into gear in their learning process and are now going to be able to hit the ground running in September.

At the same time, it is so important to be mindful that we are also reopening to a different reality than last year and we must continue to acknowledge the very real threat of this pandemic.

Over the past several months, we have met with school leaders across the city to understand what worked last year and the adjustments we needed to make based on what we learned from all our experiences. We also met with public health officials, including Commissioner Chokshi, to understand the science of safely bringing all our children back to schools. And, crucially, we have continuously met with families to understand their concerns and hopes for their babies for the upcoming school year.

We know how eager families are for a safe return, and how difficult it can seem to get a handle on changes that are happening. So, we've hosted open houses for parents who want to come into their school building before opening day, see the schools, talk to principals, meet with teachers. We're letting them know that our schools are ready.

We're also providing the information and the reassurance they need to send their children back to classrooms with confidence. That includes our recently released Homecoming Handbook, which summarizes all the information families need on our health and safety protocols for the year while pointing them to resources for more details if they have further questions. And we will continue to conduct family forums and town halls to hear from families and ensure that they are engaged and empowered with the tools and information they need.

I know that the challenges COVID poses are difficult and stressful for everyone. This continues to be very hard. But I believe our multi-layered, comprehensive plan for health and safety will be successful because it is based on science, data, and our own real-world experience. So let me provide you with an overview of its main features.

Vaccinations

This school year we have a powerful source of protection that we did not have last year: vaccinations. These incredibly safe and effective vaccines will do so much to keep our school communities safe. To that end, everyone who works in our schools will receive their first dose by September 27th. Every parent can

be assured that the educators and school staff who work with their child every day will be vaccinated, providing yet another significant layer of protection and safety.

In addition, every student over the age of 12 is now eligible to receive the Pfizer vaccine. Over 60 percent of young people ages 12-17 have already taken advantage.

As the Mayor will announce this morning, we are going to bring vaccinations directly to our students. During the first week of school, every single school that has students ages 12 and up, will have a vaccination site in the building. That is a total of approximately 700 buildings that will be safely administering the vaccine to our eligible students during the school day. And in the lead up to September 13, we will have vaccinations available at our borough and Central offices, so that employees can get their shot well before the September 27 deadline.

Health Screenings

Prevention begins at the school door with required health screenings for anyone entering a DOE building. We are asking families to submit these screenings and perform temperature checks at home on a daily basis before their child leaves for school. Any families who need a thermometer will be able to get one from their school. And importantly, if a student or staff member is feeling ill, we are asking them to stay at home.

Masks

As we announced in May, masks will be required for all people inside and outside of DOE buildings, regardless of vaccination status. Wearing a mask is a simple, effective way to keep everyone safe. Students who are not medically able to tolerate a mask will be provided with accommodations.

Physical Distancing

Following CDC and State guidance, schools will provide three feet of physical distancing, where possible. Physical distancing is one part of a multi-layered strategy, and additional safety is provided by vaccinations, mask usage, improved ventilation, a focus on hygiene, testing, and surveillance by the Situation Room.

It's important to remember that both the CDC and State have emphasized that physical distancing should not prevent students from fully returning to school this year and reaping the benefits of being back in classrooms with their loving teachers, peers and untold support they receive from being in-person.

Ventilation/Cleaning

We know the ability to bring fresh air into a room, circulate, and exhaust it is a critical part of preventing the spread of COVID-19. In order to provide full transparency to our families, the ventilation status of every room in a DOE building can be found on our website.

Every DOE room in use by students and staff for extended periods of time will have fully operational ventilation through either natural, mechanical, or a combination of means. Additionally, as an added precaution, every room has two air purifiers that meet and exceed HEPA standards and cafeterias in over-utilized schools will be provided with large units for added protection and window-based exhaust fans to provide additional air circulation. We were able to see this today at the Murry Bergrtraum campus, where we walked the halls with Council Member Levine and members of the media to showcase just one example of all of the work put into our schools to make them safe for our students.

Similarly, we are continuing our enhanced cleaning techniques put in place last year and will continue to make sure every building always has a full 30 days of Personal Protective Equipment available – including masks for anyone who forgets or loses theirs.

Since the early days of the pandemic, our custodial engineers and facilities staff have been hard at work making sure our buildings are safe. With a year and a half of experience under their belts, they know the job and will continue that hard work this year. We are so grateful for their continued dedication and commitment to excellence in all of their work to keep our kids safe.

Testing

Random surveillance testing provides public health experts with an important stream of information to understand the prevalence of COVID-19 in our school communities. This year, every school will randomly test biweekly unvaccinated students, who have submitted consent for testing, at a threshold of ten percent of unvaccinated students per school population.

The information from those tests and all other reports of positive COVID-19 tests will be communicated to the Situation Room, which will continue to perform contact tracing and provide health and safety guidance to school leaders in a timely and efficient manner. We are asking all of our families to be sure to submit consent forms by the first week of school to provide permission required for those essential tests.

Quarantines and School Closings

Our health and safety strategies are built on providing multiple layers of scientifically proven prevention strategies. Last year proved to us that our public schools were some of the safest places to be during the pandemic, and with the vaccination rates continuing to rise every day, we expect far fewer disruptions to learning.

For this upcoming school year, we are continuing the successful quarantine and closing policies that kept our schools safe during Summer Rising. Specifically, with confirmation of a positive case, we will move to close a classroom and quarantine close contacts for 10 days. Fully vaccinated individuals will not have to quarantine, as long as they are asymptomatic. However, those vaccinated students will be encouraged to take a COVID-19 test three to five days after potential exposure.

Unvaccinated middle and high school students may test back into their classrooms out of quarantine after the seventh day if they provide proof of a negative COVID-19 test, which can be uploaded to the DOE vaccination portal.

A school will close if there is evidence of widespread, in-school transmission as determined by the Situation Room and the Department of Health. This approach was incredibly successful throughout the summer. We want our children in school every day, and these measures have proven to keep them safe.

These policies, combined with vaccination rates that are climbing every day, will lead to far fewer disruptive closures than we had during the last school year.

Learning During Quarantine

While quarantining, learning will not stop. Our educators have over a year of experience teaching both online and in-person during a pandemic. For elementary school students quarantining, live online instruction will be provided. Middle and high school students in partial classroom closures will receive asynchronous remote instruction, as well as office hours with their teachers.

Medically Necessary Instruction

Providing a high-quality learning environment for medically fragile students has always been a focus of the DOE, as I know firsthand from my 20 years of experience here.

Due to the pandemic, our pre-existing home instruction program is being expanded to include more students who need medically necessary home instruction. It can include individual in-person instruction by a certified teacher, or individual and small group instruction by certified teachers through digital platforms. I know these families are concerned about the safety of their kids this year, and we are intent on making this process easy and accessible.

Mental Health

Finally, we know that there is more to health and a successful return to school than just physical safety. It has been said over and over, but it bears repeating: our children have faced immense trauma throughout this pandemic. To welcome our students back and with the Council's help, we are building on years of investments in social-emotional and mental health supports. That includes implementing screeners to help teachers better identify students in crisis, training tens of thousands of our teachers and staff in trauma-informed practices, and hiring 500 additional social workers to support students in communities hardest hit by COVID-19. Our school communities will be well equipped to provide the support our students need in returning to school.

Conclusion

Our entire school system has been hard at work preparing our schools for a safe opening and a joyous homecoming for every student.

I want to personally thank every educator, administrator, paraprofessional, custodian, food service employee, social worker, guidance counselor, and every member of our district and central staff who are working around the clock to make this year a success. And I want to thank this council for its continued leadership and advocacy on behalf of our schools.

Together, we are seizing this moment. This is an opportunity to shift gears from adversity to recovery and from hardship to healing. In less than two weeks we are going to have all of our children back in classrooms where they belong, joyful in learning and reconnecting. I could not be more excited to help usher in our most important first day of school ever.

Thank you for your time, and we will be happy to answer any questions you may have.



United Federation of Teachers
A Union of Professionals

**TESTIMONY OF THE UNITED FEDERATION OF TEACHERS
BY MICHAEL MULGREW
PRESIDENT**

**BEFORE THE NEW YORK CITY COUNCIL
COMMITTEE ON EDUCATION**

REGARDING FALL 2021 SCHOOL REOPENING PROTOCOLS

SEPTEMBER 1, 2021

My name is Michael Mulgrew and I serve as the president of the United Federation of Teachers (UFT). On behalf of the union's more than 190,000 members, I would like to thank Chair Mark Treyger and all the members of the New York City Council's Committee on Education for holding today's oversight hearing on the city's fall 2021 school reopening protocols.

I think it's important to acknowledge that since the beginning of the last school year, the members of our union have been committed to providing students as much in-person instruction as possible. Last summer, our union leadership set up building response teams to assess the ventilation in all of our school buildings, and at our urging, the New York City Department of Education (DOE) put in place health and safety protocols recommended by the public health experts we consulted.

Ultimately, we were the only large city school system in the country to open our doors to students last fall, while also offering a remote option. The health and safety protocols we spearheaded ensured that our students and staff remained safe, ending the school year with just a 0.03% COVID-19 positivity rate. Our school buildings were among the safest places to be during the pandemic.

As we look to the start of this school year on September 13, we are excited to have all of our students and educators back in our schools. We have a lot of work to do, as many students will

return to school in need of academic, as well as social and emotional, support. The COVID-19 pandemic has been traumatizing for all of us and there is no doubt that our school buildings will serve as healing centers for students and their families.

Our first priority, as always, is keeping our students and staff safe and our schools open. That is why when vaccines first became available — but were difficult to access — our union leadership helped connect our members to vaccine providers. This spring we successfully matched 35,000 UFT members with vaccine providers. While the DOE now says 60% of all its employees are vaccinated, based on anecdotal accounts, we at the UFT believe approximately 80% of our teachers (including those who live outside the city) are vaccinated.

The city's teachers have led the way on this issue. The de Blasio administration is flexing what it believes is its legal authority to establish a vaccination mandate. We will continue to work to make sure any implementation includes provisions for medical exemptions and accommodations, which by law must be negotiated with the UFT and other unions, and if necessary, resolved by arbitration.

We support the administration's plans for masking, ventilation, social distancing and testing protocols in schools, especially with the rise of the Delta variant. We believe the guidance provided in the health and safety guidebook, titled, "DOE Homecoming 2021 Our Commitment to Your Health and Safety," will help keep students and staff safe this year. We are also pleased to see the administration has finally acknowledged the need for virtual instruction for medically fragile children and for those in quarantine. Our talks on remote instruction with the administration and the DOE are ongoing.

We plan to reinstate our building response teams from last year and as an additional layer of protection for our students and school staff, we will train union leadership to monitor carbon dioxide levels in classrooms, particularly in those where three feet of social distancing between students is not possible. We expect that this additional layer of precaution will ensure proper ventilation.

Thanks to the federal stimulus funding and the commitment from the state to fully fund Foundation Aid over the course of the next three years, we have a unique opportunity to address the learning needs of our students. First, at our request, every student enrolled in kindergarten to grade 10 will have a universal literacy and numeracy diagnostic this fall. Our intent is to gauge exactly how much additional support our students need.

Next, it is absolutely time for us to take class size reduction seriously. We support Int. 2374-2021, sponsored by Chair Treyger, to cap classroom capacity at 35 square feet of net floor area per student by September 2024. During the pandemic, we have come to learn that small class sizes are not only in the best academic interest of our students, but also essential for their health and safety.

We believe each school should now prioritize the development of an intervention team to address the learning and social and emotional needs of our students as we enter the third school year affected by this pandemic. We want to thank the City Council for providing enough funding in the budget for every school to hire a social worker, as well as for fully financing the fair student funding formula at 100%. These two initiatives, in addition to the \$635 million New York City Academic Recovery Plan, will help schools build out their intervention teams to include academic intervention specialists, as well as other professionals, who can support our students' recovery.

We will continue to work with the administration and the DOE to ensure our schools are prepared for a full in-person reopening this fall. There is no doubt that learning happens best in person, in the classroom. Throughout the pandemic our city's educators have been dedicated to best serving our students, whether remote, hybrid or in-person, and will continue to be guided by that commitment this fall.

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September 7th, 2021

Mark Treyger, Chair

City Council Education Committee

Chambers, City Hall

New York, NY 10007

Testimony; Oversight: Fall 2021 School Reopening Protocols

Thank you Chair Treyger, members of the City Council Education Committee and staff for holding Wednesday's hearing. After months of demands from parents, students, and educators about school reopening, their voices have been heard on the record. Parent input should have been considered in the spring, and students have been all but silenced except when their input serves the Department of Education's messaging.

Time and time again, I have expressed my belief that students should be in the classroom and my hope for the upcoming school year to have schools reopen for in-person learning. However, as we all adapted to pandemic life, the COVID-19 strains have adapted as well. No one opposes reopening schools in September, but we are still in a pandemic, and unlike other variants Delta doesn't spare kids too young to be vaccinated. We face record numbers of hospitalizations and deaths across the nation. Families and educators, like many New Yorkers, are scared. With DOE's February 2020 Class Size Report finding average citywide class sizes ranging from 24 to 27 students and anecdotally even higher in some schools, poor ventilation in buildings that are too old to update HVAC systems, hundreds of nurse vacancies unfilled in our schools, other staffing limitations, and uncertainty and doubt in testing and quarantine plans, our communities need to feel confident in the Department of Education's reopening plans but cannot. The Mayor has held firm that there will be no remote option. But, without any plan, families will suffer if schools have to shut down en masse like they did in March 2020 or if classrooms or cohorts need to go remote due to positive cases.



I applaud parent leaders across the city for organizing Community Education Councils, other parent advocates, and education leaders to raise their voices in demanding a remote option. With a petition of over 5,500 parent signatures and counting, plus letters from 28 City Council members and 2 Borough Presidents, the Mayor and the DOE must respond to these pleas. The community has spoken, they want a remote option for families to choose if they desire or need it. I believe the best path is to have a remote option staffed by a team of educators not based in schools who are focused on a virtual classroom experience, as Chair Treyger has suggested. Teachers have argued since March 2020 that the DOE remote learning model was not sustainable, and now is the opportunity to create a robust centralized one that works for teachers, students, and families.

In addition, we must deal with nursing shortages. They are not a new problem, but the pandemic has heightened the need to fill vacancies in our schools. DOE nurses, Department of Health and Mental Hygiene nurses, and travel nurses have been called upon to fill the gaps. A main problem is pay parity harming DOE nurse recruitment, with a disparity of anywhere from \$12,000 to \$20,000 in benefits and salary. DOE cannot continue paying high costs for travel nurses who have their accommodations paid for in addition to a stipend. Nurse-sharing in multiple schools likewise cannot continue. DOE nurses need pay parity to do their jobs with dignity.

We also must decrease class sizes. We need a true 3 feet of social distance for students. The Contracts for Excellence law mandates reducing class size, and the recent Foundation Aid win has guaranteed funding for those goals, so let's get it done. Reducing class sizes will help our students learn better after the difficulties of the past two school years during COVID-19. Smaller class sizes will also help parents feel more confident in sending their children back to school.

In my district and across the city, the uncertainty and grief resulting from the pandemic is felt even deeper in working class communities where racial and socioeconomic disparities play a major role. The DOE needs to acknowledge these realities and respond accordingly. Many families trying to make ends meet with little to no safe child care options cannot afford to pivot at a moment's notice when schools or their child's class suddenly close. Parents have valid reasons to fear how COVID infection would devastate their households. Low income communities tend to experience both a high rate of health concerns, housing insecurity, and overcrowded schools. In School District 6, the vaccination rate is just slightly over 50%. Parents and students who feel safer at home should have the remote option.



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Two final recommendations: first, concerning mental health, we need even greater emotional support in place to help our school communities heal. Schools should be encouraged to develop grief plans, especially in hardest-hit neighborhoods. Second, we need to make sure our students are going to get the nutrients they need when they need it during the school day while still keeping them safe from COVID-19. I strongly urge schools to make concrete and proactive plans for lunch that balance these needs.

In Unity,

A handwritten signature in blue ink that reads "Robert Jackson". The signature is stylized and includes a long, sweeping underline.

Robert Jackson,
Senator District 31



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Gale A. Brewer, Borough President

**TESTIMONY BEFORE THE NEW YORK CITY COUNCIL
SEPTEMBER 1, 2021 OVERSIGHT HEARING REGARDING SCHOOL REOPENING
PROTOCOLS
MANHATTAN BOROUGH PRESIDENT GALE A. BREWER**

My name is Gale A. Brewer and I am the Borough President of Manhattan. Thank you for the opportunity to testify at this morning's oversight hearing regarding the New York City Department of Education's (DOE) school reopening protocols for the 2021-2022 academic year. I am here to express my support for the full reopening of schools, but also to elevate the concerns of families and communities in hopes that they will be recognized and respected in the form of a slightly modified safety plan.

First and foremost, families in most Manhattan districts have been aggressively calling for a remote learning option this school year. Communities have been communicating this desire to their CEC representatives in every district. A resolution on the topic was introduced by councilmembers in CEC 2 and, to my understanding, will be introduced by councilmembers in the upcoming CEC 6 meeting. CEC 4 collectively supported a petition initiated by a Bronx Parent Advocacy group this summer regarding the inclusion of a remote option as a safety protocol and it has been a persistent topic of discussion in CEC 1 and 5, as well as at the PEP. I am on record in a letter to Chancellor Porter dated August 6 stating that I am in favor of including a remote option as part of the plan to fully reopen schools, as I do not believe the two approaches are mutually exclusive.

Second, families have been communicating concerns with my office regarding testing procedures, the feasibility of social distancing during lunch, student quarantines, and some vaccine hesitancy that still needs to be addressed.

There are questions around whether testing only 10% of consenting students is enough to truly understand the state of COVID-19 in schools and whether or not the use of a consent form produces a truly representative sample. The approach may only reflect the sample of the population that is consenting to the tests and who could be different from the sample who opts out, thereby skewing the data. The exclusion of kindergarteners from the testing batch has also been called into question.

Also, although the DOE has committed to the creative utilization of space whenever possible to help mitigate concerns about social distancing during meal times, the reality is that some students at some schools will be too close to one another during a time when they will be

unmasked. This would clearly be a precarious situation from a safety perspective given what is known about the spread of the Delta variant.

With respect to pivoting in the face of positive cases, although communities have been notified that middle and high school students in quarantine will have access to some sort of asynchronous learning option, they have not heard any details about its operation. With the start of the school year less than 2 weeks away, this is unnecessarily compounding anxieties for all parties involved.

Additionally, as of August 31, only 28% of Manhattanites who identify as Black and are age 13-17 are fully vaccinated; the vaccination rate for Black Manhattanites 18-44 years old is only 38%. The fully vaccinated rates for Manhattanites who identify as Hispanic/Latinx are 40% and 59% respectively for the aforementioned age groups. I have personally heard from CEC representatives who have been contacted by parents who have not yet made the decision to get vaccinated themselves nor have their children vaccinated. With these families making up a large percentage of DOE school communities, it may be smarter to continue to work with them in prioritizing health given the implication that these rates can have on spread. New evidence of waning vaccine efficacy has implications as it pertains to this issue as well.

I would also like to take a minute to address the school based mental health allocations and initiatives. On Tuesday, August 24, Deputy Chancellor LaShawn Robinson was kind enough to join the Vaccine/Recovery Task Force that my office hosts every week. There, it was indicated that the DOE is 80% complete with regard to the goal of hiring 650 mental health practitioners for NYC schools this upcoming school year. This was exciting news. In a letter dated July 20th, I raised some questions to the agency regarding the tangible measures in place to recruit practitioners of color and culturally competent practitioners, as well as measures in place to ensure that social workers will be receiving high quality supervision from skilled and experienced practitioners. I was pleased to hear that every district will have a social work supervisor. I want to ensure that school level practitioners are being put in positions to succeed, positions that maximize the use of their skillset and cultivates their development in order to produce an even stronger practice.

Lastly, I am concerned about school level funding. A lot of money has been infused into the DOE over the course of the past year. Communities and Advocates won major victories when it came to Foundation Aid and, thereby, Fair Student Funding (FSF). However, as of this week, when I compare some schools' FSF allocations from FY 21 to FY 22 they either went down or are barely breaking even because of projected registration losses. A recent, preliminary analysis conducted by office indicates that approximately 84 schools' FSF allocations decreased in Manhattan despite approximately 54 of them getting money allocated to boost their formulas to 100%. This is in conjunction with the fact that, despite additional Foundation Aid money being available, schools received the same amount of Contracts for Excellence funding as they did last school year. Individual school buildings are expected to be fully open and be centers of healing while in the midst of the Delta variant. After their experience from March 2020 – June 2021, it is going to take extra school level fiscal resources to address the lingering trauma of that period.

Once again, thank you for allowing me to speak today. I am appreciative of the DOE's effort regarding recent vaccine mandates and the effort to be in alignment with CDC recommendations

with their reopening protocols. However sometimes, on a local level, growing and cultivating relational trust with families and communities when that trust has a history of consistently being eroded takes a little more than what CDC guidelines have the capacity to express. I urge the DOE to take this into consideration and fortify their health and safety measures as such.



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Testimony of Queens Borough President Donovan Richards Jr. Before the City Council's Committee on Education's Oversight Hearing on Fall 2021 School Reopening Protocols September 1, 2021

Thank you Chair Treyger for the opportunity to present written testimony during this important hearing regarding the reopening protocols for our public schools.

As we get ready to send our kids back to school just 12 days from now, there are many parents in Queens who have expressed their concerns to me about the New York City Department of Education (DOE)'s decision to not have a remote learning option for students in the 2021-2022 school year.

I believe this decision not to offer a remote option is a mistake, given that COVID-19 positivity numbers are back on the rise due to the spread of the Delta variant. I have already expressed this view in a letter I sent last week to Schools Chancellor Meisha Ross Porter, and I certainly hope that, after receiving that letter and hearing the views expressed during today's hearing, the DOE reconsiders its decision not to offer a remote option.

Having a remote option would be a prudent course of action to take, due to the current reality we are all unfortunately confronting.

That reality includes the fact that Queens has some of the most overcrowded schools in the five boroughs. Given the overcrowded conditions that exist in many of our borough's schools, I find it difficult to believe that these schools can truly be safely reopened for in-person learning, especially since children under 12 are still not eligible to receive a COVID-19 vaccine.

Also, while the percentage of Queens residents who have been vaccinated against COVID-19 is high (with 72 percent of borough residents having received at least one dose) there are, troublingly, many neighborhoods in our borough, especially in Southeast Queens and on the Rockaway Peninsula, where the vaccination rates are much lower than the borough average. This means that the children who go to school in these neighborhoods are more at risk of contracting COVID-19, compared to children who live in neighborhoods where vaccination has been more prevalent.

Given these circumstances, it makes sense to give parents who are worried about the health of their children the option to have them learn remotely at home.

We know that in a perfect world, the best option would be to have all of our kids attend in-person school because in-person learning is best for the educational development and emotional health of our kids.

But we don't live in a perfect world. We have to be cognizant of the fact that our children are dealing with very unusual circumstances due to the COVID-19 pandemic and that this pandemic can have a lasting negative impact on them.

We should be doing everything possible to make this challenging time less tumultuous, not just for the students but for their parents and caretakers as well. We can help do this by making a remote learning option available to parents who think it is best for their children.

The DOE's decision not to offer a remote option also sends the wrong message and potentially undermines the DOE's efforts to engage with parents on the issues that impact their kids' education and health. The DOE seems to be ignoring the legitimate concerns of parents, who have repeatedly called for this option.

As a parent myself I find that to be infuriating, and I believe these actions are undermining the trust that parents should have in the DOE, which has an obligation to listen to and respect the views of parents and guardians.

Thank you again, Chair Treyger, for the opportunity to testify in writing today. I hope my testimony and the others from concerned parents and officials presented here today will persuade the DOE to change its course of action regarding remote learning.

TESTIMONY ON BEHALF OF LOCAL 372 | NYC BOARD OF EDUCATION EMPLOYEES
DISTRICT COUNCIL 37 | AFSCME
TO THE COMMITTEE ON EDUCATION
SEPTEMBER 1, 2021
10:00 AM

Education Committee Chairman Mark Treyger and distinguished members of the committee, I am Donald Nesbit, Executive Vice President of Local 372 – NYC Board of Education Employees, District Council 37 – AFSCME. It is the honor of Local 372 to present this testimony on behalf of the approximate 25,000 New York City Board of Education Employees, under the leadership of our President, Shaun D. Francois I.

The start of the school year is quickly approaching, and getting our children safely back to school continues to pose a struggle. It has been over a year since we've been battling the COVID-19 pandemic, now with the Delta-variant posing a higher risk to individuals, including those who are fully unvaccinated. According to the CDC, the Delta variant is more than 2-times as contagious as previous variants.¹ This also includes the notion that fully vaccinated individuals can still transmit the viral genetic material to others. Even though the risk of breakthrough infections from fully vaccinated individuals is low, the contagiousness of the Delta variant poses a danger to children under 12 years of age.

As of right now, the FDA has not approved individuals under 12 years of age to receive the COVID-19 vaccine. Because the Delta variant is twice more harmful, having a mask mandate in place is crucial than ever. However, having a vaccine mandate in place has surfaced many issues to not only NYC schools but to our members as well. As a union, 60% of our members have acquired the COVID-19 vaccine. On August 23rd, Mayor Bill de Blasio placed a vaccine mandate on all NYC public schools, with less than a month left until the beginning of the school year.² By doing so, it has greatly impacted our bargaining space. Currently, there is no unilateral scope on vaccine mandates. As of August 31st, 2021, Governor Kathy Hochul placed a statewide

¹ CDC: *Delta Variant: What We Know About the Science*. August 26th, 2021. [Delta Variant: What We Know About the Science | CDC](#)

² Daily News: *Mayor de Blasio announces vaccine mandate for all NYC public schools staff*. Elsen-Rooney, Michael; Gartland, Michael. August 23rd, 2021. [De Blasio: COVID vaccine mandate for all NYC public schools staff - New York Daily News \(nydailynews.com\)](#)

weekly testing requirement for unvaccinated school staff.³ With the Mayor's office not having open hearings on the possibility of placing a vaccine mandate, it violates our collective bargaining agreement. The possibility of also having employees be disciplined or have their job status put at risk for not getting vaccinated puts our members in a vulnerable position as families continue to struggle to make ends meet.

We've also been in support for more protective protection equipment (PPE) since the start of the COVID-19 pandemic. We want to stress the importance of having highly effective masks for both staff and our members, such as N95 masks. According to the Environmental Protection Agency (EPA), N95 masks provide 95% filtration while surgical masks with ties provide 71.5% filtration efficiency.⁴ With a number of public-school employees and young children yet to be vaccinated, providing highly effective PPE is crucial, with the Delta variant on the rise.

Again, thank you for the opportunity to appear on behalf of Local 372 NYC Board of Education Employees. I am available to answer any questions you all may have.

³ Health: *Governor Hochul Announces New Measures to Combat COVID-19 Delta Variant*. August 31st, 2021. [Governor Hochul Announces New Measures to Combat COVID-19 Delta Variant \(ny.gov\)](https://www.ny.gov/newsroom/governor-hochul-announces-new-measures-to-combat-covid-19-delta-variant)

⁴ EPA: *EPA Researchers Test Effectiveness of Face Masks, Disinfection Methods Against COVID-19*. April 5th, 2021.

[EPA Researchers Test Effectiveness of Face Masks, Disinfection Methods Against COVID-19 | US EPA](https://www.epa.gov/newsroom/epa-researchers-test-effectiveness-face-masks-disinfection-methods-against-covid-19)



Testimony of UJA-Federation of New York

New York City Council Committee on Education Oversight Hearing - Review of DOE's Fall 2021 School Reopening Plan

Submitted by:
Ariel Savransky, UJA-Federation of New York

September 1st, 2021

Thank you Chairperson Treyger and member of the Committee on Education for the opportunity to testify about the Department of Education's Fall 2021 School Reopening Plan. My name is Ariel Savransky and I am an Advocacy and Policy Advisor at UJA-Federation of New York.

Established more than 100 years ago, UJA-Federation of New York is one of the nation's largest local philanthropies. Central to UJA's mission is to care for those in need—identifying and meeting the needs of New Yorkers of all backgrounds and Jews everywhere. UJA has more than 50 thousand engaged donors in the New York area, supports an expansive network of nearly 100 nonprofit organizations serving those that are most vulnerable and in need of programs and services, and allocates over \$150 million each year to strengthen Jewish life, combat poverty, nurture mental health and well-being and respond to crises here and across the globe.

UJA's nonprofit partners oversee various forms of childcare for children and youth in all five New York City boroughs. UJA provides the following recommendations to ensure that schools can reopen safely and efficiently:

- 1) **Ensure that Community Based Organizations are involved in vaccine and testing strategy conversations and that their feedback is taken into account**

Many of UJA's nonprofit partners that run childcare programs in Department of Education buildings are Community Based Organizations (CBOs). These programs are staffed by-and-large by employees under city contracts – as such, they are required to be fully vaccinated. Additionally, all Department of Education employees are required to receive at least one vaccine dose by September 27th – two weeks after schools open to students on September 13th.

UJA represents many childcare providers who are feeling a massive burden to implement vaccine and testing proof requirements with little advance notice and no additional resources. Weekly testing requirements necessitate proper infrastructure and time allotment – including the resources needed to verify tests and provide vaccine cards. Many providers in UJA's network report problems with staff being unable to take time off work to receive the vaccine; these providers largely share the belief that if they were given further advance notice, issues with

staffing and resource allotment could've been largely avoided. Providers were ready to support a mandatory testing option for staff when it was announced as a possibility weeks ago; now the option has turned into a mandate, and providers are left scrambling to prepare in time for the beginning of the school year. This speaks to a larger theme of CBOs feeling as though they have not been given a seat at the table in the conversations regarding reopening plans. The release of the city's Covid-19 safety plan for NYC schools only two weeks before the school year is set to begin is also indicative of the aforementioned lack of representation that CBOs feel in conversations and decision-making processes concerning school reopening. **UJA urges the City to ensure that Community Based Organizations are involved in vaccine and testing strategy conversations and that their feedback is taken into account.**

2) Include a remote option for students and families

On Thursday, August 26th, the city laid out its safety protocols for the reopening of schools in two weeks' time. The city plans to reduce frequency and scale of random Covid-19 testing compared with last year, with 10% of unvaccinated students in schools to be tested twice a month. The rules differ by age group: for elementary-aged children, a single case in an elementary school classroom will prompt all students in the room to quarantine for 10 days and learn remotely during this period. The city has announced this plan, however, while *still* not offering a centralized remote option for such students.

UJA represents many providers who offer afterschool programs and early childhood education programs, in addition to operating programs within Department of Education buildings during normal school hours. The continued lack of a centralized remote learning option for students who will undoubtedly need one as positive cases continue to emerge during the school year will adversely impact a child's education and the afterschool programs in which they participate. UJA urges DOE to work with providers to develop plans in collaboration with providers to ensure that if a remote option becomes necessary, it can be quickly and effectively implemented.

3) Ensure clearances and background checks are completed quickly and efficiently

Since September 2019, the New York State Office of Children and Family Services (OCFS) has required new extensive background checks for staff and volunteers in youth and early childhood education programs. These background checks are required by rules in the Federal Childcare and Community Development Block Grant that was reauthorized and revised in 2014. As the local regulator, the background check process is managed in New York City by the Department of Health and Mental Hygiene (DOHMH).

Issued by New York State initially in March 2020 during the onset of the pandemic, Executive Order 202.5 exempts school age childcare programs operated by a school or entity with experience providing childcare and located in a school providing elementary or secondary education from having to comply with the regulations of OCFS. In the past, childcare programming fell under Executive Order 202.5, meaning that DOE-based programs were able to have their staff added to the specific agency PETS roster. This expedited of the background check process was helpful for DOE-based programs, but center-based or Cornerstone programs frequently reported lengthy background check clearance times – which makes hiring staff and planning for the school year quite difficult.

UJA's nonprofit partners are concerned about the background check process for the fall, as wait times of more than two months for background check clearances have been widely reported. In combination with the requirement that staff must be vaccinated, UJA's agencies are very concerned that they will face severe staff shortages.

UJA urges the City Council to support and pass Int. 1885-2020, a Local Law sponsored by Councilmember Rose which would require DOHMH to create an online portal that childcare providers can access to submit required documentation for background checks. This portal would streamline and shorten the background check process for childcare providers in the City. Providers' ability to hire staff and run quality childcare programming is negatively impacted by the lengthy background check process, and Int. 1885-2020 would ensure a more streamlined background check clearance process. Additionally, **UJA urges the Department of Health and Mental Hygiene to clear the current clearance backlog for childcare and youth service providers and their staff, by targeting resources and additional staff focused solely on the clearance process.**

4) Ensure access to Kosher and Halal meals continues in this school year

UJA urges the Administration and the Council to work together to ensure that access to Kosher and Halal meals continues, both in public and private schools. UJA appreciates the City's commitment to ensuring that children had access to meals even when they were not physically attending school through the Grab&Go model, including access to Kosher and Halal meals. However, last year, UJA agencies reported experiencing issues with the Grab&Go program's Kosher meals, including with the meal quality – many reported a lack of variety and unappealing cold meals; food being inappropriate to meet the nutritional needs of the children and youth; and an insufficient number of meals available for participants in their programs. UJA agencies reported having to throw out food received through the Grab&Go program due to spoilage, poor quality or dietary standards not being met resulting in a significant waste of food and city funding. Some of these issues were never resolved. **UJA urges the DOE to resolve these issues with Kosher and Halal meals and continue to these options in schools as kids begin to attend in person classes so that those students that require these meals can be appropriately served.**

Conclusion

Thank you for the opportunity to submit testimony. UJA looks forward to working closely with the Council and the Administration in order to continue to provide the services and supports that children and their families need during this unprecedented time. Please contact Ariel Savransky at savranskya@ujafedny.org with any questions.



Advocates for Children of New York
Protecting every child's right to learn

**Testimony to be delivered to the
New York City Council Committee on Education**

RE: Fall 2021 School Reopening Protocols

September 1, 2021

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My name is Dawn Yuster, and I am the Director of Advocates for Children of New York's ("AFC's") School Justice Project. For nearly 50 years, Advocates for Children has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds. We speak out for students whose needs are often overlooked, such as students with disabilities, students with mental health needs, students involved in the juvenile or criminal justice system, students from immigrant families, and students who are homeless or in foster care. AFC is a member of Dignity in Schools Campaign-New York ("DSC-NY"), a coalition of youth, parents, educators, and advocates dedicated to shifting the culture of New York City schools away from punishment and exclusion and towards positive approaches to discipline and safety.

While AFC has been advocating to the New York City Department of Education ("DOE") on many issues related to school re-opening, we are testifying today as part of DSC-NY and focusing these comments on the City's plan to hire 250 new School Safety Agents ("SSAs"), rather than invest in the social-emotional and mental health supports our students need so profoundly at this point in time.

The events of the last 18 months have created and exacerbated social-emotional challenges for all members of the school community. As students return to school buildings to learn in person, it is more critical than ever that the DOE provide students with safe, supportive, healing-centered school environments that have comprehensive mental health and social-emotional support that promotes well-being and equity for all students and school staff. Sending police into schools undermines this goal. Police are not mental or behavioral health professionals and should not respond to students' needs. Not only are SSAs and other officers ill-equipped for this role, but police interventions can in and of themselves have negative effects on adolescent mental health, heightening emotional and psychological distress and resulting in feelings of social stigma.¹

¹ Dylan B. Jackson et al., *Police Stops Among At-Risk Youth: Repercussions for Mental Health*, 65 J. of Adolescent Health 5 (2019), <https://doi.org/10.1016/j.jadohealth.2019.05.027>.



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In June, AFC released a report, “Police Response to Students in Emotional Crisis: A Call for Comprehensive Mental Health and Social Emotional Supports in Police-Free Schools,” analyzing NYPD data over the last four school years, finding that NYPD officers, including precinct officers and SSAs, responded to a total 12,050 incidents in which a student in emotional distress was removed from class and transported to the hospital for psychological evaluation—what the NYPD terms a “child in crisis” intervention.² Almost half of these interventions (5,831, or 48.4%) involved children between the ages of 4 and 12. In nearly one out of every ten interventions, the NYPD’s response to an apparent school-based mental health crisis involved putting handcuffs (i.e. metal or Velcro restraints) on the child. Many New York City schools continue to lack the resources and appropriately trained staff to support their students’ emotional, behavioral, and mental health needs; instead, they rely heavily on law enforcement to respond to students in emotional crisis.

Mirroring broader trends in policing, a disproportionate number of child in crisis interventions involve Black students, students with disabilities in DOE District 75 special education schools—a segregated school district in New York City for students with significant needs—and students attending schools located in low-income communities of color. Black students and students in District 75 are not only dramatically over-represented in these incidents, they are also more likely than their peers to be handcuffed when removed from school.

Safety does not exist when Black students and students with disabilities are forced to interact with a system of policing that views them as a threat and not as students. Indeed, there is overwhelming evidence that these harsh responses harm children’s futures and do nothing to ensure safety.³ By contrast, there is substantial evidence that trauma-informed care, restorative justice practices, mental health

² Advocates for Children of New York, *Police Response to Students in Emotional Crisis: A Call for Comprehensive Mental Health and Social Emotional Supports in Police-Free Schools* (June 2021), https://www.advocatesforchildren.org/sites/default/files/library/police_response_students_in_crisis.pdf.

³ The Bazelon Center for Mental Health Law, *Replacing School Police with Services that Work* (August 2021), <http://www.bazelon.org/wp-content/uploads/2021/08/Replacing-Police-in-Schools.pdf>; The Sentencing Project, *Back-to-School Action Guide* (August 2021), <https://www.sentencingproject.org/wp-content/uploads/2021/08/Back-to-School-Action-Guide-Re-Engaging-Students-and-Closing-the-School-to-Prison-Pipeline.pdf?eType=EmailBlastContent&eId=d7dbe77b-02b8-46a0-8731-bdbe753ef330>; ACLU of California, *No Police in Schools* (August 2021), <https://www.aclusocal.org/en/no-police-in-schools>.



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support, and positive behavioral intervention strategies in schools are effective ways to improve school climate and culture.⁴

When creating a reopening plan, the City must reevaluate its definition of safety in schools and listen to student, parent, and educator voices calling for the divestment of funds from the School Safety Division and investment in restorative practices, healing-centered schools, and mental health and social-emotional supports and services.⁵ While we appreciate the investments of funding for 500 new school social workers and \$5 million for the Mental Health Continuum, the FY22 budget invests only \$12 million of the federal COVID-19 relief funding in restorative justice, far less than the \$53 million the Council had recommended or the \$118.5 million needed for expansion to 500 high schools this year. In addition, the School Safety Division budget remained untouched at \$445 million dollars. This budget decision and the plan to hire 250 new SSAs is a misallocation of our City's resources.

When planning for school reopening, the City must invest sufficient resources to create a comprehensive, multi-tiered system of mental health and social-emotional supports and services that ensures every school can effectively meet students' needs with a trauma-informed approach, including by investing in staff trained and coached in providing direct services to students, not fund more SSAs.

Thank you for the opportunity to testify today. I would be happy to answer any questions you may have.

⁴ See, e.g., *id.*

⁵ Healing-Centered Schools Task Force, Co-Chaired by the Office of the NYC Public Advocate and the Healing-Centered Schools Working Group, *Recommendations to Bring Healing-Centered Education to New York City Public Schools During the 2021-2022 School Year* (July 2021), <https://advocate.nyc.gov/static/assets/HCSTF%20Recommendations%20Report.pdf>.



**Testimony of Kaveri Sengupta, Education Policy Coordinator
Coalition for Asian American Children and Families (CACF)**

**Committee on Education Oversight Hearing
September 1, 2021 at 10:00AM**

Introduction

My name is Kaveri Sengupta, and I am the Education Policy Coordinator at the Coalition for Asian American Children and Families (CACF). Thank you, Chair Treyger, Chair Levine, and members of the Committee on Education for giving us this opportunity to submit testimony.

Founded in 1986, CACF is the nation's only pan-Asian children and families' advocacy organization and leads the fight for improved and equitable policies, systems, funding, and services to support those in need. The Asian Pacific American (APA) population comprises over 15% of New York City, over 1.3 million people. Many in our diverse communities face high levels of poverty, overcrowding, uninsurance, and linguistic isolation. Yet, the needs of the APA community are consistently overlooked, misunderstood, and uncounted. We are constantly fighting the harmful impacts of the model minority myth, which prevents our needs from being recognized and understood. Our communities, as well as the organizations that serve the community, too often lack the resources to provide critical services to the most marginalized APAs. Working with over 70 member and partner organizations across the City to identify and speak out on the many common challenges our community faces, CACF is building a community too powerful to ignore.

We work with 70+ organizational members and partners serving the diverse Asian Pacific American, or APA, communities across New York City, and we ask the City Council today to hold our public education system accountable to our communities' needs.

Remote Option for City Council Hearings

Before we share our testimony on school reopening, we would like to advocate for a remote option to be made available for all City Council hearings, at least as the pandemic continues to deeply affect New Yorkers' lives. We acknowledge that the Open Meetings Law has been reinstated, but this does not preclude the ability to hold hybrid hearings. Many students, parents, and advocates, including CACF advocates and youth leaders, did not feel comfortable attending a City Council hearing in person during this time especially given the rise of the Delta variant. This trepidation was further cemented when Wednesday's hearing was attended by a number of individuals decrying the use of masks and vaccinations. It is deeply unfortunate that because hearings are now solely in-person, the access and public engagement resulting from the switch to remote hearings, particularly for those who face barriers to

physically testifying at a hearing, has effectively been reversed. Thus, to safeguard the health and well-being of all those attending a hearing, as well as in the interest of limiting the number of people entering City Hall for the safety of those working there, we strongly advocate for the reinstatement of a remote option for all City Council hearings.

Remote Option for All

Similarly, in that vein, we stand in solidarity with the many parents, students, community groups, and elected officials calling for the Mayor and DOE to join the dozens of large school districts across the country and **provide a remote option to families who would like to opt in**. This action must be taken due to the contagiousness of the Delta variant, lack of clarity for principals and school communities around rates of vaccinated school employees, incomplete information about school closure policies, deep concerns about unvaccinated students (both those under 12 who remain ineligible to receive a vaccine and those over 12 who have not yet received one) attending in-person school, weaker testing protocols, [continued fear around anti-Asian sentiment and lengthy commutes](#), and many other variables that are causing families to remain wary of sending their children to school in-person. Many APA students live in multigenerational households, and exposure to the virus is incredibly concerning to their families given how contagious the Delta variant is and the possibility of breakthrough infections and/or infecting those who are immunocompromised. A remote option will also allow the Mayor and DOE to proactively mitigate risks such as potentially being forced to pivot to remote at some point in the year, or increasing the likelihood that students will be exposed and need to quarantine (as is to be expected since currently all students are required to attend school). We recognize that many families in the APA community will likely elect for their students to return to school - but this reality does not negate the necessity of a remote option. A response to the ever-changing nature of the pandemic that centers equity and addresses the needs of every family would ensure that those who are rightfully concerned about sending their children back to school have an option that allows them to prioritize the health and safety of their families as they see fit.

Mental Health & School Safety in Light of COVID-19 and Anti-Asian Sentiment

One of our greatest concerns regarding school reopening is the mental health and well-being of our students after a year and a half of unprecedented disruption in so many aspects of their lives. We are concerned that the DOE's proposed mental health supports may not take into account the unique needs of APA students as they return to school. Thus, with key advocates and parent leaders, we wrote a letter to Chancellor Porter and Deputy Chancellor Robinson to detail the problems, include stories collected by CACF's youth leaders from APA students across the school system on what works and what challenges they face, and provide specific, targeted recommendations to address the ongoing issues that we believe should be included in school reopening plans. **We share the letter with you below and hope that you will stand with us in advocating for our students' mental health to be prioritized this fall in ways that speak to them and their backgrounds.**

Dear Chancellor Porter and Deputy Chancellor Robinson:

As members of the Asian Pacific American (APA) Educational Equity Network, a group of APA leaders including students, parents, educators, advocates, administrators, and direct service organization staff, we write to you today on behalf of the Coalition for Asian American Children and Families' (CACF) APA Education Equity Campaign to call your attention to the need to consider and address the distinctive mental health needs of APA students given school reopening in the fall. We are grateful to have met with Sadye Campoamor, Executive Director of the Office of Family and Community Empowerment (FACE) and the FACE team on August 26, 2021 to begin speaking about these issues, and **request to meet with you and your team to continue collaborating by discussing how the recommendations laid out below can be implemented** in this time when so many students and families are facing numerous obstacles to their well-being.

We applaud the measures already undertaken by the Mayor and the DOE, including the hiring of 500 new social workers and plans to screen all students for mental health needs. Many of our City's APA students have been profoundly affected by the pandemic and/or the increase of anti-Asian sentiment and violence, and these decisions will benefit them as they return to school.

At the same time, we are concerned that in the fall, **the following ongoing issues** (informed by the analysis of CACF's youth leadership program, the [Asian American Student Advocacy Project](#), and stories they collected from APA students, as well as parents and CBO staff interacting with students) **may result in schools neglecting to properly address APA students' mental health needs across the City:**

- APA students' general lack of comfort discussing their feelings about school with their families, often related to fear and stigma surrounding mental health
 - "I usually never tell my parents because they wouldn't understand the school life in America compared to in China."
 - "Yes I have talked about [school] to my parents but they ended up making me feel worse about the situation so I don't like to tell them."
 - "No because I struggle to communicate with my family due to language."
 - "I don't talk to my parents about school, they just tell you to work hard and study harder and everything will be easier."
- Implicit bias from teachers and administrators as a result of the model minority myth's perpetuation that APA students do not face mental health challenges
 - "[Being an Asian American] also means that I had to come from a family that has a history of anxiety disorders, a family that grew up as poor, rural farmers, that had to immigrate to America, that exacerbates the anxiety disorders. Because I'm AA, I have to face the microaggressions of being called a "bat-eater" or "disgusting."
- Tendency to minimize the importance of mental health in some school communities, depending on individual administrators' perspectives
 - "Sometimes I will tell my friends but not teachers, I just feel they probably won't understand."

- Assumption that students who perform well academically do not have mental health needs, when in fact many students experience a great deal of performance anxiety and may link their self-worth to their productivity or grades
 - “The most important thing that my school or the DOE could have done better to support my mental health and education is just try to make sure everyone is actually “okay” and include everyone.”
 - “I feel like there’s an unspoken standard [my parents] hold me to, they never encourage me even when I’m near perfection and it sucks because I always feel like I’m not enough.”
 - “Being Asian American and having strict parents i grew up with a lot of stress about grades and my future. It feels like i need to grow up fast and mature fast and be able to support my parents soon.”
- Overlooking the inherent connection between mental health and the ability to learn, as well as stress arising from an insurmountable workload
 - “[My experiences with mental health] makes me think of other things and I find myself procrastinating a lot more ever since quarantine started and I no longer have motivation and it feels like I can't learn anything anymore.”
 - “Doing academic work has become a chore, there’s a lack of motivation and everything feels bland. I also don’t retain knowledge as well.”
 - “Not put so much pressure on students with constant Quizzes and such from every class at the same time.”
- Lack of culturally responsive evaluators, evaluation tools, and mental health providers and services
 - “I did talk to my counselor when i feel stressed out, and that conversation helped me a lot because subjectively she's very kind and caring, she was Chinese, and she was kind of old. She told me that my AP classes and grades didn't matter, she told me that the most important thing was my health... The fact that she was a school counselor and was telling me this made me feel really warm because for all my life, I've valued academics and grades more than anything, because of the whole society's ideas engrained in me.”
 - “My gym teacher, who was a female African American, told me to take it one step at a time when I felt depressed and couldn't do my loads of projects, and that made me feel less stressed and anxious. My Lounge Club teachers gave me a safe space to talk about anything, and that club was founded just for the purpose of mental health.”
 - “I just keep it to myself since today’s society is just too judgmental and don’t really have anyone that is really that close to me that I’d open up to.”

We endorse the [Healing-Centered Schools Task Force recommendations](#) - highlighting pages 20-21 on Mental Health Supports and Staff, which will go far to holistically support APA students. We encourage the DOE to enact them, and support \$15 million for a Mental Health Continuum, building regular mental health check-ins into the school day, providing a minimum ratio of one counselor and one social worker for every fifty students, and establishing clear job descriptions and expectations for these roles in schools including expectations regarding culturally-responsive care, provision of care without bias, and use of language access resources.

In addition, please find recommendations below that address the unique needs of APA students, and will also help to ensure that all students’ mental health needs are identified and addressed:

Mental Health and Cultural Humility

- Provide guidelines to principals emphasizing the need for social workers, school counselors, and other mental health professionals who center informed cultural humility and are able to understand and navigate the unique ways that students and families from different backgrounds may view mental health.
 - Consider the following resource: [“Culturally-Competent School Counseling With Asian American Adolescents”](#) from Texas A&M University
- Publicize and provide language accessible (written and oral) and culturally responsive social and emotional supports specifically designed for or explicitly relevant to APA students and their families, perhaps emphasizing peer support models grounded in collectivism, with targeted support for immigrant students and families.
- Conduct outreach and education with families in-language around mental health and related resources and services provided in school, paying special attention to the fact that parents are generally unaware of the impact they may have on their child’s mental health, and the potential stigma around social workers. We recommend pairing with Know Your Rights information, using plain language, clarifying the roles of ACS and social workers, and ensuring that schools provide social workers with the opportunity to interact with families before they are needed. Many families have no idea that schools have social workers.
 - Some APA families may not understand or may be fearful of the term “social worker.” Schools must practice cultural humility in these circumstances, and collaborate with the social worker to find ways to best present themselves (e.g., sharing how they may support in the classroom and other facets of their role, explaining explicit links between mental health and academic performance, etc). DOE can provide guidance and messaging in the principal’s digest to set the precedent.
 - Create more opportunities for parents to support other parents with mental health literacy.
- Organize a network/resource pool of multilingual social workers in schools across the city who can refer to and support one another if needs arise depending on students’ background, preferred language, etc.
 - Cultivate school environments enabling English Language Learners’ ability to access mental health support in their language.
- Develop targeted questions on mental health for students, parents, and educators in the NYC School Survey, and disaggregate survey results by race/ethnicity. Encourage schools to create their own surveys regarding mental health for students and staff to better understand their school communities’ needs and experiences.
- Address the under-referral of APA students for special education services/lack of diagnosis for learning disabilities to ensure that needs are properly identified and met - unrecognized needs can contribute to additional stressors and mental health issues for students, making it difficult for them to feel welcome in school communities.
- Develop and provide professional development for teachers and administrators on distinguishing between language acquisition and special education needs.

- Develop partnerships with and equip with adequate resources CBOs already working on mental health in their communities to scale their programming, including providing information sessions and training to school staff, workshops sharing tools for parents to provide support, and spaces for students to engage in activities supporting mental health and wellness, such as art therapy.
- Build capacity of and leverage CBOs to provide continuous training and professional development to principals, teachers, and staff regarding indicators of mental health needs, cultural humility, why mental health is imperative to learning, and other identified topics with explicit reference to APA students.
- Collaborate with mental health professionals/facilities/organizations to develop infographics and other materials sharing resources and simple indicators on identifying mental illness (most common mental stressors, examples of what it looks like when a child is in distress), etc. in APA languages
- Cultivate and empower student advisory committees in schools, explicitly including APA students, to give their input on how they encounter stressors and what mental health means to them. Due to generational gaps in the community regarding mental health literacy, providing space for students to inform policy is paramount to best serve them.
- Provide social worker contacts to CBOs who may need referrals to decrease CBO load regarding seeking out trusted professionals.

Accountability on Mental Health

- Collect and publish data on school counselors, social workers, Family Healing Ambassadors, and other adults who support mental health and well being, disaggregated by ethnicity and languages spoken, to better assess the landscape of mental health professionals in schools across the city.
- Develop processes and systems for accountability around any harm done or impacts affecting students, staff, and/or parents in schools; for example, mandate that principals note down in a system complaints and other issues brought forth by families if an educator says or does something harmful, and report the actions taken to address the situation.
- Provide more transparent data around ELL designation and the proper identification of learning disabilities for APA students.
- Provide data identifying how many ACS calls were made on APA students, disaggregated by ELL status, to better understand the scope of accounts teachers using ACS on families (who may be unaware of this process) stemming from cultural insensitivity and potentially sowing further mistrust in nurses, social workers, and counselors who often participate.

Ultimately, the DOE must create conditions that ensure that every student and family member has a trusted adult in the school building, and must do more to holistically consider how school cultures need to shift so that every adult can play this critical role. Cultural norms encourage many APA parents to avoid reaching out for help or questioning circumstances they may find problematic, which can result in telling their children not to create too much fuss and instead to go along with any and all situations in school regardless of how they feel. Developing concrete ways to nurture trust between parents, students, and schools can help to dismantle the negative connotations around seeking support - and can equip students with the tools they need to learn.

Conclusion

As we continue to live in a COVID world, in which existing disparities continue to grow, we must be sure to center all of our decisions on our most marginalized students and avoid neglecting those who may have previously been ignored. Our communities are consistently overlooked in the distribution of resources, which is harmful to us as well as other communities of color who are denied the same resources due to the perceived “success” of APAs. This pandemic has highlighted a myriad of holes in our City’s safety net systems, and the City’s response must address root problems in addition to immediate needs. Our community will continue to suffer every day we allow these flaws in the system to exist. As always, CACF will continue to be available as a resource and partner to address these concerns and look forward to working with you to better address our communities’ needs.



Testimony of Lena Bilik, Policy Analyst, Children's Aid

Submitted Testimony – Education Hearing, 9/1/2021

My name is Lena Bilik, Policy Analyst at Children's Aid. I would like to thank Chair Mark Treyger and the members of the Education Committee for the opportunity to submit this testimony.

For more than 168 years, Children's Aid has been committed to ensuring that there are no boundaries to the aspirations of young people, and no limits to their potential. We are leading a comprehensive counterattack on the obstacles that threaten kids' achievements in school and in life. We have also constructed a continuum of services, positioned every step of the way throughout childhood that builds well-being and prepares young people to succeed at every level of education and every milestone of life. Today our over 2,000 full and part time staff members empower nearly 40,000 children, youth and their families through our network of 40 locations including early childhood education centers, public schools, community centers and community health clinics in four New York City neighborhoods – Harlem, Washington Heights, the South Bronx, and the north shore of Staten Island. Children's Aid is a member of the Campaign for Children, the New York State Network for Youth Success, the New York State Community Schools Network, and the New York City Coalition for Community School Excellence, and as a member of these networks and alliances we are in support of their policy agendas. Together, we are on a mission to connect children with what they need to learn, grow, and lead successful, independent lives.

As a multi-service agency, we employ a holistic strategy that serves children and their families at every stage of development—from cradle through college and career—and in every key setting—home, school, and community. We provide high-quality preschool to make sure children start kindergarten ready to learn. Our community schools focus on the needs of the “whole child” to improve student learning, strengthen families, and foster healthy communities. If family struggles become critical, our social workers bring stability. And because navigating the transition to adulthood is crucial, we are there to help teens reach college or career and, ultimately, independence. As a powerhouse of solutions, these are only a few of the many strategies Children's Aid utilizes to support our clients every step of the way on the path to overcoming poverty.

During this crisis, Children's Aid and other CBO-partners in schools have continued our essential work. During the height of the pandemic, and throughout school closures and reopenings, we have played a crucial role in filling in many of the gaps in services that are causing real challenges for NYC students and families that are major barriers to student academic achievement, and can cause students to fall behind. Our staff conducted 1:1 calls, emails, and zooms to check in with families on how remote learning/access were going, whether food was available, and general inquiry about needs and/or provision of community resources. We were also able to collaborate with our Go Healthy program and other support services to provide grab and go meals, food boxes and bags, and face masks to families. In addition to food, we tried to pick up the slack to support the DOE and distributed and provided technical assistance with devices to children who needed them. Our staff have provided consistent mental health, counseling, and social emotional support sessions for both students and parents. The way our staff jumped into action was the way CBO partners in schools all across the city did, as well.



These responsive, wraparound services are more vital than ever, as the COVID-19 pandemic and ensuing economic crisis has exacerbated existing racial and socioeconomic inequity in the communities we work in. In this critical period, young people and their families need a trusted partner like Children's Aid to provide a network of resources that they can turn to when experiencing the relentless challenges that have permeated this crisis—from food insecurity to remote learning challenges to the grief that comes with losing a loved one. Our staff has the expertise and tools to help clients overcome these struggles, keeping them on track to realizing their promise.

From the perspective of CBO partners who provide critical services in schools, we want to lift up the following in relation to the start of this school year:

1. Remote learning and closures
 - a. We support the call from many parents, students, and councilmembers for the option of remote learning for anyone who wants it, as the city continues to battle the Delta variant surge of the COVID-19 pandemic. Though we understand the obvious ways in-person learning is superior, we cannot ignore calls of New Yorkers for the ability to choose what is in their family's best interest and safety. Our staff was able to pivot between in-person and virtual supports for the past year and a half, and stand ready to continue to be flexible in making sure that young people have continued support no matter what is happening that day in their school building.
 - b. We also urge that clarity is immediately provided to families, staff, and providers about the various plans for remote options for learning, especially in case of school closures. The guidance that has been released from the city as of this date leaves a number of questions, primarily around how middle and high schoolers will get continuation of education and support in the case of school or classroom closures. This clarity and guidance must also address the plan for afterschool providers, and early childhood education.
2. CBO partners must be included and set up for success in plans for reopening
 - a. Last school year, many stops and starts to reopening and closing, the transition to remote learning, and other public health related obstacles, made crucial CBO-school partnerships at times challenging. DOE should strongly message to school leaders about the importance of the continuation of CBO partners' services, from mental health support to afterschool programs, especially given the high levels of social emotional and learning needs of students after the past year and a half.
 - b. The city must clear the current Department of Health & Mental Hygiene clearance backlog for child care and youth service providers and their staff, by targeting resources and additional staff focused solely on the clearance process.
3. Early childhood education and child care contracts
 - a. Access to quality child care is crucial to support parents in the new school year, and to encourage school-readiness for our youngest learners. To further support providers and working families, the DOE should support multiple pathways to enrollment by allowing contracted Early Childhood providers to enroll eligible families into their own programs. We urge the city to also delay implementation of enrollment-based payments, and pay full contract value for this school year.
4. The impact of patchwork testing and vaccination mandates on CBO contractors
 - a. There has been a massive administrative burden on nonprofits who work in schools to continue to adapt and shift with rapidly changing vaccination and testing requirements



for city contractors with DOE. Nonprofits have been on their own in responding to the mandates in order to keep our staff and families safe.

- i. Like many youth-serving nonprofits, Children's Aid has staff that work in schools, **and** staff that work in community centers, which leaves us to manage two disparate populations of requirements and mandates.
- ii. We have had to create new systems for tracking testing, vaccination card verification, and systems for interns, volunteers, contractors, and sub-contractors that were not already in our employee system. The verification system in itself will require a lot of staff time and financial resources with no dedicated funding for these unanticipated expenses.
- iii. The first requirement for DOE staff that allowed for weekly testing was slated to begin 9/13, but the second mandate that did not include a testing option has a start date of 9/27. Having those two policies with disparate start dates has been an immense operational challenge. We recommend that further mandates, policies, and changes be on coordinated timelines to avoid this administrative burden.
- iv. We fully understand the need to keep our staff, families, and children safe and healthy. We flag the administrative and operational challenges only to note that such unfunded mandates require time and resources of an already strapped nonprofit sector.

Holistic community-based programs are the path forward to ensure that students can continue to learn during this time, and that socio-economic and racial disparities don't become even more of a barrier to young people reaching their full potential. In order to move towards recovery, social-emotional and trauma-informed approaches to school and learning must be prioritized so that young people will not have their futures derailed by this crisis. Schools cannot do it alone. The city will need to fully resource the human services sector and strengthen the partnership of the sector and DOE to effectively support our students this year.

As an agency committed to eradicating poverty in the neighborhoods that we serve, we will do all that we can to advocate, protect, and increase funding for young people who live in historically and systemically under-resourced communities in NYC. Children's Aid sincerely thanks the New York City Council for their vigorous support of children, youth, families, and communities in New York City, and we emphasize that we can be your partners to address the needs of students and their families as we look to the months ahead.

Thank you again for the opportunity to submit testimony. Please feel free to contact me at lbilik@childrensaidnyc.org with any questions regarding this testimony.



**Testimony of Education Council Consortium
before the New York City Council Committee on Education
on Fall 2021 School Reopening Protocols**

Thank you for the opportunity to submit this testimony. The Education Council Consortium is a group of current and former members of Citywide and Community Education Councils across five boroughs with a mission to elevate the voices of parents in advocating for changes at the systems level in public education in NYC.

As a collective of parent leaders rooted in equity and access, we know the circumstances of New York City families, communities, school staff, and—most of all—our students vary widely.

It is for this reason we believe a remote option must be available for the 2021-2022 school year.

While we understand the value and importance of in-person learning, and it truly is what we prefer, we must accept that our desire and what is safest for our most vulnerable students and staff do not currently coincide.

This is the moment where the importance of a parent's right to decide cannot be understated. The decision of whether a child attends school in person or remotely should be in the hands of their families, not City or state bureaucrats who cannot account for those who are immunocompromised, pregnant and nursing, chronically ill, or living at intersections more susceptible to the delta variant due to structural inequity such as access to healthcare and vaccinations.

The reopening plan released by the NYC Department of Education leaves many critical issues unaddressed.

Overcrowding will make it impossible to maintain social distancing and will also lead to schools failing to properly provide services for academic intervention and social emotional support. Many of our school buildings have rooms without windows or ventilation that were used to provide services to students but should no longer be available for those purposes. Fans do not provide appropriate ventilation and are not conducive to prevent the spread of viruses.

Lunch schedules will be highly problematic because of the need for social distancing, as there will be no mask wearing while eating and drinking. Prior to the pandemic, many cafeterias in collocated schools were operating at full capacity with kids taking lunch as early as 9:30 am and as late as 1:00 pm.

Buses will be another major point of concern for the spread of the virus as children will be less likely to keep their masks on while they socialize.

Mask mandate should not be a substitute for the lack of social distancing and poor ventilation as children and adults are likely to take their masks off from time to time to relieve discomfort or to be heard, or to drink or eat.

It is deceitful and irresponsible to continue to spread the message that our schools are the safest environment because of their very low number of Covid cases. That conclusion is based on data obtained while there was only a small amount of students and staff in the buildings, and class schedules that allowed for the implementation of an aggressive sanitization protocol. Based on that data, it would be unethical to predict how truly safe our schools will be once they are at their full capacity, many of them overcrowded.

As cases of the Delta variant continue to rise among small children, combined with the stagnation of the rate of vaccinations, there should be no doubt that once schools fully reopen, there will be positive Covid cases that will force classrooms and schools closures. It is irresponsible for the Mayor and the DOE not to develop a plan that would equitably address these closures and that will allow for a smooth transition with minimum educational and emotional impact for the children and their families.

Last year many families were impacted by the many closures that occurred each time a member of their school community tested positive for the virus. This was extremely frustrating specially for families with kids attending buildings in collocated schools, where all schools were shut down for any Covid case in the building. It wasn't until parents expressed their outrage, that the DOE revised that policy and started to do more targeted closures, limiting them to affected classrooms and/or individual schools. The silver lining was that during these closures, children were able to transition to the remote option that was already in place, but currently that will not be an option.

We cannot wait until closures happen to rush into an untested remote learning option. Along with the in-person programs developed by each school, the DOE must also develop a comprehensive and holistic remote option that addresses the educational and mental health needs of our children , specially our historically underserved population, namely children with special needs, English Language Learners, and students in temporary housing.

Some teachers have floated the idea of creating District and City wide remote programs. We believe that the DOE should support the development of such programs because they would reduce the burden placed on each individual school to develop their own remote learning models. These programs should provide a more consistent and homogeneous platform that should greatly reduce the inequities currently found at schools within their own districts, and across the city, and bring true equity to our current educational system.

The UFT also needs to be actively involved in the development of the remote option. The statement by the UFT leadership that "...NYC educators want their students physically in front of them this fall..." showed a clear disconnect and/or blatant disregard for the concerns of their own members, as many teachers have been fighting alongside parents, publicly voicing their demands for the remote option.

Our political and educational leaders need to take off the rosy colored glasses and come up with a plan that addresses the current reality. Instead of clamoring for a return to normal, they need to

consider that the new normal is different than what it was prior to the pandemic, and they must plan accordingly. They need to take this opportunity to really address the disparities that have disproportionately affected our underserved communities. These disparities are embedded within the fabric of our educational system, which are part of the previous normal and must be dismantled.

New York prides itself in being a leading progressive city, but when it comes to education, it remains stuck inside the box. The same box that perpetuates discrimination and marginalization of the underserved children in our communities. It is time for NYC to be innovative and create a system that truly enhances the educational experience of all its children. NYC needs to once again, be a leader instead of following everyone else on a beaten path that continues to perpetuate inequities.

Many children with social anxieties as well as children that suffered from bullying at school, thrived while remote learning at the comfort of their homes without the exposure to triggers that prevent them from fully immersing in learning in their classrooms.

Attending schools in person may prove fatal for children, educators, school leaders, staff and their respective family members, if any of them is immunocompromised.

A remote learning option, with improvements in culturally responsive trauma informed pedagogy, staffing, tech equity and language justice, will ensure one of the most crucial elements of a successful reopening: smaller *and safer* class sizes. This benefits both in person and virtual learners as well as school staff. This keeps everyone *safe*.

While we maintain that our most vulnerable learners—such as those living in temporary housing, students with disabilities, our multilingual learners, and children of essential workers—should receive priority for in person learning, we also understand that these experiences overlap with race, class, and immigration status. Communities of color and undocumented families have experienced immense harm at both a structural and interpersonal level on top of the pandemic. Creating a remote option for these families to protect themselves from further risk shows not only that the DOE understands their plight, but that it is prepared to partner with them in keeping everyone safe.

It is our duty to protect the health of our students, staff, and families as much as it is to ensure they have access to a high quality and individualized education. Restoring and investing in a remote option for NYC public school families achieves these goals. Once again, the ECC demands that the Mayor and the DOE Chancellor develop a plan for a remote option for the next school year with the collaboration of the school community stakeholders.

With hope for a healthy and collaborative future,

The Education Council Consortium



**Testimony to the New York City Council's Committee on Education
Oversight - Fall 2021 School Reopening Protocols**

Delivered by: Ashley C. Sawyer, Esq.
Senior Director of Campaigns
Girls for Gender Equity

September 1, 2021

Good afternoon Chairperson Treyger and committee members, my name is Ashley C. Sawyer and I am the Senior Director of Campaigns at Girls for Gender Equity. Girls for Gender Equity (GGE) is a Brooklyn-based, policy and youth development organization that advocates to remove the systemic barriers which prevent cisgender and transgender girls and gender non-conforming youth of color from leading self-determined lives.

Thank you for convening today's hearing regarding public health and safety for New York City public school students. It is important to remember that our city is living through multiple public health crises; the public health crisis of COVID-19, and the racial injustice that extends into the lives of students of color, including Black girls.

This week GGE released [40,000 Interventions: A 5-Year Lookback report](#). As you are aware, this report is made possible by the Council's Student Safety Act. This is the 5 year anniversary of the data being made available to the public, and as you can imagine, Chair Treyger, the data is shocking and concerning. **For example, Black girls in NYC schools were 8.3x more likely than other girls to be stopped by, questioned by, or interact with police in their schools. More than eight times.** Our data show that Black girls make up a disproportionate percentage of



the students who are arrested in schools, and are overrepresented in every area where police data is collected. **The data show that the NYPD utilized restraints on students an average of 6 times per school day.** Across the 5,522 cases of use of restraints, 51% of cases were in instances of arrest, 22% were in instances of “child in crisis” police responses. We believe that there is a better way.

[Last year, we provided research indicating the devastating impact](#) of COVID-19 on cisgender and transgender girls on non-binary youth of color, and we provided a blueprint for a path forward that reallocates resources away from policing toward creating healthy and affirming schools, that teach students about consent, and that are rooted in real restorative practices. GGE [joined over 100 youth organizations in February signing a letter](#) to ask the city to not hire new school police, we remain steadfast in our commitment to both raise awareness around the harmful impact of school pushout on Black girls, and queer and trans youth, and make sure that this body is aware that there is another way to ensure safety as schools reopen.

[Across the country](#), students have been forced to witness brutality at the hands of school police. In the past year, there have been two “viral” moments where Black girls were assaulted by school police, including one where a student was tossed to the ground and made unconscious. In New York specifically, [Black girls were 57% of all school police interventions involving girls](#) despite the fact that Black girls are only 22% of the public school student population.

The presence of school police exacerbates what is known as the “school-to-prison-pipeline” or school pushout, and further entrenches these racial disparities. Policing is harmful both in and around schools, our analysis of the more recent CCRB data shows that [girls of color are disproportionately impacted by NYPD misconduct](#). For these reasons we are imploring this body to ensure that this year’s budget does not further these inequities. To be clear, **we are in complete opposition to the hiring of 250 new school police and call on Council to block the**



rollout of this plan. For this coming academic year, we are again calling for the complete divestment from the School Safety Division of the NYPD, and the reallocation of those resources into education ([community schools](#) and deeply-rooted restorative programs), and community-based supports for young people.

Students returning to school this fall will be holding memories and still living through some of the most tumultuous, challenging experiences of their collective lives. The COVID-19 pandemic means that many students of color will be unfortunately experiencing the ongoing effects of trauma, loss, and will have significant social, emotional, and mental health needs. **My deep fear is that their pain will be met with punishment. The only way to prevent that is to invest in healing-centered schools and not increase the presence of police in NYC schools.**

Thank you council members for your dedication and responsiveness to these critical issues. We look forward to continuing this conversation and offering our expertise as you enter into the 2021-2022 school year.

Bronx Parent Leaders Advocacy Group

<https://www.facebook.com/bxparentleaders>

or on YouTube:

Bronx PLAG

https://www.youtube.com/channel/UCq8_8uBise75inpSYXQYS6A

Bx PLAG Petition for a Remote Option:

<https://bit.ly/BXPLAG-S-R-S>

Petition in Support of Bronx PLAG's Demand for a Remote Option:

Petition in Support of Bronx PLAG's Demand for a Remote Option:

https://www.change.org/p/mayor-bill-de-blasio-support-students-educators-school-staff-and-parents-fighting-for-a-remote-option?recruiter=8107268&recruited_by_id=2adac2e0-07a8-0130-d1d9-00221968d0e0&utm_source=share_petition&utm_medium=copylink&utm_campaign=petition_dashboard

Bronx PLAG Roundtable with Chancellor Porter

<https://www.facebook.com/bxparentleaders/videos/518527496012863/>

Bronx PLAG Mayoral Education Forum

<https://fb.watch/746q391aIG/>

Bronx PLAG Bronx Borough President Education Forum

<https://www.facebook.com/bxparentleaders/videos/313359210305871/>

Bronx PLAG City Council Education Forum Round 1 part 1

<https://www.facebook.com/bxparentleaders/videos/1982626018556169/>

Bronx PLAG City Council Education Forum Round 1 Part 2

<https://www.facebook.com/bxparentleaders/videos/1097834664054385/>

Bronx PLAG City Council Education Forum Round 2 part 1

<https://www.facebook.com/bxparentleaders/videos/520482102338646/>

Bronx City Council Education Forum Round 2 part 2

<https://www.facebook.com/bxparentleaders/videos/235220841699319/>

To read our statement, visit our Facebook:

<http://bit.ly/BXPLAGREMOTEFB>

To view the read-aloud video of our statement, visit:

<http://bit.ly/BXPLAGREMOTE>

The Bronx Parent Leaders Advocacy Group invites you to a Roundtable discussion with Congressman Jamaal Bowman

<https://www.youtube.com/watch?v=lyD0KwHXY5c>

<https://www.facebook.com/bxparentleaders/videos/580210040019615>

<https://twitter.com/bxparentleaders/status/1425215459742294023?s=20>

The Bronx Parent Leaders Advocacy Group invites you to a Roundtable discussion with Congressman Ritchie Torres

<https://www.youtube.com/watch?v=LaszEZtazIE>

<https://www.facebook.com/bxparentleaders/videos/1076254439570591>

<https://twitter.com/bxparentleaders/status/1425795018493620229?s=20>

The Bronx Parent Leaders Advocacy Group invites you to a Roundtable discussion with CSA
President Mark Cannizzaro

<https://www.youtube.com/watch?v=l8ZErdBIMbc>

<https://www.facebook.com/bxparentleaders/videos/543945756927250>

<https://twitter.com/bxparentleaders/status/1426303009475108864?s=20>



Testimony of Day Care Council of New York
Before the New York City Council Committee on Education
Honorable Mark Treyger, Chair
On School Reopening

Presented by Gregory Brender
Director of Public Policy

September 1st, 2021

Good Afternoon Chair Treyger and members of the Committee on Education and thank you for the opportunity to testify. My name is Gregory Brender and I am here on behalf of the Day Care Council of New York. For more than 70 years, the Day Care Council has successfully served the needs of non-profit organizations sponsoring early childhood education programs across the five boroughs of New York City.

We appreciate the City Council and this committee's continued commitment to early childhood education. Chair Treyger and other members of the Education Committee fought hard alongside Day Care Council, our member organizations, and other advocates to win salary parity for community based early childhood educators and to improve the new contracts for community based early childhood providers that are now in effect.

Community based child care providers are an essential part of the City's education system and will be essential to any school reopening. The pandemic has laid bare that the City will not be able to recover without a strong child care system.

As early childhood educators, Day Care Council members engage families at the crucial earliest stages of their children's development. The first years of a child's life are the only opportunity to provide them with the social-emotional development and early skills development that supports them throughout their education and throughout their lives. As such, Day Care Council and its network of community based early childhood educators have long recognized that access to strong and stable early childhood education programs has profound effects on students learning and academic achievements.

Day Care Council of New York Testimony on School Reopening

However, the rapid changes to program and funding models that effectively responding to COVID-19 requires is unprecedented. The pandemic continually increases the demands on community based early childhood education programs in responding to community needs at the same time that it presents meaningful threats to the stability and viability of many longstanding early childhood education providers.

Throughout the pandemic, Day Care Council members and other community based early childhood education providers have:

- **Launched Emergency Child Care Centers:** Community based organizations working with contracts through Department of Education launched 46 center-based Emergency Child Care Center Based child care programs and 72 Family Child Care Emergency Child Care programs. The Emergency Child Care Centers operated similarly to the Regional Enrichment Centers in public school building serving the children of essential workers who are under 5 years old.
- **Developed Remote Programming Options:** Starting in March of 2020, early childhood education programs offered remote classes and engagement. This involved developing new ways to conduct classes online for very young children and providing support to families to help them support their children in accessing remote programming.
- **Opened 5 – Day Per Week Programs.** In September 2020, as public schools including public school Pre-K for All and 3-K for All programs opened using a hybrid model with the week divided between in person and remote education, CBO early childhood education programs operating with DOE contracts opened 5 day per week programs to meet the needs of working parents.
- **Opening Learning Bridges.** CBO's also opened Learning Bridges programs to provide child care during hybrid learning days to 3 and 4 year old children of essential workers.

Despite this innovative work and the recognition of child care workers as essential workers, New York City's child care system desperately needs increased support in order to ensure that young children will have access to high quality early childhood education.

Early childhood education programs face instability and are struggling to keep their doors open. Many child care programs that are funded through private pay or through vouchers have already closed due to the financial instability of the pandemic.

In order to ensure that the City's plan for school reopening takes into account the needs of its youngest learners, Day Care Council of New York makes the following recommendations.

Continue to Pay the Full Value of Early Childhood Contracts Based on Capacity Not Enrollment

Enrollment in ECE programs has been volatile throughout the pandemic and will likely continue to be so as necessary changes are made in how New York City's economy reopens. Parents who are currently working from home or unemployed due to the pandemic are waiting until further reopening of schools and businesses to re-enroll their children.

Moreover, during the pandemic, Department of Education's Centralized Enrollment System has been experiencing significant backlogs leading to months long wait times for families who have applied for child care. Under the Centralized Enrollment System, parents must apply through Department of Education to enroll their child in a community based program even if that family has a longstanding relationship with that provider such as having an older sibling already enrolled.

For these reasons, current enrollment does not reflect need. As workplaces reopen, parents need to be able to quickly obtain safe, affordable child care for their children. To fill this need, providers must be able to maintain their staff and infrastructure to facilitate a more comprehensive reopening as more parents return to work.

Therefore, Day Care Council of New York urges New York City to maintain funding for contracted center based and Family Child Care programs at capacity throughout the pandemic regardless of enrollment levels.

Extend Community Based Enrollment Throughout the School Year

When contracts for community based early childhood programs were transferred from Administration for Children's Services to Department of Education in 2019, DOE eliminated the authority for community based organizations to process their own enrollment. This change required all families to go through DOE's Centralized Enrollment System.

Under DOE's Centralized Enrollment System, there have been significant wait times for families' applications for child care subsidies to be approved leaving vacant seats in child care centers and family child care homes and putting stressors on parents' trying to access affordable child care. Moreover, many families, including many immigrant essential workers are weary of engaging with a government agency and feel safer with a community based organization with whom they already have a trusting relationship.

Over this summer, DOE has allowed providers to enroll families after the CBO itself has done a complete eligibility check. This has empowered CBO's to start serving eligible families immediately and helped them to leverage their community relationships. However, this is set to end on September 10th and will not support child care school enrollment in the school year.

Day Care Council urges DOE to extend community based enrollment throughout the school year.

Develop a Remote Option for Early Childhood Programs

As early childhood educators, Day Care Council members know the importance of in-person learning and teachers, directors and staff are excited to welcome children into their child care centers and family child care homes. We hope that a remote option will not be necessary but we must be prepared to implement one if it becomes necessary.

However, with the pandemic far from over and the possibility of further spread of COVID-19, it is incumbent on the City to ensure that child care programs can stay connected and remain a support for families in the case of either a future shutdown or if individual families or staff members need to quarantine.

Day Care Council of New York urges DOE to work with providers to develop plans in collaboration with child care providers to ensure that if a remote option becomes necessary, it can be quickly and effectively implemented.

Thank you again for the opportunity to testify. We greatly appreciate the City Council's work to support early childhood educators and welcome the opportunity for further collaboration. I can be reached for any question at gbrender@dccnyinc.org.

**New York City Council's Committee on Education Oversight Hearing on Fall 2021
School Reopening Protocols**

September 1, 2021

We would like to thank the New York City Council's Committee on Education for holding this important oversight hearing on the City's school reopening protocols this Fall. My name is Lori Podvesker, and I lead the policy work at INCLUDEnyc. INCLUDEnyc (formerly Resources for Children with Special Needs) has helped NYC families navigate the complex special education service and support systems for almost 40 years.

While we commend the Mayor and Chancellor for their efforts to bring back 1 million children in-person to classrooms on September 13th, we testify today with great urgency for City Hall to address the pressing educational and emotional needs of the 300,000+ students with disabilities ages 3-21 right now in New York City.

Students with disabilities are among the most academically and socially impacted group of students within our public school system the last eighteen months, almost half of whom have not been attending in-person instruction at school since the start of the pandemic. Eighty-five percent of students with IEPs are BIPOC, and we know COVID has affected these communities more than others.

Less than two weeks away from the first day of school, we are still waiting for the City to release its official plan on how schools will address and make up missed instruction and related services, also known as compensatory services. Families need to know now how they can best prepare to be involved in the decision making process regarding compensatory services with their child's IEP team. But this is not possible without official guidance from the Department of Education on the criteria the City will use when making these decisions, nor a timeline for when implementation will begin. It's also not fair to school administrators, who need this information as soon as possible, so they can appropriately operationalize and staff accordingly to deliver services.

There also has been no mention of if and how related services will be provided remotely for students with disabilities who will be asked to quarantine due to a shutdown of their class or school. Nor do we know if the same group of students should expect remote instruction to be taught by certified special education teachers. In addition, we think it's a misstep for the City not to offer full-time remote instruction to all students and families who believe it's necessary for their child and family, including students with documented psychological reasons that interfere with their learning, including trauma and severe anxiety.

We also have concerns about students with disabilities having equitable access to pandemic recovery related activities. This includes the provision of round-trip transportation from a student's school, afterschool, and Saturday programs. It also

includes the need for our students to begin these supports and services sooner than the expected projected starting time in late October or early November.

School busing continues to be problematic due to a lack of timely and accessible information for families. Policy changes such as bus route information is only available through a NYC School Account or if shared by a DOE employee. The City no longer mails information to a student's home. Yet many families do not know this. We have additional concerns about the prospect of bus driver and attendant shortages, adequate OPT staff who can process and resolve busing related issues, and the overall health and safety procedures and practices for the 11,000 plus routes that will fully be back in operation.

As a result of these issues, we recommend that the Department of Education and the City:

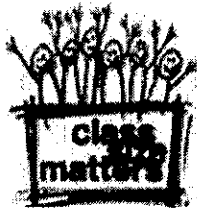
- Immediately provide written guidance to all 1800 schools on compensatory services
- Provide family friendly parallel information that includes the use of visuals, is translated into multiple languages, and available at the exact same time as English materials; inclusive of due process rights and a list of independent, non DOE organizations who can help support them
- Release more information on what remote instruction will look like for students with disabilities
- Create a citywide multilingual marketing campaign targeted to families of students with disabilities detailing the extra support and programs available (similar to how the city messages information on school surveys, preschool enrollment, and parents applying to local and citywide education councils)
- Amplify communications to schools and families regarding student eligibility for home instruction, with an emphasis on students who have psychological needs and not medical
- Immediately provide a date when bus route information will become available for families
- Proactively plan to provide transportation for all students to and from home and school for all programs

Thank you for taking the time to consider these important matters. We look forward to partnering with you to improve equity and access for all students with disabilities in New York City.

Respectfully submitted,



Lori Podvesker
Director of Disability and Education Policy



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Testimony before the City Council on the DOE's plans for school reopening: Too little Covid testing and too much standardized Testing

September 1, 2021

Thank you, Chair Treyger and Chair Levine, for holding these important hearings today. My name is Michael Horwitz, and I am testifying on behalf of Class Size Matters.

The DOE's school reopening plan has many weaknesses. First, and perhaps most egregiously, the DOE refused to allocate a single penny of the additional \$8 billion in federal and state education funds to lower class size, despite the City Council's dedicated advocacy during budget negotiations, and despite the DOE's own surveys finding smaller classes are the top priority of parents. Lowering class size would ensure a safer and more supportive environment for NYC students, particularly during this pandemic, given the need for social distancing.

Instead of the \$250 million the Council proposed for this purpose, the DOE allocated only \$18 million for a small program for only 72 of elementary schools and has encouraged them to hire push-in teachers instead of actually lowering class size. This could actually lead to more classroom overcrowding, and an even more unsafe environment.¹

Not a penny of the additional state Foundation funds is specifically allocated for smaller classes, even though these funds resulted from the Campaign for Equity lawsuit, in which excessive class sizes led New York's highest court to conclude NYC children were denied their right to the sound, basic education under the state's constitution. If principals choose to use Contracts for Excellence (C4E) funds for this purpose, they will be forced to pay 40% extra to cover their pension and benefits, which are usually covered centrally.²

Class Size Matters would like to add our support to the many parent groups, elected officials, and organizations clamoring for a remote option for NYC students, as most other large school districts have offered. Among other reasons, the three feet of social distancing that the DOE has promised will be

¹ <https://classsizematters.org/list-of-elementary-schools-to-be-included-in-class-size-pilot/> see also <https://ny.chalkbeat.org/2021/6/30/22558104/nyc-budget-deal-2022-smaller-class-size-covid-learning-loss>

² Other problems with the DOE's plan for C4E funds are articulated in this memo to the Commissioner. <https://classsizematters.org/does-completely-bogus-contracts-for-excellence-plan/>

provided at most schools will not be feasible unless many students choose not to attend classes in person.

Originally, the DOE stated roughly eighty schools would not be able to achieve social distancing. The DOE then altered the formula they used by dividing classroom space by 20 sq. ft. per student rather than 25 sq. feet per student as they had originally done. Their spreadsheets also assume principal's offices and other administrative spaces would be used for classrooms, which seems highly unrealistic. They now claim only about fifty schools will not be able to achieve social distancing but refuse to release that list of schools or say what these schools will do instead.³

Rather than finding additional space by leasing closed parochial school buildings or moving PreK classes into community-based centers, for the last year and a half, the DOE has continued along its customary track, pretending the need for social distancing did not exist. They co-located 26 additional schools in existing buildings, although each new school inserted into a building causes classroom space to be sacrificed for the sake of new administrative and cluster rooms.

DOE has also continued expanding the number of PreK and 3K students in elementary school buildings for the fall. According to our analysis, there were already nearly 230 elementary schools at or over 100% that had PreK and/or 3K programs. This fall, there will be 26 new 3K programs added to already overcrowded elementary schools – despite the fact that these rooms could have been used for smaller classes for the rest of the student population.

Last week, DOE released its health and safety protocols for the reopening of school in September, which included mandatory mask wearing, vaccination for all school staff, and social distancing if possible.

The DOE claimed that “every classroom across New York City has been provided with two HEPA purifiers,” but there is a dispute as to whether this is actually true. The Intellipure model that DOE will have purchased for \$43 million lacks HEPA filters, which are considered the industry standard.⁴ The CDC recommends portable air cleaners that use HEPA filters. Independent experts found Intellipure devices among the most expensive and least effective of all the air purifiers tested.⁵

But the biggest disappointment is the laxity of the DOE's Covid testing plan: only 10% of unvaccinated students who have submitted consent will be tested once every two weeks. Despite the fact that Delta is far more transmissible and there will be more overcrowding and less social distancing this year, this represents a sharp decrease in Covid testing compared to last year, when 20% of students were tested weekly.

The DOE's new protocol also does not require quarantining or testing of vaccinated students or staff, even after exposure. Yet with Delta, breakthrough infections are on the rise, here in NYC and nationally. The CDC reports that as of August 23, 11,050 patients with breakthrough infections nationally had been hospitalized or died.

³ <https://nycpublicschoolparents.blogspot.com/2021/08/original-list-of-tier-one-schools-which.html>

⁴ https://gothamist.com/news/nyc-approves-4000-classrooms-unreliable-ventilation-person-schooling?utm_medium=social&utm_source=twitter&utm_campaign=shared_twitter

⁵ See https://twitter.com/marwa_zaatari/status/1426723070639751169?s=21

In NYC in the first week of August there were nearly 3,000 breakthrough infections, and more than 100 hospitalizations. Many times that number of vaccinated individuals were likely asymptomatic and able to transmit the virus. Given these facts, excluding vaccinated teachers and students from testing seems extremely unwise.

The DOE’s extremely limited testing regimen is also not aligned with the CDC recommendations, which state that students in moderate to high transmission zones should be tested weekly. According to the CDC tracker, every NYC borough is a high transmission zone currently, ranging from 2.7% positivity rate in Manhattan to 4.8% in the Bronx.

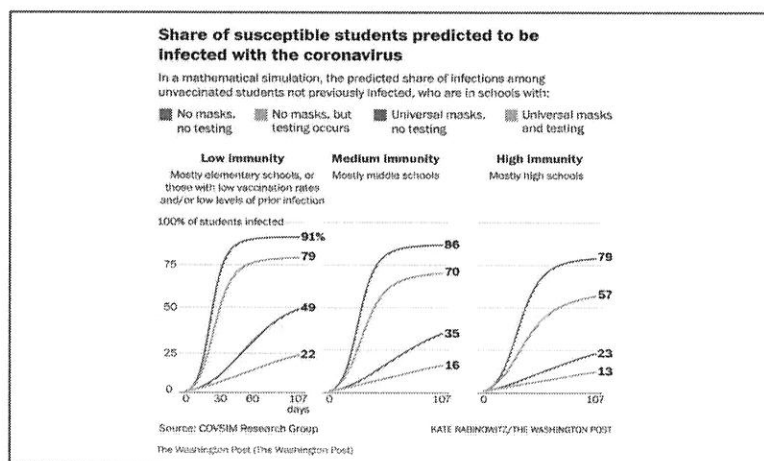
Table 1. Screening Testing Recommendations for K-12 Schools by Level of Community Transmission

	Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Students	Do not need to screen students.	Offer screening testing for students who are not fully vaccinated at least once per week.		
Teachers and staff	Offer screening testing for teachers and staff who are not fully vaccinated at least once per week.			

Source: CDC

In contrast, Chicago public schools are offering weekly testing to all students and staff. Los Angeles schools, the second largest in the nation after NYC, are mandating weekly testing for all students and staff, vaccinated or not, as are other California school districts. According to Education Week, “*public health experts said the frequency and scale of LAUSD’s weekly testing appropriate given threat of Delta variant.*”⁶

As reported in the Washington Post, a new study projects that testing half of all students every week would substantially reduce the expected infection rate in schools from 49% to 22% after three months.⁷



⁶ <https://www.edweek.org/leadership/inside-the-l-a-school-districts-massive-covid-testing-effort/2021/08> LAUSD students whose parents do not consent to weekly testing will be taught remotely

⁷ They do not report what weekly testing of all students would be likely to achieve.

The Medical Advisory Group of Newton MA public schools, headed by Dr. Ashish Jha, Dean of the Brown University School of Public Health, also recommends weekly testing for all students and staff. As this advisory board points out, if all asymptomatic students who were in close contact with infected individuals are given rapid tests, they may not have to be quarantined, which would be very helpful for preventing further disruptions to their education. They also recommend that all eligible students be mandated to receive vaccinations, as at least one other school district is doing.⁸

RECOMMENDATIONS OF THE MEDICAL ADVISORY GROUP (MAG)

1. All eligible faculty, staff and students should be vaccinated.
2. Universal masking when indoors should be required.
3. Routine COVID screening testing should be offered weekly to asymptomatic unvaccinated and vaccinated individuals.
4. Rapid antigen testing should be offered to those developing possible symptoms of COVID in school and as part of a "Test and Stay" program for contacts of cases.
5. Cases of COVID and those with symptoms developing at home should isolate.
6. "Test and stay" may allow asymptomatic exposed students to remain in school.
7. Ventilation upgrades and hand washing should continue as mitigation measures.

For those who might argue that weekly testing of all students and staff is too expensive, Los Angeles expects FEMA to pay for most of their testing program. Indeed, as a recent fact sheet explains, the federal government will entirely cover the cost of staffing and Covid testing for any school district: ***"FEMA will fund 100% of COVID-19 testing costs and will not require non-federal matching funds through December 31, 2021."***⁹

Thus, it is entirely unacceptable that fewer than ten percent of NYC students will be tested only once every two weeks, given that no vaccinated students will be tested, and some families may not provide their consent for the others.

In contrast to this lax Covid testing regime, DOE is mandating more standardized testing to be given at every school across the city. According to the manual sent to principals and entitled, ***"Our 2021-2022 Instructional Principles,"***¹⁰ the following assessments will be required:

⁸ <https://www.nytimes.com/2021/08/19/us/culver-city-student-vaccine-mandate.html> There is a bill in the NY State Legislature that would mandate the Coronavirus vaccine for all eligible students, once it is granted full approval by the FDA. <https://spectrumlocalnews.com/nys/central-ny/ny-state-of-politics/2021/08/25/bill-would-require-covid-19-vaccination-for-sending-kids-to-school> In any case, NYC apparently has the legal right to mandate vaccines in schools whether or not the state requires them, according to a 2018 court decision. <https://www.wsj.com/articles/can-schools-mandate-covid-19-vaccines-for-children-what-we-know-11623412802>

⁹ <https://www.fema.gov/fact-sheet/fema-funding-covid-19-testing>

¹⁰ https://www.weteachnyc.org/media2016/filer_public/b1/23/b123ef41-02d3-48e9-864b-0b11e4f2de1e/2021-2022_instructional_principles_june2021_accessible.pdf

- Schools will select common screeners that will be administered to all students in ELA and Math K-8/HS, three times a year (Fall, Winter, Spring) to inform instructional next steps for teachers focusing on core instruction as a priority. The common screeners are:
 - K-2 Literacy: *Acadience*
 - 3-12 ELA and K-12 Math: *MAP Growth* or *iReady* (for schools already using)
 - Instead of the above, additional options are available in consideration of:
 - Students with disabilities that participate in Alternate Assessment: *SANDI* or *WebABLLS* (but choose from above for students participating in Standardized Assessment)
 - Multilingual Learners/ELLs in Spanish bilingual programs: *STAR*
- If schools prefer to use a different screener than the ones provided by central DOE, they must seek approval from their Superintendent through an exception process:
 - Alternative screeners must be 1) valid and reliable screeners for ELA and Mathematics, as vetted by the Superintendent and central office; and, 2) the screener data must be shared with Central and included in each district's dataset.
 - Pre-vetted alternative screeners include *DRP* (reading only for MSQI schools) and *Acadience* (math for K-2)

Yet there is little or no research showing these standardized tests will help students learn or support their recovery. Few if any independent peer-reviewed evaluations have offered evidence for the validity of these assessments, or that their use has any positive impact on student learning.¹¹ One study found that utilizing the MAP tests had “no significant effect on reading” achievement for students at 32 elementary schools in Illinois.¹² Many teachers have critiqued i-Ready exams, and many students despise them.¹³

The insistence that schools must make every student take these exams at least three times a year also belies the DOE’s claim that they will be focusing on “*creating and sustaining school cultures where students, staff and families can experience joy and thrive*” by creating a “*welcoming and affirming school environment*.”

Thank you for the opportunity to testify to you today.

¹¹ Alanna Bjorklund-Young and Carey Borkoski, Do Formative Assessments Influence Student Learning?: Research on i-Ready and MAP,” Johns Hopkins Institute for Education Policy at <https://edpolicy.education.jhu.edu/formative-assessments/>

¹² https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

¹³ <https://dianeravitch.net/2021/05/27/jane-nylund-i-ready-stinks/>;
<https://www.commonsense.org/education/website/i-ready-teacher-review/4149811>;
<https://www.urbandictionary.com/define.php?term=i-Ready> ; <https://mathexchanges.wordpress.com/2018/06/14/why-i-ready-is-dangerous/> ; <https://www.heraldtribune.com/news/20180921/more-teachers-less-tech-say-parents-wary-of-i-ready>



City Council New York City

→ Chancellor Meisha Porter
Health Commissioner Dr. Dave Chokshi

RE: Request for a pre application meeting for expediting processing Nitric Oxide sanitizing to provide an affordable and effective antimicrobial to the raging pandemic. As a veteran owned company working in VA hospitals, we are firsthand aware of the need of a sanitizing application in their facilities to prevent cross contamination and infections.

Bactericidal Nitric-Oxide Micro-Droplets for Sanitization

Background

Antibiotic resistance in bacteria is a major global threat and a leading cause for healthcare-related morbidity and mortality. Resistant biofilm infections are particularly difficult to treat owing to the protective biofilm matrix, which decreases both antibiotic efficacy and clearance by the host. Novel antimicrobial agents that are capable of eradicating resistant infections are greatly needed to combat the rise of antibiotic-resistant bacteria, particularly in patients with cystic fibrosis who are frequently colonized by multidrug-resistant species

Procedure

Formulation: Two phase reaction is attained to achieve 15-20 ppm of nitric oxide. The combined reaction mechanism results into Nitric oxide-micro-droplets.

Solution-1: 15-20mM of sodium nitrite (or other nitrite or nitrate salts) in deionized (DI) water solubilized completely to form a homogeneous solution.

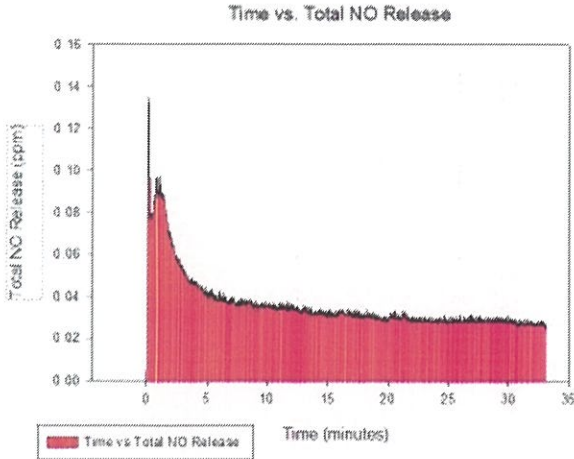
Solution-2: 30-40mM of **our proprietary solvent to make a homogeneous solution.**

Forming fog or mist: A cold fog or mist is generated using commercial cold fog/mist making machines mixing solution-1 and solution-2 in equal volume and above said concentrations to yield 15-20ppm of nitric oxide in micro-droplets.

The above formulation is extended for higher level of infected location and Higher level of Nitric oxide is used (150ppm) just by increasing solution concentrations to 150mM sodium nitrite (or other nitrite and nitrate) concentrations followed by double the concentrations of our proprietary solvent. The liquid container for the cold fog machine consists of 2 separate chambers (one for nitrite salt solution and the other **for the solvent**) open at the common mixing chamber that leads to **the fog** machine inlet.

NO Bioavailability Data

50 micromolar - Graph & Area Under the Curve

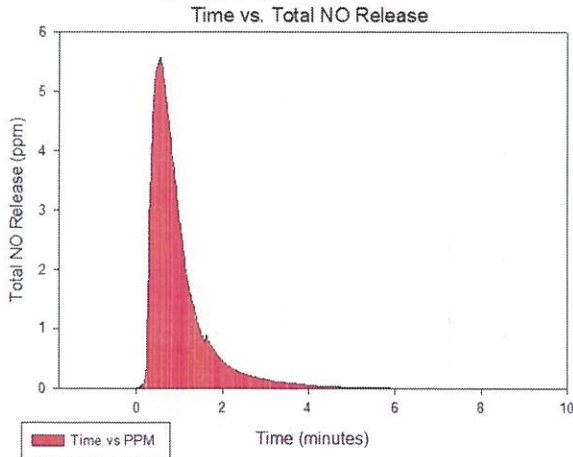


- Expected Value: 1.2225 ppm
- Actual Value: 1.2015 ppm

Stock Solution: 34.49765 mg Sodium Nitrite/10 mL of water

50 micromolar solution comprised of: 10 microliters of stock and 9990 microliters of water or 0.03449765 mg NaNO_2 /10 mL of water

250 micromolar - Graph & Area Under the Curve



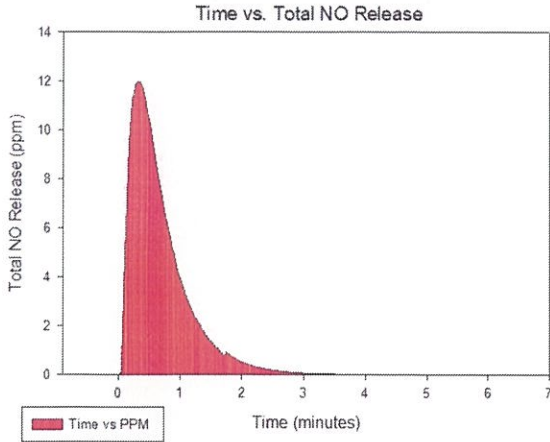
- Expected Value: 6.1125 ppm
- Actual Value: 4.8517 ppm

Stock Solution: 34.49765 mg Sodium Nitrite/10 mL of water

250 micromolar solution comprised of: 50 microliters of stock and 9950 microliters of water or 0.17248825 mg NaNO_2 /10 mL of water

NO Bioavailability Data

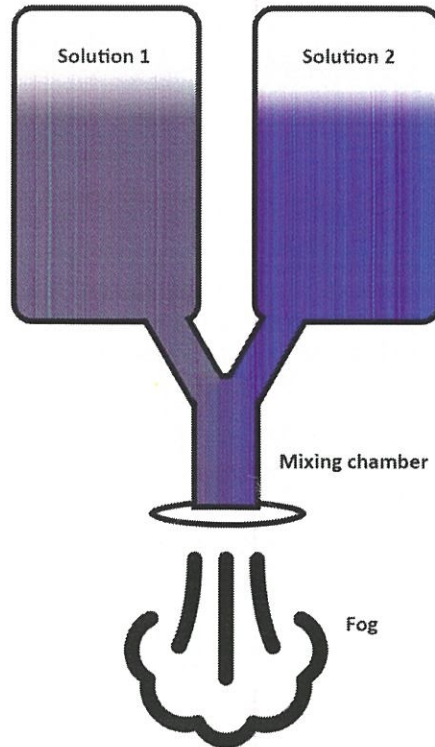
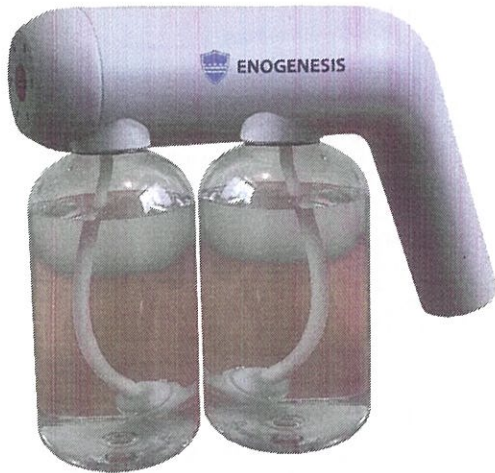
500 micromolar - Graph & Area Under the Curve



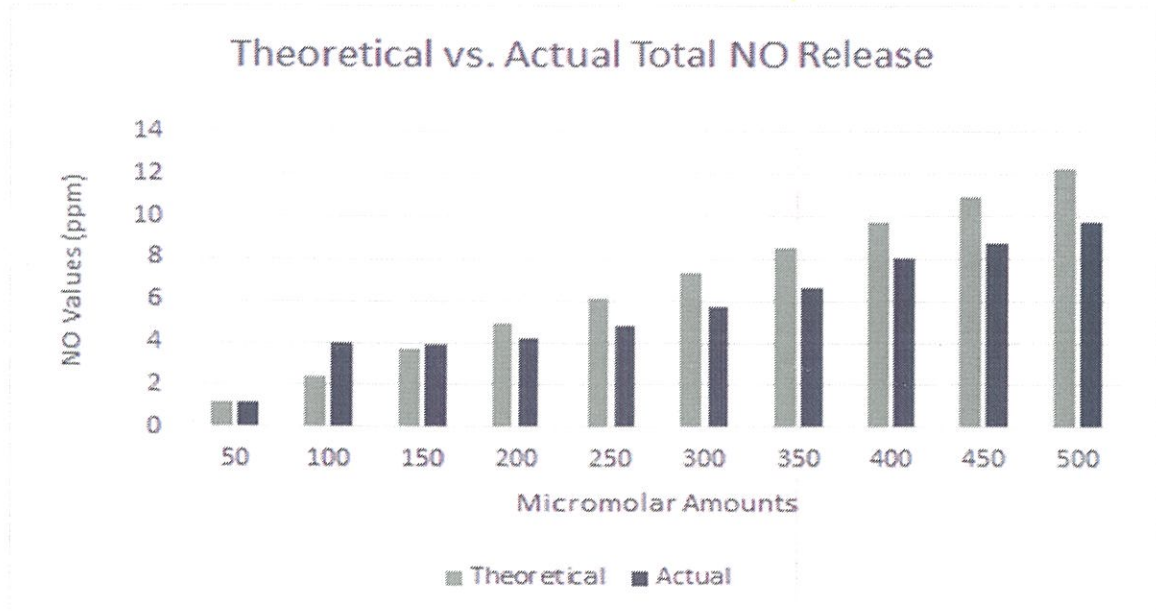
- Expected Value: 12.225 ppm
- Actual Value: 9.7115941 ppm

Stock Solution: 34.49765 mg Sodium Nitrite/10 mL of water

500 micromolar solution comprised of: 100 microliters of stock and 9900 microliters of water or 0.3449765 mg NaNO_2 /10 mL of water



NO Bioavailability Data



FISONIC ENERGY

USA VETERAN OWNED BUSINESS

SDVOSB

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Bactericidal Technical Applications

REQUEST FOR AUTHORIZATION
NITRIC OXIDE SANITAZATION

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212-732-3777

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The Bronx Parent Leaders Advocacy Group Statement on the Reopening of Schools Without a Remote Option

The Bronx Parent Leaders Advocacy Group is Not opposed to the normal-as-possible reopening of schools in September, but given that we are still in a pandemic, the Bronx Parent Leaders Advocacy Group is opposed to the reopening of schools without a remote option for families who may need it or desire it. Once again, the Mayor of New York City and the Chancellor of New York City Schools have taken it upon themselves to make the decision to affect the lives of 1.1 million students and their families without first speaking to those families. That is unconscionable, egregious, dismissive of the concerns of parents and downright wrong. 60% of our students were kept home by their parents, in spite of the fact that the Mayor then informed parents that the schools were safe and that parents wanted their children in schools for myriad reasons. Have the Mayor and the Chancellor spoken to these parents? Have the Mayor and the Chancellor addressed the concerns of these parents? Or do the Mayor and the Chancellor plan to brow beat and bully these parents into submission – since the decision to reopen schools without a remote option was made without the input of these parents?

The Bronx Parent Leaders Advocacy Group is concerned with four major issues regarding the September reopening without a remote option in the areas of : 1) safety and health, 2) instruction to repair learning loss, 3) parent voice and 4) parent choice. Parents in the Bronx have no reason to trust the Mayor and the Chancellor and therefore want answers to their questions and concerns.

When it comes to safety and health, parents have these questions:

- 1) What is the plan for social distancing and other health measures in buildings and classrooms that will include both vaccinated and unvaccinated staff? The CDC has reported 10,000 cases of Coronavirus since April 30 in fully vaccinated people and has expressed that these numbers do not reflect the full amount of vaccinated people who have contracted the virus.
- 2) We know that the vaccines do not prevent the contraction of the virus, although they do help people to not become mortally sick. What is the plan for testing, tracing, and quarantining to prevent major outbreaks when all students and staff will be in school?
- 3) What is the plan for ventilation for buildings who need that structural upgrade? Parents want to see every building properly equipped for adequate ventilation and want to be able to view and grade the schools in terms of ventilation preparedness. We know that the federal government has given money for such upgrades. We trust, but we want to verify the process.
- 4) What is the plan for families with members who are immunosuppressed in which a student or a staff member contracting the disease may mean a death or extreme health problems? Should those families not have the remote option?



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- 5) What is the plan to deal with issues of physical health and mental health both inside the schools and within families? Will every school have adequate numbers of nurses and a mental health team and/or clinic? Extra counselors and social workers are not enough. How do they work together to truly be trauma responsive? How do we address the trauma and the anxiety that parents and students may have regarding the return to school? While some may have been traumatized by the isolation of remote learning, others are traumatized by the return to socialization knowing that we have yet to conquer this virus. What is the plan to address that? Shouldn't those families be entitled to a remote option as they work through getting reacquainted to society or do you think Summer Rising is enough to do that for every family with its magic wand?

When it comes to instruction, parents have these questions:

- 1) What is the plan to reduce class size so that our children can have more specialized attention and practice social distancing?
- 2) What is the plan for additional staffing to support the reparation of learning loss? Conversely, there are children who excelled during remote learning and gained. What is the plan to keep those children enriched? What is the plan for tutoring, academic programs after school and on weekends?
- 3) While there are general ed students, students with IEPs and disabilities who did not perform well during remote learning, there are also general ed students, students with IEPs and disabilities who thrived and gained during remote learning, should these children not have the option to continue remote learning?

When it comes to parent voice, parents are very concerned that their points of view and assessments of the situation are not respected and have these questions:

- 1) If parent voice does not matter, why the charade of parent leadership organizations within the DOE structure?
- 2) If parent voice matters and the well-being of families matters, why would the Mayor and the Chancellor make decisions that will impact the lives of parents and students without consulting them? To date, the chancellor has ONLY held ONE of the FIVE borough citywide informational sessions before the Mayor's announcement. How is this truly family and community engagement, empowerment, and inclusion in decision-making? The Bronx is the last borough tour to be held on June 9th; obviously Mayor De Blasio assumes our parents are not educated enough to make healthy, smart decisions for NYC school re-opening SY 21-22. It is an insult to Bronx Parents and parents throughout the city. It is a slap in the face of parents, and it is unacceptable.
- 3) When did the Mayor and Chancellor become gods, the Alpha, and the Omega – deciding what is best for families?
- 4) The Mayor and the Chancellor lead the public schools, but are they the public? Did the public abdicate its civil rights to participate in decisions that are made for the public? Does the principle



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of government of the people, by the people and for the people not apply in public school governance, paid for by taxpayers from the public?

We remind the Mayor and the Chancellor that the United States of America is not a dictatorship nor an autocracy and that the concerns of parents will be heard and taken into consideration when decisions for their lives are being made – regardless of how good they think those decisions are from their point of view. Let us put the public back in public schools.

When it comes to parent choice, parents have these questions:

- 1) When did public school parents and public-school students become a monolith, and that it is true that all students must learn in only one way during a pandemic that has not ended? When was that ever true, even without a pandemic? Part of the failure of the DOE in educating our kids has always been the desire to educate our kids in only one way – like sardines packed in a can.
- 2) Why is diversity of methodology not included in the plan for the September reopening? Doesn't diversity call for a remote option?
- 3) Are parents no longer the first teachers, protectors, and doctors for their children that the Mayor and the Chancellor would decide how their children are educated, protected, and navigated health-wise during a health crisis – without giving the parents a choice in the matter?
- 4) Bronx parent leaders believe in science and believe in medicine – but we know that science and medicine are not infallible. We know viruses mutate and our response to them changes when they mutate. What is the plan to allow parents to pull out of full in-person learning if the Covid rates increase? What is the plan for if and when parents become uncomfortable with full in-person learning? Will they then be given that remote option? Is that contingency plan in place and what does it look like?
- 5) If some parents or the parents of the 60% of the students who are currently learning remotely should decide to keep their children home, what will the Mayor and the Chancellor do? Will they weaponize ACS against these parents? Will the DOE charge these parents with educational neglect? Parents need to know so that they can start speaking to their lawyers and prepare for a class action lawsuit if that becomes necessary.
- 6) The threat of evictions in September for millions of New Yorkers is real. Many families will find themselves in temporary housing, on the streets, in shelters, living with friends and family. Will the DOE facilitate the lives of these students by offering the remote option – or will students be forced to travel long distances to school because of their displacement or will they have the extra headache of trying to enroll in one or several several schools during the school year depending on their housing situations?

The Bronx Parent Leaders Advocacy Group is inviting Mayor Bill de Blasio and Chancellor Porter to a roundtable discussion to answer these questions and many more. The concerns and points of view of parents will be taken into consideration by the powers that be. We urge the Mayor not to leave a political

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mess for his successor and we urge the Chancellor to stand with parents and those who do not have large bank accounts and connections to make their voices heard. We urge the Mayor and the Chancellor to stand with disenfranchised parents who live in underserved, under-resourced, poor communities, who are mostly black and brown and who have no voice in City Hall, in City Council and no voice in the Department of Education. We urge the Mayor and the Chancellor to sit with these parents to discuss and to design together what the September reopening looks like. We urge the Mayor and the Chancellor to hear and respect the voices of those parents. The voices of teachers and the UFT matter. The voices of the CSA and principals matter. Parents and students may not have unions, but their voices matter just as much. We urge the candidates for Mayor, Bronx Borough President and City Council to stand with parents and for a September school reopening with a remote option. We ask all education activists, all civil rights activists, all health activists, all parents, all students, all community businesses, all community stakeholders, and all education stakeholders to stand with us for a September school reopening with a remote option. The DOE must do the work and hire the staff to improve education in-person and remotely instead of once again disenfranchising the most vulnerable among us!

If you agree with the Bronx Parent Leaders Advocacy Group Statement on the reopening of schools without the remote option, please visit <http://bit.ly/BXPLAG-S-R-S> to show your support and sign this statement.

Respectfully,
The Bronx PLAG Team



Amy Tsai

CCEC member for CCD75/Parent Advocate/BX PLAG/Parent
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**TESTIMONY BEFORE THE NEW YORK CITY CITY COUNCIL
SEPTEMBER 1, 2021 OVERSIGHT HEARING REGARDING SCHOOL REOPENING PROTOCOLS**

Greetings Chair Mark Treyger and members of the Committee on Education, NYC City Council,

My name is Amy Tsai and I am a CCEC member of Citywide Council for District 75 and the 1st Vice President for Bronx Parent Leaders Advocacy Group. I am also a Bronx mom of five NYC public school students ranging in general education, special education, and in the District 75 Citywide Programs; in elementary, middle, and high school.

This past school year my children started full remote because I was very concerned about their fragile lives being taken by COVID -19. My oldest who is 15 years old is autistic and legally blind who attends a District 75 inclusion program and has a medical need to use the school bus to go to school and home. He has a medical history of febrile seizures and has sever allergies most of the year.

On March 2020 right before the Mayor of NYC shut-down the school system, my 5-year-old at that time was sick with the symptoms of COVID, his pediatrician had advised me to keep him home and if he was any worse to immediately go to the emergency room. At that time COVID testing was not available, but she was certain he contracted COVID in his preschool. For 12 months my children, my husband, and I isolated ourselves in our small apartment, our life turned into the virtual world; connecting with family and friends digitally, on-line grocery shopping and necessities, and work.

If you were to rate each of my children on a scale of 1 to 5 with remote learning, each of them would've taken a number, even with my 3 children who has their own disability. Remote Learning has benefited greatly with the 3 of them and not so much with my oldest and kindergartner. There are a few reasons to the issue, but the priority was a barrier of accessibility, he was not given an appropriate size laptop with visual and audio applications that would support his ability to remote learn and engage in the virtual classroom. His iPad for assistive technology on his IEP was only a reading device. The DOE vision services were unable to expedite an assessment for any other device than what he has currently because they are not able to assess him virtually until they are able to go into the building once allowed to do so. For 10 months including chapter 683, he was unable to participate with his peers at the same level and little did the school staff provide large print materials sent home or give additional support in each subject; the lack of trying. He was suffering a depression introvertly unable to describe or bring to attention in which I didn't know until an outside psychologist during my

OPWDD evaluation process had spoken to me on the side and spoke directly to me her findings on his social emotional feelings; he was thinking of suicide. A parent's worst nightmare, I had no idea. He felt disconnected with his friends outside of school and making new friends in his freshmen class of high school was hard over zoom. That is why March of this past school year, I decided to take a chance for the better of my oldest and his youngest brother who was in kindergarten at that time to return back to school in the last phase of the year. On the second day of returning back to school, Jaymichaels, my 6-year-old in a few hours after coming home he was running a high fever, had no taste to eat, and felt tired and lethargic, I kept him home, again, advised by my pediatrician. I also had to pick-up my high schooler from school early mid-morning because his paraprofessional who was working remotely gave me a call to ask how he was before he got on the school bus that morning. My response to her was, "he looked fine and was cool by the touch and thermometer taking with no sign of fever". I felt immediately a motherly worry to go and pick him up before he has a seizure episode if a fever had stated to exist. After pleading with the staff to bring him to the nurse's office over the phone and on my way, I arrived and saw his shirt under his hoodie drenched from sweat, automatically I knew this had to be a possibility of positive COVID.

My heart dropped thinking by spring, schools should be safe with numbers of cases at its lowest and staff improving the health and safety procedures my 2 children would be safe and their learning loss would be regained. The fact, it wasn't, finding out Jaymichale's kindergarten class and the entire kindergarten was in quarantine twice since they have been back from the November school shut down before he was sick and not knowing that was the case beforehand because I was told guidance for notification to families were not necessary unless it was a building/campus closure. After testing all of my children with a rapid and the PCR, the result, all five of my children were tested positive for COVID. Days later I had to call 911 for an ambulance for my husband who was having an asthma attack in the middle of the night, once he arrived in the emergency room, he was tested positive for COVID too.

The extent of experience my family had in the last 19 months of this public health pandemic was very deep, the loss of school staff and friends and the hate violence and bullying brought to my children for being Blasian-American (black & Asian-American). Children should not experience any of this; returning to a new normal is all we think of every day as we combat this deadly virus that still lingers.

The excitement to returning to school this fall is not the same as previous years. I am scared my children will come home with COVID and contract COVID again; especially with the Delta variant that is putting our children at risk more during this time of SARS 2 COVID to get sick or be hospitalized.

I ask of you to please demand Mayor Bill De Blasio and the NYC Chancellor Meisha Porter to rethink and reconsider an alternative option of remote learning like last school year for families like mine who has gone through COVID, a father who is diagnosed with Long COVID-congenital lung and heart disease, and a family that is still impacted by anti-Asian hate. Although I am my children's first teacher, but I am certainly not qualified to teach algebra or chemistry like

certified teachers to choose homeschooling and home instruction is not an option for any of my kids other than my oldest Sean, but it wouldn't be enough either. As parents, we are asking for an option to choose and we choose safety over our children's lives before education at this time, even if my teenagers wish to go back to school in-person. Children who will be in-person need to be kept safe as well. What does a parent do to protect their 6 and 8 year who aren't eligible to be vaccinated and are the most vulnerable? Please be our voice and the families that are voiceless as I am for the voice of my voiceless students with disability and their families. Thank you. Thank you for fight for our babies.

CC: Mark Treyger, Chair of Committee on Education

Ben Kallos
Ydanis Rodriguez
Eric Dinowitz
Kevin Riley
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Rafael Salamanca Jr.
Barry Grodenchik
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Inez Barron
Justin Brannon
Deborah Rose
Joseph C. Boreli

<https://twitter.com/bxparentleaders/status/1433755370510438400?s=20>

Jennifer Goddard video testimony transcript

00:00

Hello. My name is Jennifer Goddard, and I'm a parent of a nine year old. Well, now he's just 10, who lives in Brooklyn. My son August attends PSG 16 out here in Sheepshead Bay. And he's not with me here in the car, even though I'm running errands to his favorite place in the world Petco because we don't risk bringing him out into in large indoor areas that have large groups of people in them. So he pretty much does everything outside with his friends. Luckily, we live in a building with lots of kids and a pool, so we're good. But, you know, obviously, the preference is to be able to bring my son places and not have to worry about him catching COVID he's especially vulnerable to health issues. health complications, should he catch something like COVID. That's an respiratory virus. And I know this because I watched him struggle for breath when he was eight years old, and he caught the flu. And you know, wasn't nearly hospitalized. If the prednisone in the Tamiflu hadn't worked. The next stop, just shouldn't say stop the rush would have been to get them to an ER because he could not breathe. And his rescue inhaler was just not reaching his lungs. It just wasn't working. So sending him to school is obviously not an option. If I can't even bring him to Petco without fearing, you know, for his safety. He has asthma, he has an overactive immune disorder. And neither of these health conditions are listed in the exhaustive list that the mayor released earlier this week in the parent handbook for safely reopening emphasis on the word safely. And unfortunately, he chose to ignore 14% of the age of 12, who cannot be vaccinated and have asthma. Something very well knows, should be aware of because the D o T has an extensive asthma program in which my son participated, called Open airways where children learn how to use their rescue inhalers in elementary school, they are in constant communication with their school nurse. This is a formal Department of Education Program. So they're very aware of the fact that they have a lot of children, young children who have asthma, and have particularly special health requirements and needs. So to ignore them. And this parent handbook is not a mistake. It's a convenient oversight. Right? 77,000 children, I'm estimating based on the Dewey's numbers that they released was at 1.1 million. We haven't gotten updated numbers yet of what the total student population is in New York City. But if you think that, you know, if you say 550,000 of them are elementary age, which is half of the student population, and of that age 14% have asthma. Well, then you come around 75 80,000 students, that's a lot of students to ignore. You're ignoring the pleas of a lot of parents, you are ignoring the concerns of a lot of parents. And disproportionately Oh, I'm sorry to say in a place like the Bronx, where I have very gratefully teamed up with such an amazing group of parents who have organized up there the Bronx parents, leader advocacy group, I'm so grateful to them. I read about them in a news article and contacted them immediately. Because I felt like they shared my concerns. A great majority of their children have the the exact conditions that the mayor has chosen to ignore. And unfortunately, a lot of these children have already been through so much.

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You know, the people who say kids need to be back in school, haven't they? You know, missed their friends. Haven't they missed being in school? Yes, they have. They've sacrificed a lot for adults. To be safe. You know, back when we thought it was kids, don't get COVID Then it was kids get COVID. But they don't get it so bad. And then it was, oh, but kids get COVID. But they also get lots of other things. Right? This is what one of the parents in this group that we've been talking about Murray, Dr. Murray will said so eloquently in a group text, you know, there's always been this gaslighting about how COVID impacts children. And, you know, my kid has sacrificed a lot in the past, almost two years now for the safety of his grandparent people, you know, great, like grandparents who are vulnerable, and were dying in disproportionate numbers when the pandemic first started. And now it's, it's our turn to care for them, because they're the ones who are the fastest group, these children represent the fastest group of people who are being hospitalized. With COVID, when you adjust for population, you know, these children healthy or not, you know, whether they have asthma or not. There are healthy children in pediatric ICU use. Currently in the south of the United States, right there. We've got reports of, you know, what, is it Dallas? Or was it Houston? I think it was Houston's pediatric hospital, which is like the biggest in the country, running out of ICU beds in their pediatric ward. So if that doesn't scare you in New York City, I don't know what will I don't know how to reach the politicians in charge of running this city right now. You have access to far more data than I do. Right? You can I have to rely on

06:39

Google, the news,

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you know, your own websites where I get the information like on you, nyc.gov, about the health stats about how many children under the age of 12 in New York City have or have had asthma. Right. So these are your stats. And so I have to assume that you have this information in front of you. And yet you are still plodding along on this train wreck. Have an idea this plan a right? Who on earth would have only a plan A going into like, I plan, children's birthday parties, and I have Plan B? Right? Should it rain? In my outdoor event? I have to have a backup plan, don't I? How can you plan to welcome 1.1 million students and I doubt it's that much. I'm sure the numbers are gonna be far lower than that, right? Because parents like me are like, I'm not trusting you, with my child, the way acting the way you're talking, the things that you're releasing, none of this is making me feel better. In fact, it's just convincing me even more that you don't know, or you don't care. And that's even worse. If you don't care. And you're still plodding forward with this plan A, then you are criminally negligent, you are no better than some of the politicians that ran this country into 600,000. Dead Americans. Okay, you're no better. In fact, you're worse. Because, you know, you have seen what happens when leaders fail to plan and fail to communicate accurate and transparent, real data and make decisions based on that. Not ego, not political ego, not Oh, I said it in May. So now we have to all go through with it. Because I'm not going to go through that. I'm going to choose my kids life, every single time. Every time. That's my job. So you need to do your job, which is what you were elected to do. And you have to take care of the citizens of this city, young, old, whatever, because I will make it my life's mission to make you answer for whatever happens. Come September 13. Two children who, whose parents, maybe have no choice, I don't know. What parent is gonna send their child to school. The schools that you claim are safe on September 13. But I'm not one of them. And I know many parents just like me, who will not. This isn't like, this isn't a game I don't get. I don't get a second chance. Right. The way my child couldn't breathe, I had to bring

him downstairs in a in a grocery shopping cart that we use little grocery getter carts. He couldn't even walk to the car when he had the flu. And I know he had the flu because he was tested for it. It was also vaccinated for something he doesn't have the luxury of with COVID something none of the children that you are sending to school, elementary schools on September 13. None of them have that luxury. Okay, so you're sending unvaccinated children For six hours at a time, into a classroom that may have anywhere from 23 to 30. Children, bananas, that's the dumbest thing I've ever heard of. You won't even let adults who are unvaccinated sit in a movie theater for two hours. So tell me, my kids, it's totally cool to send my kid to a classroom where, and not even just a classroom to hear you talking about you have these filtrations non HIPAA filtration, CDC guidelines say not to have HIPAA, you were like, let's spend \$40 million on knowing how good if I dropped \$300 right now on a filtration system, you can bet your butt, it's going to be HIPAA. Because a that's smart and be that's what the CDC recommends. But not for you, right? Like, I can't even I just can't even anymore. I can't even work my I can't. I can't even talk anymore. I feel like I'm talking to like, I feel like I'm trying to like have a conversation with the crazy person on the subway. It's just a losing proposition. You just don't engage. Because you're never gonna win the argument, right? Like, you guys are acting like crazy people. You guys are acting like people who don't make sense who say things where it's like opposite land and you're like, but that's not what's happening. You're gaslighting. That's maybe that's what it is. Maybe that's why I feel like I'm talking about crazy, but you're gaslighting us telling us everything safe. The classrooms are safe. Okay. Let's go with that ridiculous presumption that the classrooms are safe with non tapa filters and 30 children unvaccinated in that let's go with that.

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What about the cafeteria? What about lunchtime? How does my child he take his mask off in a lunch room filled with, let's say it's just his grade 150 200 students.

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And you have no contact tracing, because you don't have assigned seats. Because this year you're going to focus on mental health. This is like a recipe. I mean, I know I don't have to lay this out for you. I hope there's I know I have friends who work at the DMV. They're smart. They're smart people. I worked with them for years, when I worked at, you know, another youth organization. I know they're smart. And whatever you have advising you. You're You're ignoring them. Because I know you're getting sound advice from someone, there's one person, two people, three people around you at the DMV telling you this is a bad idea. We have to offer remote, at least until we can get these children vaccine, at least until we can get the children who have asthma vaccinated. This is a recipe for catastrophic failure. You are going to make the front page news for willfully injuring if not killing hundreds, if not 1000s of children in New York City. This is i'm not i'm not Chicken Little here running around saying that this guy's about to fall, we can just turn on the news and see what's going on in Florida, we can turn on the news and see what's going on in Texas, like New York City doesn't have like this big, like, magnetic field around it that protects it from getting this. You know what I mean? Like? Again, I feel like I'm talking with the, with the person on the train who you don't want to make eye contact with right now I feel like I'm back in this conversation of trying to educate and use logic where it will not prevail. So anyway, my spiel that I have done that I was going to give here that I gave to the panel on educational policy. I guess it was like two weeks ago now. I made a plea. And I don't know who I'm making a plea to now. Hopefully, we're not talking to the choir in this. There. Hopefully one of you in government, at the DMV in places of proper

leadership, the chancellor, whomever. Hopefully one of you will hear this and be like, Okay, fine. You don't want to call it remote options. So you can save face, fine. Call it digital platforms like you did the other day. Okay, offer it on digital platforms, whatever name you need to give it. The hokey pokey, whatever you want to call it. I don't care as long as my child can continue to learn safely, not exposed to other children and adults who may have this virus. As long as you can offer me that I don't care, like I may even one day forgive you for this stress and anxiety that you've put us all through leading up to school reopening.

15:14

I may forgive you one day. But I'm not going to forget. I'm going to tell you that whatever political lives you have, beyond this moment, I'm here to break your heart. But I will make it my life's mission after I'm done with this life's mission. To remind everyone, what a horrible, horrible Plan A you had, from opening in the middle of a 100 year pandemic.

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This isn't

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This isn't funny. Like none of this is amusing. Like you have these press conferences and you're like, it's all fine. It's all great. And it's like, at first I laugh because I'm like, you know, it's that moment, That awkward moment on the train where you're like, this is this is really crazy. Is this person serious? And then you start to think, I gotta move because danger, like, I gotta get off of this subway car, because it's about to go down. And, but this isn't, this isn't a subway car, right? This is my kid. My kids education and here's a free public right education. Right? He has a right to it. And you're denying because of his health issues. And FYI, that's a 504 accommodation violation right there 1973 Rehabilitation Act, you're denying my child the right to a free public education? Because his health issues are such that if I go to his pediatrician, if you say oh, we can do remote learning if you have a doctor's note, I can get you multiple doctor's notes. Right now, pediatrician, pulmonologist immunologist I can get you all three of them on paper is out the allergists what however many doctor's notes you want, I can get you violated his right to a free public education by making him choose between making me choose because I'm the parent, right? I'm the adult in this equation, making me choose between his health and his education. So I choose, I'm going to choose what homeschooling. Great, thanks. I'm not a teacher, like you're putting on additional hardship on me. A private school,

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great.

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I don't have the money to send them to that. But not to worry, I can sue you for that money can't die, right? I can sue you for violating 14th Amendment rights, can't I? Yes, I can. And I will. I'm done. I'm done with this. At my taxes. I paid for your salaries, your government salaries, your mayor salaries, your Chancellor salaries, I paid for all your salaries, I paid for my teachers, education, salaries over in the put in the building my kid goes to. That's what I want. I want it remotely until my kid can be vaccinated. I'm not saying something that's bizarre. Here. I'm not saying something out of line. I'm not

speaking out of turn. I'm a parent and I have a right to feel like whomever is watching my child during the day, whoever is educating my child during the day. I have to be able to trust that they're going to make mature sound professional, reasoned decisions with his safety. And right now you are proving to me time and time and time again that you cannot last year's reopening was a mitigate unmitigated disaster enough so that you you had the the the union head of the school administrators, giving you a vote of no confidence, you and your God, the mayor and the deal, we know confidence and leadership school leadership. That is what you had last year. And I'm going to tell you something, it's gonna be way worse this year, because the COVID of last year was like a Disney movie compared to this COVID this is a nightmare. This is every parent's nightmare. Everything we were all fearing. Last year, with every ounce of our being as parents. The small comfort that we had was kids don't get it or if they do get it. They don't get it is that right? But now we're seeing they do they will they can get it and they can healthier or unhealthy be hospitalized for be intubated for it and die from it. So is that a risk I'm taking with my only child that I was blessed with?

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Nope. Never. I think I think I've said everything sort of that I wanted to say

19:57

Oh, I forgot to mention the part about his special accommodations that the do we by law has to provide my son wherever he receives his education, right? Because he has an IEP. He has ADHD, and he has anxiety. Thank you, by the way, for making that even worse with all of this, where will you be going to school in two weeks? I'm sorry, I can't get tell you. But don't worry, the adults will figure it out. Thanks for that. But anyway, he has an IEP, for which he receives counseling, and he receives speech language and a number of other services that you will have to also continue providing him wherever he gets his education. You are in violation of that right now? Should I have to homeschool him? I don't know how these things happen. And don't give me the home instruction. Please see that nonsense for someone who wants a tutor. Because that's what that home instruction is. Five hours per week for elementary age students. That is a tutor. that's a that's a great tutor at one hour a day tutoring. That's wonderful. Thank you. But that is not an education. That is not the education that I paid for. as a taxpayer. And taxpayer, I keep throwing that word around us. People in New York City, we pay taxes like crazy people around the country don't even know the half of it. You pay your federal taxes, you pay your New York state taxes, and you pay your New York City taxes. So I have paid quite a bit for this education that we're talking about more than other people in the rest of the country who also whose children also have a right to a free public education. There are services that my kid is not going to be going to get from from the jump from September 13. onwards, right? He won't be receiving. Um, yeah. So I'm not sure and, you know, you point to pre Delta numbers, you love to talk about data that you're pulling from pre Delta, right, school was fine. Last year, there was a low transmission rate in school. Yes. Because you had a fraction of the students that normally attend school, actually in school.

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Most of

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most of New York City's parents elected, even after you kept offering those dates to say, Oh, you can come back to school if you want. We kept saying, Yeah, no, we're good. We're cool. 60% by the end of last school year, June 2021, we're still enrolled and remote option. That's what you're afraid of. I know what this is all about money. You don't want us to keep our kids home. Because that means we're home working remotely. That means we're not out there spending money at the restaurants during lunch hour. We're not out there shopping at the whatever Macy's after work before we head home. That's what this is about. This is about the economy. It's the economy, stupid. But you know what? This is about my kid. And I don't care about the bottom line dollar. I don't care about the economy. Nothing can replace my child. Nothing. The economy will bounce back. It did after 911. It has done it'll be fine. It's going to be fine. But if my kids on a respirator even if he's not, let's say he gets COVID and it's like, I don't know by some miracle of God, it's fine. It's like a cold, right? I know it won't be because I've seen my kid go from zero to 60 with the common cold, the common Coronavirus. Let's say it's fine. There's long COVID. Right. I don't know how long he's gonna have any kind of complications from it. There are adults walking around, who still have, you know, fatigue, you know, lung issues. I'm not a doctor, but I know I read stories. There are adults who are going to be suffering for many years to come with long COVID. Right. We don't even know how long there's also with children, only with children, the multi inflammatory symptom disorder right that they get afterwards. And by the way with my kid had the flu. A month later, I was back at the pediatricians because he was complaining of all kinds of pain in his in his arms and everything was in his joints. And then in his back, he said he couldn't hurt when he breathed in his back. You know what that was? Interesting said his body is still working for the virus, the flu virus, so he has inflammation throughout his body. What does that sound like to you? That kind of sounds like an inflammatory response to a virus and I know that he has this because the human neurologist told me he has an overactive immune disorder. Hence, I want to keep them My son is not the only child like this in New York City. You need to provide this option for parents like me who don't feel confident that he's going to be okay and you need to provide the option for parents who just don't trust you in general, because you haven't either taken care of their schools, right? with all kinds of overcrowding, with underpaid, teach whatever it is. There are parents who just says, just as a rule, don't trust it, you can do your job, right? So you have to provide that remote option until there's no pandemic until we've got the Coronavirus or everybody vaccinated against it. You have no business taking remote option off the table. Not I don't feel like doing the told you so dance in a month. I don't feel like doing it. Because, like, I know, my kid's gonna be home. But there are other people whose children will be profoundly heartbreaks for them. Maybe those parents won't have the luxury of keeping their kid home. Right. Maybe those parents you know, don't don't have a caregiver that there's a multitude of reasons that you are forcing parents to make a horrible choice right now.

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Horrible.

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How dare you? You don't makes me the most mad is like I feel like a right schmuck right now. Because I phonebank for Mayor de Blasio, you can look it up, look my name up in your volunteer logs. In fact, my son joined me because I wanted him to see the democratic process at work. I wanted him to see what you know, it was it was a wonderful civics lesson in real life. So I took my kid with me, I have photos of my child at your campaign headquarters in downtown Brooklyn, coming with his mommy to

phonebank for Mayor de Blasio. Why? Because you had provided and you couldn't shut up about four year olds, and how how their education would be enhanced by them being in school earlier. And I felt indebted to you. Because I was like, yeah, this is important. And this guy gets it. And now my kids 910 just turned 10. And you're just like, shrug emoji, your struggle emoji. Like my kids help. But yet when he was four, here's the most important amazing thing in the world to you. That's just I don't know how you sleep at night. I really don't. If I did, that was like my job, man. I feel like, I feel like crap, I'd have to throw in the towel. I'd be like, God, I really suck at my job. No, no, no, not even just even just like duty, just morals, ethics. Like you turn, like what a 180. Education is the most important thing. It's the most important thing. It's so important that my kid has to risk his life. Really, I have to risk my kid's life for his education.

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Yeah. Anyway, I feel like I don't know if I've covered everything.

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I wish the media would actually get access to the numbers that we're talking about here, the numbers of the volume of children who will be profoundly affected in New York

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City. Just

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because they have a respiratory deficiency, they have a weakness, right, this is and this is a respiratory virus. And don't please don't point me to the studies or whatever that was done last year that said the kids with asthma, there was no significant whatever, whatever. There was, like some study in October of 2020. I had some family members that shared it with me thinking it would bring me some sense of comfort. I have witnessed with my own two eyes, what happens to my child when he has upper upper respiratory illness. And their children whose asthma is far worse than my son's uncontrolled. Mine is, you know, relatively controlled, especially so in the past year, because he hasn't been he hasn't been in school. He hasn't been getting sick. I mean, every year at school, it would be one cold up there another one, you know, rescue in her, you know, dose after another and we haven't had to do that for the past year because he's been masked whenever he goes outside until he gets, you know, to where we're going because we have to walk through hallways in our building. Yeah, he's been great. And by the way, in remote learning,

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he was

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like, fantastic. The best he's ever been in his whole life. As a student, his grades exceeded standards, check his report card, I'm happy to share with you I've shared it with a lot of people. Just proof that, you know, this remote learning option. There's something to it really is I mean, I wouldn't want my child to be out of like, you know, the social network that he has because he loves his friends, but I can make playdates I can I have Have we've met many of his schoolmates and playgrounds and had playdates

he's done virtual playdates through Roblox, Roblox or Minecraft. Like we live in a day and age where like this is,

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we can do this. So

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there's something there beyond this moment in time where you have to offer it, because it is a medical necessity. You are facing a public health crisis that will go down as your legacy. I promise you, I will make it my life's mission to make sure it goes down as your legacy. And your wife, Charlene magram, looking at you if you think you're going to escape their parents who are going to, you know, through horrible nights of worry and fear right now. Nope. I will not forget the callousness, the ignorance, the willful disregard and not even willing to meet with the parents who have asked you multiple times, to bless deal to me. And I understand you have a personal relationship with some of these parents who have asked you to meet, you've worked with many of them alongside them. You've been elected because of a lot of their work. And now you turn your backs, your backs on them, you don't want to meet with them, you give lip service to them to the chancellor.

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It's it's just

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I wish there was a stronger word for disappointing. I'm an editor, right, I shouldn't crestfallen. deplorable. disheartened. I just, I'll go on power thesaurus.com later and get some words for you with how I feel about

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your,

31:54

your leadership through this pandemic. It's just, it's just been so disappointing. And now it's dangerous. Beyond dangerous personally. Now, it's personal. Right? On the Michael Jordan meme right now. And I took that personally. This is personal. And what did I say what all politics is personal, all politics local. This is a grassroots movement that you're ignoring right now. And we're going to figure out these parents, we are going to figure out, we're going to figure out how to make it happen. We're going to figure out how to get together and boycott in numbers, you're never going to believe how many empty seats you're faced with in September, in addition to the infections that sadly will happen in September, and October, as a result of your disgusting plan a write the only plan, you're going to find out how many of us are serious, because this is serious. Our kids health is serious. Our kids health is way more serious, sadly enough in their education. I know how important in person learning is to you. But my kids life is way more important. And you're not treating it with the respect and the attention that it deserves. And I'm just gonna keep I'm just gonna keep talking until you hear me No, actually, I'm not gonna be talking to you hear me because I just I don't know, I feel like I'm back on the train not trying to try to make you know, avoid on

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with the person who I'm like, oh, you're doing but I don't want to be around this

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when it goes down. Because that's what's gonna happen September 13. We're all gonna be like, yep. So this coming a mile away. Got rid of, you know, got out of that situation fast. Couldn't get out of it faster. But why does it have to come to this? Why? Why does it have to come to us boycotting? Why does it have to come to us suing? Why does it have to come to this? Why does it have to come to a lawsuit? Why? Just to say, you know what, you guys, you're right. I'm sorry. and listened to before much respect you would get. I could almost respect you. At that point. I could be like, Okay, you know what he did wrong. But then he said, You know what? The numbers are different than me. When I first said this, I wish we could have gone forward. But unfortunately, we're gonna have to offer a remote option. We're not closing schools, we're going to offer a remote option. And this is going to help parents who elect to have their children in school here. I'm writing your speech for you, okay? I'm not even going to charge you for this speech. We're not even going to, you know, close the schools, we're going to keep them open. So parents who want their children in person can have that. But parents who aren't comfortable or their children can't medically do so will have the option to be removed. And that's going to help everybody, the children in the classrooms, there won't be as many. Therefore the non help filters will have a better shot of actually cleaning the air in the classroom. And the children at home, they're going to be safe. So everybody wins. And we as a politician, I get to, you know, right off into the sunset in January, not being cemented in New York City history as being the mayor responsible for the hospitalizations, if not the deaths of hundreds, if not 1000s, of elementary school age students. Like you know, not full disclosure, but I work in communications. I have advised people on crisis communications, I have written crisis communications. So I feel like whoever's in your communications department, I feel for them, because they're all looking at each other going. Like whenever you read the DLP spokesperson in the news, I'm like, I feel for this person because they know they know what's happening. And I'm sorry that you have to bright, this absolute garbage, and have your name be attached to it. Because you know, it's not true. You know, it's

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garbage. The

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classrooms, the schools are not this oasis of safety in an otherwise country full of rising case numbers of children, and who come over getting sick, and having to quarantine or being hospitalized. Like,

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man,

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I feel bad. I feel I feel bad for those professionals. I feel horrible for the parents, like me who are in this position. And my heart breaks for the children who are going to be exposed. And you're like, oh, but they're gonna be wearing masks. Yeah, okay, but they gotta eat at some point during the day too,

though, right? They're gonna be in the cafeteria. And by the way, not all elementary school students are all that great at wearing masks for six hours at a time. Like my kid complains about, you know, when when we go through the building the hallway, we got to wear matte double masks, by the way, double masks, we have to go through the building. And that's like, what, maybe three minutes tops. Come on, man. This is just so. So unrealistic. It's unfathomable, unconscionable. It's

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deplorable.

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It really is. deplorable. behavior. decision making. criminally negligent is another word that will come to mind, I'm sure by some parents in the near future, criminally negligent, there was a great concern last fall by school leadership that they would be held legally responsible for the reopening the unsafe reopening of their schools. And then there was this negotiation, right that took place where Oh, no, you guys won't be negligent? Or will you are negligent, criminally negligent and responsible will represent you. Right from the daily. That's horrible. If you even have to have that conversation. Like don't just don't put people in that position in the first place. You know,

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just don't

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don't put us in a position where we feel like we have to start looking at like, you know, legal action lawsuits, you know, criminal negligence like, you're, this is on your watch. This is your job. Make sure that children in this city are safe. basic stuff, and I don't care how many times you you how many people you parade out to say this. And by the way, not that many people are willing to say what you're asking them to say. Most of them directly report to you, which says our how many independent of the deal we are independent of the New York City Department of Health or independent of the mayor's office, city hall. How many are saying, yep, this is the best plan. Plan A is the only plan because it's best plan. who's saying that besides the people that have to answer to you, or report to you or get the paycheck from you, who's saying that what makes you any better right now than those governors is? What we're looking at going. Whoa, what a learn and then listen to us. We're worried we have legitimate concerns. There are doctors now are health professionals. There are Congress, people who are saying the same thing that I'm saying to you right now,

40:07

listen,

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there is a chorus of people who you are refusing to listen to, and you are refusing to give a platform to by meeting with them. There is many parents who feel this way. We just haven't yet figured out how all get together. But there will be a vehicle. There's a vehicle being built for them to all hold on to I promise you this, I promise you. It's called class action. And it will happen. And there will be parents and suddenly say, yeah, I've been hoping somebody else was thinking that and saying that. I've never

understood these car rants when I see them on like, tick tock and stuff. I've never understood this. Like, why do people sit in their car and rent for hours? Damn, I could go for hours. I mean, who want to do errands, right, I could sit here and say everything that's been going through my mind since May, when you first announced no remote option. I was like, wow, that's, that's bold. That's a bold projection. How can you look that far in the future? Yeah, the numbers now are going down and things are great. But who's to say what's going on in September? I don't think I would have advised that as a person in his communications department or his, you know, the leadership that surrounds him, I would have said, let's just say we're gonna wait and see. And we'll make a decision in July. But well, I think I know, there are people around you who hear what I'm saying. And they're shaking their heads. Yes. Yep. And I just, I just pray. If you don't listen to them, will listen to you will listen to a lawsuit, you will listen to a judge, it will come to this. Because this is a legitimate violation of a right to a free public education without endangering your life. And I can prove, like I said, at least three different doctors will give me a doctor's note right now. Because they have seen my son, they have examined my son, they've seen him sick, they've seen him hoping they've done his blood work. They know what's going to happen if he gets a serious upper respiratory infection. So I have no qualms about saying this is a risk, a serious risk, endangerment endangerment to his life. Anyway, I think I think I think I covered everything that I've talked about at the PDP and I'm just grateful that I'm teamed up with this group of parents who are just so smart and so resourceful. You know, passionate is having passion is one thing, obviously, you have to have passion. And no, any parent can be passionate about the health and safety of their child, but to be knowledgeable, the resource to have the courage to speak up, and the wherewithal to know who to connect with to amplify your voice and your message. I mean, that, that, that's where the rubber meets the road. And that is what this group is about. This, this particular prepares, I thank you, I feel for you, because a lot of you have, you know, multiple children to, to to be worried about and I just have the one. And you know, the fact that you're willing to put in the work to do the home because home, listen, remote option. It is tough, it's tough. But you know, what's more tough, is watching your child struggle to breathe. I have seen it's one thing if your kid has a broken arm or a bruise, and, you know, you're like, Oh, I'm so sorry, you know, you're hurt, you're hurting, but it's gonna get better. There's not a whole lot you can say when your kid can't breathe up their importance along with the heartbeat. So my heart goes out to the parents who I'm connected with on this. I have multiple children with multiple health issues. Some of whom have children with cancer have family members with cancer. They're rightfully concerned which by the way, your cute little handbook the other day didn't even mention anything about siblings or you know, family members who have health issues. Home instruction only applies to the child, the student directly which another thing garbage, garbage, the capital G all caps. You're just ignoring deliberately by design. I know you're not this stupid. I know. No, you're not, you don't get this foreign politics being stupid. So

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do the smart thing. Let's have a 180, you can mask it however you want. whatever language you need to use to quietly step away from the precipice with as little fanfare as possible, I'm willing to look the other way and say, Okay, I'm not gonna do, you know, I'm not gonna do and he told you. So dances, I'm just happy to have this option, wherever they want to dress it up, and whatever they want to call it. But you need to do it. And you need to do it fast. Because you're gonna have egg on your face, when this lawsuit happens when children get infected. And when children get hospitalized, you're gonna have way more than egg on your face. This is going to be something that's like written in history books about

you. So I know if this is ego, I'm sorry, this is your legacy is on the line. And this is your chance to salvage it. Let's do the right thing. For our children. Let's offer remote option, they all have iPads in the case of emergency. This is the emergency. This is it. kind of weather emergency. It's not an election. This is the emergency. It's a pandemic. It's a once in 100 year pandemic. And if this is an emergency, I don't know what is okay, they all have the iPods, iPads, and whatever, you know, remote instruction that happened last year, we can improve upon it, we can figure out how to do it better. We can figure this out. But we can't figure it out. If you're sitting there with your hands over your ears going live. We can't even like if you won't even talk to us. Or you don't even have to talk to me anymore. You don't have to talk to us. Just do it. Like, let's just get it done. And move on. Thank you. Thank you be plag. I'm grateful for all of you. Thank you for the members of the PDP who spoke up two weeks ago to Tom, you know, you guys are just, Oh, I can't wait to meet you. And this is over like in person. So I can say thank you. And I wish my politicians who elect. I wish I felt the same about you. But right now I don't I want to meet you. So I can tell you how disgusted I am right now. That's what I want. So okay. Angry mom, signing out. hoping for the best. We will make this happen. parents learn to do it. So thank you.

<https://twitter.com/bxparentleaders/status/1434182928641118215?s=20>

Christina Russo testimony

00:01

Hello, can everybody hear me? Okay? I'm, I'm live because a friend of mine is an advocate for this remote learning situation that's going on and somebody like me, I have severe health issues, I wear oxygen, I have to rest most of the day I have an autoimmune disease that's debilitating, that affects all my muscles. I'm 39 years old, I have three kids. I prefer the remote option, because with the Delta variant, everybody's getting extremely sick. And I have a 10 year old who was unable to get vaccinated. And if he goes to school and brings it home to me, my outcome may not be as good as a lot of people's water. I wear the oxygen, I can't really breathe without it on just getting over some virus that I had. And it took me almost three weeks just to feel a little back to normal. So I'm totally for remote. And I think it should be an option because there's people like me who really can't afford to get COVID and I can't get vaccinated either right now because of the amount of steroids that I'm on. I won't even develop antibodies if I got vaccinated at this time. And I don't know when I'll be under the milligram to get the vaccination. So I'm hoping that they can do something to make the kids be remote. So somebody like me is safe, and other people who are immunocompromised, they're safe. Thank you.

Christi Angel video testimony

00:01

Hi, my name is Christy Angel, and I'm very happy to be here with you guys tonight, I do want to share a little bit about myself my story and why I am a parent standing with you for a remote option. I myself am high risk, and my son is high risk. He is a child with special needs. He has Down syndrome behaviors on the spectrum, and ADHD. He is a high risk child in the sense that we have things going on with his lungs with his body, as many of our other children in our community we are mentioned medically fragile. And even if we aren't medically fragile, we have the right as parents to want to protect our children, our families and things that we are exposed to. In my instance, and many others, we do not feel safe with our children on the buses, we do not feel safe with our children in the schools. And we have the right to protect ourselves in the ways that we choose. As the remote learning option was last year, my family benefited very greatly from it, my child did do well, there were spaces where of course, you know, there's things that we can grow with and things that can be better. But when we're looking at our health, when we're looking at what the parents prioritize for their families, and what we say we need, we should be heard. And we want a remote option at home for our children so that our children can be safe in the middle of this pandemic. If we think about it, we just had an okay for children to be added to the vaccination, we do not have enough information. And I like other parents, I'm not willing to gamble on my child. Why should we our children are not numbers, our children, our legacy. Our children deserve to be protected by the people we elected. Our children deserve to be able to know that they can be saved to know that they can still be educated at home with their parents. Now, I do believe that you know people going those in our community, yes, you may need that. But for those of us who desire and want to stay at home, the remote option should still be available for us. Period. Even if your child is not medically medically fragile and you decide for your family. This is how we didn't need to be safe, we should have that option. You know, this is a democracy where we need to be able to have choices, period. That is what it boils down to, if I choose to keep my family safe. What does that look like? Is it only what you say it looks like? Or do I have to? Or do I get to have a voice and what goes on with my child with my family and what we are exposed to. So I stand with my community, I stand with every person in the in each borough, who is saying, Hey, this is my family, we deserve to be safe point blank period, we shouldn't have to say, Hey, I fit in this box, you fit in that box. And we only get to check off what the government or what the mayor or whoever says For us, we deserve our rights. We want to be safe. We want to get to have a voice and how we are safe and how our children are safe. And that our children are educated appropriately and correctly like anyone else outside of the school building. That's that's that's the most of it. For me. I am so passionate about our families, passionate children, passionate that we stay safe and have options to be safe. Like many of you, I've sat at home and it's like, well, what happens when the school reopens? Right? How do I keep my child safe? Right now like you? I don't know, what if I What about the forms? When do we get the forms in by this time or that time versus our elected officials just saying listen, we stand with you. We support you. Your children are not dollar signs. And we will make sure you have the option to be supported so that they stand in the gap that we voted them to be in right so that we can be safe and feel safe. I know I'm only speaking for

Well, no, I'm not just speaking for myself because I'm a part of you. I'm speaking and adding my voice to the collective. We want a remote option period. Thank you

Crystal Bockford

00:01

Hi, everybody. First, let me thank you for joining, thank you for helping us and trying to get the message out to those who need to hear it. I'm on behalf of the Bronx parents leaders advocacy group, I thank you for taking a moment to engage with us. Our hope is that when we assembled together in these types of situations and on this platform is that we are facilitating the socio economic cohesion, which will drive the compulsion to increase productivity and safety for our children in this upcoming school year. As a parent, and a community leader, I'm kind of taken back by the position that the people in charge of making these decisions have taken, I thought that as we transition from one version to the next, that there will be some sort of increase in compassion and in the logic behind sending our kids to school, at least, or having the option to send their kids to school, part time. And, you know, for parents like myself, who chose last year, to remain remotely 100%, that there will be additional consideration for us. But as it seems that is not the case. I just don't understand how, in a school system that historically has been overcrowded, has been underfunded, has been neglected. For many years, they can even fathom sending kids in this situation. I'm protective. I know that they are thinking about mandating mass, but in my opinion, children under a certain age, will take those masks off, they will fidget, they're not even eligible to be vaccinated at this point. And so, in essence, we're sending them into war and protected. And likewise, for the teachers who have to be in the same situation, the Delta barrier is a lot stronger, the Delta variant is a lot more contagious. And there are some cases where people who are vaccinated are still being inflicted with long term COVID situations. I feel like we're not being heard our voice as parents, as family leaders, as community, survivors were not being heard in this situation. And it's sort of an insult that people would come, you know, when they're trying to be elected, and say, Hey, we're here, but listening, tell us what you want us to hear. And privately, they're saying, Yes, we agree with you, but publicly, they are not. They are not standing with us publicly, they have not even acknowledged the fact that that they agreed with us privately. And to me, that's kind of insulting. And I know that I'm one of many voters who will surely not forget 100%. I think that as a community, we need to get together and put our foot down. The partnership between the education system and the parents of the children that are being educated, has crumbled, is disintegrated into nothing. I thought at one point that, you know, we should help each other to raise up a child. But in essence, we're not being heard. And quite frankly, it's very insulting at this point. I feel like, you know, we are consulted, when they want to raise the price of the MTA service, they have all these different,

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you know, platforms where we can make our voices heard. If there was a rent increase, they have all these other platforms where they go borrow, borrow, borrow money, they let us voice our opinions and our pleas. But in an instance where there's a life and death situation, we're not even being allowed to say what's on our mind. And to me, I feel as though that's not right. And I myself struggle every day with, do I send my child to school in September and risked her life? Or do I keep her home against the rule and risk her educational progression? You know, that's not something that any parent should have

to deal with. And I feel like the people that are making these decisions need to hear that they need to understand that you are literally asking me to put my child who cannot be vaccinated, because the law says she cannot be vaccinated because she's not old enough, put her life in danger. And what about those people who have these ailments that are not on this list? Um, you know, asthma has been rampant, in the Bronx it's in, it's affecting, I think, like one in four households, and then exactly sure what that was. But I read a couple of days ago, when they first want to do he first put out the list of ailments that they will consider strong enough to have you be able to have this remote option. But the problem is, is that COVID is not attacking just people with ailments. COVID is attacking everybody. This is not a selective disease, right. So to say that, we're only going to acknowledge this select few options, is kind of like a passive aggressive slap in the face. Because there are certain people who are very healthy who have died. There are a number of children who are very sick right now in the hospital, because of COVID. Because they cannot get vaccinated, because they will not protect it, because this government decided to put them into a situation where they could not help themselves. And to me, that is disgusting. And I'm sure, and I pray that the larger these kids that are struggling right now, in these hospital beds, that they will be spared. Because as adults, we need to take charge of this situation. The adults that are in charge are not handling this properly, there is no actual plan. I've read through the whole thing, twice, today. And I keep reading and I keep reading. And it's not fair for you to say that, you know, when COVID first hit, we had to be six feet away. But now we have an even stronger variant out there called Delta. Now we're even smaller, we have to be three feet away, if possible. The fact that you will put if possible into your guidelines tells me that you don't care about the life of my kid. And that is very disturbing to me. And I'm asking right now that you would go and sign this petition and let them know, Hey, I too, feel like I am not being heard I to feel like you are taking the life of my child and the life of my family. And you're putting us in danger.

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Take a moment right now, please. And look at the guidelines, what they put out. Look at what they're saying is see what they're saying is safe, is not see, there is no plan. There is no Hey, this school is 180 years old, it's in, we cannot upgrade it to the type of level where it is safe. But we want to put your kid in there anyway, and hope for the best. That's not good enough for me. It's not good enough for my family. And I feel like the people that are making these decisions haven't been to this school in the Bronx. So I tell you what, Governor, if you think this school that my child's going to in the Bronx is safe, why don't you come in to the classroom with us. So we can show you how it's not? Before you get on camera and say, Hey, I feel like all kids need to go back to school. That is not the case. There is not a one stop shop, a one stop fix it for every single environment. Each environment is different. There needs to be different rules, there needs to be an option that says, hey, you know what, your class had 37 kids in there when the average class is not supposed to have more than 25. So maybe we might want to give you the option to have your kid continue to learn from home. Those are the things that need to happen. These are the conversations that need to be heard and they're not being had at this very moment. At least not with me. And I can guarantee you half the parents in my school have not had a conversation like that either. So I'm asking that you take a moment, have a conversation with us here, what the actual issues are within our school. Because it's not, like I said, a one, stop, fix it kind of situation, you can have one solution for a community that is as diverse as the Bronx, or Brooklyn, or Manhattan, or Staten Island, there's too many different situations going on in these schools, for you to say that everybody has to go back, because that's how it's supposed to be. That's not how this works.

You're putting the lives of our kids in danger, you're putting the lives of our families in danger. There are a whole entire school communities that are quarantining right now, because delta has spread through the school spread through the district spread to the entire community. I've read one article that said that the school Chancellor had to be quarantined, because they were affected. In a small town in Texas, guess what? I am living in a small environment in the books, more compact, more people, more COVID opportunities to be spread. This is not okay for me. I thank you for letting me have this chance to speak my mind. And I hope and pray that sometime between now and the time school starts, that we have an actual plan, that we have an actual option to keep our kids safe at home. For those of us who can't even get our kid vaccinated. The five year olds, the six year olds, they're excited they want to go back to school, but guess what? They're going in unprotected. And a mask, I'm sorry, is not enough of a protection for me to send my kid into that dangerous environment every day until we can go down and get our kid vaccinated until we can go down and get our kid you know, a six foot at least space away from another child away from the teacher, some plexiglass something, those things are happening here in the Bronx. I can guarantee you they're not happening here in the Bronx. We couldn't even get school books that were of this decade. A couple of years ago. We have to fight for that. And now we have to fight for this. Parents, I need you to get together. I need you to sign this petition. We need to make our voices heard. And this needs to happen now. Thank you for this opportunity, and have a good day.

<https://twitter.com/bxparentleaders/status/1433885267237085184?s=20>

Dr Marie Will Testimony

00:00

Hi, my name is Dr. Murray Well, I'm a physician, a biomedical scientist. I'm also long term New York City resident and I got both my MD and my PhD right here in New York City and I now have the pleasure of also being the New York City public school parent. I have grave concerns about school reopening plans for the fall, because already COVID has claimed the lives of more than 500 children, the United States, amongst these pediatric cases about 25% occur and children who have no underlying medical conditions at all, none. What about the other 75%? You may ask? Well, when I say that people usually think of some obscure childhood illnesses, but the most often listed pre existing conditions for COVID in children, actually asthma and obesity, both fairly common childhood illnesses, I would bet that some among us here today have a child with asthma, obesity. When it comes to children, though, that isn't the only meaningful measure. 10s of 1000s of children have been hospitalized, many needing ICU level care mechanical ventilation. And even amongst those who have, quote, mild symptoms about one in every 20 goes on to suffer from what we now known as long COVID. Well, that's not a small number one in 20 is at least one in every classroom, even outside of that entity of long COVID. There are many other potential secular endocrine disturbances long term neurologic consequences. And you may say and I know the children get ill all the time. Well, yes, but not quite because the rate of serious illness with COVID far exceeds that of other childhood illnesses. And those numbers may pale when you compare it to the burden of COVID on adults. But let me just quote the CDC director, Dr. Rochelle Wollensky when she said back in July, and I quote, The children are not supposed to die. There is simply no acceptable number of preventable child deaths. Now I don't discount the benefit of in person school. As somebody who relies on school for both childcare and education for my children, I'm desperate to send my child back. I was actually really hopeful earlier in the spring in the summer because case numbers seem to go down. But then when a Delta Variant hit, things change, delta carries a higher viral load as we now know, it is several times more contagious, and according to the latest data actually potentially has a higher risk of also severe illness hospitalization, which can be devastating in children. And already if you follow the news, you're seen in many hospital system around the country and running out of pediatric beds, the number of daily new pediatric COVID admission is higher now than it ever has been in the entire pandemic. And we still don't have a vaccine for children who are under 12. Last week, we all heard New York City Department of Education announced their plan for returning to school. The amount of testing I think everyone would agree that was proposed is woefully inadequate. And we all know that many school facilities in New York do not have the capacity for either social distancing, or effective ventilation, by not having a remote option at all to essentially asking us to take a chance. So if it's a chance on the lives of our children, my son is five he has asthma. This landed him in the emergency room many times we always travel his nebulizer because we never know. If his you know if his inhaler will one day will not be enough. He has also been hospitalized for several days requiring x supplemental oxygen when he was ill with a much milder respiratory virus. And as a mother, I'm scared I'm scared to send him back.

04:12

But I'm not here for me or or or even for my kid there's there's a bigger issue at heart here. That's that's the equity because the risk is not the same for every child. Some have pre existing conditions, some live in multi generational household, some don't even have reliable access to a health care to facility or to physician and many communities of colors that have shouldered the greatest burdens during this pandemic already, where the prevalence of comorbidity is the highest is neighborhood New York City. These are the same places where the majority of parents have opted for remote schooling the entire school year last year, and where the parents are asking for the same now. Now, even if I was inclined to send my own kid back As I just said, I'm not. But even if I could justify that risk for my own family, I still believe that it would be so important for us as a community to listen to, to uplift the voices of those families with the greatest needs is ultimately, I'm here because I believe that one day we'll look back at this moment. It's an inflection point. And we'll all ask ourselves whether we've done everything we can to protect every child in our community. They say it takes a village to raise a child. And I'm asking you now more than ever, let us be one another's village. Thank you.

<https://twitter.com/bxparentleaders/status/1433939526422990854?s=20>

Kim Famous testimony

00:00

Good evening, everyone. Hi, I'm here today to speak as a supporter of the remote option. Not only should parents be given options, so that they can make the choice that is best for their family. But I think we are all not putting enough emphasis on the fact that this is a crisis that's being driven by medical conditions. Right now, we know that the Delta variant is on the rise. And in the foreseeable future, that there will be increased cases once people are congregated, in enclosed spaces. We don't know enough yet about how children are affected by this disease. But we do know that cases are happening in younger and younger age groups. Presently, the vaccine rate for teens, although it has been made eligible for ages 12 to 15, is still at a low rate. We understand in our communities that there is hesitancy, even though the FDA has recently approved the vaccine. This is just a matter of labeling, and is not addressing the insecurities and the lack of faith that people have had in the vaccines, we basically need more time to make informed choices that we feel comfortable with, especially as a parent to put our children in situations that could be potentially dangerous in ways that we don't know yet, in terms of the manifestation of this disease, it would be wise to not only have a remote option, but even if we are going to go ahead with it in person option to possibly delay school reopening. The mayor has set a September 27 deadline very late in the month for on the 27th. The very last week for teachers, even though if mandated to have this vaccine to take the vaccine, we it's not common knowledge that vaccines are not effective, you know, immediately after being given. So we'll be up to another month after that time, before immunity begins to kick in for those who are receiving the vaccine for the first time during the month of September. And even for the teachers who were vaccinated. You know, early on in the beginning of this year in January, we know that their immunity and antibody levels are waning, which is why the booster is recommended. But again, it takes time once getting a booster for the immunity levels and the antibodies to build up again to a point in which they are become protective. So it's not wise to have opening day completely in person for the middle of September. We saw last year that even with the delay of with the September start day we know we like to keep routines and we want to go back to what's considered normal. But that was too early because there was a rise of infections and schools had to close very shortly after reopening last year. We don't want to repeat the mistakes. We know we have more information now about the VAT the virus the Coronavirus than we then we did a year ago, but not enough to make decisions to say yes, we're comfortable to going back to the in school setting where we have, you know, 2530 kids in an enclosed place. Without proper ventilation and air filled air filtration, close socialist social justice thing we've come to accept this as as a new norm. But for children returning to spaces, it's very difficult to follow these guidelines that would keep them the most safe. If not, you know the conditions are not optimal as it is. But to ask children who haven't seen each other and haven't had contact for so long. To to maintain this distancing that will keep them safe is is very challenging for the adults in this setting and it's you know, just a matter of increasing xiety we need more time just to prepare if we are going to go back into person in person to have things set up in a way that protocols are being followed and

04:58

are good. Wanting to visit per present the best results in the end. So overall, we need more time to plan and from a medical perspective to realize that antibodies take time to build even after getting vaccinated. The UFC and the teachers had still have not come to an agreement about whether or not all teachers will be vaccinated. And parents don't have the information in terms of knowing exactly whether or not their child's teachers or the or the entirety of the school staff are, you know, completely disease free within the school setting, we have to take into consideration the fact that there's an incubation period. So with the start date of mid mid September, we can expect a rise in infection by the end of September, not to not to scare people, but again, just so that they are mindful and are able to make informed decisions. being fully vaccinated, we know does not mean that you cannot become infected, and then contagious, and pass on the virus to children who are unprotected. And even if do not develop symptoms themselves can bring home this virus to family members who are more susceptible to having life threatening complications. So the best thing is for us to have an alternative for those who do not feel comfortable. And that would be the remote option, but for even in person, for there to be a delay in reopening until the conditions are safer. And more of the staff and the students are vaccinated, or those who were vaccinated are able to get to get boosters. This is, you know, still a matter of personal choice. But we want to allow those who are skeptical to be able to make informed decisions and be able to prepare, that's always the key in terms of RV ready to go back in September. And I think the answer is no. Because there's no multilayers to consider. But number one, that this is a health crisis, and that it takes time to develop antibodies. We are in a position still we're not enough people are vaccinated so that we have herd immunity. And there's almost a false sense of security that has been projected. Even amongst those who are vaccinated. Again, I'm just repeating that it takes time for the antibodies to develop to the point where a person is protected after they receive the first dose, it's a matter of a month, and then even two weeks after receiving the second dose. So a total of five weeks before person is considered immune with the best protection that we currently have. For those who received the vaccine earlier in the school year that they have, are not able to get a booster until eight months after their second dose that leaves the teachers specifically in a window period where Yes, they may have been vaccinated, but the antibodies have now weaned off and they are no longer have protection at a level that would prevent them from becoming infected and possibly passing on the virus to those who are completely unvaccinated or have not yet developed immunity for themselves so and in in the interest of providing time. For this process to develop, we should delay opening and have remote schooling as an option in the interim. Until we're able to prove that the vaccine the level of the community that is vaccinated has antibodies is higher, but also for those who are immunocompromised specifically to have the option of remote learning be continued for as long as they feel it necessary. And overall just a matter of having options prevent presented so that we have the ability to make an informed choice that's best for your individual child and your family and your community. Thank you so much for your time.

<https://twitter.com/bxparentleaders/status/1433820150742982660?s=20>

MORE Caucus and Anthony Beckford testimony

00:00

All right. Good evening, everyone. Thank you so much Bronx flag for hosting tonight's event. I think we'll have Anthony Bedford on in a moment. Community advocate and president of Black Lives Matter, Brooklyn and my re my comrade in the more caucus that evening. Hello. Can you hear me? I can hear you. All right. All right,

00:49

everybody. My name is Anthony Blackford, I am a single father, I am an advocate for the president of Black Lives Matter of Brooklyn. And amongst many things, I'm very concerned, you know, New York City resident, in regard to what's going on, you know, with the mayor's failure, and the chances failing to deal with failure to actually bring forth a remote learning option for our children. You know, when I say our children, I'm not just talking about my nine year old daughter, I'm talking about all of our children in our communities, all of our children in all the schools throughout New York City. You know, first and foremost, I like to give a big shout out to more caucus, and all the rest of the organizations and advocates that have been out there on the frontlines, advocating hard for the children, for the teachers, you know, for the staff, and so forth. You know, I just want to lend my voice to this topic here. You know, I've been putting comments anywhere I can, when the mayor has put up his plans, or when the deal is put out there plans to let them know that remote learning options are needed, for many reasons. One, they fail to convince us that schools are safe, because they want to compare the school reopening to rates spread rates from last year. But we all know that there were hardly any children inside the schools last year. So those numbers will be low. You know, and this is something they're not telling or expressing to the public that needs to go out there. It is a it's a sense of forcing. It's a sense of providing for security to the people, you know, which actually goes against the oath of their office. You know, the next thing is, when we look at these schools, these schools are overcrowded. There is no way that we'll be able to provide any type of, you know, social distance, not six feet, not three feet, not even if the CDC decided to even say one foot, this will not be able to happen, you know, because we have to be honest, the school system has failed us. They've made our classes overcrowded. Our lunch rooms are overcrowded, the hallways overcrowded. This is a strain on teachers, Australian students, especially now during COVID. Even with the vaccination mandates that they put, we have to they keep saying follow the science. Well, let's follow the science. It is stated by the CDC, that even those who are vaccinated have the same viral load as those who are unvaccinated means it could still pass the virus on the Delta variant. Let's be very real about that. And this variant, as we've seen with many of the states and cities that surround us, has been affecting children from ages two and up even more. But the factor of that they are disregarding the safety and well being of our children, especially those who are 12. And under is a classic case of child abuse by the DMV, by the mayor and by the chancellor. They need to provide remote learning options. Now. Not when it's too late not to use our children as a petri

dish, or as a study to see what happens. We'll see what happens in other states. Why is it that the so called quote unquote, the most progressive city in New York is doing the worst thing ever? Why is our mirror acting like the governor of florida and the governor of texas?

04:23

Why is it that our mayor feels that just because he doesn't have somebody to come combat with in Albany, that he can act like he can go and do these things that input and put implementations in place without being checked. The messages here is that he needs to be checked. The messages to our elected officials need to be checked, especially those who have been silent on this matter. Especially those who feel that they want to put our children in harm's way. When they do not know what's going on in our community. They do not know what the spread rates are in our community. Even the new york times in the past what is the other day that as soon as Governor Cuomo resigned, New York state itself put the accurate numbers of spread and hospitalizations, which was way more than the numbers that they were reporting on a daily basis? So what does that tell us? What's going on in New York City as well, it is time for us to start with the vanity projects, like these five Baroque concerts. And this Ferris wheel, it's time for us to stop with the super spreader events. Because right now everybody is is technically a spreader at this point, what we need to do is make sure that we prioritize the health of our children, prioritize the health of our teachers, prioritize the health of our communities, and their families. I suffer from a neurological disorder. I almost died from COVID. Last year. I will be damned if I stay silent on this matter and allow some privilege elected officials to feel that they could put our lives in danger and put our children lives in danger. I will not stand for it. We should never stand for it. And I'm calling on every single parent, every single advocate who has not made their voices heard to make their voices heard, whether it's through email, or whether it's through just going out there and saying, enough is enough. Thank you. Ollie, you could go. All right.

06:42

Well, thank you so much, Anthony, for setting us up. hours, everything you said. And thank you for being here with us. I'll just go quickly, I'm from the more caucus. Thank you bronze pie for having us on tonight. I just wanted to quickly address the narrative that we've been hearing about learning loss. The mainstream media is saturated and obsessed with learning loss narrative, as you've already heard tonight, so many parents still want a remote learning option. They wanted it the entire year, parents said that overwhelmingly, parents did not send their children back when they could have in the spring semester. So let's have a remote learning option. Mr. Mayor, let's stop neglecting the voices of the parents. You have to stop going to people's homes and try to change their mind. parents know what is right for their children. We cannot coerce them to do something that they're not willing to do. Our communities have been hurt enough. Community transmission is not low enough. We do not have herd immunity. And we need more mitigation methods in schools. We need a remote option. And thank you Mario pass it to you. Thank you bones pie for having us tonight.

08:06

All right, I want to say thanks to all the advocates who have been pushing the buttons for for over a year now. This is the second year for a safe reopening last year. Remember, we were on the streets demanding a safe reopening. And then you had this delay, delay, delay delay. The deal we headed by Mayor de Blasio has not learned anything from this medical event that happened. So what we're doing

here is we are standing in solidarity with either parents, with our the advocates, educators, I am an educator myself, and just want to make it clear if we're talking about equity, practice it, don't preach it. So you're talking about equity and in that listening to folks, where is the equity? So the message is to all the stakeholders are out there some of you are revengeful and we just put that revenge down for a minute because not gonna take you any place for so we're just giving you warnings revenge is not going to take you into place. What you need to do is listen to parents, parents elect you. Some of you aren't elected, but you're selected by folks to work in different positions. So we just need to listen to folks and get a full understanding of what they need. They're asking for remote listen to what they need. That only those who are medically immunocompromised, you have folks all have working conditions. I have four children, and I cannot afford to be quarantine with one kid this week. Then as soon as the quarantine is up, I quarantine with my second daughter. And then two months later quarantine with my boss was a little bit what's going on. So a lot of us who work in safety nets, do not understand cannot empathize Where's your empathy? You can I empathize with what's going on with people who cannot pay their rent, where students are hearing about, they're about to be evicted. And you're talking about all this trauma informed, move away from the drama informed and become trauma informed, please. So I'm going to close here today and say, I want to thank the Chicago teachers union or sister caucuses who lead those union up in Chicago and LA, UCLA folks shout outs, you sit at the table with your, with your, you know, with your districts, your municipalities, and you work something out. And if it's not worked out, then action needs to happen in helping the parents get what they need. So in closing, I will say, we are ready for in person, what he has to be safe. And we also ready for those parents who want a remote option. And that's all grow you and your crew needs to start negotiations now. And that means you must meet with the Office of labor relations, you must meet with City Council, you must meet with the UFC, and so on and so forth. And work out a contract where teachers are not teaching in class and over the computer at the same time, and you have it set up where it's adequate, and so on and so forth. So we're asking you to work on the contract, not anything behind closed door. We have a few white men behind the closed door making deals. And then you have the black and brown people are struggling now you're not even asking your members with a survey. What do you want? So in closing parents we stand with you we stand with you unafraid, unapologetically saying we're exercising our rights as parents and as educators, thank you remain remote. Now.

Farah Despeignes PEP Speech – July 21st 2021

00:00

Good evening panel members. Good evening, Chancellor Porter and God staff. So my name is Farah de Spain. I'm the president of cc eight in the Bronx, and the President of the Bronx parent leaders advocacy group, which will present all this season the box. So I'm here tonight to once again, ask on behalf of box parents for the remote action. So on July 1, we held a roundtable with Chancellor Porter. to present our case, we were promised that this would be an ongoing conversation, but to date, there has been no follow up. We hope that the Chancellor will continue her dialogue with banks he sees. Furthermore, we have invited Mayor de Blasio to come to discuss with banks parents, on the question of the women option we are asking the panel members are to urge the mayor, right to interface with one's parents for accepting the invitation that we have extended to him. More over bonds, parents have invited the UFC, the CSA and Tc 37. To around the table to further discuss this because even though parents don't have unions, they have rights and they should have the rights that unions have. So you should negotiate with them the way you do with other unions. So we are again urging the members of the panel to urge these unions to come and interface with one's parents. So it must be understood that for both sides, who are truly hit by this COVID pandemic, and we've been hit over the years, by so many other pandemics in terms of economic disparities, health disparities, educational and social inequities, that the demand for women action is not a frivolous demand. It is literally a cry for survival and self preservation, based on will disparities will concerns and will fierce it is unconscionable to us that the city of New York and the New York City Department of Education should continue to dismiss the experiences and the conditions of the most vulnerable among us. Once parents have little trust in the ability of the do II to address the safety, the mental health and the instructional needs of our students just because they will be in person in September, our students have had those needs for decades, and they have never been solved. And we would like to know what is different this time, that the deal, he pretends that it can solve these problems, just because our kids will be in person in September.

02:47

So

02:49

I'm beyond that, right, because we know that the inequities that our parents and our children suffer, are the direct result of poverty, of the lack of investment in our communities, and systemic racism. So unless the deal is prepared to solve these problems right here, and right now, you need to give parents the remote option so that they can take upon themselves, their responsibilities, right to be the first protectors of the children because that is their primary duty. So we want to be at the table. We want to be heard. And we want you to design education policies that actually respond to the needs of the

people that I represent in the Bronx, which are mostly for mostly black, mostly brown and totally without a voice. Thank you.

03:44

Thank you.

<https://twitter.com/bxparentleaders/status/1419379966408495104?s=20>

Amy PEP Tsai PEP Speech – July 21st 2021

00:00

Good evening, everyone, Misha Chancellor, Mr. Porter and the members of the panel for educational policy. My name is Amy and I am a member of the city wide Council for district 75. I am also the parent of five New York City public school students. I would like to say today, that every year has always been the same year for district 75. When it comes to transportation, I want to say I appreciate Kevin Muram for supporting and making sure every student comes to school and goes home safely and comes in one big whole piece. But I have to say this is no any different when it comes to COVID-19. Transportation is a DOS station. It has not been up to date on policymaking. It has not been up to date on the services that's provided to the students that are the most vulnerable. And our students district stunning fire were the most vulnerable when it comes to the melodies of air conditioning, and it needs to be fixed, it needs to be pressed on. Because these children cannot be in a situation when we are coming back to school this fall, knowing that only a small portion of the students came back during the last school year and this summer, but every soon we'll be coming back the school year and yet transportation for guidance under the COVID-19 has still not been a plan and has not been released to parents. That decision making makes a lot of parents frustrated to know that that one decision have access to education for transportation, we'll make the decision for them to not put their children in school. And I have to say the option for no remote option is not a choice. For many of these students. It's not just a medical exemption. It's about the hesitation. how safe is our children. how safe is the building how safe is our community, and I'm a parent that had all five children with COVID-19 earlier this year, I took my responsibility as a sacrifice to return my children back to school because it's the best day as we all agree children are best educated in the classroom. Our educators are always there for our children. But when my children enter the first week of the school year, they were definitely affected by COVID-19. And I'll just say thank you for the commitment for LaShawn Robinson and the chancellor for the healing centers, schools because I have a member of the task force and to remember that we are returning to school work regardless of as foreign person or hybrid. We need to make sure that every student as a whole has healing. Thank you so much for the evening. Thank you.

<https://twitter.com/bxparentleaders/status/1419349014747570180?s=20>

Zoe Nieves Video Speech for the Roundtable with Chancellor Porter – July 1st 2021

00:00

Hello, my name is Zoe, I'm a student and incoming and then

00:09

I was medical, my diagnosis, I was diagnosed. Because of this, I'm now considered an immunocompromised remote learning. For me, I become more independent, more reliable, less just

00:37

I didn't have to worry about not wearing their masks. I don't have to worry about going to the bathroom. I don't have to worry about wearing a mask and a lot of trauma in the past year since diagnosis, and even more so now because of the contaminants

01:02

and the drinks in our house. I don't want to deal with remote signing. I did that and helped me a lot. Please consider to bring remote one students speaking to now, for the most part, all of this and more. Give us the choice to let us learn on our own as much as our parents are ready overwhelmed with everything that's going on to their pain. Thank you

<https://twitter.com/bxparentleaders/status/1420009526766411777?s=20>

Bronx Parent Leaders Advocacy Group

UFT_CSA Rally

00:05

We're demanding a remote auction for our children in September, October of one of our CSA right now, because CSA has agreed to come to the table and have a roundtable on this discussion. We need all the other stakeholders to follow their lead, and do the same thing and respect the parents that are here, respect the students and respect our future. Because you know, what, if we got into the situation again, and one, even one student died, we're robbing the future, we're robbing ourselves. So that's why we're here, we're gonna continue to stand, we're going to continue to march we're going to continue to use our voices as a collective to make sure that safety rains that science rains, because that is what's needed. That is what's called for in this day and age. And you know, we have seen many successes with remote learning. Like one of the you said, all of the things that support remote learning are things that our students should have, you know, I grew up in Long Island and the schools would they have all of the materials, they have all the laptops, they have the Wi Fi, they have all of that setup. That's what our students deserve. So we're gonna keep being out here. Thank you so much for the parents and for all the students coming out today. And yeah, let's keep making noise. What do we want?

01:24

We want to leave on it. everyone, my name is Rashida action. They cannot be here today, because they're still suffering. be having

02:12

issues coming up soon.

02:16

They want to be at the table, but they don't want to speak up the way they were afraid they're going to be the children to be targeting athletes and show them options. These are black and brown families. Listen to us. Listen, there will be a family start to speak and everyone is listening. To listen to them. You have to listen to us majority of my families want this option. And I say we don't want it forever. But we want to go reopening because we're not ready. We're not ready. We will not be ready in September. families need support and resources with New York City. And they have to get it together for our families. For majority of the New York City public school families. We want remote options. We need to take our time into this wide. Open the door. They just send us all in money and making us think that we can we don't have an option. We can't do anything else. But just follow and abide by what you told us to do. No we know that we can say

03:53

we're gonna keep doing until we get what we want. What do we want? We want to be more options now. My name is Paul Healy. Remember the city wide Council on special education represented parents for Responsive equitable safe school taught me school safe. We appreciate the CSA coming to the table with us and talking about the remote option. We feel with our principles for how to navigate this ridiculous no guideline approach that the deal we have taken to remote learning to this pandemic in general. We appreciate the fact that masks are important. You see everyone has begun. Regardless of vaccines, the masking still needs to continue We're going to talk about in terms of 200,000 kids and summarize, summarize, summarize, let me tell you something. Okay. There is no trauma support and summarizing, there is no place to get these kids to summarize our students 9000 of them in person, only 4000 was able to get into the buildings because there are no buffets. Your reason, again, educational opportunity, 75 kids, nothing gonna be available in September, still talking about contracts

05:39

has been wasted already. asking us what we want. We need to keep our kids safe. You said that there's no snow days, you said that we got to work during election day. And that's all gonna be removed. structure is there. A choice.

06:10

You're not putting our most vulnerable children. That's always the case you want to allow our parents or children save the 60%. You didn't initiate conversations with them, you will have to your what you want to pay \$25 a volunteer to knock on doors, money ports, trauma supports for your staff, or the teachers or the social workers who are suffering anxiety is about to put into that building. We call it a basement storage closet with no deletion on one of our kids there was the one school has gotten their upgrade. What about the hundreds and 1000s of other schools? Because they're waiting for contracts, contracts, contracts contracts, not the only thing to do we need to understand that they understand how to spend money. To spend money or asking us what it is that we need. We're all social workers, or nurses or service providers. For a speech therapist, he doesn't make up those services. There's only three weeks I had to take my daughter summarizing because she was suffering panic attacks about being in school, but she hadn't stepped foot in over a year. Because there's no trauma supports. Okay. We start taking care of the people that aren't serving our children. When are we going to start taking care of the families that are sending our children into these buildings? You know, our parents, our teachers, our first responders, okay. Like we said in August last year, spending money on God good stuff. Okay,

08:50

so can you hear me? So I'm here to read argument is we want a centralized remote option at the district or borough level, that prioritizes social emotional learning and culturally responsive curriculum and allows for student voice. Teacher our autonomic autonomy, read on a versatile broad, working internet connected device, and or keyboard were appropriate in the hands of every public school student who needs justice, translation and interpretation in line with all remote options. In addition to digital correspondence, updating families and educators on the status of remote options is called opportunity to collaborate and make remote learning work for all stakeholders who require So, as soon as

10:29

educators, so many collectors have been created out of thin air, the sheer need to stand in as the Department of Education, as any Council, Governor, Mayor, continue to leave us with, we are operating in a deficit and we don't have to become a need to do so. Why does Harlan not get the same resources as they get the same resource and not get the same resources? outrageous. The Alliance for quality education from educational justice,

11:23

education exactly 0.00. excuses that and so what they were subjected to before COVID

11:38

we are talking about when it comes to taking up a lot of space. And why are we Why are we talking about when it comes to remote learning.

12:29

I just want to thank everyone for their you know, the advocacy group and the parents and teachers and students here. We've been fighting all summer we've been fighting all year wasn't just what we've been fighting, off of education, even fighting for language justice, we've been fighting for equality and equity and access our students with disabilities are multilingual learners, low income students, and the students and families of essential workers. We don't hear ridiculous from somewhere, I don't hear anyone to them not to listen. Right? That's the Father. And don't look at the numbers and say, Oh, it's only 20 people, a lot of the parents impacted by these systems that are created by decisions of individuals who do live these lives and have the luxury of pulling out him. But that doesn't mean that they're not solidarity with us. And it doesn't mean that they don't leave Africa for an hour on their behalf. Right? option is not a huge list of parents and educators like are already typical and collaborate. Or we need the resources. We need the older we need guidance that is totally responsive and healing centered, not a school of thought that revise our principles and our schools that are working with literally nothing. We are demanding a remote option. And the way that you were scared about photo pipelines when you opened up the school as hard as you need to be worried about us. You need to be worried about the lack of ownership or we continue to be stomped on to be ignored. When we ask simple questions like the nurses, or the guidance counselors, what mental health supports are being offered to the staff, some of whom haven't left the burden yet. Our bus drivers don't even want to drive. You can't get the D 75. Students back into school without building this house back with the bus drivers Hello. back without building the trust eager and you can't build trust with any stakeholder without being honest, transparent and communicating effectively. If you opened the largest school system successfully, you did not. You did not. This whole system is going out that are making it worth killing ourselves to serve the soldiers that we love. And the communities that we love, we need that same energy from you. No more backroom deals.

15:24

A public school students that are most vulnerable. You keep using the language and the buzzwords, costly response, of course, does not pose any responses.

15:57

I want to add one thing towards you is like they do they need to, like, pay attention to the ones that ain't going nowhere. Like they pay attention to the ones that threaten to run away all the time. But the people that ain't going nowhere, the ones that have been here the whole time, the one who's not that the city is built on. Right? Like you're not even paying attention to that, like we are going live so guess what, you can appease people all you want. But at the end of the day, the people that ain't going nowhere are the ones this fall state your face to get what we need. Right so I wanted to take a moment and shout out the Bronx again cuz y'all showed

16:46

I want to shout out uptown in Harlem because y'all I want to shout out Brooklyn because you're right, I want to shout out district 75 because y'all

17:03

I want to shout out the Bronx parent leaders advocacy group. I want to shout out the new settlement parent Action Committee cuz y'all

17:15

want to shut up the more caucus Healing Center school. Yeah, I want to shop and Healing Center school.

17:28

I want to give a shout out. I will see and sees cuz y'all showed up. People don't understand as CCS, your community education councils are the parents that were elected to represent you in these spaces. That community right. So to happen, you have to circumvent all of that. Right. But Canvas in our neighborhoods. Let's be let's be real about what it is. They canvass in the Bronx. Right. You got six cc's in the Bronx, right? 789 1011 and 12. Right. And we showed up together as the Bronx parent leaders advocacy group told you what our parents needed, rather than meet with us. Right, you figure you just don't go and start canvassing our communities. Right, like we don't matter. But guess what? We still here. We still here, right? We can't be here. We gonna be in your face the whole time until we get what we need for our kids. So yeah, I want to thank all y'all for showing up. This is the power right here to make the change to get the things that we need for our students and our families. Thank you.

September 1st, 2021

Dear Members of the Education Committee:

My name is Gulle N. Awan and I am a Doctor practicing in New York. I am writing to you requesting a Remote Learning option in the NYC public schools in the Fall. I am a mother of a 6 year old child who did Remote Learning at a NYC public school last academic year for Kindergarten. Emotionally, academically, and socially, he did WELL with Remote Learning and actually excelled. He is reading at a 2nd grade level.

As a physician, I have seen so many patients, families, colleagues, and even my own family members suffer from COVID-19. I am seeing patients now with breakthrough infections who were fully vaccinated. I am very hesitant and reluctant to send my unvaccinated child into a crowded NYC school building in the Fall when we are expecting the COVID Delta variant to really spread and infections to go up.

Based on a CDC study released recently, we know that the COVID Delta variant is more contagious and easily transmissible than the original SARS-COV-2 from last year. A vaccinated teacher with COVID can be completely asymptomatic (have no symptoms at all) and carry the same COVID Delta viral load in their nasopharynx (1000x more than the original SARS-COV-2) as an unvaccinated person, come to work, and unknowingly infect the children in class. Similarly, a child with an asymptomatic infection with the COVID Delta variant can also be carrying billions of viral particles in their nasopharynx and spread the Delta variant within seconds to others in class. 3 feet distancing rule won't work, since it's an airborne virus and spreads like chickenpox within seconds. Considering how overcrowded our NYC classrooms and school buildings get, we are looking at a perfect set-up for super spread of SARS-COV-2 and outbreaks. Why not offer a Remote OPTION to families who want it, reduce overcrowding in schools, and therefore reduce the risk of infections amongst children and staff?

In addition, I disagree with the DOE guidance of testing less this year (10% of the kids in school 2x/month) than last year. We are dealing with an even more transmissible and contagious variant (Delta) this year than last year and will be

having ALL kids in-person as opposed to last year when only 40% of the kids were in-person. It only makes sense to be testing more not less especially when children under the age of 12 are all unvaccinated at this time.

My 6 year old UNVACCINATED child will be inside a small overcrowded classroom with 20+ other unvaccinated children from various households plus a teacher all day breathing in the same air. Its just not safe. Once again, I am highly uncomfortable in sending my unvaccinated child into a crowded NYC school building. I am thinking about homeschooling my child instead of patient care because there is no remote learning option in the Fall. A lot of my physician colleagues are in the same shoes as me. How does this help the community in a pandemic?

I write to you as a Doctor and a mother of a 6 year old child requesting that you advocate for our children in helping provide them with an OPTION to stay safe while we are in the middle of this pandemic.

My son's grandmother with asthma will be picking him up from school and taking care of him after school (while I am at work) who will definitely get the COVID Delta variant if my son is carrying it.

I admire you for the hard decisions you have made during this pandemic. We are almost there but can't give up in the middle of a storm and put the vulnerable at risk. Thank you so much for all the work you are doing during this pandemic. I really appreciate your time and efforts.

with kind regards,

Gulle N. Awan

Dr. Gulle N. Awan

9/1/21 City Council Hearing - Written Testimony regarding NYC DOE reopening

As a parent and teacher, I cannot believe that we are entering another September being gaslit and endangered by the mayor. We keep hearing about how our schools must be “trauma-informed”, and meanwhile the mayor is the one causing trauma to me and every parent I know. It is clear to everyone who’s been paying attention that this unscientific, ill-advised reopening “plan” will end up with thousands of children getting Covid - with potentially lingering physical and cognitive effects - and classrooms and schools shutting down. Basically, to get kids back into the schools he claims are good for them, the mayor is creating a situation where kids will end up not in schools at all, but ensuring chaos, further trauma, and deep harm in the process.

The Delta variant is more contagious and much more dangerous for children than the Covid we were dealing with a year ago, and yet without regard for the heightened risks - especially for those under 12 like my child who cannot be vaccinated - the mayor continues to insist that all children will be better off in school buildings, while doing close to nothing to ensure their safety within those school buildings. He continues to ignore and dismiss the voices of Black and brown and immigrant families who have been disproportionately harmed by Covid, further increasing the distrust these communities already feel toward the school system which has marginalized them for too long. I am disgusted by the inherently racist disrespect of telling these parents that he knows better than they do what’s best for their children; these parents have been tasked with keeping their children safe in a society where their lives have never truly mattered, and they should not have to beg to do so during a pandemic. **The City Council must insist that the mayor offer a remote option to any family that wants, needs, and chooses it.**

There has been a 500% increase in children hospitalized with COVID since July. We are still a long way from really understanding the longer-term impacts of COVID on children, including its impact on the long-term physical health of infected children, as well as its emotional and mental health effects. During Summer Rising, when only 20% of students were enrolled, 1,221 classrooms were closed due to positive cases. Is it really a mystery what will happen when we decrease testing but increase the density of students in rooms - 4,000 of which were “okayed” as having adequate ventilation when they did not actually meet the ventilation standards according to Gothamist? It’s obvious that this will be an unmitigated disaster without a complete change of course - and the mayor can not be trusted to shift course without extreme pressure from lawmakers at the city and state level.

Parents and educators and students are fighting with all our might to prevent harm. We need our elected leaders to do whatever it takes to make a reasonable safe healthy plan.

What We Need	What This Looks Like
Evidence-Based, Community-Centered Public Health Policies	School-centered public health policies should be designed to lower rates, thereby making it less likely that students or staff will become infected.

<p>Collaborative, Engaged, Consistent, and Productive Dialogue with Parents</p>	<p>Not listening tours, but actual Q&A conversations where parents can ask questions of DOHMH and DOE officials AND city officials to bring clarity and transparency in a way they can engage with, including language accessibility.</p>
<p>Data-Responsive Policies That Trigger Actions</p>	<p>Establish thresholds of community spread that require actions be taken.</p> <p>When rates in schools are higher than the community rates, moving to remote for two weeks or more would make a lot of sense.</p> <p>Multiple quarantines, school closures or investigations indicate that mitigations aren't working, or community rates are too high. An action plan should go into effect that provides additional testing, filtration, distance, etc. in these settings.</p>
<p>Effective Ventilation and Filtration: Safe Air</p>	<p>Air filtration needs to be taken seriously. It's well known that COVID is airborne. All rooms must be monitored for CO2 levels no higher than 800. And action needs to be taken when these levels are not met. Parents need and deserve access to these readings and action plans.</p> <p>Schools need access to experts who can design ventilation plans for each of their spaces. We have classrooms that are in schools with HVACs, some have several windows, some only a few. Each of these scenarios requires a plan for optimizing for 6 air exchanges per hour, and if that's not possible, enough portable actual HEPA filters need to be brought in to make it safe.</p>
<p>Testing Protocols that Keep Our Communities Safe</p>	<p>Test enough to screen COVID out. This means that the city would be testing to catch infections and stop them from having an opportunity to spread in classrooms/schools. To do this, we need to be testing all students and staff, regardless of vaccination status, weekly at minimum, but ideally twice weekly.</p> <p>Given that vaccines only confer about 66% protection from delta infections, we must include the vaccinated in testing. Their data can be reported separately, to gain the best understanding of who is getting infected.</p> <p>The DOE is out of compliance with the CDC's recommendation that states "To be effective, the screening program should test at least once per week, and rapidly (within 24 hours) report results. Screening testing more than once a week might be more effective at interrupting transmission."</p>
<p>A Well-Resourced, Well-Planned Centralized</p>	<p>The restoration of a remote option for all who want one. During a pandemic, parents/guardians must be able to select the</p>

<p>Remote Option for All Families Who Choose It</p>	<p>education setting that is best for our children. To better understand where many NYC families are coming from on this topic, read our petition. There are so many valid reasons to keep one’s child home:</p> <ul style="list-style-type: none"> ● Waiting for 12 and under vaccine approval ● Racial trauma ● Not wanting to risk illness (long covid, hospitalization) or die ● Wanting to keep vulnerable relatives safe
<p>Post-Delta Face Coverings</p>	<p>Providing the KN95/94 or equivalent high-grade, well-fitting masks to students and staff and a mask mandate on all school property inside and out.</p> <p>Schools need ongoing, trauma-informed support for students about masking.</p>
<p>Safe Distancing: Mealtime Protocols</p>	<p>Focus on lunch as a time that needs to be most carefully designed, preferable using outdoor spaces, if not allowing for at least 6ft and at least 6 air exchanges per hour. Additionally, all schools need to be planning now for what we will do in the winter.</p>
<p>Culturally-Responsive Vaccination Uptake & Access</p>	<p>We need vaccine access at schools and creative, culturally responsive, language accessible ways to engage families and students in understanding the protections vaccines offer. Moving toward maximum community protection from severe illness, hospitalization, and death. We must acknowledge the valid mistrust of a racially biased medical establishment, combined with lack of access and lack of support for time off. We remain deeply concerned about the safety of unvaccinated. 12-18-year-old students whose school days will put them in contact with over 200 people each day. The DOE guidelines must keep them in mind. Notably, some private schools are requiring that students over 12 be vaccinated.</p>
<p>Tracing and Isolation: a key to mitigation layer</p>	<p>Quarantine is a necessary layer of mitigation, and must include vaccinated staff and students, as well.</p> <p>Objections to quarantine illustrate a lack of understanding of the role of this measure in public health, which reveals the failure of the de Blasio administration to ensure families understand how quarantining stops outbreaks.</p> <p>The guidelines need to go beyond CDC’s policies with regard to the vaccinated, who we know can get and spread COVID.</p> <p>Vaccinated people need to quarantine to prevent infecting others</p>

	<p>or infecting any immunocompromised family members or siblings under age 12 in their homes. If they stay in classrooms with possibly infected peers, they could be putting these family members at risk.</p> <p>Parents must be notified of a case on their child’s bus or classroom even if they are not deemed a “close contact,” or even if our child is vaccinated. We need this information to make decisions for our own families.</p>
<p>Extra Protections for Students with Disabilities</p>	<p>Students with disabilities are particularly vulnerable during a pandemic for a variety of reasons:</p> <ol style="list-style-type: none"> 1. D75 classrooms are often in windowless basement rooms. 2. Many students take the bus where there might be little supervision and support for distancing and proper mask usage. 3. Some students are unable to wear masks at all. 4. They require services in offices, and it’s unclear if all offices have air purifiers.
<p>Data Transparency, Without Spin, is Needed To Enable Members of School Communities to Assess Risk</p>	<p>Every NYC public school parent, staff member, and student should be able to look at a dashboard and understand how many cases are occurring and if there are changes over time. They should be able to see how many classrooms are closed and the trends in this domain, but also look at one school to see how many classrooms have closed or investigations or closures have taken place.</p> <p>When the mayor or any other official speaks about the data, we should be shown several metrics, not simply be told that schools are safe or shown one metric, like prevalence.</p> <p>LA is using incidence numbers in their dashboard allowing everyone to see if rates are higher in the schools than they are in person.</p>

Remote option NEEDED for K-12

To Whom It May Concern:

(Disclaimer: I'm VERY BLUNT so please understand that I don't play with my words as you read this. I am not a pushover and I am not one to play games especially in serious matters such as this which is a life or death matter when you think about it)

My daughter who is a teen and I are BOTH HIGH RISK FATALITY FOR CV19 As per the CDC due to underlying conditions ON THE CDC website. She is an IEP kid who did 100% better in remote why? Because not only was I able to get on her case for doing her work (even though at the end of the year she had to WORK HARD bc she didn't put in work at the beginning which is the same thing she do in in-person school doesn't do her assignments but in-person I can't get on her about it as much..this way I was able to.) but she wasn't as distracted as when she's in-person. We didn't have the fits she has in-person (she's prone to fits even at 16 yrs old she's ADHD,ODD,DMDD) because I was there to Squash it before it started telling her to respect her para & stop talking back to the teachers & stop making jokes in class & Pay attention. For the FIRST TIME EVER IN HER SCHOOL YEARS (mind u she just finished 10th grade now going into 11th) she didn't have summer school. Why? BECAUSE SHE WAS REMOTE & DIDN'T GET CV19 THROUGHOUT SO FAR. Why is that ? Because we SOCIAL DISTANCE 6FT PLUS & WEAR MASKS & I'M THERE TO MAKE SURE SHE WEAR IT PROPERLY IF IT FALL OFF HER NOSE I REPEATEDLY TELL HER FIX IT..now she tried to oppositional defy me of course BUT because I'm her mother & she knows she will get her cell or something she loves taken away if she doesn't listen & because I have been very blunt with her, no sugarcoating the fact that we can die if we get covid, she listened to me reluctantly. If anyone else tries to do that tho she will act out & that's again due to her Neurological conditions which all 3 of those are & on the CDC Neurological conditions are high risk fatality for cv19. Also moderate to severe asthma is on CDC website as high risk fatality for cv19 which me & her BOTH have. Mines actually most severe & I am in my upper 40s. If she even gets it from the schools asymptotically and we don't know, then gives it to me (mind you she's constantly in my face..she gets colds & I'm instantly sick but due to my extensive asthma colds even are dangerous for me as they 9 out of 10 times immediately turn into asthmatic bronchitis then my lungs start closing I can't breathe & I continually have to get prednisone a steroid that makes my already obese weight worse. This brings me to another point..obesity. I'm considered by my doctors grossly obese. This is on my medical record for at least one if not more doctors but obese is on both. My BMI is over 35 to the point that technically I would be a candidate for the Lap band surgery if I chose to do it. We all know (plus I was in the medical field for over a decade and still have friends who are there working in for example Montefiore Medical center & a friend who works in Sloan-Kettering) that a very high percentage of those who have died due to covid are overweight. That has been found in

studies (I'm not talking journalists or newspapers or anchorpersons .. I'm talking REAL STUDIES) to be a huge risk for fatality. Me and my teen also were in an asthma covid related study during 2020 where I did our nasal swabs and took our blood and obviously we were test subjects but had we gotten cv19 they stated they will tell us. We never got it and we live in one of the hardest hit zip codes in the Bronx 10457. My daughter goes to a high school in Manhattan District 2.. the school is WONDERFUL SO BY NO MEANS DOES THIS REFLECT ON THE ADMIN OR STAFF IN IT..ALL ISSUES SURROUNDING CV19 AND REMOTE BEING NEEDED IS DIRECTLY ISSUES WITH NYC DOE & DEBLASIO & MS PORTER & EVEN THE HEALTH COMMISSIONER..SAME WAY IN MARCH 2020 IT WAS THE SAME JUST A DIFFERENT CHANCELLOR & HEALTH COMMISSIONER.

We need PROPER remote options for nyc schools because of the many people like me and my teen whom are both with underlying medical conditions that are actually on the CDC website as high risk fatality for cv19. The nonsense home instruction doesn't even count as credits and my daughter is now in 11th grade. This is dangerous and lethal to high risk kids and their high risk household members when we all know also per the CDC along with hearing personal testimonials or knowing people personally who are fully inoculated and STILL can get cv19 be asymptomatic along with symptomatic, and spreading it same as unvaxed. To make it abundantly worse, if anyone vaxed or unvaxed is asymptomatic no one will know that they are spreading the virus to others and then it's the domino effect.

The DOE is trying to push this subpar not authorized by the cdc or even properly tested and authorize federally DFS technology air purifiers and illegally calling them HEPA air purifiers which that is a crime in itself (I was in the medical field (Administrative but know a lot medically as nurses & doctors as I had to interact daily with them on a medical knowledge basis & research medical updates to pass along) for over a decade & I just received my Bachelor's Degree in Business Administration with an Emphasis in Technology with a 3.99 GPA in April 2020. Granted it was an online program so I had more resources so that I didn't freeze taking my tests, granted it was only nationally accredited instead of regionally but it was accredited by the US Dept of Ed & I owe now almost 80k in Federal loans, also granted the school closed its doors August 1st but that was due to financially misleading and harassing students.) along with the fact that the DOE IS stating that they are in compliance with the CDC recommendations but CDC clearly only states HEPA AIR PURIFIERS WITH HEPA FILTERS.

ANOTHER issue .. they say there will be 3 ft social distancing WHEN IT'S POSSIBLE. WE ALL know NYC schools are overwhelmingly Overcrowded ESPECIALLY the high schools. Example: precovid my daughter h.s. (the Administration in the h.s. are excellent so I by no means want it to reflect on them. This is an issue with the NYC DOE, Mayor Deblasio, Chancellor Porter, the City doctor, the CITY OF NEW YORK, & NYC DOH, along with the teacher unions like UFT &

Mulgrew because they are putting our children's teachers lives in danger also.) had a little over 1400 students. The hallways, stairwells, cafeteria & elevators were ALWAYS jam packed like sardines in a can. I been there numerous times during the school days because I would volunteer to help the PTA in fundraising like bake sales etc. Now the DOE just dumped another over 100 students into the school for this school year to an already busting at the seams student population. SO TELL ME.. HOW WILL SOCIAL DISTANCING BE ACCOMPLISHED?

The DOE little "gold standard " is supposed to be due to MULTILAYERS of protection. How is this possible when the layers are stripped away because they can't properly execute ALL LAYERS SIMULTANEOUSLY AT THE SAME TIME. That's the only way the schools would maybe be safe.. if they tested asymptomatic along with symptomatic both fully inoculated and unvaxed, EVERY SINGLE STUDENT & FACULTY MEMBER DAILY, had PROPER VENTILATION & HVAC, had CDC RECOMMENDED HEPA AIR PURIFIERS WITH HEPA FILTERS in them that were properly maintained, had STRICT 3 TO 6 FEET DISTANCING CONTINUOUSLY INPLEMENTED, and had a way to forcibly make every single student wear their masks & properly with nose and mouth continuously covered. This can't be achieved, it's IMPOSSIBLE because they haven't put proper steps in place. No one is asking them to go FULLY REMOTE. We're just DEMANDING (we started off asking but since they want to disrespect us parents and not care we demand it now) a REMOTE OPTION as us parents know what is best for our children and household members. There is no one size Fits all. Yes there's the question of what is really happening in the house during remote and ways to know this is have CHILDREN'S CAMERAS TO BE ON AT ALL TIMES otherwise they are considered absent and then send truant officials (as this is their responsibility and job anyways even precovid) out to people's homes. Also as a techie and since the governor just made it legal for public businesses to live stream remotely, there's no legalities stopping remote teaching and learning. This also can be done where remote students are simultaneously learning with in-person students. Also a teacher can simultaneously teach remotely if they choose.

In all honesty all that is being said by DOE, the mayor, the chancellor etc is circumstantial and incompetent and they are risking all of us constituents lives for their own personal gain.

I haven't even fully expressed my thoughts because I've not even touched on the lack of hand soap in bathrooms prepandemic and the knowledge that schools keep cases in school quiet (my real life friend from back in AOL days almost 20yrs ago use to work in my daughter school until March 2020 happened told me even their cases were kept hushed & I have also heard from other friends who work in other schools in our boroughs and I can personally attest to it in the Bronx schools when my daughter was attending them that the cleanliness, upkeep &

maintenance even before covid is absolutely horrific for public places that carry a multitude of germs and otherwise).

The schools are a petri dish for covid and that's deadly.

In breakdown my biggest problems with the schools being unsafe are:

#1) They're too crowded so social distancing will not be able to be obtained & I'm saying the 6ft because 3ft for us isn't good enough & there is NO WAY that if a child or even worse a TEEN doesn't wear their mask PROPERLY and that includes OVER THEIR NOSE, (many teens my own included never pay attention or purposely wear the masks off the nose) there's no way that school personnel can PHYSICALLY MAKE THEM & I PERSONALLY DO NOT GIVE NYPD IN THE SCHOOLS THE AUTHORITY TO LAY HANDS ON MY KID! Because not only is my daughter mixed & will be considered to be melanated instead of from my white side.. & we all know how NYPD MISTREATMENT OF ESPECIALLY MELANATED PEOPLE ARE, but to make it worse my daughter is w/ disabilities/special needs & AGAIN we ALL know how inhumane NYPD treats people who have disabilities/special needs.

#2) THE outright LIES both DEBLASIO & DOE trying to put forth about the air purifiers. 1st and foremost, CDC GUIDELINES state VERY CLEARLY HEPA air purifiers WITH HEPA FILTERS..DFS technology IS NOT STATED THERE.. plus I as a techie looked up dfs technology the Intellipure DFS Air purifiers that they bought aren't federally tested going thru rigorous tests to make them recommended by agencies such as CDC, INSTEAD they are new technology that has only been tested by Intellipure's own handpicked agency for testing. Not to mention DFS purifiers require continuous maintenance more so than that of hepa and let's face it, we all know and can see the DOE and proper maintenance of school buildings is lax. The horrors I've seen & my teen has told me especially in Bronx schools (she said the high school in Manhattan doesn't have the mice & roaches so far THANKFULLY! BUT ALL her bronx schools did!) ALSO TO ADD ON.. there's no real PROOF that even air purifiers lower the risk for transmission. Certainly use them to try to help as a layer but it hasn't been a guarantee that it does much.

Oh and by the way ... open windows aren't proper ventilation. First of all this is New York City. And I'm talking common sense here. I've lived both in NYC AND in the country/suburbs as I was conceived in Flatbush but grew up in places like Springfield Vermont & Swanzey NH because my father back in the 70s had gotten a job offer right before I was born in Vermont. Now.. where I grew up? Maybe open windows can HELP with ventilation (not a primary source though) BUT the schools in the country/suburbs like that are ALSO are the ONLY BUILDINGS on

a VAST acre of land with no buildings next to them so air is able to flow freely and effectively through open windows. But this is NYC, buildings allllll around.. buildings are all on top of each other..some buildings built so close they look like they're adjacent to buildings. I even studied in high school in the 90s and just have always done my own research in architecture but besides that common sense tells you buildings next to each other so close as we have in NYC will construct the air flow. Not to mention, what is DOE trying to do? FREEZE OUR KIDS to death next ???

#3) As for the testing.. they stating no tests for the vaxed.. but yet we all know fully inoculated ppl can be asymptomatic same way as unvaxed & spread & have cv19 same way. Even with stricter testing, if someone is asymptomatic they will NOT have the symptoms to Test Appropriately .. & let's not overlook the fact that parents have ALWAYS sent their kids to school sick.. I've sent my daughter to school with colds, she's even thrown up in the morning & still go to school (altho hers weren't flu related but rather an intestinal issue she tends to have on & off with what we've noticed too much grease especially with meat & she also had an egg allergy & many things have eggs as ingredients). So all the testing in the world still the schools going to be unsafe because they're Overcrowded and social distancing isn't available.

4) It's concerning that DOE, MAYOR, CHANCELLOR & HEALTH COMMISSIONER HAVE NO RESPECT FOR US PARENTS.. they want to say *our children * MY KID IS MINE NOT THEIRS, I HAVE THE CESAREAN SCAR NOT BILL, NOT MEISHA, ETC... not to mention if it was TRULY their kids (whom they kids are safe because all are graduated from college & can work REMOTELY) THEY DEFINITELY would've had the money & put them in schools that are doing remote. If I wasn't POOR I'd definitely had put my daughter in remote. But I myself am unemployed just got my Bachelor's Degree in April 2020 & keep putting my resume in for remote positions as being high risk I also need remote. This cv19 isn't so much as they want to say a pandemic of the unvaxed but rather it's now a pandemic of the POOR & VULNERABLE because we don't have the financial means to protect our kids because even vaxed you get the virus and if us with underlying conditions get it and fully inoculated even we STILL get it and getting it costs us our lives. You see doctors even stating that they are fully inoculated and they and their family gets the alleged mild cases of cv19 but they aren't that mild.

We NEED a remote option for our kids universally in ALL GRADES.. from the 3k & kindergartens to the elementary schools to the middle & high schools because especially for those of us in the high risk category cv19 is FATALITY.. our lives shouldn't have to be figuratively but in a way literally a human sacrifice! My kid still has her entire life to live. She's my only kid.. she only has me and I only have her. Neither one of us can die or have long term cv19. THAT WILL BE WHEN

THEY REALLY HAVE MENTAL HEALTH ISSUES ON THEIR HANDS. If a child or a child's parent dies because remote isn't given as an option.

Sorry but I am very blunt as I said.

I can be reached by email: losaviodavida1@gmail.com

Sincerely,

Dauida LoSavio

For Submission of the NYC City Council
The citizens want you on notice as to what is happening
We need you to take responsibility for harm to children
The ingredient list for the Covid-19 injection, which was
tentively approved recently is by law supposed to be
made public in approximately one week.
We need each and every one of your to personally vouch
for the injection safety.

Many who came vanished, lost in the passing night

Medical Freedom NYC

Margaret Chin: Committees on Consumer Affairs

Carlina Rivera: Equitable Health Care

Corey Johnson: Speaker of the NYC Council

Keith Powers; Tenent Protection, Small business support

Ben Kallos; Jewish Caucus, anti-Corruption, Housing

Helen Rosenthal; Social Service, affordable housing

Mark Levine, Progressive Caucus, Housing, Education, Justice, transportation

Diana Ayala; Housing, Senior Services, Gun control

Bill Perkins; Street Vendor support, Child Protection from Lead, Education

Committee on Civil and Human Rights

Many who came vanished, lost in the passing night

Medical Freedom NYC

City Council New York City, (continued)

Each City Council Member should understand what is in this document

Ydanis Rodriguez; Business Development, Education, Public Safety

Eric Dinowitz; Teacher's Union, Education, Protection of Elderly

Kevin Christopher Riley; New York State Assembly, Administration, Christian

Mark Gjonaj Pandemic relief, Pushing vaccination, Fiscal appropriations

Fernando Cabrera; Gun Control, Advocate for under privilege and aged

Oswald Feliz; Committee on Health; Black, Latino and Asian Caucus

Vanessa Gibson; Committee on Public Safety, NYPD oversight, Civilian Complaint

Rafael Salamanca Jr.; Public Safety, Housing, Jobs, NYPD support

Ruben Diaz, Sr.; NY State Senate, Christian, Army Veteran, health care

Paul Vallone, NY/NJ Bar, secured funding for Dst 19, Economic Development

Peter Koo; Pharmacist, Business Development, Has own Charity

Francisco Moya; State Assembly, U.S Congress aid, Union/ Worker protection,

District 22; Empty, Astoria Queens

Barry Grodenchik; Housing, Emergency Food availability

James F. Gennaro; Environmental Protection, Education, International relations

Daniel Fromm; Finance Committee Chairman, Citizenship for Foster Care children

Jimmy Van Bramer; Budget, International Relations, Cultural Affairs, Libraries

I. Daneek Miller; Black Latino Asian Caucus, Civil Service and Labor Unions

Adrienne E Adams; Corporate Trainer, Fortune 500, Young Child Education

Karen Koslowitz; Seniors' Advocate, Child /consumer safety, Parks, small business

Robert F. Holden; college professor, communication tech, Juniper Park Civic

Delvena N. Brooks-Powers; Voting Rights, Union, Finance, Racial Justice

Eric A. Ulrich; Politics for Social Change; Finance, Sandy Storm still struggling

Stephen T. Levin; Housing, Mortgage Fairness, Environmental safety; lead PCB

Antonio Reynoso; Sanitation, Industrial Waste, Land Use, "Right to Know"


Laurie A. Cumbo; Art and Culture Programs, Museums, Majority Leader

Robert E. Cornegy, Jr. Fulfills election promises, support small business

Many who came vanished, lost in the passing night

Medical Freedom NYC

City Council New York City, (continued)

I, Margaret Quincy Chandler, spoke at the hearing of the Education Committee of the New York City Council, on Wednesday the 1st of ~~November~~ 2021. **Sept.** 
I submit the transcript of what I said, on behalf of our groups, for the formal record.

Darma V. Diaz; NY State gov., affordable housing, gun control, Covid -19 resources

Carlos Menchaca; Improved bicycle safety,, Punish predatory landlords, immigration

Brad Lander; Policy, Progressive Caucus, Protection of workers, safe streets.

Mathieu Eugene; Youth Programs, Special Elections success, immigration rights

Alicka Ampry-Samuel , Juris Doctor degree, "Law in the Service of Human Need"

Child Protection Specialist Ghana. U.S. Embassy Accra, NYC Housing Authority

Inez Barron; Committee on Health, on Civil and Human Rights

Justin Brannan; musician journalist; Union, Intergovernmental Affairs,

Kalman Yeger; Consumer Affairs, Oversight and Investigations

Farah N. Louis; Domestic Violence survivor support, Food Security, expand non-profits.

Alan N. Maisel; Admin /Supervision in Ed., Governmental Operations, Justice system

Mark Treyger; High School Teacher, Teacher's Union, Progressive, Sandy relief

District 48 ; Empty

Deborah Rose; Youth Services, Aging, Education, Justice System, Elections

Steven Matteo; Minority Leader of City Council, Veteran's support, Health, eWaste,

Infrastructure, Business support.

Joseph C. Borelli; Committe on Emergency Management, Education, , Parks avocate.

TO THE NEW YORK CITY CITY COUNCIL

OUR GROUP ENCOMPASSES MANY CITIZENS NATIONWIDE AND INTERNATIONALLY, WE HAVE GROUPS STARTING UP IN EVERY BOROUGH. WE LOOK FORWARD TO MEETING WITH EACH AND EVERY ONE OF YOU TO DISCUSS OUR CONCERNS REGARDING HEALTH-RELATED ISSUES WHICH BRING THE CITIZENRY IN EXTREME DANGER AT THIS TIME.

Public Statement

I'm Margaret Quincy with the group "Medical Freedom NYC." I'm grateful to the Council Education Committee for calling this hearing. Our group includes citizens from all 5 boroughs and is affiliated Nationally and Internationally. We hope that with information being shared, rather than censored, proper decisions to protect citizens' health will be acted upon.

On December 21st. 2017 President Donald John Trump signed an Executive Order to the effect that any persons or groups involved in corruption, which serves to bring harm to human rights or which are judged to be crimes against humanity, either domestically or internationally, would be arrested and have their property confiscated. I refuse to insult the intelligence of those present and gathered here by pretending that members of this esteemed body have no idea what they do. (and for those who left before the chance of public input or for those of the larger City Council who read this later, I'm speaking to you, government servants, too).

Everyone has access to information, Open Source, even granting the ongoing massive disinformation campaign, the shaming of those who hold alternative scientific views, the massive censorship of scientific and medical reports by reputable experts, the flooding of Propaganda and the constant lies which attend around the social and medical experiment on society and the children of NYC, USA and the world-at-large, which is commonly known as the Covid Pandemic.

True science allows opposing facts and views, since it has the power of truth.

Are the ingredients in the injections safe?

Have you verified that?

What is the actual argument for emergency use of the injection?

Who is liable for administering an unsafe injection?

Will the city and the City Council verify the safety of the tentively approved injection?

Once the ingredient list is released

will you make a public statement upon it as would be your duty?

The City Council and the rest of our government Administrators and Politicians are on Notice:

Harm to children, forcing them to submit to an injection which has failed to be properly verified as safe is a crime against humanity and a crime against our Country, our State of NY and the future.

Taking away a citizen's rights, to wit, to be secure in one's person and to be free from having one's body be seized for medical purposes against one's will, is a Capital crime.

Is the purpose of the lockdown and the masking really to protect the citizen's health?

Can you justify the State's actions upon those terms?

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What is the risk of having children go un-masked?

Have you quantified that?

What is a child's risk from Covid-19 and the alleged variant?

Have you looked into all that, done due diligence?

**Or, are you taking the word of some sketchy agencies?
backed up by the Mass Media?**

**Shouldn't something so important be verified personally by each one of you?
I understand that, by law, Pfizer manufacturers will be obligated to reveal the
ingredients in their injection; are you ready for that?**

Do "cases" of Covid-19 merely mean a test reading positive for the virus?

Have you personally verified the validity of the test used?

Does a positive reading mean a child is both sick and contagious to others?

**I respectfully suggest, nay beg, that the City Council and (whoever, in power,
reads this later), reflect long and deeply, please think, around the possible
alternative actions that would protect the public at this important juncture.**

To be blunt: The injections are killing and maiming children.

Connect the dots. Look closer?

**Will someone of conscience who reads this look in more detail at the data, and
act to save the many lives that would, otherwise, be destroyed?**

Can you be open-minded and check your premises?

or is the social pressure too great?

**Does the masking of children cause cognitive, social and psychological
damage? We need to speak with every one of you personally around this.**

**Does the Covid-19 injection provably protect against the disease
or are we being lied to?**

Isn't it essential to verify and prove the answers to these questions?

Are talking points enough to satisfy the injured?

Who has a financial interest in the Covid test and the injection?

Is the pushing of these impotent remedies

and the blocking of real remedies part of a larger plan for USA?

Are foreign enemies / competitors interested in harming us?

What else are we being lied to about?

**When the truth of this sad episode of American history surfaces,
when that day comes, and it will,**

**will you all who have gone along with this atrocity or even promoted it,
be able to walk the streets?**

**When the flaws, in the for-years ubiquitous electronic voting machines,
become widely known to the public, in all the States of the Union, and the
remedies applied to secure the authentic vote count of the public, will you
have your job? Will you be proud of the service you rendered to the vulnerable?**

TRUST, BUT VERIFY.

People have awakened; We will verify the honesty of actions against children.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9-1-21

(PLEASE PRINT)

Name: Henry Rubio, Exec. V.P.

Address: 40 Rector St NYC

I represent: CSA

Address: 40 Rector St.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: LARRY PENDERGAST, DEPUTY CHIEF ACADEMIC OFFICER

Address: _____

I represent: DOE

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: LAUREN SICILIANO, CHIEF ADMINISTRATIVE OFFICER

Address: _____

I represent: DOE

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: KEVIN MORAN, CHIEF SCHOOL OPERATIONS OFFICER

Address: _____

I represent: DOE

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: DR. LINDA CHEN

Address: DOE

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: DEPUTY CHANCELLOR LASHAWN ROBINSON

Address: _____

I represent: DOE

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: CHANCELLOR PORTER

Address: DOE

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: COMMISSIONER CHOKSHI

Address: _____

I represent: DOHMH

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: SENIOR DEPUTY CHANCELLOR MARISOL ROSALES

Address: DOE

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Jennifer Goddard

Address: 2365 E. 13th St. 4G Brooklyn NY 11229

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: Micah Beals

Address: 23 Rutgers St. 10002

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: ROBERT KREMER

Address: _____

I represent: ENOGENESIS.COM

Address: 1315 Loomis St. Bronx NY

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9-1-2021

(PLEASE PRINT)

Name: Daniel Presti

Address: 74 Byrnes Ave 10314

I represent: Maci Public House

Address: _____

▶ *Please complete this card and return to the Sergeant-at-Arms* ◀

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Michael Horowitz

Address: 59 W 128 St

I represent: Class size matters

Address: 124 Wakeely Place

▶ *Please complete this card and return to the Sergeant-at-Arms* ◀

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Gregory Brender

Address: _____

I represent: Day Care Council of New York

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: 9/1/21

(PLEASE PRINT)

Name: Joseph Perez

Address: 49-16 103rd Street

I represent: Myself & my daughter

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: 9/01/2021

(PLEASE PRINT)

Name: Shawn Jean-Louis

Address: 1 Centre Street

I represent: Manhattan Borough President Gale Brewer

Address: 1 Centre Street

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: DRENDA BLACK

Address: 157 C 99th St

I represent: MYSELF

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/2021

(PLEASE PRINT)

Name: Josephine

Address: _____

I represent: myself and other parents

Address: BRONX

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/2021

(PLEASE PRINT)

Name: J Newball

Address: _____

I represent: The parents & children of the

Address: city of New York as a natural

Please complete this card and return to the Sergeant-at-Arms.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 09/01/2021

(PLEASE PRINT)

Name: David Sepiashvili

Address: 6665 Colonial Rd 6C, Bk 11220

I represent: 51st Assembly District as DL

Address: 6665 Colonial R 6C, Bk 11220

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Levi Pomeroy

Address: _____

I represent: INCUBANK

Address: 116 E 16th St NY, NY 10003

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9-1-2021

(PLEASE PRINT)

Name: HESHY TISCHLER

Address: 93/6 -17 Ave Brooklyn N.Y.

I represent: JUST ENOUGH HESHY SIBB AND AM A PARENT 1504

Address: 43/6 -17 Ave Brooklyn NY GRAND FATHER + FOSTER FATHER

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: COLE Ariel

Address: 12 WOOSTER STREET

I represent: MYSELF

Address: SEE ABOVE

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: Sept 1, 2021

(PLEASE PRINT)

Name: Dr. Devi Nampiarampil

Address: 250 West 50th Street

I represent: NYC Parents & Children

Address: 250 West 50th Street

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: Sept 2 2021

(PLEASE PRINT)

Name: Margaret Quincy

Address: 795 Lexington Ave

I represent: BK 11221 Medical Freedom NYC

Address: All 5 Boroughs

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: _____

Address: _____

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Kathleen Pearlstein

Address: 570 73rd St

I represent: CR App Allmo

Address: 555 5th Ave # 1503

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 9/1/00

(PLEASE PRINT)

Name: Krystal Khatari

Address: 564 73rd St

I represent: myself and the community of parents

Address: _____



Please complete this card and return to the Sergeant-at-Arms

